



Rochedale State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	694 Rochedale Road Rochedale 4123
Phone	(07) 3340 8333
Fax	(07) 3340 8300
Email	principal@rochedalss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Dr Keith GRAHAM OAM - Principal

School overview

Rochedale State School – proudly an *Independent Public School* and an *IB World School*

Rochedale State School is a co-educational State School situated on the south-eastern outskirts of Brisbane, nestled in semi-rural surroundings a mere ten minutes from the city centre. Servicing the needs of students from the local area and surrounding suburbs, our school has a current enrolment of approximately 1000 students. Rochedale State School has established an outstanding reputation as a leader in the education of students within the local community. Our mission is to ensure that Rochedale State School, as part of the global community, is committed to developing active, compassionate and lifelong learners. Central to the philosophy of our school is the development of inquiring, knowledgeable and caring young citizens who respect their own and other cultures. The commitment of the Rochedale State School community to this philosophy saw our school become an accredited member of the prestigious International Baccalaureate Organization's Primary Years Program in 2010. Rochedale is the first state primary school in Queensland to offer this program, and we have now been joined by one other, with all other Queensland International Baccalaureate schools being private schools. This program has helped further develop and reinforce the positive school environment found at Rochedale. At Rochedale State School the focus is on each child as an individual. We value an inquiry-based curriculum which reflects real life experiences in meaningful contexts. Through these contexts, combined with our school's values and community partnerships, students develop the attributes of a life-long learner. Furthermore, the progress of each student at Rochedale State School, in the areas of Literacy and Numeracy, is not only monitored by each class teacher every term, each individual's results are reviewed by our Principal. This process provides important feedback to students and parents, it also assists teachers to develop teaching programs to suit the needs of every student. A whole school approach to improving reading and comprehension skills has contributed to the excellent results achieved by our students. With the slogan, 'Every child, every night, reads', Rochedale has highlighted the importance of reading, and motivated the students to fulfil the aim of our school motto *Always our best*. The introduction of our own superhero – Captain Readit – has enthused our younger students into becoming avid readers. Such is the value placed on reading, every child, in conjunction with their teacher, has a personal reading goal which he/she has decided upon and which is reviewed 6 times a year. At Rochedale, we take a holistic approach to the education of our students, with the academic, sporting and cultural facets of education being focussed on. To this end, the students participate in a variety of academic activities, competing in external academic competitions such as OptiMind Challenges. Integral to Rochedale's approach are the support programs conducted by our Head of Diverse Learning and Enrichment and Learning Support Teachers to enhance the Literacy and Numeracy skills of our students who require some support. Rochedale State School has both a Junior and Senior band which have been successful in achieving awards and accolades for their performances. Our growing 'Strings' program, as well as Junior and Senior choirs, reflect the value placed on the creative arts. Our school's commitment to this area is further underscored by the fact that a Performing Arts group has recently been instigated and continues to grow. Sporting opportunities are also fundamental to our school's curriculum. With impressive facilities such as three oval areas backed by bushland, a swimming pool, cricket practice nets, floodlit tennis and netball courts, a dedicated gymnasium, basketball court, softball court and adventure playgrounds, the needs of our students are well catered for. In addition, students compete in a range of interschool sports throughout the year. At Rochedale we pride ourselves on the close community ties we have developed. An extremely supportive parent body and P & C association have seen our fully air-conditioned school modernised and the learning environment of our students truly enhanced. Our open-door policy has seen Rochedale State School develop close ties with the broader community. With our focus on the whole child and the development of each individual in all areas of the curriculum to produce a life-long, internationally minded learner, we proudly hold on to our school motto.

Introduction

Every year, State Schools across Queensland issue an Annual Report outlining the achievements of the previous year.

This report identifies the growth, development and performance of Rochedale State School in 2018. It provides insights into our school's improvement agenda, program development, teaching and learning improvements, community partnerships and the goals and standards achieved by every student. Our community is extremely proud of the standards being attained by our students in all learning areas in all year levels. The school and community are focused on ensuring our students live and breathe our motto, 'Always our Best', in their academic, sporting, social and cultural endeavours.

On behalf of the school staff, I would like to say we are very proud of the achievements of Rochedale State School, our students and parent/community perspectives as outlined in this report. We plan to maintain our commitment towards continual improvement and look forward to even greater success in 2019.

Dr Keith GRAHAM OAM
Principal

School progress towards its goals in 2018

2018 was a year of change and consolidation here at Rochedale. Significantly, our school principal was selected to act as an Assistant Regional Director for the first 6 months of the year, and our school was under an acting principal for this time. This change in leadership led to a degree of movement around some of the school's planned initiatives, which were re-focussed on during the latter part of the year when our substantive principal returned. We:

- Consolidated our new Reading Framework (introduced in 2017) to continue to lift student outcomes
- Introduced our Rochedale Framework of Inquiry – OSCAR
- Refined our differentiated teaching and learning model and the role of the Team Teacher
- Began to explore a new program for Writing aimed at lifting our school results

While the day-to-day teaching and learning, supplemented by many diverse extra-curricular opportunities, provide an excellent platform for student growth, there have been some particular initiatives that are strategically positioned within our school to further our improvement agenda. These include:

- A Curriculum Council with a focus on curriculum leadership and direction
- The role of Learning Leaders for each year level to place a focus on data and informed teaching
- Weekly PD for all staff
- Reading, ICT and PYP Coaches
- Teacher and administration data discussions each term
- Updating school wide curriculum programs
- Reading learning goals and strategies for all students

Our specific improvement agenda for 2018 was: **To improve outcomes for all students**, in particular we aimed to achieve:

Goal	Status
97% of students above NMS across all NAPLAN domains in Years 3	Achieved
97% of students above NMS across all NAPLAN domains in Years 5	Achieved - except writing (94%)
60% of students in U2Bs for Reading in Year 3	Achieved (70%)
50% of students in U2Bs for Reading in Year 5	Continuing to work towards (48%)
50% of students in U2Bs for Spelling in Years 3	Achieved (65%)
50% of students in U2Bs for Spelling in Years 5	Continuing to work towards (49%)
50% of students in U2Bs for Numeracy in Years 3	Achieved (60%)
50% of students in U2Bs for Numeracy in Years 5	Achieved (50%)

Overall, our student results were very satisfying and reflected the work we have done in key curriculum areas. Across all NAPLAN domains, Rochedale SS achieved well above the State and National averages. In comparison to 'like schools', Rochedale achieved above the average mark in 8 of the 10 NAPLAN domains. In Reading in Years 3 and 5, Rochedale SS achieved the highest results in the school's history. Our learning achievements were further recognised when we were named one of the top performing primary schools in Brisbane South *Southern Star newspaper 24/1/19*.

Finally, 2018 saw Rochedale SS undertake its second five-yearly IB review. This review involved IB reviewers from interstate spending time in our school speaking to staff and observing our practices. The report received commended Rochedale on the distance we have travelled and the way IB has been embedded into our school culture and curriculum.

Future outlook

In 2019, Rochedale will undergo an EQ Curriculum School Review. The findings of this review, coupled with our recent IB review, School Opinion Surveys and student data sets, will form the basis of information for our Quadrennial School Review. Our current 4 Year Plan expires at the end of 2019 and the Quadrennial School Review process, to be held in Semester 2 next year, will help us develop our next 4 year strategic plan - 2020 to 2023.

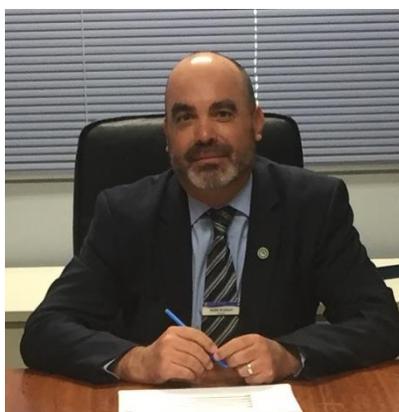
Rochedale will continue to use the various sources of school data, progress made in our Four Year Plan and the increased autonomy of our Independent Public School (IPS) status to drive our improvement agenda into the future.

Our goals for 2019 and beyond include:

- Embedding our new reading framework as the way of doing business at Rochedale and using this as the lever for lifting student reading outcomes.
- Re-develop our writing program and transfer some of the key elements of the reading program to our writing program to gain a similar lift in writing outcomes.
- Respond to the 2018 IB Review and develop a new action plan including the School Review (June 2019) and Quadrennial School Review (Semester 2, 2019) process.
- Complete the roll out of ACARA learning areas to meet the deadline of the end of 2020
- Align our IB program and school curriculum area overviews to ensure these complement each other and adequately cover the mandated curriculum.
- Continue to embed our model of differentiation based on data evidence and linked to the roles of Learning Leader and Team Teachers.
- Build on the success of 2018's initial Performing Arts group to grow Performing Arts in the school. Link this curriculum area to the P&C's desire to build a larger Performing Arts Centre within the school.
- Continue to develop and market our school's positive image and reputation within the community both locally and internationally
- Redefine our enrolment procedures in line with our new enrolment management plan and manage the forecast growth of the school in line with DET
- Maintain our Early Years Transition program and enter this into 2019 Showcase Awards.

Our specific improvement agenda for 2019 is;

Year Level	Reading Targets	Writing Targets
Prep	90% of students reading > PM 7 by end of year	90% of students achieving at C standard as indicated on checklist by end of year
Year 1	90% of students reading > PM 15 by end of year	90% of students achieving at C standard as indicated on checklist by end of year
Year 2	60% of students achieving in U2Bs (Purple range) by end of year	55% of students achieving in U2Bs as indicated on school assessment by end of year
Year 3	60% of students achieving in U2Bs as indicated in the NAPLAN data	55% of students achieving in U2Bs as indicated in the NAPLAN data
Year 4	55% of students achieving in U2Bs (Purple range) by end of year	25% of students achieving in U2Bs as indicated on school assessment by end of year
Year 5	55% of students achieving in U2Bs as indicated in the NAPLAN data	25% of students achieving in U2Bs as indicated in the NAPLAN data
Year 6	55% of students achieving in U2Bs (Purple range) by end of year	25% of students achieving in U2Bs as indicated on school assessment by end of year



Dr Keith Graham OAM
Principal
Rochedale State School

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	968	957	981
Girls	495	477	497
Boys	473	480	484
Indigenous	19	24	19
Enrolment continuity (Feb. – Nov.)	98%	98%	99%

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

Rochedale State School is a co-educational school which caters for children from many and varied backgrounds, ability levels and cultures. Situated on Rochedale Road, our school is surrounded by farms and large estates providing a quiet rural setting within Brisbane City. In the past two years, much of this land is being redeveloped for new housing estates and our catchment area is responding to the growing housing numbers. While historically many of the students who attended the school did not live in the immediate catchment area, this is changing rapidly with more children moving into the new housing areas in catchment. Many of our new catchment families have an international background with students of Indian, Asian, and particularly South Korean heritage making up a large proportion of new enrolments. The school's enrolment demand has steadily climbed over the past five years and this demand for placements far outstrips our capacity. The school is enrolment managed and priority for enrolments is given to children within our catchment and siblings of current students. Parents have high expectations of our school in regards to their children's learning and behaviour and their support of our school through the P&C and other avenues is very high and passionate.

Average class sizes

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

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

Rochedale State School is authorized to offer the International Baccalaureate Organization's Primary Years Program which promotes international mindedness. This framework is student centered, is underpinned by inquiry and has an emphasis on the deeper concepts behind learning and not just the surface content. We were the first and one of only two state primary schools in Queensland to offer this program. Our curriculum aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Each year level offers transdisciplinary inquiry units built around six organizing themes: Who We Are; Where We Are in Place and Time; How We Express Ourselves; How the World Works; How We Organize Ourselves; Sharing the Planet. The Australian Curriculum is incorporated in the units of inquiry in tandem with the Queensland Essential Learnings.

Rochedale offers two different languages other than English from Year 1. Students study either French or Chinese (Mandarin) depending on their year of enrolment. All Year 1 students in 2018 studied Mandarin which will continue through to Year 6. In 2019 the beginning LOTE Year 1 cohort will study French.

School Assessment is in line with EQ expectations. Parents are reported to on student progress four times a year with oral interviews offered at the end of Terms 1 and 3, and written reports sent home at the end of Terms 2 and 4. In line with IB expectations, our Term 3 oral interviews are undertaken as Student Led Conferences with teacher inclusion.

Co-curricular activities

Our students are able to participate in a wide range of extra-curricular activities designed to support and extend the students in every field of endeavour. Many of these activities require the assistance and involvement of a range of community groups and organisations. These activities include, but are not limited to:

- External competitions in Mathematics, English and Science.
- Opti – minds
- Senior and Junior Choir
- Instrumental music lessons including, woodwind, brass, percussion and strings.
- Ukulele club
- Performing Arts Group
- Interschool Sport
- Camping program - Year 4 to 6

School special events including: Chinese New Year; Under 8s' Day, School music concerts; School Fete; Year 6 Exhibition

How information and communication technologies are used to assist learning

- During 2018, the P&C invested around \$50 000 buying 20 ipads for each year level to supplement existing infrastructure.
- In 2015 Rochedale hired an ICT teacher Coach whose role is to help other teachers integrate ICTS as part of their daily program. This program has proven successful for staff and has continued to date with strong staff support.
- Interactive white boards are used in every classroom across our school and have all been upgraded to the latest common version across the school.
- iPads and laptops are available to all year levels and are used in many classrooms
- The internet is used extensively for research and learning, with teachers using a multitude of web based learning sites to increase mathematics, reading and spelling skills. Wireless internet connections have been provided in a number of general learning spaces and the Resource Centre (Library)
- Many classrooms use emails to communicate with each other and home and several classrooms are using virtual classrooms for homework and communication with families.
- Publishing software are extensively used in all classrooms.
- Digital and video cameras are used throughout the school.

ICTs are seen as a skill underpinning many subject areas and are taught in an integrated way as opposed to a stand-alone subject with skills taught in isolation.

Our school web page provides a snapshot of our school for not only our local community, but world-wide. This page was upgraded at the end of 2015 to align with the QSchools app and has been brought into line with acceptable EQ page format.

Social climate

Overview

Rochedale State School caters for children from many and varied backgrounds, ability levels and cultures. We cater for all students within our catchment area and offer learning within a global context ensuring our students are well placed to be global citizens now and in the future.

Our school provides a number of services and strategies to enhance the well-being of our student population.

- Learner Profile; Caring, Knowledgeable, Open Minded, Inquirer, Risk Taker, Balanced, Communicator, Thinker, Principled and Reflective. These attributes of life-long learners are embedded in our units of inquiry.
- School Chaplain
- Responsible Behaviour Plan for Students and our High Five strategy, Bystander Five
- Student Council
- Differentiation Teachers for support and extension
- Special Education Program Teacher
- Guidance Officer
- Visiting specialist teachers to support children with needs in behaviour, hearing, vision etc
- Before and after school care, and vacation care
- Transition to Prep program – STARS and ROCKETS

Our school's IB philosophy underpins our school learning and provides an accepting and tolerant learning environment for everyone within our school community. Professionalism and respect are the key stones of our school.

Parents are encouraged to take part in all aspects of school life assisting in classrooms, extracurricular activities, weekly assembly and various special days.

Parent and student satisfaction with our school is 90% plus across all aspects of the survey with 100% of parents surveyed in 2018 indicating their child likes being at school and that teachers at Rochedale expect their child to do their best. Notably, parent satisfaction levels increased in 14 out of the 16 listed items below in comparison to 2017.

Since 2016, our school has undergone some significant changes of curriculum practice to ensure the best learning outcomes for students. This change to establish practices and the introduction of new methodologies in classrooms was difficult for some teachers to adopt immediately and was reflected in staff opinion surveys. Our goal since the end of 2017 has been to improve in this area and we are happy to say that teacher satisfaction increased in 9 of the 12 items listed below in comparison to 2017, and was maintained at 100% in another.

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)	97%	97%	99%
• this is a good school (S2035)	96%	97%	98%
• their child likes being at this school* (S2001)	98%	97%	100%
• their child feels safe at this school* (S2002)	97%	97%	99%
• their child's learning needs are being met at this school* (S2003)	97%	93%	97%
• their child is making good progress at this school* (S2004)	94%	94%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	97%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	94%
• teachers at this school motivate their child to learn* (S2007)	94%	94%	98%
• teachers at this school treat students fairly* (S2008)	94%	92%	96%
• they can talk to their child's teachers about their concerns* (S2009)	94%	94%	96%
• this school works with them to support their child's learning* (S2010)	96%	91%	93%
• this school takes parents' opinions seriously* (S2011)	90%	86%	92%
• student behaviour is well managed at this school* (S2012)	92%	92%	96%
• this school looks for ways to improve* (S2013)	98%	91%	97%
• this school is well maintained* (S2014)	96%	99%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	97%	98%
• they like being at their school* (S2036)	94%	95%	99%
• they feel safe at their school* (S2037)	100%	97%	96%
• their teachers motivate them to learn* (S2038)	98%	97%	97%
• their teachers expect them to do their best* (S2039)	99%	99%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	97%
• teachers treat students fairly at their school* (S2041)	96%	94%	92%
• they can talk to their teachers about their concerns* (S2042)	92%	90%	96%
• their school takes students' opinions seriously* (S2043)	92%	91%	93%
• student behaviour is well managed at their school* (S2044)	93%	93%	90%
• their school looks for ways to improve* (S2045)	95%	99%	96%
• their school is well maintained* (S2046)	97%	97%	97%
• their school gives them opportunities to do interesting things* (S2047)	93%	97%	96%

* 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)	98%	92%	91%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	96%
• they receive useful feedback about their work at their school (S2071)	86%	76%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	77%	91%

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	90%	93%
• staff are well supported at their school (S2075)	86%	76%	83%
• their school takes staff opinions seriously (S2076)	81%	69%	76%
• their school looks for ways to improve (S2077)	95%	86%	87%
• their school is well maintained (S2078)	98%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	86%	73%	78%

* 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

Rochedale State School has an 'Open Door' policy and welcomes parent involvement with the school and their child's education. At the beginning of the year a Parent -Teacher afternoon is held where the teacher gives an overview of the curriculum for the year, the organisation of the class is discussed, procedures explained and parents are informed of excursions etc. Formal Parent - Teacher interviews are held in Term One and Term Three where the academic and social development of each student is discussed. Teachers are happy to meet with parents at other mutually agreed upon times during the year.

Other avenues for parent involvement include:

- P&C Association: Rochedale State School has an extremely active and supportive Parents and Citizens Association which always welcomes new members. Through our P&C we raise much needed funds for equipment, resources and computers and major projects like our annual Fete are big money raisers. The P&C is consulted on important school decisions and supports the school principal and teachers in building a positive school culture.
- Tuckshop/Uniform Shop and ROSHCA are all subcommittees of the P&C and the school is always looking for volunteers to keep these valuable services running.
- Classroom Helpers: Many parents volunteer their time as classroom helpers, either directly through their child's teacher or through one of the programs we run to assist children with learning difficulties.
- A parent rep and P&C rep also sit on our School Council providing a community perspective to this strategic body.
- Celebrations: Parents are always included in our celebration of student learning with many school and classroom special events during the year
- Our school assemblies are held each Friday morning and celebrate children's learning. These assemblies are well attended by parents and parents are invited and encouraged to attend particularly when their student is receiving an award.
- Children with special needs are supported through our Learning Support or Special Education programs. When significant adjustments are made to these students' programs, parents are consulted and participate in this decision making process to ensure children have full access to school activities.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These include offering sessions to parents and families on cyber safety and puberty and adolescent development. Our GO and Chaplin provide the hub of our pastoral care while each classroom teacher explicitly teaches skills around identifying and reporting unsafe actions. Additionally teachers are regularly trained in the Child Safety processes and are continually informed about their responsibilities to report any suspicion of student harm.

Our newsletter highlights to the entire community the importance of tolerance and an inclusive culture and is also used during months, such as anti-domestic violence month, to spread these important messages throughout the school community.

The school culture, underpinned with IB, is based on acceptance and tolerance and while we may not highlight specifically every minority or marginalised group to our primary aged student body, this general philosophy of inclusivity and non-violence or stereotyping ensures safe and respectful interactions throughout our school community for all.

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	3	12	8
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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

From 2017, when we reached peak electricity consumption, our school has looked at ways to reduce our impact on the environment. We have progressively installed LED lights as alternatives to the traditional lighting. We have had our air-conditioning units serviced and older ones replaced. Additionally we have set temperatures on our air conditioners and have cut off times to shut them down. We have also replaced older photocopy machines with newer more energy efficient ones with automatic 'sleep' mode. These initiatives have seen our electricity consumption reduce to the lowest level in three years even with the increase in cost of living/inflation, increased technology use in classrooms and an increase in school size leading to more classrooms being used – 890 to 970 students over 6 years.

We have worked to reduce our water consumption with the installation of water tanks and controlled watering taking into account evaporation and weather conditions.

Students are involved in a Waste Warrior program which targets reducing rubbish required for landfill and a school wide recycling program including 'no rubbish from lunches' days introduced this year.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	388,031	403,941	378,611
Water (kL)	1,622	5,081	4,342

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.

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

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

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	69	30	0
Full-time equivalents	63	20	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
Doctorate	1
Masters	8
Graduate Diploma etc.*	9
Bachelor degree	50
Diploma	1
Certificate	0

*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 2018 were \$83 000

The major professional development initiatives are as follows:

- The teaching of Reading
- The teaching of Writing
- IB – Making the PYP Happen
- Differentiation
- Departmental mandatory training
- Co-operative planning time
- Data literacy

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.	97%	96%	96%

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%	95%	95%
Attendance rate for Indigenous** students at this school	91%	87%	87%

* 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

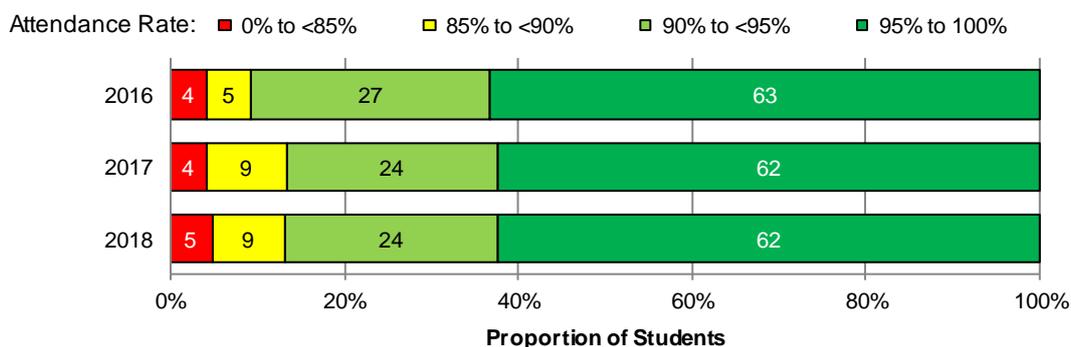
Year level	2016	2017	2018
Prep	95%	95%	95%
Year 1	96%	95%	94%
Year 2	95%	95%	96%
Year 3	95%	95%	95%
Year 4	96%	94%	95%
Year 5	96%	95%	94%
Year 6	95%	95%	95%

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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked each morning and afternoon electronically. Every day, the parents of any student away with no notification is sent a text message informing them of the student's absence. After a period of three days unexplained absence the school makes contact with the family by phone through the relevant Deputy Principal. Attendance is then monitored by class teacher and Admin and any future absences followed up. If a child continues to be absent from school we try to work with the family and support agencies to ensure the child returns. In these cases the required notification to authorities is made and the formal department procedures are also enacted.

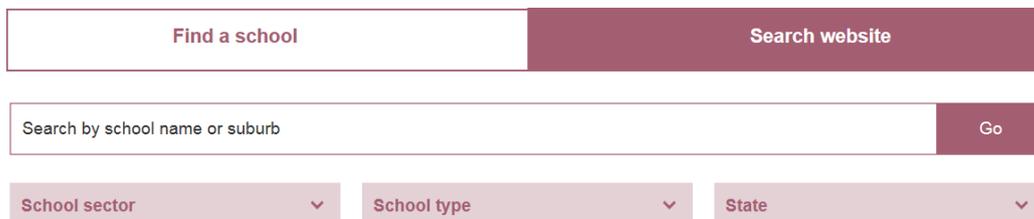
The importance of regular attendance is spoken about on assemblies and through the school newsletter. Total attendance is listed on the report card each semester.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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.



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



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



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.