Principal’s foreword

Introduction

This report is a summary of the achievements of the Withcott State School community throughout 2014. Withcott State School embodies a distinct culture that is characterised by our vision; to create a community of learners who take pride in their school and themselves by being respectful, responsible and resilient. This vision is enacted through the school motto; real learning through real experiences.

Characterised by a strong improvement agenda, our work at Withcott State School is underpinned by the key Department of Education, Training and Employment (DETE) policies and strategies including the United in the Pursuit of Excellence and the 3 Pillars espoused by our Region; explicit instruction, coaching and feedback and purposeful use of data.

Our students engage in a schooling experience that promotes high expectations for achievement and behaviour and our range of sport, music and environmental programs ensure opportunities for all-round development. A focus on explicit instruction in the classroom is enhanced by a diverse extra-curricular program. The stability of school staff and the Withcott community facilitates long term planning and a consistent approach. Withcott State School portrays a rural-school tone with a positive “family” atmosphere where supportive relationships between students, staff, parents/carers and the broader community are evident.

Highlights during 2014 included:

- The school hosted Education Queensland’s regional presentation of the Showcase Awards for Excellence in Schools. The school was awarded two Showcase Awards for specialised programs; Pocket Rocket Boosters (a reading tutoring program) and Real Learning Through Real Experiences (focused on environmental sustainability).

- The school became a Schoolwide Positive Behaviour for Learning School (SWPBS), an opportunity to review and build upon the school behaviour management program with the goal of maximising academic and social outcomes for all students.

- The auditorium was the venue for many events including special assemblies (Leadership, Anzac Day, Education Week, Book Week, Volunteers Morning Tea) a disco, a movie night, the school concert, and weekly assemblies at which the band and the choirs performed.

- In the musical arena, the junior choir won their category at the Toowoomba Eisteddfod and the senior choir participated in Sing Out. The concert band was awarded Gold at Fanfare. The senior choir participated in the Today’s Youth in Music Education (TYME) Festival at the University of Southern Queensland.

- On the sporting field, Withcott State School students exhibited great sportsmanship and celebrated both individual and team achievement.

- Students participated in experiences that promoted environmental sustainability, including tree planting and the maintenance of edible gardens. The school was awarded first place in its category in the Lockyer Valley Council Garden Competition. Venture into Science, a whole school science learning experience day was held. Recycling at school continued and the Earth Smart Science Club carried out activities that promoted environmental awareness. The environmental management team (a representative from each class, years three – seven) was created as an additional leadership opportunity for students.
The Tuckshop was awarded a 5-star rating for its menu for a second year in a row and was awarded a Smart Choices Healthy Menu Award that was presented at a gala function in Brisbane.

The Student Council organised whole school events to raise funds for nominated charities.

The Art in the Dark event showcased the artistic talents of students from Prep to Year seven.

Tania Angus, Principal, DipT (Early Childhood), BEd, MEd

**School progress towards its goals in 2014**

The following table indicates the Withcott State School’s progress on its priority goals for 2014 as identified in the Annual Implementation Plan.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement the Australian Curriculum (Geography)</td>
<td>• Australian Curriculum (Geography) implemented using the Curriculum into the Classroom resources&lt;br&gt; • Whole school curriculum plan updated to include new curriculum areas (Geography)</td>
</tr>
<tr>
<td>2. Implement whole school pedagogical practices</td>
<td>• Reviewed the school Pedagogical Framework to incorporate agreed evidence-based pedagogies (explicit instruction) to ensure consistency of practice</td>
</tr>
<tr>
<td>3. Use data to inform teaching practice</td>
<td>• Teaching staff engaged in cyclical data analysis to inform planning and adjust the delivery of curriculum to differentiate for student needs&lt;br&gt; • Purchased ipads and provided professional development in the use of ICTs to support learning&lt;br&gt; • Whole school assessment framework aligned with regional benchmarks and systems for monitoring student progress implemented and maintained&lt;br&gt; • Participated in moderation activities with staff from other schools in the cluster and increased inter-school moderation opportunities between teachers to ensure consistency of teacher judgement&lt;br&gt; • Celebrated student achievement via individual, class and whole school processes including recognition on assembly, Principal Awards, local media, newsletter etc</td>
</tr>
<tr>
<td>4. Develop instructional leadership with a focus on workforce performance</td>
<td>• Provided instructional leadership to implement the Australian Curriculum&lt;br&gt; • The Developing Performance Framework was used as a tool to align staff capability development with school priorities&lt;br&gt; • A coaching and feedback culture was maintained through regular classroom visits by the Principal and the engagement of a Pedagogical Coach&lt;br&gt; • All staff had access to various opportunities for Professional Development that aligned with system priorities (Code of Conduct, Student Protection, Workplace Health and Safety), school priorities (Australian Curriculum, Schoolwide Positive Behaviour for Learning, Individual Curriculum Plans, Quality Schools: Inclusive Leaders, Using Technology to Support Literacy, Disability Standards in Education, Data Analysis, Differentiation, Teaching of Reading, Coaching and Feedback, Explicit Instruction, Dyslexia, Online Units as provided by the More Support for Students with Disability project) and as identified in Developing Performance Plans</td>
</tr>
<tr>
<td>5. Develop productive partnerships with students, staff, parents, and the community</td>
<td>• The school participated in the Schoolwide Positive Behaviour for Learning process and the Responsible Behaviour Plan was reviewed&lt;br&gt; • The Parents and Citizens Association created many opportunities for parent involvement and contributed towards the enhancement of resources at the school.&lt;br&gt; • Principal and two members of the P&amp;C executive attended the P&amp;C Qld Conference as a team&lt;br&gt; • The school P&amp;C hosted a P&amp;C Qld Area network meeting&lt;br&gt; • Continued to monitor student attendance and promote the importance of attendance through the newsletter etc&lt;br&gt; • Conducted parent/carer information sessions and provided relevant curriculum and parenting information through the newsletter and class notes&lt;br&gt; • Enhanced school-community relationships evident through increased opportunity for involvement, e.g. volunteer reading tutoring program&lt;br&gt; • The school participated in community events including the Withcott and Helidon Anzac Day services and hosted a promotional stall at the Withcott Progress’ Association Foothills Festival&lt;br&gt; • A strong partnership with Lockyer Valley Junior Landcare was maintained.</td>
</tr>
<tr>
<td>6. Improve school performance</td>
<td>• Great Results Guarantee plan implemented to improve reading achievement&lt;br&gt; • EATSIP (Embedding Aboriginal and Islanders Perspectives) plan implemented&lt;br&gt; • Implemented agreed evidence-based pedagogies designed to improve student achievement in numeracy, writing, science and history</td>
</tr>
<tr>
<td>7. Plan to transition Year 7 to high school</td>
<td>• Maintained a strong partnership with Toowoomba State High School and Centenary Heights State High School&lt;br&gt; • Year six and seven students participated in transition programs&lt;br&gt; • Maintained conversations with secondary schools around relevant issues; curriculum, staffing, resources, student information in preparation for the movement of two year levels in 2015&lt;br&gt; • Flying Start resources and professional development accessed&lt;br&gt; • Information provided to parents/carers</td>
</tr>
</tbody>
</table>
Future outlook

Enrolment numbers continue to be maintained at approximately 220 after a small decrease with the movement of year seven to secondary school in 2015. New residential areas in the district continue to develop and if enrolments ensue, will be maintained at present levels. While many parents at the school are employed locally and in Toowoomba, there are many who have workplaces across Australia. Some families do travel from Toowoomba to enable their children to attend Withcott State School. Facilities could cater for a slight increase in numbers, and spaces have been considered for future expansion. The stability of staff and the community are two strong points that are likely to remain constant for many years to come.

The school is preparing for the introduction of further learning areas (Civics and Citizenship) in the Australian Curriculum, with English, Mathematics, Science, History and Geography currently being implemented. We continue to maintain teaching of the Essential Learnings and the Early Years Curriculum Guidelines in other Key Learning Areas. Aboriginal and Torres Strait Islander perspectives are embedded across the curriculum and a plan implemented to ‘Close the Gap’. Staff are committed to continued improvement of our performance in the annual national testing of literacy and numeracy (NAPLAN).

Key areas for improvement as defined in the Annual Implementation Plan include:

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance
- Plan to transition Year 6 to high school
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>261</td>
<td>129</td>
<td>132</td>
<td>96%</td>
</tr>
<tr>
<td>2013</td>
<td>261</td>
<td>132</td>
<td>129</td>
<td>94%</td>
</tr>
<tr>
<td>2014</td>
<td>260</td>
<td>134</td>
<td>126</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Withcott State School is a co-educational state school catering for children from the preparatory year to year six. Withcott State School was opened in 1984 and is located in the Lockyer Valley Regional Council and in the Darling Downs South West Region of Education Queensland. The school is situated on 5.3 hectares of landscaped undulating land, ten kilometres from the central business district of Toowoomba. With no Enrolment Management Plan (EMP) or enrolment boundary in place, the school continues to attract students and families from the Withcott township, Table Top Estate, Pampas Downs, Blanchview, Helidon, Postman’s Ridge, Murphy’s Creek, and Iredale. We have a low percentage of Indigenous Students and/or from an English as a Second Language background. A network of bus services caters for a large proportion of our students, and transports secondary students to a wide choice of schools in Toowoomba. The Withcott Early Childhood Centre located next to the school provides before and after school care and vacation care.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>25</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>2</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

* Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
**Curriculum offerings**

**Our distinctive curriculum offerings**

**Learning Areas:** The Learning Areas are English, Maths, Science, History, Geography, Health & Physical Education; Languages (Japanese); Technology; and the Arts (Music, Art and Drama).

**Science:** In 2014, a dedicated Science teacher taught 1 hour classes from Prep – Year 2, enabling an explicit approach to the teaching of the discipline of science. Students are also involved in a whole-school recycling program and can participate in the Earth Smart Science Club. Our partnership with Lockyer Valley Junior Landcare provides opportunities for our students to undertake environmental sustainability studies at the local Merryfields Environmental Outdoor Education Centre and at the school site.

**Music:** A specialist music teacher takes weekly music lessons. Children may join the junior or senior choir and learn to play the recorder from Year 4.

**Instrumental Music:** Instrumental music lessons in our school-based program are held each Tuesday and are free of charge. Instruments on offer include the flute, clarinet, trumpet and trombone and are usually provided by parents. Some instruments are available for loan, and the school has a drum kit. Students join the school’s concert band when they reach a certain level of proficiency.

**Library:** Our library has a well-developed collection to support teaching and learning in all curriculum areas. The role of the teacher-librarian is to co-operatively plan and teach with classroom teachers, with a particular focus on information literacy. Our aim is to help students to develop the skills and attitudes they need to become independent, lifelong learners. Library activities also seek to foster a love of reading and literature.

**Languages:** In 2014, students in Years 6 and 7 studied Japanese. Learning another language increases our knowledge of our own language, and an awareness of another culture leads to understanding and tolerance.

**Learning Support:** The Support Teacher (Literacy & Numeracy) helps class teachers cater for children who require support, organises standardised testing and assists with extension programs. A visiting Guidance Officer and Speech/Language Pathologist can provide additional services upon referral.

**Special Education:** A Special Education Teacher provides support to students with verified disability (in accordance with Education’s Queensland’s processes and guidelines) through class, small group and/or individualised support.

**Extra curricula activities**

- Junior and Senior Choir
- Concert Band
- Chess Club, some students participated in the Primary Schools Chess Tournament
- Each class participated in enjoyable educational excursions that support the curriculum
- Year six and seven student participate in a two day leadership program offered locally at Emu Gully

**How Information and Communication Technologies are used to assist learning**

Computer labs are established in the library and the upper primary teaching block, and each classroom has two or three computers. Each computer is connected to a server and the Internet. An Internet Use Agreement Form needs to be signed by parents before students may have access. Students frequently use computers (educational software and secure online learning experiences) to enhance their learning across all learning areas to create, communicate and collaborate. Students also have access to ipads to support their learning, particularly in literacy and numeracy. Each classroom teacher utilises a laptop and data projector for teaching and learning purposes.
Social Climate

Withcott State School is characterised by dedicated staff, supportive families and students who enjoy positive relationships. The school has a culture of high expectations for students in terms of academic performance, behaviour, and participation in extra-curricular activities, including the strong music and sports programs. Engagement in the Schoolwide Positive Behaviour for Learning process (SWPBS) has provided an opportunity to review and build upon the school behaviour management program with the goal of maximising academic and social outcomes for all students. Expectations for behaviour are clear and explicitly taught through a series of lessons. A system for acknowledging and rewarding positive behaviour is implemented. Behaviour, including bullying, that is not conducive to learning and positive relationships, is dealt with in accordance with the school’s Responsible Behaviour Plan (available on the website).

Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parent/caregivers who agree* that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school* (S2003)</td>
<td>96%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>96%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>school work* (S2006)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>96%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>92%</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns* (S2009)</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school works with them to support their child’s learning* (S2010)</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school takes parents’ opinions seriously* (S2011)</td>
<td>88%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>96%</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Performance measure

**Percentage of students who agree\(^\#\) that:**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>91%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>93%</td>
<td>98%</td>
<td>93%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>98%</td>
<td>94%</td>
<td>89%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>98%</td>
<td>98%</td>
<td>86%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>95%</td>
<td>92%</td>
<td>81%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>88%</td>
<td>85%</td>
<td>79%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>100%</td>
<td>92%</td>
<td>85%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>95%</td>
<td>88%</td>
<td>80%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>98%</td>
<td>99%</td>
<td>96%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>100%</td>
<td>99%</td>
<td>90%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>98%</td>
<td>89%</td>
<td>88%</td>
</tr>
</tbody>
</table>

### Performance measure

**Percentage of school staff who agree\(^*\) that:**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>100%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>100%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>100%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>96%</td>
<td>91%</td>
<td></td>
</tr>
</tbody>
</table>

\(^*\) Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

\(^\#\) ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

\(DW\) = Data withheld to ensure confidentiality.
Involving parents in their child’s education

There are many and varied opportunities for parent and carer involvement at Withcott State School. These include:

Volunteers: Our long and diverse list of volunteers includes tuckshop workers, members of the P&C Association, library and classroom helpers, transport providers to sport and music, school photos, religious instruction and working bees. Volunteers need to sign the register in the office when arriving and leaving the school for Workplace Health and Safety purposes. A morning tea and musical presentation is held in Term four each year to acknowledge the time and effort provided by our volunteers. Adults working with children are required to hold a “blue card,” unless they are parents working at the school their child attends.

Parents and Citizens (P&C) Association: Membership of the P&C association is open to all parents and other interested members of the community. Meetings are held on the third Tuesday of each month in the staffroom at 7.00pm. Office bearers are elected at the Annual General Meeting in February. The P&C aims to improve educational facilities and resources by the provision of additional materials and equipment not supplied by Education Queensland. The P&C discusses school policy and has an input into decision-making processes. A good school greatly depends on an active and interested Association.

Uniform Shop: The school uniform policy is supported by an on-site uniform shop that is staffed by volunteers and offers new and used clothing at reasonable prices.

Tuckshop: Full tuckshop service is provided each Wednesday at morning tea and lunchtime and ‘treat’ days are usually held twice per term on a Fridays. Whilst the P&C employs a partly paid convener, volunteers to support the convener are necessary and welcome.

Reading Tutoring Program: A group of parents volunteer to provide one-to-one support to students requiring support for the development of reading. This highly successful program saw significant improvement in reading ability.

Reducing the school’s environmental footprint

Upgraded solar panels and inverter aim to reduce electricity use. Reverse cycle air-conditioners in all classrooms aim to provide more efficient heating and cooling. More efficient fluorescent tubes are installed in light fittings. Water efficient tap fittings and use of high-pressure cleaners ensure minimal water usage.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>54,312</td>
<td>783</td>
</tr>
<tr>
<td>2012-2013</td>
<td>89,048</td>
<td>432</td>
</tr>
<tr>
<td>2013-2014</td>
<td>62,712</td>
<td>764</td>
</tr>
</tbody>
</table>

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.
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>19</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>15</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>13</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>2</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
</tr>
</tbody>
</table>

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $15,800.

The major professional development initiatives are as follows:

- Australian Curriculum
- Explicit Instruction
- Schoolwide Positive Behaviour for Learning
- Individual Curriculum Plans
- Quality Schools: Inclusive Leaders
- Using Technology to Support Literacy
- Coaching and Feedback
- Dyslexia
- Online Units as provided by the More Support for Students with Disability project
- Disability Standards in Education
- Differentiation
- Analysing Student Data
- Moderation: Consistency of Teacher Judgement

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.
Average staff attendance

Staff attendance for permanent and temporary staff and school leaders.

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>95%</td>
<td>96%</td>
<td></td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry webpage.

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

Performance of our students

Key student outcomes

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.
Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>92%</td>
<td>93%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>91%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>96%</td>
<td>94%</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>92%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate:
- 0% to <85%
- 85% to <90%
- 90% to <95%
- 95% to 100%

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>* 2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% to &lt;85%</td>
<td>7</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>85% to &lt;90%</td>
<td>12</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>90% to &lt;95%</td>
<td>25</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>95% to 100%</td>
<td>56</td>
<td>52</td>
<td>58</td>
</tr>
</tbody>
</table>

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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.

Absences recorded above include authorised absences such as attendance at sport and music events and excursions. Class rolls are marked in the morning and again after lunch. Children arriving late or leaving early must be signed in or out by a parent or carer. Parents/carers are contacted by telephone if absences are not notified, again, in accordance with DETE policy. A process for following up unexplained absences on a regular basis is implemented. The impact of attendance (and non-attendance) and the importance of prompt arrival at school on students and their learning (and habitual late arrival) are addressed proactively through the school newsletter and on an individual family basis, if necessary.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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/](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.
Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Data indicates a 3.1% difference in the attendance of Indigenous and Non-Indigenous students. Results are similar to the state mean in this area. In the area of student attainment, data indicates similar performance for both Indigenous and Non-Indigenous students, particularly for students in years five and seven. Results are better than the region and the state for these groups of students. Strategies for improvement focus on the early years.