



Morayfield East State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Morayfield East State School is an Education Queensland school which opened in 1991. Current enrolments are around 950 Prep to Year 6 students and our vision is a: 'A school of choice committed to high standards of learning and celebrations of success' Students are our focus and it's our exciting and dynamic curriculum that enables us to prepare these students for the challenges of the 21st Century. Our staff and community are driven by a commitment to continuous improvement and the challenge to search out the best educational practices for our students. Our school recognises the significant learning that occurs at home and strives to create an open and productive partnership between home and school. Our school is a professional learning community in which individual, team, year-level and whole-school learning about how to improve student learning is vital and interrelated.

Our professional learning community is built on collaborative culture, collective enquiry and commitment to student learning. Our students and families are very proud to be part of our school where we pride ourselves on being a place where students strive to be the best that they can be. As a learning organisation we plan our learning experiences using the Australian Curriculum and continue to remain focused on the teaching of literacy and numeracy so that all students can reach their full potential. Improvement of student learning involves focused reflection and review regarding data, sharing practice, feedback and taking action. Student learning is built upon a foundation of strong values of learning, respect, safety and responsibility. All staff ensure they continue to develop their skills and knowledge through quality learning opportunities ensuring the best possible curriculum delivery for our students, based on Marzano's "The Art and Science of Teaching" framework. High expectations for teacher growth and enhancement of pedagogical skills and capability drive reflection and review.

School progress towards its goals in 2018

School priorities and progress included:

Analyse Student Data

- Implemented and engaged in regular Reading, Writing and Numeracy data discussions to inform improvement, guide teaching and prompt early intervention
- Ensured a range and balance of assessment tools are being used to ensure teaching is targeted at the needs of each child (Diagnostic, formative and summative) followed by the provision of child-centred feedback
- Continued to develop teacher expertise in data analysis to inform effective teaching and learning
- Further developed teacher data literacy to inform effective teaching and learning including tracking through a Student Data Portfolio
- Utilised data to celebrate student success and inform parents of student learning
- Completed a thorough interrogation of NAPLAN data - 2016/2017 in preparation for 2018 NAPLAN
- Identified and isolated a small number of developmental areas from NAPLAN analysis to help focus intervention
- Set targets for student achievement that are realistic yet aspirational
- Continued to reflect and revise ***Morayfield East State School Whole School Data and Assessment Plan***

Every Student Succeeding

Early Years Strategy:

- **Smooth Transition Plan** for entry into Prep and aligning with EYLP
- **Early Years Learning Partnership (EYLP)** with external community agencies
- **Early Intervention Plan** utilising intervention programs eg Reading Doctor; MiniLit; Oral Language Programs (SLP); Read It Again

Improve Student Attendance:

- Monitored and analysed trends in attendance data at the whole school, class and individual student level
- Continued to implement both proactive and reactive strategies to increase student attendance to 96%
- Communicated and promoted student attendance rates in the wider community and celebrate success

Cater for Student Needs:

- Implemented strategies to cater for students' academic, social and emotional needs
- Every Student Succeeding Strategy
- Created engaging learning opportunities for all students that ensures each student had the opportunity for success
- Differentiated the curriculum ensuring all (including verified) students were able to access units of work at age cohort level or through intervention programs
- Continued utilising English Placemats, Show Me Data Numeracy Placemat and Classroom Differentiation Planners each term for planning purposes, outlining specific students and how we are catering for their learning
- Developed a deep understanding and embed Rich Teaching Practices (ASoT) and Age Appropriate Pedagogy and monitoring them through coaching

Upper 3 Bands Priority:

- Developed a clear identification process linked to SSS for **U3B** students and aligned enriched intervention programs for identified students (process to begin in Prep)
- Implemented strategies and enriched intervention programs to cater for the ability levels and optimal learning for these students (differentiated teaching, UNSW testing)
- Embed differentiation strategies across all year levels using, curriculum, planning, teaching and diagnostic assessment processes and Australian Curriculum recommendations
- Provided challenging learning experiences that further develop reading, writing and numeracy expertise

Investing 4 Success

- Provided effective and efficient financial support to enable a sustained explicit school improvement plan
- Continued implementation of differentiation strategies for all students
- Implemented a whole school Reading, Writing and Numeracy Action Plan with an Early Years priority to Whole School focus
- Increased HR resources to support existing Oral Language and Early Years Intervention Programs
- Provided professional learning in coaching and instructional leadership to develop quality educators
- Continued implementation of The Art and Science of Teaching and Age Appropriate Pedagogy as a consistent explicit teaching framework (The Morayfield East Way)
- Implemented a Professional Learning Community to foster professional capabilities through a Growth Mindset

NAPLAN Strategy

- Completed a thorough interrogation of NAPLAN data - 2016/2017 in preparation for 2018 NAPLAN utilising Over Time Assessment Data for U2B and NMS
- Identified and isolated a small number of developmental areas from NAPLAN analysis to help focus warm up activities in both Numeracy, Reading and Writing
- Developed a NAPLAN action strategy with a focus on improving Reading, Writing, Numeracy for U2B and students just below the NMS
- Scheduled professional discussions with teachers, parents and community around the implementation of NAPLAN testing and disseminate information through a variety of communication methods
- Developed a whole school approach to NAPLAN
- Made curriculum connections with NAPLAN expectations

Australian Curriculum Priorities

- Implemented the ***Morayfield East State School Whole School Curriculum Framework*** and ***Morayfield East State School Whole School Data and Assessment Plan***
- HOCs leadership of teachers ensured guaranteed alignment of planning, teaching, assessing, moderating and reporting cycle
- Teachers documented differentiation planning from beginning of 2018
- Aligned STL&N; SEP staff; Teacher Aides; Instructional Leadership Team with curriculum intervention and implementation
- Implemented ***Whole School Pedagogical Framework (The Morayfield East Way)***
- Embedded English, Mathematics, Science, Humanities and Social Sciences using supporting resources eg: C2C

Morayfield East Pedagogical Framework

- Continued to develop and embed the overarching ***Whole School Pedagogical Framework – The Morayfield East Way*** which aligns with school priorities
- Developed teacher capability to implement the Australian Curriculum with the use of high yield effective teaching strategies
- Supported teacher capacity to differentiate students' learning through effective teaching practices and intervention practices

Literacy Priority

Developed and embed a *Balanced Writing Program*:

- Developed a shared understanding and pedagogical practice of the 4 writing procedures:
1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing
- Developed a common approach to *Pearson's Gradual Release of Responsibility Model* utilising *Sheena Cameron's Writing as a common language* and **7 Steps to Writing** as a resource
- Used the writing procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback
- Explicitly implemented *Sheena Cameron's Writing Knowledge and Skills Tool Kit*

Developed and embed a *Balanced Reading Program*:

- Embed a shared understanding and pedagogical practice of the 6 reading procedures i.e.
1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading, 6. Home Reading
- Developed a common approach to *Pearson's Gradual Release of Responsibility Model* utilising *Sheena Cameron's Reading Comprehension as a common language*
- Consistency in common language in relation to decoding strategies differentiated for lower, middle and upper
- Delivered oral language activities that target phonological and phonemic awareness informed by SLP
- Implemented screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver aligned programs to address these – Oral Language Early Years; Prep Speech Program, Support-A-Talker; Year 1 Language Program; *Read It Again–FoundationQ!*
- Implemented the Jolly Phonics and Jolly Grammar resource as a common language as a tool for differentiation
- Reviewed and aligned Jolly Grammar to ***Whole School Spelling Program***

Developing Performance Framework

- Embedded the APR with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs
- Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers
- Consultation and feedback structures are in place and occur in a timely manner (Once a term)
- Use walk-throughs, instructional rounds, peer observations, observation and feedback, co-teaching and support for learning communities to enhance teaching practices
- Implement processes to regularly monitor staff and personal wellbeing

Professional Learning Communities

- Developed a culture of Professional Learning Communities (PLCs) using a fortnightly-cycle of Communities of Practice – Curriculum Reference Team/ Instructional Leadership Team and PBL/ Wellbeing and Engagement Team
- Developed localised structures that enable teachers to engage in discussion about the analysis of effective teaching and learning through Professional Learning Teams
- Built a learning community to share great practice and built teacher capacity through new knowledge
- Led and model learning to develop a shared belief that all students can learn and all teachers can teach

Developing Capability

- Continued *the Whole School Observation and Feedback Model*
- Enabled teachers to engage in effective coaching opportunities to improve teaching practices

Literacy Coach

- A Literacy Coach worked alongside teachers to enhance pedagogy in Reading and Writing to improve student learning outcomes
- Modelled the use of data to inform practice
- Built teacher capability to implement the common language and approach in Reading and Writing

Numeracy Priority

- Embed *Number Fact Fluency Cluster Project* addressing key aspects of number as identified through NAPLAN and internal data sources ie PAT M; Gympie Mathematics Alliance – Show Me Diagnostics
- Developed best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Continued to develop and embed Problem Solving in the teaching of Mathematics across all strands
- Ensured a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Built teacher capacity to identify and address key misconceptions through the Numeracy Rich Routines that align to Australian Curriculum
- Practiced and deepen number facts through Number Fact Fluency Cluster Project
- Implemented the *RoleM* maths program in Prep to Year 3

Master Teacher

- Continued to extend the action plan for Master Teacher to work alongside teachers to improve teaching practices that enhance student learning outcomes
- Supported teacher pedagogy in the implementation of *RoleM* for future sustainability
- Continued to implement *Master Teacher Action Plan* aligning with regional numeracy initiatives
- Continued to build capability and capacity of Teacher-Aide knowledge in relation to school priorities

Moderation

- Developed opportunities for inter and intra-school moderation activities
- Identification of cluster moderations/PD

Future outlook

In the future, the school will continue to strive for excellence in a supportive school environment through a focus on Respect, Learning, Safety and Responsibility. Together we created a broad framework to help shape a clear and consistent improvement agenda across all areas of the school.

A continued commitment to Instructional Leadership will ensure that key leaders have a curriculum orientation and will inspire active coaching of teaching staff. Working regularly in classrooms, planning quality training opportunities and defining consistent school wide practices will provide a foundation for continued success. The adoption of the next 4 Year Strategic Plan, will include clear explicit targets and timelines, to ensure progress and achievement of all elements of the explicit improvement agenda which will be monitored, measured and celebrated.

Morayfield East State School has established *The Morayfield East Way*, adopting the Art and Science of Teaching (ASoT) as its pedagogical framework with an Age Appropriate Early Years focus. Extensive professional development opportunities will continue to be provided to build staff expertise so that the strategies are embedded in every classroom. Social and Emotional Wellbeing will be further structured through Positive Behaviour for Learning and the Health and Wellbeing Leadership Team.

The explicit improvement agenda building upon the successes of 2017 into 2018 include:

The school achieving success through an intentional approach to improving the progress and wellbeing of students, staff and school community – actions include:

- Imbed the 4 Stages of Reboot
- Introduce Berry Street Model Alignment with ReBoot – Term 2
- Celebrate and publicise partnership/team/individual successes- All year
- Use the Opinion Survey data to respond to concerns in order to ensure better outcomes for students- All Year

Teachers employing high quality, evidence-based teaching practices focused on success for every student (through literacy) – actions include:

- Develop a shared understanding and pedagogical practice of the 4 writing procedures:
1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing
- Develop a common approach to Pearson’s Gradual Release of Responsibility Model utilising Sheena Cameron’s Writing as a common language
- Develop a deeper knowledge and understanding of the Australian Curriculum and how it aligns with classroom practice
- Use the writing procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback
- Explicitly implement Sheena Cameron’s **Writing Knowledge and Skills Tool Kit**
- Continue to use relevant data to inform practice

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	908	918	925
Girls	451	459	434
Boys	457	459	491
Indigenous	68	92	116
Enrolment continuity (Feb. – Nov.)	92%	95%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Morayfield East State School was established in 1991. The school is situated on the corner of Glenwood Drive and Graham Road Morayfield. In 2018 the school average enrolment was 925 students. This included 116 Aboriginal and Torres Strait Islander students. It also included students with English is an additional language or dialect. Student attendance was 90%. The four year trend shows consistency in student attendance rates at school.

Morayfield State High School has been chosen in the past for the majority of our students’ secondary education. A small number of students have chosen to attend either Narangba Valley State High School or Caboolture State High School. At Morayfield East

State School, Japanese is offered as the Language other than English (LOTE) and is continued as an option at Morayfield State High School.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	23
Year 4 – Year 6	25	27	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Morayfield East State School, we set high expectations for our students to grow and achieve as learners by providing quality education that prepares students to make well informed choices for their future. Morayfield East's curriculum planning process is managed by a Head of Curriculum and guided by the systemic requirements of the Department of Education and Training *P – 12 Curriculum, Assessment and Reporting Framework*. Our curriculum has also been shaped in a number of ways through the Curriculum Reference Team and Instructional Leadership Team – a group of teachers and school leaders, who meet regularly to focus on an ongoing curriculum agenda.

Teaching and learning at Morayfield East State School in 2018 incorporated:

- The Australian Curriculum which provides students with an opportunity to achieve standards consistent with all students in Australia
- English, Mathematics, Science and HASS delivered as discrete learning areas that follow the Australian Curriculum
- Other key Learning Areas based on the existing Queensland curriculum, which develops essential learning and ways of working. These Learning Areas include The Arts, Technology, Health and Physical Education and Language other than English (LOTE) - Japanese.
- Specialist lessons taught by specialist staff in Music, Languages (Japanese), STEM and Physical Education
- The introduction of Age Appropriate Pedagogy into all Prep classrooms to support children to be actively engaged, creative and successful learners

To maintain alignment of curriculum, pedagogy, assessment and reporting, teachers meet regularly in year level teams (including support staff) to collaboratively create curriculum plans. During these sessions the child's academic progress is kept foremost in our minds and informs the teaching and learning process.

In addition Morayfield East offer opportunities for students to excel and enrich their learning by providing parallel programs that align with classroom learning. Students are invited to participate in a school based enriched Writing program directly linking with the Australian Curriculum.

Co-curricular activities

Morayfield East State School encourages children to participate in a wide variety of extracurricular programs in addition to the regular curriculum. A variety of opportunity exists to extend students, academically, in the arts, in sport and in service to the community. We encourage participation in these programs to enhance the learning engagement of students across all year levels and by extending their experiences.

During 2018 students had many opportunities to be involved in these activities:

Enrichment events including:

- Celebrating book week with a guest author
- Under 8's day,
- School discos
- Lunchtime clubs
- Community events include ANZAC day march and Murri club
- QUT – Explore UNI day
- Carols by Torchlight
- Morayfield East State School Arts Showcase

Performing Arts

- Drumming group
- Instrumental program

- School instrumental band
- Choir

Sport

- School sport including District, Regional and State sporting opportunities
- Gala Sports days
- Morayfield Tumblers (Gymnastics troupe)
- Whole School Sports Day
- Cross Country

Academic

- Premier's Reading Challenge
- International Competitions and Assessments for Schools (ICAS) testing in English, Writing, Spelling, Science and Mathematics
- High School Transition programs
- High School Excellence Days
- Year Level excursions and incursions
- Robotics

Leadership

- Annual camp in Year 6
- Student Leadership Roles – School Leaders, Sports Captains, Library Leaders, Student Council
- School leaders' day

How information and communication technologies are used to assist learning

At Morayfield East, a range of technologies have been integrated and utilized throughout the classrooms. Interactive Whiteboards, Mobile Laptop Labs, iPads and iPods are available for use in classrooms. Continued deployment and expansions of resources continued in 2018. Teachers are encouraged to integrate Information and Communication Technologies (ICT) into all aspects of the student's learning. Each classroom has the capacity to provide ICT integration in learning activities. The XO Laptop computer program continued in 2018. These low cost computing devices were used in various classrooms across the school site.

Students are engaged in a range of activities that include developing competencies in Microsoft packages and a range of student educational software that supports Literacy and Numeracy improvement. As part of our curriculum unit planning, the ICTs are an integrated component and students undertake activities within the context of this classroom work. Morayfield East has embraced the Smart School's Agenda to develop a "learning community", whereby teachers undertake opportunities to develop meaningful and engaging learning experiences. Access to professional development by teachers has provided a catalyst for further development in this area.

Morayfield East played host again to the regional LEGO Robotics competition in August 2018. Approximately twenty teams participated in the full day program support by QUT and other sponsors. This was an extremely successful culminating event. An IT technician continues to be employed five days per fortnight to maintain the network and support staff and students of the school.

Social climate

Overview

Morayfield East State School is dedicated to facilitating a culture of inclusivity and positive wellbeing based on success for every learner. Our extensive Student Support Services Team offer a range of focussed and intensive supports to ensure that student needs are met across learning areas and within the school community in the social context.

Teachers and staff work collaboratively with a focus on quality curriculum and socially appropriate mechanisms with the Positive Behaviour for Learning (PBL) program implemented within the classroom context. This is embedded into everyday routines and procedures as well as a focus of the week covering an array of socially just practices to support a disciplined and safe environment. A variety of extracurricular activities are offered during lunchtimes to promote an active and inclusive community covering physical, social and intellectual interests.

The Student Support Services (SSS) program compliments classroom learning using a diverse range of interventions delivered by highly trained and experienced staff to support students with varying needs. In addition, Chaplaincy is highly regarded for the benefits to students both in class and in social environments with a number of weekly groups organised with the support of external agencies, school staff and school council leaders. The Chaplain works to support families and staff as identified through weekly SSS meetings and via administrative processes.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	91%	90%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this is a good school (S2035)	85%	88%	81%
• their child likes being at this school* (S2001)	89%	91%	84%
• their child feels safe at this school* (S2002)	85%	91%	78%
• their child's learning needs are being met at this school* (S2003)	81%	82%	82%
• their child is making good progress at this school* (S2004)	93%	94%	86%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	88%	86%
• teachers at this school motivate their child to learn* (S2007)	89%	88%	84%
• teachers at this school treat students fairly* (S2008)	85%	82%	71%
• they can talk to their child's teachers about their concerns* (S2009)	89%	100%	92%
• this school works with them to support their child's learning* (S2010)	81%	85%	86%
• this school takes parents' opinions seriously* (S2011)	77%	88%	80%
• student behaviour is well managed at this school* (S2012)	67%	67%	63%
• this school looks for ways to improve* (S2013)	87%	94%	85%
• this school is well maintained* (S2014)	93%	88%	94%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	95%	90%
• they like being at their school* (S2036)	94%	89%	90%
• they feel safe at their school* (S2037)	93%	85%	91%
• their teachers motivate them to learn* (S2038)	98%	96%	97%
• their teachers expect them to do their best* (S2039)	98%	95%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	94%
• teachers treat students fairly at their school* (S2041)	85%	90%	93%
• they can talk to their teachers about their concerns* (S2042)	95%	90%	84%
• their school takes students' opinions seriously* (S2043)	93%	87%	79%
• student behaviour is well managed at their school* (S2044)	87%	79%	69%
• their school looks for ways to improve* (S2045)	97%	97%	94%
• their school is well maintained* (S2046)	93%	92%	87%
• their school gives them opportunities to do interesting things* (S2047)	94%	94%	91%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	83%	79%
• they feel that their school is a safe place in which to work (S2070)	89%	76%	47%
• they receive useful feedback about their work at their school (S2071)	83%	69%	62%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	84%	88%
• students are encouraged to do their best at their school (S2072)	100%	90%	87%
• students are treated fairly at their school (S2073)	94%	76%	65%
• student behaviour is well managed at their school (S2074)	70%	39%	26%
• staff are well supported at their school (S2075)	82%	64%	45%
• their school takes staff opinions seriously (S2076)	87%	68%	46%
• their school looks for ways to improve (S2077)	95%	82%	83%
• their school is well maintained (S2078)	91%	96%	89%
• their school gives them opportunities to do interesting things (S2079)	89%	80%	69%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Morayfield East State School, we believe that families are an integral part of students' learning and we aim to ensure that parent contact is utilised to have a holistic understanding of students' needs and the impacts of those within the school context. In 2018, the school continued to engage with parents and the wider school community through the ongoing participation of the Parent and Community Engagement Team. Community input is highly regarded and with consultation, a community events calendar was established. Such opportunities were made possible through wide advertising via the school Facebook page, fortnightly school newsletters, community and school advertising (newspapers, LED board, posters around school) to maintain sharing of information.

This was represented in the school community via:

- Twice yearly student, parent, teacher interviews with opportunities for communication actively sought in addition.
- Weekly assemblies to celebrate student success and inform the students and wider school community of events and key information.
- A Parents and Citizens Association where frequent collaborative and consultative participation with key school personnel occurred to endorse school improvement plans, policies, procedures and resources in addition to a fundraising calendar to support future agendas for the school community.
- Regular opportunities for students to showcase their learning and achievement in both academic and sporting arenas both within our school and the wider community.
- Whole school extra-curricular activities to celebrate success (Under 8's Day, Sports Day, Cross Country, etc.).
- An Arts Showcase (fine arts and music) was held in October supported by school personnel and student presentation.
- Actively seeking volunteers for school events, Local Chaplaincy Committee (LCC), excursions, incursions, daily functions and classroom activities.
- Parent Café established to inform parents with a weekly focus and opportunities for families to connect with others and support services within the school community.
- Early Years Partnership established to connect feeder centres and community agencies to support prep transition.
- Whole school end of year celebration run by LCC - Carols by Torchlight, to bring the community together.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Through the school's Responsible Behaviour Plan for Students (RBPS), weekly lessons are taught across the school to address proactive and reactive behaviour and wellbeing concerns. The Positive Behaviour for Learning curriculum also includes specific lessons to address appropriate behaviour and identifying and responding to abuse and violence. Students are provided with skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. Annually the school participates in the 'National Day of Action against Bullying and Violence' and the 'Day for Daniel' with this curriculum included in Positive Behaviour for Learning (PBL) lessons. The Guidance Officer, School Chaplain and other staff also support student's skills in developing and maintaining respectful relationships through programs such as Rhythm to Recovery and Friends for Life.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	141	91	134
Long suspensions – 11 to 20 days	0	4	6
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school continues to work closely with Moreton Bay Regional Council to monitor and reduce the amount of rubbish produced on the site. To reduce significant paper use, the school continues to use an electronic version of the newsletter. An office and classroom recycling program introduced in 2011, continues in 2018 and is maintained by members of the student council. Water usage has been dramatically reduced due to replacement of bubblers/taps to self-closing units.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	203,807	210,673	200,803
Water (kL)	2,550	1,995	1,779

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	65	49	<5
Full-time equivalents	61	34	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	5	
Graduate Diploma etc.*	13	
Bachelor degree	51	
Diploma	5	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$45,000

The major professional development initiatives are as follows:

Problem Solving in Numeracy

- Beginning Teacher In-service
- Non Violent Crisis Intervention Training
- Reboot training and Master Rebooter Training
- Sheena Cameron Reading and Comprehension
- Anita Archer – Magic of Instruction
- First Aid and CPR
- Mandatory Training
- Poverty Workshops – Beginning and New Teachers
- Whole School Curriculum Planning and Moderation

The proportion of the teaching staff involved in professional development activities during 2018 was **100%**

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	90%
Attendance rate for Indigenous** students at this school	85%	88%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

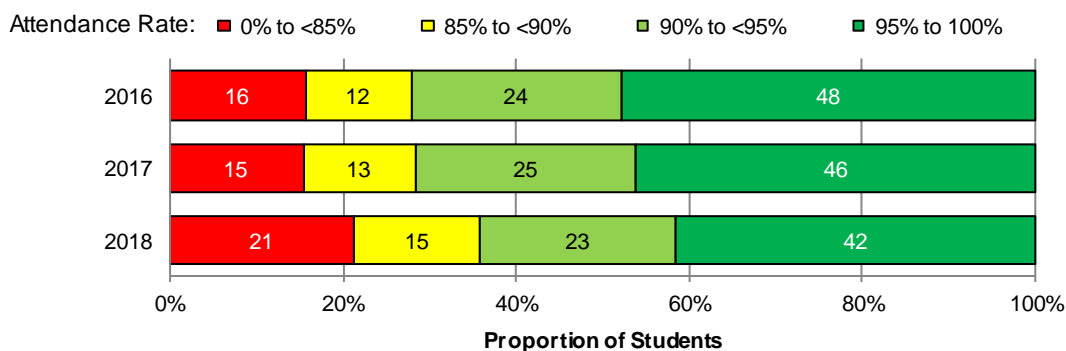
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	92%	93%	91%	Year 7			
Year 1	92%	91%	90%	Year 8			
Year 2	91%	91%	90%	Year 9			
Year 3	91%	93%	92%	Year 10			
Year 4	91%	91%	91%	Year 11			
Year 5	92%	91%	90%	Year 12			
Year 6	91%	91%	89%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

- Attendance is managed through the SMS Schools data base and the OneSchool data base
- Three consecutive absences are followed up with a phone call home to 'explain' the absence/s
- Ongoing unexplained absences are followed through using the Managing Student Absences and Enforcing Enrolment and Attendance in State Schools policy
- Roll marking occurs through OneSchool twice per day
- Proactive measures are taken to celebrate good attendance – certificates and prizes

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.