Principal's foreword

Introduction

This report provides parents and the wider community with information that summarises the school's activities and performance for the 2012 school year and its progress towards achieving its goals and priorities. It highlights areas of the school's strengths and celebrates significant school achievements. It identifies areas for further development with an ongoing commitment for continuous improvement as we strive to maximise individual student achievement and personal bests in all endeavours of the school curriculum, academically, socially, culturally and physically.

In 2012, the school community celebrated significant achievements:

- The Schools Teaching and Learning Audit report indicating continued growth from medium to high across all 8 domains.
- The implementation of the Australian Curriculum in English, Maths and Science through Curriculum to Classroom with particular pride in meeting the ICT demands of tasks where students and teachers used high level applications for teaching and learning, Prep – Year 7.
- The development of the School's Pedagogical Framework for consistent teaching and learning practices.
- Students in Year 3, 5, 7 NAPLAN test achieving above National Minimum Standard in 14 of the 15 areas, with Year 7, having 100% student achievement in all 5 areas of reading, writing, spelling, punctuation and grammar, numeracy. In 10 of the 15 areas students were also statistically similar to their National cohort. Year 3 students in particular exceeded expectations in being in the highest 2 bands in reading and writing.
- The inaugural School and Community Services Expo.
- Ongoing pride in student achievements academically, in the arts, and in sporting endeavours demonstrated through the many events, activities and opportunities to develop talents and personal bests.

It is with thanks to all staff, the P&C, student and parents for their commitment and support over a rewarding 2012 school year.

School progress towards its goals in 2012

In 2012, the implementation of the Australian Curriculum through the Curriculum into Classroom (C2C) resources in English, Maths & Science was a major focus with staff and students working extremely hard to meet the demands of the new curriculum which required a new way of doing things and new expectations. The successes of this year will continued to be built upon.

The use of student learning data to inform professional practice was further developed through the use of One School Curriculum Planning and Assessment but Markbook functionality remains to be utilised. Differentiated practices will continue to be a focus.

Making ICT integral to teaching and learning practices was extended through Curriculum into the Classroom, the Learning Place and online applications with the Teacher Librarian providing professional development, coaching and mentoring. The use of edstudios to
provide 24/7 online access to teaching and learning was also introduced. Teachers and students will continue to grow in capacity.

The teaching of reading remained the main pedagogical focus and whilst consistent best practice is developing, it will remain an ongoing focus particularly to meet differentiated student needs and higher order thinking.

The communication of clear and explicit learning intentions and success criteria at lesson and unit level to inform students of content and standard of work expected is becoming consistent practice. Students also know upfront assessment task requirements and standards which are also provided to parents, building the learning partnership between school and home. The extension to teacher and student reflection and goal setting remains.

A new financial operating and management system was introduced and the school’s Administration Officer is to be congratulated on successful implementation.

The implementation of Developing Performance Plans for administrators and teaching staff was introduced.

There remains a focus on creating a safe, respectful learning and work place for students and staff.

Improved school satisfaction, students, staff and parents was evidenced in the School Opinion Surveys. We continue to build on our achievements and strive for improved performance.

Future outlook

Our major priorities for 2013, have been identified from the Schools Strategic Plan 2013 – 2016, the 2013 School Operation Plan, the Teaching & Learning Audit, school NAPLAN data and other school data sources, leading to a focus on:

Key Improvement Areas:

- Higher level reading comprehension through the explicit teaching of whole school reading strategies and reading procedures.
- Improving the standard of student writing across the school through the use of marking guides to provide feedback and to direct explicit teaching of writing strategies.
- Improving numeracy through the use of diagnostic and pre-assessment data across the strands to differentiate individual learning in mathematics.
- Developing automaticity of basic number and numeracy facts through a whole school approach to explicit teaching of basic facts.
- Continuing to improve learning outcomes of underachieving and indigenous students in order to close the gap of achievement to the C standard or above.

Priority Areas of Development:

- Implement the Coolangatta State School Pedagogical Framework to develop high quality, precise teaching practices that develop an inquiry mindset through creativity, higher order thinking.
- Review the schools Responsible Student Behaviour Plan and implement consistent practices for the explicit teaching of expectations and behaviour management strategies.
- Initiate Kidsmatters as an overarching framework to review and develop a positive school learning community.
- Implement a comprehensive induction program for all incoming staff.

School Profile

Coolangatta State School is situated on the Queensland / NSW border and within a block of the magnificent Kirra Beach. Being a small school of some 270 students it enjoys the personalised benefits that a smaller school setting brings. The school serves a community which is undergoing a slow, but significant change in urban renewal from older units to modern developments.

The school is Coeducational. Year levels offered in 2012: Prep - Year 7. Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>229</td>
<td>117</td>
<td>112</td>
<td>87%</td>
</tr>
<tr>
<td>2011</td>
<td>241</td>
<td>117</td>
<td>124</td>
<td>86%</td>
</tr>
<tr>
<td>2012</td>
<td>266</td>
<td>119</td>
<td>147</td>
<td>88%</td>
</tr>
</tbody>
</table>
Characteristics of the student body:
The school enjoys a steadily growing enrolment with an additional class again formed to cater for growth.

The school population, though somewhat transient, is becoming more typically stable. Single families predominate as does generally a lower income families. Almost 50% of students reside in NSW, most who live in very near proximity to the school. The school makes considered decisions to minimise expenses for families whether it be through the school uniform, school resources and extra curricular offerings. The School's Guidance Officer, the School Chaplaincy program and an extensive network of community agencies and services are available to students and families requiring extra support.

The school proudly acknowledges the traditional culture of its students with 12% of students identifying as Aboriginal or Torres Strait Islander.

The school enjoys its increasing enrolment from many different cultures. Some 8% of students receive support for English as a Second Language. The establishment of the University of Southern Cross nearby has further potential to increase overseas enrolments.

Students with Disabilities are supported within their mainstream classroom by a Special Education Teacher and additional teacher aide time allocated on a needs basis.

With the introduction of the Australian Curriculum which is developed in year levels, as far as possible, classes in 2012 have been arranged as single year levels. Where multi age classes are required, teachers work flexibly and cooperatively to plan and moderate student work to ensure consistency of standards. Classes were as follows:

Junior Purple: Prep; Junior Orange: Prep / Year 1; 
Junior Green: Year 1; Junior Blue: Year 2
Junior Red: Year 2/3; Junior Gold: Year 3
Middle Blue: Year 3/4; Middle Purple: Year 4/5
Senior Blue: Year 5/6 Senior Green: Year 6/7
Senior Purple: Year 7.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>23</td>
</tr>
<tr>
<td>2011</td>
<td>22</td>
</tr>
<tr>
<td>2012</td>
<td>20</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>27</td>
</tr>
<tr>
<td>2011</td>
<td>27</td>
</tr>
<tr>
<td>2012</td>
<td>22</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>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>25</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

The school's curriculum has a major focus on English, Mathematics and Science through the Australian Curriculum implemented through Curriculum to Classroom with literacy and numeracy a focus across all Key Curriculum Areas in The Studies of Society and Environment, The Arts, Technology and Health and Physical Education.

Intercultural Investigations are delivered through Asian Studies Year 1-5 with Japanese Language a specialist LOTE subject, Year 6 and 7.

Highly successful ICTs are embedded into teaching and learning.

Weekly drama lesson from Year 1 – 7.

A music specialist delivers 30 minute weekly Music program per class, Year 1 – 7.

A commercial dance program continued due to popular demand over an 8 week program in term 3.

Daily 30 minutes of Physical Activity is programmed for each class as well as a weekly specialist PE lesson with a specialist teacher.

Cooly's Got Talent remains a popular event on the school calendar showcasing talent across the school with winners proudly performing at the school's annual concert which is a celebration of the arts including the visual arts expo.

Athletics dominates in term 2 with cross country and an interhouse athletics carnival P-7.

Gala Sports days introduced with a day of intensive friendly rounds of competition between participating schools with various sports taking focus each term.

Swimming is offered to all classes Prep – Year 5 at nearby pool facilities. Year 6 and 7 participate in a Surf Education program run in conjunction with Surf Life Saving, Queensland. Surfing is offered as a summer option sport. An annual swimming carnival is held Year 4 – 7.

Public Speaking through Year 1 - 7 Speechmakers competition, debating Year 7.

Bike Safety – Year 4 program; Fire Safety Year 1

Social Skills programs - Yr 5 Rock & Water; Whole school anti Bullying program

Waste Wise & Water Wise programs, all classes.

Whole School Involvement, school ANZAC Service

Inclusive Education program: All students are supported by classroom teachers, specialist teachers and teacher aides through the mainstream classroom environment.

Support programs, through the Student Welfare Committee (Teacher Advisor Education Adjustments, Learning Support Teacher, Key Teacher (P-3 Net), Guidance Officer, School Chaplain, Principal, Speech Language pathologist, English as a Second Language teacher) operate for students with:

- Indigenous backgrounds
- a diagnosed disability (Intellectual Impairment or Autistic Spectrum Disorder), requiring an Education Adjustment Program
- learning difficulties as identified through class diagnostic assessment, caught Year 2 Net, below benchmark Year 3, 5, 7 tests for Year 1-7.
- speech language difficulties
- non English speaking background
- social, emotional and behaviour problems or disorders
- Students in Care

Extra curricula activities:
A variety of opportunity exists to extend students academically, in the arts, in sport and in service to the community.

- Student electives afternoons year 4 - 7 noon where students choose an afternoon of creative, higher order thinking activity: e.g Claymation, orientering, bind benders, team problem solving; puzzles; strategic board games etc
- Rotations afternoon P – 3 where teachers proved a weekly rotation over 4 weeks in the maths, arts, science; sports.
- Instrumental Music – Percussion Band is available for students Year 4-7.
- The School Choir invites participation from students Year 2-7.
- Coolies Got Talent: Students audition for finals - any dance, song, instrumental, verse, drama
- Annual Visual Arts Show and School Concert
- Annual Science Fair
- Cluster extension activities: eg Maths Team Challenge; Speechmakers, speech competition Year 1-7
Our school at a glance

- Remembrance Day activities
- Swimming carnival, athletics carnival, cross country.
- Gala sports day: Rugby league, boys soccer, girls netball teams represented the school in District Winter Sports fixtures.
- Year 6/7 Camp: The venue for 2012 was Tygalum Ridge, NSW
- Class excursions and incursions associated with units of work.
- A variety of lunch time and after school clubs and activities – games club, book club, crafts club, girls club, sports offerings. The Smith Family has funded an after school tutoring program.
- Student Leaders Program: Extended leadership opportunities beyond sports house captains and vice captains; the student council led by school captains and class representatives which organize school fundraising events for identified school project or charity and school discos; to Arts Captains and Environmental Captains.
- Association with Kira Haven Aged Care Facility - Weekly class assembly items are presented to the residents; Year 6/7 students roster to serve afternoon tea and assist the residents on a weekly basis. The residents in turn invite students to purchase crafts for Mother’s Day, Father’s Day and Christmas.

How Information and Communication Technologies are used to assist learning:

Coolangatta State School continues to build on its successes with making ICT integral to teaching and learning across all curriculum areas. Staff and students are to be particularly commended for the

The teacher librarian collaboratively leads year level teaching teams, Prep – year 7, in conjunction with the Head of Curriculum, in the planning and implementation of ICT in term units of work. Through weekly class lessons in the computer lab with follow up in the classroom, teachers and students employ a wide variety of learning tools and programs to achieve established learning outcomes, e.g. inspiration – mind mapping, blackboard and other online learning programs, webquests, chats, blogs, wikis, photostory, student web pages, video cam, digital photos, research, publishing etc.

In the classroom, PCs are available for small group or individual use.

All classrooms have an Interactive Whiteboard with a wide variety of tools and programs to enhance learning with the capacity to be connected to the web on a daily basis.

The computer lab in the library, full class size, is open at lunch breaks to enable students to complete work thus providing access to computers for those who do not have home connections. Computers in classrooms are also available before school if required as are the half lab in the old library.

Mathletics is integrated into the maths program and home learning program as is Literacy Planet, a similar online English program.

Teachers continue to grow their skills in making ICT integral to their work with One School, C4T's, IWB skills and applications; the Learning Place; Ed Studio.

Data from the 2012 school opinion surveys indicates the continued high satisfaction of students, staff and parents of the technology skills learnt, the use of ICT for learning and with access to the internet and computers. Improved, timely technician support is however preferred as is faster bandwidth.

Social climate

The school strives to provide a safe, happy, supportive and disciplined learning environment based on the principles of safety, respect, learning and personal responsibility. The school’s Responsible Student Behaviour Plan outlines expectations and guides consistency of school practice both in the classroom and playground.

Staff model and set high expectations for better behaviour, give positive acknowledgement for right choice behaviour and follow through on appropriate consequences for misbehaviours. Students are expected to reflect on their behaviours, learn from their mistakes and make a commitment to responsible behaviour. Social skills are constantly reinforced and explicitly taught through weekly values education and targeted whole school positive behaviour focus topic.

School data indicates that most students are largely self-managing but that there are some students, who for various reasons whether it be a medical condition, low self esteem, poor self control or other social, emotional need, who require higher levels of behaviour management and support. Typically this includes time out in the classroom or playground, time out in a buddy teachers room or lunch time reflection or referral to the Principal with follow up for higher level consequences, restorative justice or restitution.

Parents are notified of any time the student has been required to exit the class or the playground for their behaviour, either in buddy class or lunch time reflection and if sent to the office, through phone contact or personal meeting. Incidents are tracked and monitored.
Our school at a glance

To identify students who have consistent and/or high level challenging behaviours with further actions and support taken.

Bullying, harassment and violence is not tolerated and is to be reported. In addition to immediate reporting, each term, bullying - no way activities are presented to students to gain an understanding of bullying as the ongoing targeted actions of students through various means and to develop the skills and strategies to stand up to bullies either as the person bullied or the bystander. Students are also invited to complete a self report of any bullying behaviour that might occur. Students who disclose they are being bullied are given acknowledgement and supported with strategies to deal with the bully. Those students who are identified as being bullies, are monitored, targeted for supervised play, social skills programs and referral to the Guidance Officer and parents are expected to work with the school to make a change.

Through the Student Welfare committee, proactive and early intervention and support for students with academic, social, emotional and behavioural needs is initiated with referral to the Learning Support team, Guidance Officer, the school chaplain and/or external agencies all working together with the class teacher, Principal and parent to help the child become an independent and self-managing student.

Specific school based social skills programs operate e.g. Year 5 boys Rock & Water program, with additional financial and human resource support from the Smith Family and Lifeline. The School Chaplaincy program supports students and families through making connections, following up concerns, initiating lunch time games club, girls after school club, in school chick chat program, parent education program, Kids Hope Mentors, accessing local community support for monthly Breakfast Club and other food crisis assistance as required for general well being.

The 2012 Parent and Student Staff Opinion Survey data indicate that the students themselves are not satisfied with the behaviour of some of their peers. Staff and parent opinions support this challenge and the need to continue to make supporting students and families with high level needs a high priority.

Parent, student and staff satisfaction with the school

The school works consistently towards continuous school improvement. Overall satisfaction of parents, students and teachers is trending more positively in most areas.

Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>96.2%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>96.2%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>96.2%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>96.2%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>88.5%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>92.3%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>88.5%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>88.0%</td>
</tr>
</tbody>
</table>
Our school at a glance

this school is well maintained* 96.2%

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>83.7%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>80.4%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>78.0%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>90.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>94.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>81.6%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>64.6%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>75.5%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>73.5%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>53.1%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>82.4%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>83.0%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>84.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>83.9%</td>
</tr>
</tbody>
</table>

*Nationally agreed student and parent/carer items were incorporated in the School Opinion Survey in 2012.

*Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child’s education

At Coolangatta State School, we believe education is a partnership between the school/teacher, parent and student. Parent/carer active involvement and support in their child’s education and the school is therefore highly valued and encouraged. The work of the P&C and the support of parents, guardians and community is very much valued.

The P&C is actively involved in decision making and the future directions of the school through monthly P&C meetings and the School Development Team which meets at least 3 times a year.
Our school at a glance

Through the P&C, a small band of committed parents do much to provide a healthy tuckshop 3 days a week, the school uniforms, school banking and general fundraising. A number of additional volunteers also roster to support them in their endeavours for school discos, sausage sizzles and raffles. More parents how ever continue to be required to take up active membership and support.

A large contingent of community members volunteer in a range of other capacities throughout the school as Support a Readers, Kids Hope Mentors, the Shed project where Local Lions Members mentor boys through wood working and girls in hand crafts.

Classroom parents provide much needed assistance for home reading, arts programs and excursions.

Parents of Instrumental Band students, choir students, sporting teams and school sport programs provide much needed transport and supervision at events.

Many Parents and family members accept invitations to attend general school activities such as leadership induction, cross country and athletics carnivals, Book Week, Book Fairs, Grandparents Day, Under 8’s Activity Day, ANZAC and NAIDOC celebrations, school concerts, class excursions, class activities and culminating events that celebrate student learning and achievement including the annual student academic awards day.

Parents are kept informed of school events and what is happening in the classrooms:

- Weekly school newsletter, which is also published on the school’s web page and emailed with columns from the Principal, P&C and Around the Classrooms where news update from each teacher to inform parents of the current learning focus and class activities.
- Weekly assembly with parents specially invited when their child is an award recipient for student of the week or the Principal’s award for learning and behaviour or if their child’s class is presenting a class item. Parent teacher information sessions are held in the first weeks of the school year to establish relationships, learning expectations, behavioural and home work expectations, class procedures and routines so that a partnership in learning is formed.
- Term class letter outlining curriculum and assessment overviews and timelines are issued.
- Parent teacher interviews, both formal and informal, are valued at any time but especially at end of term 1 and 3 and at end of semester reporting as required. At the end of Semester One, student led reporting is also held, where students share with parents their folio of work from which semester assessments are based. In this way, parents are familiar with the work undertaken and their child’s standard of work within the class context.
- Parent workshops are also offered in Support A Reader to assist with home learning support.
- Parent information sessions are held for transitioning to Prep and to High School with associated orientation days.

Through the Smith Family, eligible parents are supported with financial assistance to assist in the purchase of uniforms, textbooks and other school requisites including computer hardware. The Smith Family also provide free after school tutoring one day a week to students whose parents can commit to their regular attendance in the program.

In 2012, a successful School and Community Expo was held advising families of all that is available through the school and the local community to support students and families, learning, wellbeing and behaviour.

Reducing the school’s environmental footprint

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

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>55,733</td>
<td>311</td>
</tr>
<tr>
<td>2010-2011</td>
<td>33,708</td>
<td>454</td>
</tr>
<tr>
<td>2011-2012</td>
<td>36,348</td>
<td>231</td>
</tr>
</tbody>
</table>

Though the installation of solar panels on D block roof in 2012, have made a significant difference in reducing the school’s electricity output, the addition of a full size class computer lab has placed extra demand on requirement. The installation of water tanks and the prolonged wet season has seen reduced demand on water use.

A School Environmental Club has been established. School Environmental Captains lead student reps from each class in ongoing reduce, reuse, recycle and environmental projects.

- Energy and water busting in class and playground: switch off when not in use; report
Our school at a glance

- Reducing the amount of waste in bins: ‘Nude Food Day’ reduce packaging promotion; recycle to food scrap bins in classroom and lunch areas for compost heap or worm farm; recycle bin in classroom, and big yellow bin.
- Promoting litter free environment every day through “Use the right Bin & Bin It!”; Clean Up Schools / Australia Day by classes on foot patrol within and around the school block, median strip, enroute to the beach and Kirra Park foreshore.
- Participation in National Tree Day celebration: In 2012, vegetable gardens were established and managed by the Enviro Club.
- Promoting collections: school toner and printer cartridges; ole mobile phones; milk bottle tops etc
- Developing green school culture: frog pond, bird boxes, vege garden.

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>24</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>16.5</td>
<td>8.2</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>19</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development
The total funds expended on teacher professional development in 2012 were $5000.

The major professional development initiatives are as follows:

* Implementation of the Australian Curriculum through Curriculum to Classroom (C2C) in English, Maths, Science
* Development of School Pedagogical Framework: data analysis, feedback, higher order thinking
* Cluster Twilight Conference
* First Steps in Reading whole staff training; Reading Strategies and Procedures;
* Spelling: Words Their Way
* Vocabulary Development: School coordinator training STRIVE program
* Science: 5E model of inquiry
* Continued development of ICT capability for management, teaching and learning
  - One School applications: curriculum planning, markbook, special provisions differentiation, roll marking,
  - Interactive Whiteboard Resources and application
  - Ed Studio – development of online access for class teaching and learning
  - Project 600
  - ICT demands across KLA’s and in C2C – development of new applications, mentoring and coaching of staff.
  - Mathletics and Literacy Planet online applications
* Professional associations, networks, regional days & PD Days for:
  - Principal: QASSP, Cluster, ACEL conference
  - Head of Curriculum: AC; C2C; QASSP
  - STL & N & Key Teacher: differentiation,
  - Teacher Librarian: New system of operating - Oliver; ICT
  - Special Education Teacher;
  - LOTE teacher: new language learning program
  - Teacher Aides: First aide training; support a talker, behavior management
  - Guidance Officer:
  - School Chaplain: 1, 2, 3 Magic parent behavior support training;
  - Business Service Manager: implementation of One School Finance modules;
  - Facilities Officer: operating equipment training;
  - Individual staff Professional Development
* United Voice Union Rep training
* Teacher Curriculum Development and Planning Day: all class teachers replaced half day each term for curriculum data analysis and unit planning

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

### Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>94.1%</td>
<td>95.5%</td>
<td>95.8%</td>
</tr>
</tbody>
</table>

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 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/.

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" textbox.

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>Year</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>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>2011</td>
<td>90%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>2012</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school

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

OneSchool electronic roll marking was introduced in 2012. Rolls are marked twice a day at the start of the school day and after lunch break using the standard absence codes. The Principal uses One School reports and alerts and teacher feedback to monitor roll marking and unexplained absence.

Parents may notify the school of a child's absence in writing, by phone, by email or in person to the class teacher or to the school's administrator officer.

Students who are late must come to the office with their parent to notify of reason and time of arrival, similarly if the child leaves the school early.

A standard form is sent home by teachers requesting notification of unexplained absences when none is provided by the parent on the child's return to school. If no notification is advised after 2 days, the unexplained code remains on the roll.

Teachers are encouraged to phone or contact a parent when a child is away after 3 days to inquire into their well-being. Teachers, in the first instance and follow up ed by the Principal, also make approaches to parents of students who are frequently late, leave early or are absent or have a pattern of absence stating their concern and seeking parent reason, requesting that there be improvement and offering support of school student welfare services, particularly that of the school chaplain or guidance officer, if they or their child are experiencing difficulty. The Guidance Officer and or chaplain follow up concerns with the parents and the student to offer support for personal and family circumstances that may contribute to absenteeism. Department of Families and / or the Indigenous Support Services are contacted when necessary.

Where absence remains of a concern, phone calls are followed up by a letter reminding parents that every day counts and of their obligation. Continued absence are followed up by the standard first letter of absence and subsequent letters requesting a meeting with the Principal. Parents whose children are frequently away sick are requested to obtain a doctors certificate if away more than three days.

Every Day Counts is promoted in signage, parent newsletter articles and at assembly. The importance of being punctual is also regularly emphasised as well as the requirement to remain until end of day unless in emergent circumstances.

Students frequently late or absent are targeted for routine checking with positive acknowledgement when at school. An end of term report is provided to each student advising them and their family of their days absent and percentage attendance record. Students with 100% attendance each term are acknowledged at assembly with positive behaviour record and certificate.

An 100% attendance record award is given at Year 7 graduation for year 7 students and at the school's annual academic awards assembly for other year levels.
Performance of our students

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" textbox.

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

In 2012, some 11% of students identify as Aboriginal and 1% as Torres Strait Islander. Indigenous student attendance was 90.9% in comparison to non indigenous students of 93.5%. Of the percentage of students who average less than 85% attendance, indigenous students are over represented being 17.2% compared with non indigenous students, 11.6%. For a couple of students, attendance and completing tasks for assessment remain a significant barrier to achievement.

From Year 3, 5, 6 NAPLAN data, Indigenous students generally are at or above their cohort in the SE Region and across Queensland except in Year 5 writing and number, this however was also the trend for non indigenous students. Year 3, 5 and 7 indigenous students are generally slightly below peer non indigenous students across reading, writing and numeracy with reading being statistically closer and numeracy having the biggest gap except for Year 7 where indigenous students rate above their non indigenous counterpart and are very near level in reading. This attests to the school's intervention program which largely focuses on reading.

School A-E data across all year levels, indicate that 76.5% of all indigenous students are a C or above standard across the KLA's, with 50% of these at a C level. The gap of a few students remains significant whilst the majority of indigenous students are capably at year level.