



Newmarket State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Newmarket State School is a small inner-city school with a proud history. Our motto is “Over 100 years of “Learning and Caring”. Enrolments have been steadily growing over the past few years and our current enrolment is 302 students. Excellence in learning and strong community values are two distinctive features of our school. The core business of our school is having quality programs to allow students to achieve in the eight key learning areas, and within these programs, a commitment to literacy and numeracy is fundamental.

A supportive, tolerant and active community is characteristic of our school. The active role of parents in the Parents and Citizens association and in daily school activities strengthens our community and contributes to the range of opportunities available to our students.

We believe in providing an excellent academic education combined with the development of an individual's self-esteem. These two goals provide the basis for lifelong learning and success. The “You Can Do It” program and “The Newmarket Mindset Manifesto” programs provide a strong foundation for learning at Newmarket SS.

Extracurricular activities and community involvement in our school are additional aspects of our school that add value to students' learning. Extra-curricular activities include Years 5 and 6 camps, Student Council representation, Leadership roles and responsibilities, inter-school and representative sports and choir and band participation. A strong focus on environmental education through our links with Brisbane Urban Environmental Education Centre is another feature of our school. Parents, students and teachers are satisfied that 'this is a good school'

Introduction

The intent of this report is to provide parents and the wider school community with information that is common for all state and non-state schools throughout Queensland. It provides an overview of the programs and achievements of Newmarket State School during the 2018 school year.

This report also includes important information about student performance as well as links to further information on the MySchool website.

I trust that you find the information contained in this report about our school of interest. Should you require any further information, please contact the Principal as indicated above.

School Progress towards its goals in 2018

In 2016 Newmarket State School completed its four-yearly review (QSR) and 2018 was the second year of the four year cycle. Newmarket State School continued with a sharp and narrow explicit improvement agenda:

Continued to develop staff understanding of the relationship between the Australian Curriculum and C2C units

Continued to develop and refine the school's Curriculum, Assessment and Reporting Plan

Continued to provide opportunities for high achieving students to participate in U2B programs

Continue to embed a Whole School Approach to the teaching of Reading

Developed consistency and expertise in pedagogical practices through collegial collaboration

Continued to develop consistency in judgments through school-based and City Cluster moderation processes

Continued to develop a framework for teachers to improve pedagogical practices in the teaching of reading that includes feedback from colleagues and supervisors and aligns with the school's pillars and givens and regional quality standards

Continued to implement and embed the school's Pedagogical Framework with a focus on Explicit Instruction and the work of John Fleming

Commenced preparation for NAPLAN online through the introduction of a typing program and changing to a digital version of PAT Reading.

All teachers were given opportunities to further develop skills in coding and the use of other digital technologies. An E-Learning teacher was appointed to assist with this process.

Our curriculum focus was on implementing and embedding the Australian Curriculum in English, Mathematics and Science, History, Geography and the Digital Technologies Curriculum. Newmarket SS teachers continued to use the EQ produced C2C units in all curriculum areas which included lesson plans as well as a range of resources including many digital resources for use on the IWB. We also continued to focus on our spelling program, “Words Their Way. The success of these programs was highlighted in the pleasing results our students achieved during NAPLAN.

As a school, we were above the State and National mean for every domain in each year level. Results were as follows:

Year 3: Reading 82.0%, Numeracy 73.0% in the top two bands.
Year 5: Reading 55.0 %, Numeracy 48.0 % in the top two bands.

We continue to maintain excellent results which I attribute to: An explicit improvement agenda, dedicated staff, community involvement and a supportive school community.

On several occasions, staff met with other teachers in the cluster to participate in moderation activities. This gave them the opportunity to discuss and critique student work and to make consistent judgements by matching evidence in student work to the standards.

Another element of QCAR is the Reporting Framework. This was continued with twice yearly written reports to parents on student achievement on a five-point scale (A-E).

Further development was undertaken on our school's Information Communications Technology for Learning Agreement. This plan ensures we have a replacement schedule for all of our IT hardware and a futures plan. It also illustrates how we will prepare our students for the technological rich world in which they live. In 2018, teachers participated in professional development sessions to increase their skills in the use of online literacy programs, the use of iPads and coding skills in order to enhance learning for their students.

Several of our years 5 and 6 students attended the City Cluster High Achievers Program which gave them automatic selection into the Young Scholars Program. This program is offered through the Queensland Academies to provide extension to our high achieving students. Three of our talented Year 6 students were selected to participate in Show Camp which ran for the duration of the Exhibition. Students from all over the state gathered together for this wonderful event. The students further developed their writing and ICT skills as they were involved in writing articles for the daily editions produced over the show period.

Newmarket State School hosted Creative Sparks – Mini Writers Festival and Mini Scientists Festival. Two of our talented writers from Year 4 attended the writing festival and had the opportunity to work with a local author. Two of our students attended the Mini Scientist Festival run by BUEEC, two of our students attended a Design Thinking Program and two students attended the Mini Coders Festival. These programs provided extension opportunities for our more capable students.

The appointment of an E-Learning teacher was crucial in enhancing the STEM agenda. Our students participated in STEAM Days at EPHS, and were exposed to a range of STEM activities. Competitions and workshops were highlighted and students were encouraged and mentored by our teachers. Some of our students entered "The Young Scientists of the Year Awards" with one being awarded outright winner in her age group for her work highlighting the effects of a wireless network on healthy plants. Our Year 6 Robotics team won the local schools competition and competed at the regional finals.

Musically, our band and choirs entertained us on several occasions throughout the year. The choirs also had several performances at community events which were well received by the audience. Three of our students were selected to attend the prestigious Honours Music Camp. Mrs Battersby, Miss Enchelmaier and Miss Harris did a wonderful job developing the musical talents of our students.

In the area of art, many of our students won prizes in the Multicultural Centre's art competitions and several students won prizes in the QTU Peace Awards. Once again a Newmarket SS student was the overall winner in the Trevor Evans MP Christmas Card Design Competition, we also had a child win the Year 2 division.

In the sporting arena Newmarket State School did well, winning the District Athletics (Small Schools Division) and second in the District Cross Country (Small Schools Division). We also completed winter sport fixtures in soccer and netball, T-Ball, Baseball and AFL. These fixtures were played over three Gala Days in summer and winter. Two of our Year 6 male students did us proud by representing Met North in the Primary Schools Queensland Hockey Championships held in Cairns and one of our students represented Met North at the Primary Schools Queensland Athletics Championships also held in Cairns.

We further embedded the 'Mindset Manifesto', growth mindset program throughout the school and offered the "Friends Program" as well as the "You Can Do It Program" to assist students in further developing life skills.

The success our school has achieved over the past 12 months has been reflected in us maintaining enrolments for the 2019 school year. Our current enrolment is 302 and we have grown to 13 classes for students in Years Prep to 6.

A number of facilities issues were addressed during 2018. These included:

- A new multipurpose court and upgrade of the cricket nets
- Second tennis court given netball markings
- Signs on Banks Street entrance updated
- Roofing between A and B Block extended to give cover between the two buildings
- Interactive Data projector and white board installed in the newly formed Year 1 classroom
- Air Conditioning installed in E Block classrooms and library

All of these improvements have greatly enhanced our school and further improvements are planned for 2019.

Many school community functions such as AST breakfasts, Welcome BBQ, School Discos, Easter Bonnet Parade, Book Week Parade, Trivia Night, Under Eights Day and Newmarket SS Art Show were held over the school year. All were well supported, with the Christmas Concert being the usual highlight. Due to a great team effort, all occasions were enjoyable events for the whole school community.

On the staffing front, we welcomed Josh Bjelke Petersen as a Year 5 teacher, Joelyne Hembrow as the Learning Support teacher and Jaz Harris was our new instrumental music teacher. Half way through the year, Majella McCarthy joined us as a classroom teacher on Year 3/4. These staff members all proved to be assets to our school.

Future outlook

STATEMENT OF PURPOSE

Newmarket State School aims to provide excellence in teaching and learning that will enable students to reach their full potential, giving specific attention to cultural diversity with pathways leading to academic, vocational and leisure activities. Our purpose is to provide high quality education that promotes a love of learning, develops judgments and a sense of responsibility. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

School Improvement Priorities 2019

By the end of 2019, we will implement an explicit approach to the teaching of writing, using consistent language so that we have up to 50% of students in Year 3 and 40% of students in Year 5 achieving in the U2Bs for writing.

Teachers continue to develop daily sequential writing warm ups and provide opportunities for teachers to visit and observe schools/classrooms with similar contexts to improve pedagogy.

All teachers attended a half-day session on improving writing through good sentence structure, vocabulary and correct components of grammar delivered by Rod Campbell on a professional development day at the start of the year. Rod has since come back to deliver lessons to students in Year 4 and above with other teachers observing. He also presented subsequent sessions at staff meetings.

All students to have an individual writing goal and to articulate the goal in the learning walk process. Success criteria evident in all classrooms. Bump it Up Walls evident in many classrooms to ensure that learning is visible.

Teachers have participated in two City Cluster of schools moderation sessions on writing. This allowed teachers to engage in PD relevant to their needs and that of the school's improvement agenda.

By the end of 2019, a whole school approach to the teaching of reading will be embedded ensuring that we maintain 75% of students in Year 3 in U2Bs for reading and 55% of Year 5 students in the U2Bs for reading.

Continue to embed the framework for teachers to improve pedagogical practices in the teaching of reading that aligns with the school's pillars and givens and regional quality standards.

Continue to provide opportunities for staff to engage in professional development in the teaching of reading. I.e. Implementation of Probe and using data to inform teaching.

Targeted intervention given to Prep students identified through SPAR R diagnostic testing.

By the end of 2019, the Digital technologies curriculum will be embedded.

The E-Learning teacher has been instrumental in promoting the use of ICTs in pedagogical practice throughout the school and has supported teachers with the use of digital technologies in the classroom.

Staff have partnered with EPHS to promote the use of ICTs in pedagogical practice and to progress the STEM agenda.

Key teachers have attended Robotics professional development days and have commenced an afterschool Robotics Club. Coding Club and Maker Space activities available as lunch time activities.

An ICT checklist with key indicators has been implemented to track student competency.

We successfully participated in NAPLAN online in 2019. Continued usage of typing tournament and PAT Maths and of PAT Reading online.

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	239	263	279
Girls	111	117	130
Boys	128	146	149
Indigenous		3	4
Enrolment continuity (Feb. – Nov.)	91%	97%	94%

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

Newmarket State School has an effective enrolment of 279 students (July census 2017). These students attend full time in a co-educational setting from Preparatory Year to Year 6. Newmarket State School has a diverse population, with 30% of students having an ESL background. There are 25 main languages other than English spoken at home by students, the most common being Filipino (7 students). Of the student enrolment, 1% of students are indigenous.

The ICSEA scale for the school community has fallen to 1129, with 1000 being average.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	22
Year 4 – Year 6	26	25	27
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

- ❖ The Newmarket State School pedagogical model is based on the Explicit Instruction Model.
- ❖ The school has a clear focus on delivering outstanding educational outcomes for our students.
- ❖ There are clear reading and writing benchmarks which support high levels of academic achievement.
- ❖ The school has a Head of Curriculum who supports and coaches staff in curriculum and pedagogical implementation.
- ❖ Every student has specific learning goals that are informed from student performance data.

In addition to the key learning areas of English, Mathematics, Science, History, Geography, The Arts, Languages Other Than English (Japanese), Digital Technologies, Health and Physical Education, the school also provide the following distinctive curriculum offerings:

- Under 8s Day for preps, Years 1 and 2
- Learning Support Program
- ESL-English as a second language support for EALD students and international students
- Instrumental music programs including: woodwind, brass and percussion
- Senior Choir and Junior Choir
- Outdoor education/camping program for years 5-6
- Leadership camp for Year 6
- LOTE from Year 1-6 (Japanese)
- Swimming lessons in Year 1-6
- Participation in Inter-school sport
- A Buddy program which connects younger children with older children as mentors
- A perceptual motor program for students in Prep- Year 2
- Bike Education Program for Year 4 students
- Specialist science programs with Brisbane Urban Environmental Education Centre
- Arts Council or similar performances each term
- Life Education Program
- You Can Do It Social Skills Program
- Book Fair and Premiers Reading Challenge
- Dance Program

▪ **Co-curricular Activities**

A wide range of extra-curricular activities are offered to students including:

- Chess Club with coaching from an accredited coach
- Robotics after school classes
- Debating
- Speak Up – Speech and Drama lessons
- Aus. Kick/ Soccer Programs offered after school
- Kilometre Club
- Coding Club
- Maker Space
- After school running class on Tuesday
- Tennis lessons by an outside provider
- Choirs – Junior and Senior
- Band
- Student Council
- Maths Tournament (Year 5-6)

- Young Scholars Enrichment Program with Queensland Academy of Creative Industries (Year 5-6s)
- High Achievers Program (Year 5-6) at KGS
- STEM (Science, Technology, Engineering and Mathematics) Scholars Day Year 4-6 at Everton Park High School
- Young Writer's Festival (Year 3-4) at Newmarket SS
- Mini Scientists Festival (Year 3-4) at Brisbane Urban Environmental Education Centre
- Mini Thinkers festival (Year 3-4) at Ascot State School
- Mini Coders Festival (Year 3-4) at Brisbane Central State
- Environment Club
- Active School Travel
- Friends for Life Program
- Outside School Hours Care (OSHC) is run by the P&C and provides a range of stimulating activities for students

How information and communication technologies are used to assist learning

All teaching spaces at Newmarket State School have either Interactive Projectors or Interactive Whiteboards installed. These are valuable when utilizing the resources of C2C in teaching across the curriculum. Each classroom also has a number of computers or a pod of laptops which can be used to enhance learning, conduct research or access complementary programs such as Mathletics.

Across the curriculum, students engage in learning activities that enhance creativity e.g. design multimedia presentations, explore digital imagery, designing games (coding).

Groups of students are also supported by the use of iPads to enhance engagement in learning and reinforce skills learnt during explicit teaching lessons.

Information and Communication Technologies (ICT's) assist student learning:

- ❖ Use the Internet to provide a breadth and depth of the latest cutting-edge research to analyse, evaluate understandings
- ❖ Enable diverse and challenging tasks for the spectrum of learners, for extensions, revision
- ❖ Reinforce literacy and numeracy concepts
- ❖ Assist student work using programs, including: Microsoft Word, Publisher, PowerPoint, Photo Story, Movie Maker, Claymation, Book Creator
- ❖ Utilise Podcasts, Video Conferencing, YouTube demonstrations and i-Connect sessions

An increasing bank of iPads and lap tops continue to be purchased for use with students from Prep-Year 6. This will continue to be an area for development in future years as mobile technologies continue to expand.

A technology technician is employed for a day and a half weekly to maintain the network and hardware and a teacher aide is responsible for maintaining the I pads and uploading educational apps.

Since mid-2017, a teacher has been employed as an E Learning leader to assist teachers in delivering the Digital Technologies curriculum.

Social climate

Overview

At Newmarket State School, our Student Support Services committee oversee students who require additional support, whether this be socially or academically. The school has an active Friends Program for identified students twice a year. This has a clear focus on getting along and making good choices.

Newmarket State School has a diverse range of families in our community. We work together to celebrate this diversity through events such as NAIDOC week, Harmony Day and Say No to Bullying Day.

Our school community is aware of the challenges communities face in other parts of the world and regularly contribute to many worthwhile charities. For the past few years, we have sponsored a World Vision child from Zambia. The Student Council raise money for this worthy cause through Free Dress days held each term. In Term 4, a school disco is held with money raised going to UNICEF. Families also contribute to the Red Bag Appeal for those in need leading up to Christmas.

The Newmarket community is friendly and welcoming with an active parent group in the P&C. This group of parents encourage all families to be involved in school events and fundraising.

Newmarket students have a reputation for being friendly and accepting and visiting teachers often comment on our friendly, welcoming staff. A very positive social climate exists in our school as evidenced in our school opinion survey results.

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)	92%	94%	100%
• this is a good school (S2035)	95%	94%	98%
• their child likes being at this school* (S2001)	97%	100%	100%
• their child feels safe at this school* (S2002)	97%	97%	100%
• their child's learning needs are being met at this school* (S2003)	95%	97%	97%
• their child is making good progress at this school* (S2004)	95%	94%	97%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	98%
• teachers at this school motivate their child to learn* (S2007)	95%	97%	95%
• teachers at this school treat students fairly* (S2008)	95%	94%	95%
• they can talk to their child's teachers about their concerns* (S2009)	97%	97%	98%
• this school works with them to support their child's learning* (S2010)	89%	94%	96%
• this school takes parents' opinions seriously* (S2011)	86%	90%	93%
• student behaviour is well managed at this school* (S2012)	95%	88%	89%
• this school looks for ways to improve* (S2013)	97%	91%	100%
• this school is well maintained* (S2014)	97%	88%	97%

* 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)	100%	100%	100%
• they like being at their school* (S2036)	98%	100%	98%
• they feel safe at their school* (S2037)	100%	99%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	100%
• teachers treat students fairly at their school* (S2041)	100%	99%	98%
• they can talk to their teachers about their concerns* (S2042)	95%	97%	99%
• their school takes students' opinions seriously* (S2043)	98%	100%	98%
• student behaviour is well managed at their school* (S2044)	100%	99%	98%
• their school looks for ways to improve* (S2045)	98%	99%	98%

Percentage of students who agree [#] that:	2016	2017	2018
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	98%

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	76%	100%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	93%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	90%	95%	100%
• staff are well supported at their school (S2075)	77%	100%	96%
• their school takes staff opinions seriously (S2076)	73%	100%	96%
• their school looks for ways to improve (S2077)	95%	100%	96%
• their school is well maintained (S2078)	95%	100%	96%
• their school gives them opportunities to do interesting things (S2079)	95%	100%	100%

* 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

There is a strong sense of school ownership by parents at Newmarket. Parents are involved in a broad range of school activities including classroom help, Active School Travel, Chess Club, Running Club as well as special school days such as the Art Show, Cross Country, Athletics, Discos and Class Excursions. This is supported by a committed P&C that as well as being involved in school decision making, coordinates help in a range of school activities such as tuck-shop, uniform shop, local media liaison and parent working bees. Parents are encouraged to share their professional skills, interests and hobbies. The school community regularly runs stalls to raise funds to enhance our school programs and school facilities. They are a great example of a community working together for a common goal and are well attended by the general community. The involvement of parents is crucial to the richness of our school community and contributes strongly to the educational experience offered by our teachers.

We believe that a child's education is greatly enhanced when there is a strong partnership between the child, the parent and the teacher. Communication with parents is encouraged through:

- Teacher accessibility
- Parent Information Nights
- Parent/teacher interviews
- Open Days
- School website
- Classroom Parent Representatives who facilitate communication between home and school
- Regular School and Class Newsletters

In 2018, **100%** of parents indicated that they were satisfied that they had opportunities to participate in school activities.

Newmarket State School supports a fully inclusive classroom environment which aims to cater for the diverse needs of all our students. Where and when necessary, adjustments are made to the curriculum and the learning environment in order to maximize the participation and learning outcomes of all our students. Teaching staff (including, when appropriate, our Special Education Teacher, Learning Support Teacher, Speech and Language Pathologist, EALD Teacher and the Guidance Officer) meet with parents and carers to identify the individual needs of a child and then program the best level of support to help maximize the student's learning and participation at school.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

All students participate in the "You Can Do It Program". One of the focuses of the program is "Getting Along" and learning how to treat people kindly and respectfully.

All students also participate in "Life Education" which focuses on being a friend and making appropriate life decisions. Year 5 and 6 students also participate in the additional program of "Sexual Health and Relationships Program"

At Newmarket State School, we also promote and celebrate "Say No to Bullying Day" where all students make a written pledge to be kind to others. On "Harmony Day", we acknowledge and celebrate the numerous cultures represented at our school.

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	5	2	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

Reducing the school's environmental footprint

In 2018, NSS continued with the many environmental initiatives already implemented such as recycling paper, cartridges, batteries and mobile phones as well as the planting of vegetable gardens, in an effort to reduce our carbon footprint. The Year 6 students contributed to these environmental initiatives by maintaining a compost program for all classes throughout the school. Both Year 5 classes had air conditioning installed in time for the summer and the library had air conditioning installed later in the year. Despite these additions, our use of electricity decreased. The increase in the use of water could be attributed to the fact that Brisbane Urban Environmental Education Centre has been heavily booked and conducts many sessions on our campus which means more students are accessing toilets and drinking water on the Newmarket SS campus. Newmarket SS has a great partnership with BUEEC who value add to the Newmarket SS curriculum through the varied and engaging programs they deliver.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	66,024	69,988	68,552
Water (kL)	1,018	1,317	1,587

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](http://www.myschool.edu.au/) 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.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The 'Find a school' button is highlighted in a darker shade of red.

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

A rectangular button with a red border and the text 'View School Profile' in red.

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

The screenshot shows a horizontal navigation menu with seven items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a darker red background.

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	25	16	0
Full-time equivalents	18	9	0

*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	0	
Masters	3	
Graduate Diploma etc.*	5	
Bachelor degree	15	
Diploma	2	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$10,787.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- ❖ Case management, Success criteria, Data walls
- ❖ Continuing Implementation of the Australian Curriculum
- ❖ Digital Technologies including coding, robotics and the use of I Pads in the classroom
- ❖ Cluster Moderation
- ❖ ICT –using One Note – Microsoft PD
- ❖ QCAA –NAPLAN Writing – Unpacking the Writing Marking Guide
- ❖ Workplace Health and Safety
- ❖ PDN Leadership
- ❖ Anaphylaxis Training/Asthma Emergency Management
- ❖ Coaching and mentoring
- ❖ CPR update
- ❖ Growth Mindset Update
- ❖ BSM seminars, symposium – HR, Finance, Leadership
- ❖ NAPLAN online training
- ❖ The Teaching of Writing - Sentence structure, vocabulary, writing warm –ups
- ❖ Feedback project with Cam Brooks
- ❖ Music Teachers' conference
- ❖ P&C Conference
- ❖ Beginning Teacher Conference
- ❖ STEM, Digital and Thinking Skills Master Classes
- ❖ Reading, spelling & Writing: neuroscience perspectives & teaching methods
- ❖ Teacher wellbeing session

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.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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	95%	96%	95%
Attendance rate for Indigenous** students at this school	88%	89%	88%

* 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

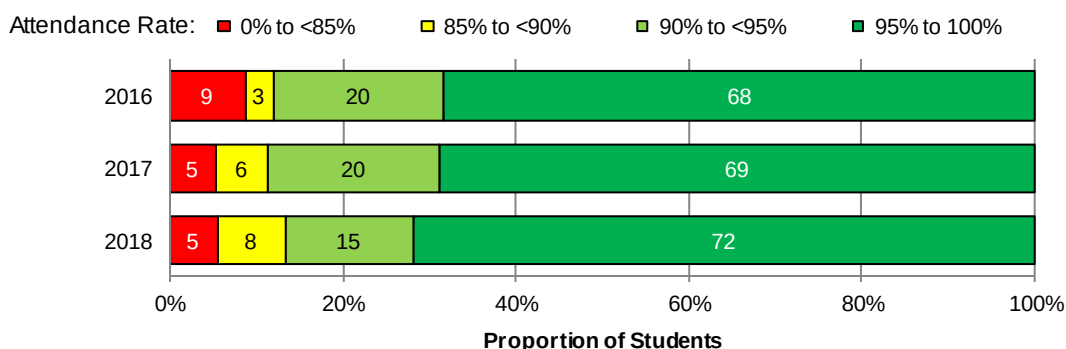
Year level	2016	2017	2018
Prep	93%	96%	95%
Year 1	95%	95%	96%
Year 2	95%	95%	94%
Year 3	96%	97%	96%
Year 4	96%	95%	97%
Year 5	96%	97%	95%
Year 6	96%	97%	96%

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.

Teachers mark class rolls on One School at the beginning of the day and after lunch break. They keep attendance records and monitor attendance and absenteeism of enrolled students. Parents of children absent without explanation are sent an SMS every day after the morning roll marking to ascertain the reason for the child's absence. Teachers alert the principal when a student's absence is unexplained (after three consecutive school days) or when concerned that the explanation may be unsatisfactory.

In some cases the Principal will involve the parent in meetings to discuss unexplained absences where no reason has been provided or the reason provided was unsatisfactory, and provide support to address any issues contributing to the absences. A decision is made about whether a reason offered to explain an absence is satisfactory. A reason will be considered satisfactory if it identifies the absence as an allowed absence. Allowed absences are absences from school for up to 10 days due to illness and absences from compulsory participation allowed under the requirements of the student's eligible option.

When a student is absent, or plans to be absent, for more than 10 consecutive school days for any reason, the parent contacts the school and completes an exemption from compulsory schooling form which is submitted to the Principal. The Principal issues a letter of approval to the parent after consideration of the circumstance.

Requests for permission for a student to leave the school grounds for medical appointments or off site programs can be made. Usually a parent collecting a student arrives and signs a register at the office. Students may not leave the school grounds or educational site without parent consent.

The principal encourages every day attendance by regularly including articles in the school newsletter about the importance of a child attending school every day of the school year for maximum performance and also giving awards on assembly to those students who have excellent attendance over the semester. At the end of the year, the class with the best attendance receives ice blocks.

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		
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 'NAPLAN' to access the school NAPLAN information.

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

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.