Camp Hill State Infants and Primary School

ANNUAL REPORT

2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Camp Hill State Infants and Primary School (CHSIPS) was established in 2006 after the merger of Camp Hill State Primary School (established in 1926) and Camp Hill State Infants School (established 1951). Our school, CHSIPS, while relatively new, combines the proud histories and traditions of two schools with reputations for providing excellence in education to students over numerous generations.

In 2015 Camp Hill was included in the Education Queensland Independent Public Schools (IPS) program.

Camp Hill State Infants and Primary School is located close to the inner city and easily accessible by local transport. The school has an enrolment of 820 students in Preparatory Year to Year 6.

The Camp Hill State Infants and Primary School Vision: Camp Hill is committed to providing authentic quality learning programs for all students to empower them to be confident contributors in the 21st century. The school motto, 'Together We Achieve', is demonstrated in dynamic and productive partnerships within the school and local educational communities.

The Camp Hill School community have identified the *School Values* as: Respect; Resilience; Community; Friendship and Persistence.

Our campus provides a safe, inclusive, supportive and caring environment offering high quality learning for all students. The school focuses on teaching and learning programs supported by information communication technologies for the 21st Century. Programs are differentiated to meet individual students learning needs including extension and enrichment, learning support and programs for students with disabilities.

Extra curricular activities including musical, sporting, cultural and leadership programs are offered to all students. CHSIPS is set on spacious grounds (6.7 hectares) with sporting fields, ovals, heated swimming pool, cricket pitches, adventure playgrounds, multipurpose hall and a large school owned community hall (Camp Hill School of Arts).

The school Parents and Citizens Committee provides an Out of School Hours Care Program (Before and After School and Vacation programs) for up to 180 students.

CHSIPS is held in high regard by both educational and the local community. As a community we are committed to encouraging every Camp Hill student to develop their full potential academically, social responsibilty and the attributes of Life Long Learners. We celebrate individuality and the qualities of active and reflective learners.

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Introduction

I have much pleasure in presenting the 2016 School Annual Report. In 2016 the Camp Hill school community joined together to celebrate the 90th anniversary of state school education at Camp Hill. The celebrations provided an opportunity for past and present students and families to join together in an acknowledgement of their commitment and their pride in our school.

During this anniversary year hundreds of past students shared their fond memories of our school and of the opportunities that it provided them in their life pathways. These included those who have achieved fame at national and international levels (Hon Quinten Brice OM and Hon Michael Brice Om) as well as others, who lead highly successful but more private lives.

Our school motto, *Together We Achieve*, was evident in all the partnerships that came together in this milestone year for our school community.

Celebrations also occurred for our current students and families.

Celebrating 90 years of education at Camp Hill

School Progress towards its goals in 2016

In 2016 the school focused on a sharp and narrow agenda, the teaching of reading and writing. School and systemic data enabled the school to plan, implement, monitor, and review the progress of programs.

The 2016 School Improvement Agenda (Snapshot)

The School Improvement Agenda outlines the school priorities and directions. It details the goals within our focus areas of reading and writing.

Our agenda is delivered via school-wide consistent pedagogical practices founded on research.

Reading and Writing	Staff	Increased teacher capacity	Professional Development Whole Staff: **ACHIEVED** • *Reading to Learn* (R2L) delivered by David Rose • *Seven Steps to Writing Success* (7 Steps) delivered by Jen McVeity • *Higher Order Thinking* (HOT) skills delivered by the GEM team
		Data	Building capacity to collect and interrogate data as a platform for planning and assessment: **ACHIEVED AND ONGOING** • Ownership of own data • Increased Data Literacy • Data conversations • Implementation of the Data Schedule • Monitoring of 'Closing the Gap' strategies
		Mentoring	Consistency of practice developed by: **ACHIEVED AND ONGOING** • Literacy Coach • Lead Teachers
	Students	Consistent pedagogical practice	• Whole class approach to teaching and learning utilising R2L and 7 Steps **ACHIEVED** • Embedded use of higher order thinking skills across the curriculum **ONGOING**
		Intervention	• Direct intervention utilising R2L and 7 Steps • Data tracking provided by Step Up **ACHIEVED AND ONGOING**
		Goals	• Proficiency scales • WALT, WILF, TIB **ACHIEVED**
	ICT	Student Engagement	• Increased capacity to engage students via use of ICT in curriculum delivery • Lead Teacher ICT • Investment in wireless network **ACHIEVED**

A summary of the progress of 2016 School Improvement Priorities

Improvement Priority	Actions	Progress
Increased attainments in Reading and Writing	Teacher capacity building Direct intervention and explicit instruction with students. Identified target groups tracked and provided with target support.	Ongoing and extended
Increased teacher capacity to collect and interrogate data as a platform for planning and assessment (data literacy).	Teacher capacity building and monitoring of practice. Data tracking and alignment of support provisions.	ongoing
Consolidate ICT infrastructure and program delivery on campus.	Develop infrastructure across campus. Building teacher capacity. Explore, develop and implement curriculum program alignment with STEAM (Science, Technology, Engineering, Arts and Mathematics).	New wireless network installed. Three Lead Teachers ICT identified. STEAM committee established. ongoing
Develop partnerships with external academic institutions and educational networks.	Consolidated partnerships with: UQ Confucius Institute; UQ Masters Educational program; QUT Scientist in Schools program; Qld Academies; IPS Alliance; Cluster R2L schools and Eastern Alliance.	ongoing
Consolidate and extend transition pathways into Prep and forward into Secondary Education.	Participation in Pre and Post Primary school transition programs. Develop individual transition plans for identified students. Collaborate with state secondary schools.	ongoing
Develop and implement Higher Order Thinking (HOT) programs.	Increase staff, student and community awareness through partnerships. Track identified students	Ongoing In 2017 school to develop Camp Hill Design Minds HOT process.
Consolidation of Intentional Instructional Leadership	School leaders to provide leadership programs aligned to AITSL standards.	Ongoing – supporting and extending Distributive Leadership model

Future Outlook

Acknowledging a shared belief that all students can learn and all teachers can teach

School Improvement Strategies	Goals
Reading	Continue to embed the *Reading to Learn* program P-6
Writing	Continue to embed the *Seven Steps to Effective Writing* process
Spelling	Revise *CHSIPS Spelling* framework
Digital Capabilities	Continue to develop digital capabilities (ICT and technologies) across a range of curriculum areas
Higher Order Thinking Skills (HOTS)	Continue to embed HOTS across a range of curriculum areas using the *Design Minds* model

Reading-Writing-Higher Order Thinking Skills-Digital Capabilities		
	Differentiated Teaching and Learning	Provision of strategic curriculum delivery for students through explicit, focused and intensive teaching programs at a cohort, class, group and individual level: • *Step Up* programs-differentiated, focused and intensive teaching • Direct Intervention using *Reading to Learn* (R2L) • *Seven Steps to Effective Writing* • *Extension and Enrichment* programs
	Systemic Curriculum Delivery	In the area of systemic curriculum delivery the school will enhance staff capabilities in the area of *Spelling* through professional development and ongoing support. The school *Spelling* framework will be designed to align with the whole-school curriculum plan. Ensure sustainability of R2L program by introducing a *Train the Trainer* model.
	Effective Pedagogy	• Consistency of pedagogical practice is supported by coaches, lead teachers and mentors in the areas of; *Literacy, Data Literacy, Higher Order Thinking* and *Digital Capabilities* • Regular feedback is provided to progress students' individual learning goals (*Proficiency Scales*)
	Expert Teaching Team	• *Team Planning* to develop localised curriculum • *Curriculum Conversations* (targeted areas) • *Reflective Collegial Coaching* in year level cohorts (Triads and Feedback) • *Teaching and Learning Committee*-forum for sharing ideas
	Analysis and Discussion of Data	• Building capacity to interrogate diagnostic and achievement data (*Data Conversations*) to inform planning and teaching to improve student outcomes • Tracking the reading progress of indigenous students as per the target of '*Over the line before 9*'

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	Culture that Promotes Learning	- Successful practices are shared across classrooms and year levels through mentoring programs - Increased capacity to engage students via use of ICT in curriculum delivery - Opportunities to engage in innovative and creative practices through an inquiry learning model (*Entrepreneurs of Tomorrow*, *Habits of Mind,* Science, Digital Technologies and The Arts) - Development of the whole-child through a review of the range of sporting options available to all students across campus (HPE- Movement)

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	833	389	444	21	97%
2015*	794	376	418	19	96%
2016	814	388	426	18	98%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Camp Hill State Infants and Primary School is situated in the inner eastern suburbs of Brisbane. The local community has an increasingly diverse ethnic, cultural and religious background.

Family compositions are predominately consistent with the Australian profile of families. A significant percentage of families identify as middle class with one or both parents in full time employment.

Retention across year levels is strong and all year levels are gender balanced (Prep to Year 6).

The school has approximately 5% of students who are identified with a disability (under DET criteria).

The school has a low percentage of students who identify as Indigenous.

Students acknowledge and respect diversity and have a highly inclusive regard for all members of the school community.

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Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	23	24
Year 4 – Year 7	26	27	28

Curriculum Delivery

Our approach to curriculum delivery

Curriculum is delivered through either the *Australian Curriculum,* which is supported by the resource of C2C, or the *Queensland Essential Learnings*.

In 2015 all of the teaching staff undertook significant professional development in the *Reading to Learn* (R2L) program with Dr. David Rose. The R2L teaching cycle was integrated into the English curriculum during 2016. The school has also undertaken school-wide professional development in the *Seven Steps to Effective Writing* (Jen McVeity).

Camp Hill State Infants and Primary School's Pedagogical Framework is based on Marzano's *Art and Science of Teaching*. This framework is founded upon international research of best practice. All teachers have a collective responsibility to the school Pedagogical Framework and are supported by a Head of Curriculum, Literacy Coach and Lead Teachers. This ensures consistency of practice within a strong professional learning community.

In 2016 the following school specific programs have been implemented:

- LOTE-Mandarin (Prep to Year 6) including Understanding Asia
- *You Can Do It* (Prep) and *Habits of Mind* (Years 1-6)
- *Step Up* programs in Literacy (Reading Comprehension) and Numeracy (Problem-Solving) for all students in Years 2-6 alternating across semesters and Literacy Booster programs for Prep
- Extension programs for students identified as high achieving or talented (managed by Lead Teacher/GEM)
- Targeted programs for students identified with additional barriers to learning e.g. focused and intensive intervention and EAL/D (English as an additional language or dialect)

Camp Hill works in partnership with our school community and provides all families with termly Curriculum Overviews. The school also has an explicit Data and Reporting Schedule.

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Co-curricular Activities

Camp Hill offers a range of co-curricular programs that include:

- Camping programs (Year 5-Camp Goodenough and Year 6-Canberra)
- Interschool sports program – as well as participation in District, State and National competitions
- Music programs: Choirs (Junior, Intermediate, Senior and Boys); Strings Ensemble; Concert Orchestra; Recorder and Ukulele groups
- *Scientist in Schools* program
- Extension programs with GATEWAYS and Queensland Academies
- *Solid Pathways* (On-line Indigenous student extension program)
- Religious Instruction (optional for students in Years 1-3)

Extra-curricular Activities

- Chess Club; *Investigating Science Club* and
- Robotics and Coding (managed by Lead Teachers ICT)
- Construction Club
- Sports: AFL; Soccer; Swimming (including Squad and Learn to Swim); Futsal; Taekwondo and Judo; Cricket and Football; Little Kickers
- Aerobics/Dance/Glee/Cheer (which have achieved numerous State and National awards)
- School Musical (biannual)
- Participation in national academic competitions (ICAS)
- Student Council
- Ekoalas Environmental Club
- Leadership programs: School Captains and Vice-Captains, House Captains and Vice-Captains, Student Council members, Library Monitors and Peer Mentors
- Knitting Club
- Lunchtime recreational programs

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How Information and Communication Technologies are used to Assist Learning

Camp Hill State Infants and Primary School is committed to developing accomplished, autonomous learners who purposefully engage in the creative use of ICT to:

- Communicate effectively
- Work cooperatively and collaboratively
- Critically appraise, manage and use information
- Develop higher order thinking skills
- Embed learning across several domains

Camp Hill teachers engage students through explicit instruction about how to read and learn from digital text, incorporating an understanding of digital grammar and the development of a shared metalanguage. Teachers and students work collaboratively and cooperatively to achieved shared goals.

Camp Hill students from Prep to Year 6 are offered opportunities to extend their learning through using a range of digital devices. These include; Year 1 e-learning books and videos, use of iPads, laptops, ipevos, Apple TV, digital cameras and interactive whiteboards in all learning areas. Students access a range of programs including online books (Sunshine); Bookmaker, Study Ladder, Spell City and Computer Classroom. They also access mobile lab and Learning Hub.

The school completed an upgrade of the campus network in 2016. The upgrade enabled increased access and speed of the net which has been a priority for the school.

Social Climate

Overview

Camp Hill State Infants and Primary School has a strong community spirit. All members of our community take pride in our school, including past students who maintain a positive relationship with us. The annual School Opinion Survey reflects the positive relationship that the community has with the school.

The school and community have set a high bar for behaviour (students, families and staff). We are committed to the belief that students will, at all times, 'own their behaviour' and that behaviour is a powerful means of communication. Behaviour is either rewarded or modified in a consistent manner with the focus being on positive interactions across the campus. The school has four clear *Expectations of Behaviour*- Commitment, Consideration, Cooperation and Courtesy. These are branded across the campus and are the foundations of rewards for all students.

The school has a Student Wellbeing and Welfare Committee (SWWC) that includes members of the school administration, Guidance Officer, Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy, and other members of

staff as required. The committee monitors student needs across campus and liaises with both departmental specialist services (including Occupational Therapists, Speech Language Pathologists and Advisory Visiting Teachers) and other agencies on an individual needs basis.

All students in Prep participate in the *You Can Do It* program and students in Years 1-6 participate in the *Habits of Mind* program. Both of these well respected and researched programs support the development of key personal attributes. The programs are supported by Philosophy lessons in the upper year levels. The school is committed to offering all students opportunities to develop the skills required of them to be active, confident, informed and successful members of the 21st century.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	99%	95%	98%
this is a good school (S2035)	99%	100%	99%
their child likes being at this school* (S2001)	98%	97%	100%
their child feels safe at this school* (S2002)	99%	100%	99%
their child's learning needs are being met at this school* (S2003)	97%	97%	99%
their child is making good progress at this school* (S2004)	97%	95%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	93%
teachers at this school motivate their child to learn* (S2007)	95%	97%	94%
teachers at this school treat students fairly* (S2008)	97%	92%	93%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	96%
this school works with them to support their child's learning* (S2010)	96%	97%	95%
this school takes parents' opinions seriously* (S2011)	93%	86%	92%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
student behaviour is well managed at this school* (S2012)	95%	97%	92%
this school looks for ways to improve* (S2013)	95%	95%	97%
this school is well maintained* (S2014)	98%	97%	86%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	98%	100%	95%
they like being at their school* (S2036)	97%	98%	97%
they feel safe at their school* (S2037)	98%	99%	99%
their teachers motivate them to learn* (S2038)	97%	100%	96%
their teachers expect them to do their best* (S2039)	99%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	95%
teachers treat students fairly at their school* (S2041)	96%	93%	96%
they can talk to their teachers about their concerns* (S2042)	97%	96%	97%
their school takes students' opinions seriously* (S2043)	90%	94%	91%
student behaviour is well managed at their school* (S2044)	92%	96%	90%
their school looks for ways to improve* (S2045)	100%	99%	96%
their school is well maintained* (S2046)	97%	99%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	96%	96%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	94%	98%
they feel that their school is a safe place in which to work (S2070)	100%	96%	98%
they receive useful feedback about their work at their school (S2071)	98%	90%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	91%	88%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	98%	98%	96%
staff are well supported at their school (S2075)	98%	90%	94%
their school takes staff opinions seriously (S2076)	98%	91%	91%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	98%	94%	83%
their school gives them opportunities to do interesting things (S2079)	98%	94%	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.

Parent and community engagement

The Camp Hill school motto of '*Together We Achieve'* clearly states the value placed on home-school partnerships and communication. This partnership is at all times focused on the needs of the student.

In 2016 the Camp Hill Classroom Parent Representative (CPR) program flourished. Classroom parent representatives performed a very active role in sharing information with new and current families. This program continues to provide weekly emails to families.

In 2016 the school continued to build on the recommendations of the Communication Audit conducted in the year of the Quadrennial School Review (QSR), in particular maintaining the online fortnightly school newsletter, currency of the school website as a 'point of truth' and active feedback from both the School Council and P&C to families.

The 2016 P&C school calendar was distributed to all families with very positive feedback.

Parents and community members supported numerous programs across campus. These included:

- Celebrations for the schools 90th anniversary. There were numerous activities during the year, including the spectacularly successful 2016 Camp Hill Fair.
- Over 2000 members of our school and local community joined together on 25th April at the Camp Hill ANZAC Day service. This community service, organized by the school, continues to grow in support each year.
- School Council-with elected representatives from parents (3) and staff (3) included on the Council
- Adopt-a-Cop program
- Volunteers in class and specialist programs
- P&C committee-including the business units of Out of School Hours Care (OSHC), Uniform Shop and Tuck Shop. Also the sub-committees of Fundraising, Swim Club and Music Support Group
- Local Chaplaincy Committee (LCC)
- Classroom Parent Representatives (CPR)
- Aerobic/Dance/Glee/Cheer parent support teams
- Focused intervention support volunteers
- Volunteers at all P&C business units
- Volunteer early years musician (weekly)

Camp Hill supports the talents of all members of our community and is delighted with the generosity of the numerous contributors to our school programs. The school acknowledges that their contributions add to the richness of many learning programs on campus.

Camp Hill State Infants and Primary School has numerous educational partnerships, including Queensland Academies, Eastern Alliance, Independent Public Schools Alliance and Metropolitan Region schools. The school also has established partnerships with several universities to promote pre-service teacher education. The school is a member of the *Scientist in Schools* program with The University of Technology. In 2016 the school consolidated its links with The University of Queensland Confucius Institute and Education Queensland International Homestay programs.

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Students with Diverse Needs

Camp Hill acknowledges diversity and provides differentiated pathways for all students, dependent upon their identified learning needs. Differentiation occurs in all learning programs and is supported by data and program reviews.

Camp Hill Student and Wellbeing and Welfare Committee (SWWC) monitors all students on campus and is the referral point for teacher/parent/student identified concerns.

The Special Education Unit (SEP) is overseen by a highly qualified Head of Special Education Services (HOSES). All students identified with a disability (DET) have an Educational Adjustment Profile (EAP) and Individual Education Plan (IEP) and, where appropriate, an Individual Curriculum Plan (ICP). SEP teachers work closely with the individual students' class teacher.

Support for student learning occurs across a range of programs (from in-class to direct instruction on a one-to-one basis). Student adjustments are recorded on OneSchool files for each student.

The Step Up program coordinates the targeted learning programs on campus, including those delivered by the Support Teachers Literacy and Numeracy. The school has allocated significant funds to employ highly trained teacher aides to support student learning.

Camp Hill has an explicit Assessment and Reporting Schedule and the Head of Curriculum works with individual teachers and year level teams to ensure that planning, teaching, assessment and learning are rigorous and aligned to systemic requirements. Data Conversations with individual teachers is regularly undertaken. The analysis of data by support teams (I4S and Step Up) facilitates intervention programs.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This includes the *Camp Hill State Infants and Primary School Responsible Behavior Plan for Students* which is supported by the *You Can Do It* (Prep) and *Habits of Mind (*Years 1-6) programs. Students in Years 1 and 2 have the option of also participating in the Life Education program early in the school year.
Students are encouraged to 'own their own behavior' and to be active citizens on campus. The school Expectations of Behaviour (Commitment, Cooperation, Consideration and Courtesy) provides the framework for this. The school is an inclusive campus that acknowledges and celebrates diversity and individuality.
Students on campus are encouraged to have a 'voice' and leadership programs and the Student Council provide platforms for this.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	13	15	9
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Camp Hill school community has high expectations of behaviour, with clear and consistent expectations shared across the school community. The school has a Positive Behaviour program that supports students in their understanding of their own, and others behaviours, as well as their Rights and Responsibilities.

Students who exhibit Major incidents of behaviour (harm to self or others) may have a departmental suspension. All suspensions are supported with a re-entry program to ensure that the student is aware of the rationale for the suspension and of the expectations of the school. In 2016 the number of suspensions declined from previous years, although a small number of students had more than one suspension.

Environmental Footprint

Reducing the school's environmental footprint

The Camp Hill school community actively supports sustainability across campus. The student Ekoalas program involves a large group of students, led by a student leader and teachers, who volunteer to work on a range of sustainability and environmental projects across campus. This ensures the monitoring of our environmental footprint, as well as, the management of wildlife and plants and trees on our large campus.
The decline in use of electricity can also be directly attributed to their efforts.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	274,035	3,057
2014-2015	215,470	1,865
2015-2016	198,657	3,666

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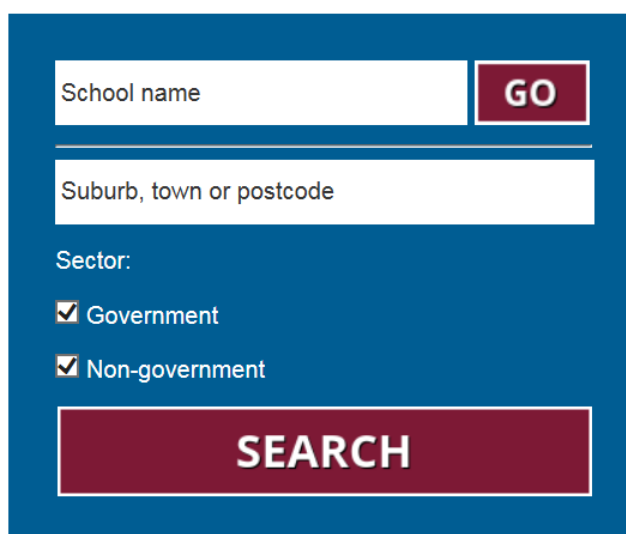
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School Funding

School income broken down by funding source

School income, reported by the financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

School name   GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	64	44	<5
Full-time Equivalents	51	23	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	9
Graduate Diploma etc.**	5
Bachelor degree	50
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were **$32,191.57**.

The major professional development initiatives were as follows:

- Reading to Learn (Professor David Rose)
- Professional development in Seven Steps to Effective Writing
- Coding
- Philosophy
- Higher Order Thinking
- Digital Pedagogies
- Medical management – including the administration of Midazolan (epilepsy)
- Mentors for Beginning Teachers
- Curriculum Mentors
- Lead teachers ICT, R2L, Higher Order Thinking, Teaching of Writing
- Peer learning circles
- Planning sessions

The proportion of the teaching staff involved in professional development activities during 2016 was **100%.**

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

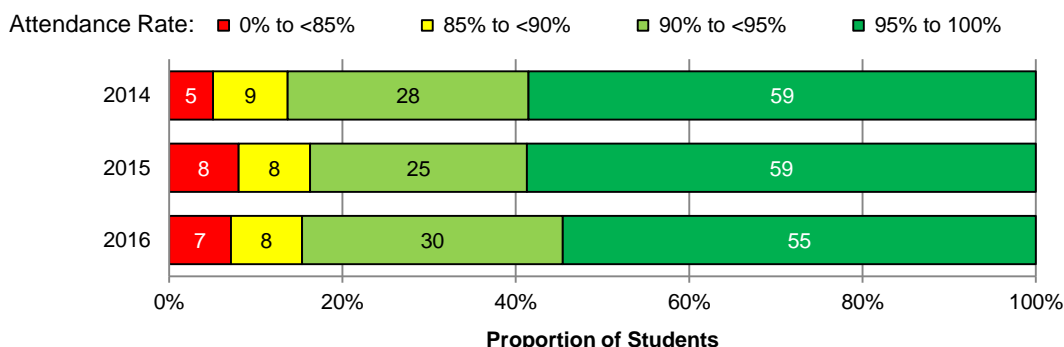| STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	95%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	92%	93%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was **93%.**

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2014	95%	94%	94%	95%	95%	95%	95%
2015	94%	94%	95%	94%	93%	94%	94%
2016	94%	94%	94%	94%	94%	94%	94%

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Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85%　□ 85% to <90%　■ 90% to <95%　■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	5	9	28	59
2015	8	8	25	59
2016	7	8	30	55

Proportion of Students (0% to 100%)

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Class rolls are marked electronically twice daily with both late arrivals and early leavers recorded by the school administration staff directly onto the individual student's OneSchool file.

All unexplained, or prolonged, absences are audited by a member of the school administration according to the DET policy.

Students who are identified with inconsistent or poor attendance are supported by a member of the school administration team who makes contact with the parents. Referrals to the school Student Welfare and Wellbeing Committee may also be made. The SWWC will then consider strategies to support individual student's regular school attendance. Where appropriate, the school Guidance Officer will work with families to provide support and advice. The school also may seek guidance and support from outside agencies where applicable.

The school supports the DET: '*Every Day Counts*' program.

In 2016 the school identified a very small number of students who required additional support due to medical, psychological or family issues which impacted upon their regular attendance. Each child was closely monitored.
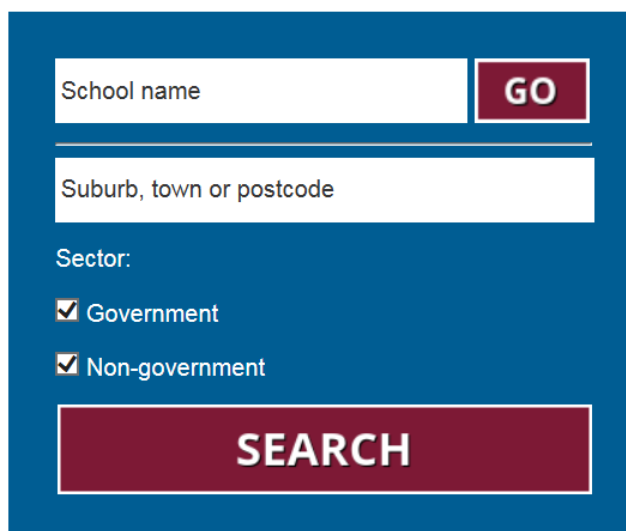
In 2017 the school will use a SMS system to notify parents of their child's Unexplained Absence by 10.00am daily. To support the move to this method, in 2016 the school raised parent awareness re-the need for this process. This strategy greatly reduced the number of student Unexplained Absences.

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NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Find a school

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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