

McDowall State School (0378)

Queensland State School Reporting

2012 School Annual Report



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Principal's Foreword

Introduction

The **purpose** of the McDowall State School is to deliver professional quality preparatory and primary education curriculum and teaching services within a supportive school learning environment facilitating achievement of personal excellence. Our **vision** is for all students to experience success and to assume increasing levels of self-responsibility in the achievement of pre-determined learning outcomes within a supportive learning context strengthened by partnerships.

We **believe** that we can only *achieve the best outcomes for all students* when life-long learning is embraced by all in our school community.

SCHOOL RULES	SCHOOL MOTTO
Respect for Yourself	Courtesy in conduct
Respect for Others	Honesty in judgement
Take Responsibility for Your Own Actions	Knowledge on which to base informed decisions

We will **achieve the best outcomes for all students** through an on-going commitment towards:

<p>1. Focus on the Child.</p> <p>A child's right to learn. A child's responsibility toward self, others and their education. A child's right to make decisions and learn through consequence. Achievement of individual excellence. Firm but understanding approach in meeting high expectations.</p>	<p>Experience of success, personal satisfaction and pride. Individualised attention. Awareness and tolerance of individual differences. Mutual respect and recognition. Positive, supportive learning experience. Broad curriculum to encompass individual potential.</p>
<p>2. Quality Curriculum.</p> <p>Well planned in terms of expectation, sequence and timing. Visionary leadership and outlook. Continua-based outlining student learning journey Prep-Yr.7. Effective time management and balance. Socially just access, inclusion and participation for all students. Resource-based support for work units.</p>	<p>Efficiency, competency and consistency with clear expectation. Explicit expectations and standards in tracking student progress. Specific curriculum checkpoints for learning support and intervention. Extension and progression according to student aptitude.</p>

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3. Effective Learning and Teaching	
Emphasis on essential skills across all Key Learning Areas: Literacy Numeracy Socialisation and personal development Thinking and problem-solving Preparation for life-long learning.	Responsiveness to changing individual needs. Educationally researched innovation. Relevant, challenging and purposeful teaching. Resource enhanced curricular continua. Competent, professional educators. Supportive, secure and safe environment.
4. Partnerships	
Shared commitment, ownership of activity and accountability. Pride and belonging in the school, community and nation. Teaching and learning partnerships.	Staff, Students, Parents and Community. Partnership in school decision-making. Open and honest communication. Approachability and courtesy. Community skilling and information. Team work and mutual acknowledgement.



Performing Arts Celebration Concert

School Progress Towards Its Goals in 2012

YEAR 3 NAPLAN

McDowall State School overall Year 3 Test student achievement remains significantly higher than that of the State and National Mean Scores in all areas. Eg. Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. Proportions of Year 3 students at or above the National Benchmark are significantly higher than that of State and National Mean Scores in all areas. McDowall State School student distribution when compared against both a State and National comparison indicates that a higher number of McDowall State School students perform within the top 20% range in all areas. Eg. Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. McDowall State School Aboriginal or Torres Strait Islander student achievement remains significantly higher than that of the State and National Mean Schools in Literacy and similar in Numeracy. McDowall State School male and female student achievement remains significantly higher than State and National Mean Scores.

YEAR 5 NAPLAN

McDowall State School overall Year 5 Test student achievement remains significantly higher than that of the State and National Mean Scores in all areas. Eg. Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. Proportions of Year 5 students at or above the National Benchmark are significantly higher than that of State and National Mean Scores, in fact 100% of Year 5 students achieved at or above the National Benchmark in all areas except Reading. McDowall State School student distribution when compared against both a State and National comparison indicates that a significantly higher number of McDowall State School students perform within the top 20% range in all areas. Eg. Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. McDowall State School Aboriginal or Torres Strait Islander student achievement remains significantly higher than that of the State and National Mean Schools in both Literacy and in Numeracy. McDowall State School male and female student achievement remains significantly higher than that of State and National Mean Scores.

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YEAR 7 NAPLAN

McDowall State School overall Year 7 Test student achievement remains significantly higher than that of the State and National Mean Scores in all areas. Eg. Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. Proportions of Year 7 students at or above the National Benchmark are significantly higher than that of State and National Mean Scores. McDowall State School student distribution when compared against a National comparison indicates that a significantly higher number of McDowall State School students perform within the top 20% range in all areas. Eg. Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. McDowall State School Aboriginal or Torres Strait Islander student achievement remains significantly higher than that of the State and National Mean Schools in both Literacy and in Numeracy. McDowall State School male and female student achievement remains significantly higher than that of State and National Mean Scores.

STUDENT SUPPORT

The number of students requiring learning support, speech pathology service and special education intervention and support remains steady as a proportion of student enrolment. All support services are fully deployed and utilized.



McDowall State School Strings Ensembles

SCHOOL ENROLMENT

McDowall State School enrolment trends appear stable but analysis highlights a slow decline due to (a) maturing mean age of local area children; and (b) increasing local area trend toward Private / Independent education for the Middle / Secondary Phase of Learning. An increasing number of enrolled students reside outside of the McDowall State School catchment area. Enrolment decline is being offset by increased intake of Preparatory Year enrolments. Proportionally, 50% of student enrolment is represented across P-2 and Years 3-7. Formalised enrolment management is implemented but used solely to manage student enrolment against school capacity (vacancy). Enrolment management does not equate to student exclusion on the basis of residence. The majority of parents of students enrolled at McDowall State School, have a bachelor degree or above and are engaged in professional work. Thirty-two languages, other than English are spoken in the homes of McDowall State School students. (11% of total student enrolment) Aboriginal and Torres Strait Islander students make up 2% of total student enrolment. Unexplained student absenteeism continues to occur even with school administration and class teacher follow up. Average student attendance rate as a percentage maintained over three years is 95%.

ICT CENTRE

The effective provision, use and linking of information communication technologies of the ICT Centre within integrated school programmes continues to prove successful in support of classroom curriculum programmes. This critical aspect of school operation is a public feature of daily school community life involving staff training and student direct instruction and extension work. The Computer Centre is fully utilised each week by P-7 classes. Students access this facility during recess periods. Staff training programmes are held before and after school, during Pupil-Free Days and within the Teacher Learning Network Programme (based at McDowall State School) supporting North Brisbane teachers. A one-to-one Computer Laptop Programme commenced in Year 7 in 2010. A continuing financial challenge is the replacement and upgrading of all ICT technologies within a 3-4 year cycle.

E LEARNING

The use of digital technologies within the McDowall State School has evolved to enhance business and learning productivity. ICT is at the core of the school's professional and business practices of planning, teaching, assessing and reporting. Teachers are continuing to extend the use of ICT to enhance their teaching and learning practice. The school provides a digital learning environment that aligns with departmental initiatives and strategic directions. The school enhances learning by expanding the breadth and depth of physical and virtual learning spaces. The school enhances the capacity and capability of the Enterprise Platform in response to student, teacher and administration demands for increased utilisation and access. All McDowall State School teachers are working towards earning their ICT Pedagogical Licences. A skilled professional teaching practitioner was released from class each Friday to work with and support staff in further building ICT competency.

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STUDENT RESPONSIBILITIES - BEHAVIOUR

The McDowall State School Responsible Behaviour Plan for Students, including Student Responsibility Levels continues to highlight the very high standard of student behaviour exhibited by McDowall State School students, in all contexts. A Student Responsibilities Framework is issued to all families upon student enrolment. A Framework for the teaching of responsibility is being implemented P-7. A Student Leadership and Citizenship Framework has also been issued to all families. This is complemented by a School Camping, Citizenship, Environmental & Adventure Programme implemented P-7. Student formal suspension is an intervention tool that applies when a student's conduct is unacceptable within the McDowall State School context. No short-term student suspensions were imposed during 2012.

MUSIC

Number of students involved within the Instrumental Music Strings Programme: 67 students.

Junior Strings: 25 students.

Adagio Strings: 8 students.

String Ensemble: 34 students.

Number of students involved within the Instrumental Music Wind & Percussion Programme: 65 students.

Concert Band: 28 students.

Wind Ensemble: 37 students.

Honours Instrumental Music Camp Attendance: 14 students. Junior Instrumental Music Camp Attendance: 19 students.

Number of students involved within School Choirs: 261 students.

Year 2 Choir: 63 students.

Junior Choir: 78 students.

Senior Choir: 50 students.

Boys' Choir: 35 students.

Honours Choir: 35 students.

Special Achievements:

The Wind Ensemble, Concert Band and String Ensemble all competed in the Brisbane Band Competition in October, 2012. The Concert Band and Wind Ensemble achieved a Gold Award and the String Ensemble achieved a Bronze Award. All Instrumental Music Groups performed at the Performing Arts Celebration Concerts. Small Instrumental Music Groups performed in the August Chamber Concert. Instrumental Music Groups performed at the School Open Morning in October, 2012.



The Honours Choir performed at the opening of the Flockton Street Woolworths in Term 1, 2012. They competed in the Queensland Youth Music Awards and received a Bronze Award. The Senior and Honours Choirs participated in Singfest in August, 2012. Both choirs also performed at the School Open Morning in October, 2012. In Term 3, 2012, the Boys' Choir and Year 2 Choir were formed. They performed on School Assembly and in the Performing Arts Celebration Concert in November, 2013.

Number of Performing Arts Celebration Concerts held: 3.

Many McDowall State School students completed A.M.E.B. music examinations on their instrument. Many choir and Instrumental Music students are members of Community Choirs such as Birralees Voices and the Queensland Show Choir. A Year 4 student was cast as a member of the professional production of "Annie" held at Queensland Performing Arts Centre.

SCHOOL LIBRARY

The School Library is staffed by one teacher librarian and one teacher-aide. The overall collection includes 21,500 titles. The School Library incorporates a Computer Centre with 30 computers. The School Library opens daily from 8.30am for resource borrowing or use of the Computer Centre. Further general access can occur until 3.30pm daily.

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During the school day, the School Library is well used by class teachers for class borrowing sessions, supported by the teacher-aide. Student information skills are developed and refined through focused teaching by the teacher librarian across 35 classes spanning Preparatory Year to Year 7.

Book Fairs and Book Club are held at the School Library. Recess activities are scheduled for both recess periods with regular special literature events held for the Preparatory Year and Years 1-2. Extra-curricular activities for students include a Junior and Senior Robotics Club. A Library Monitor Programme involves an average of 30 students across Years 5-7.

Programming Bee Bots (Robots) in the School Library

PHYSICAL EDUCATION & SPORT

Number of students involved in Winter North District Gala Day Sports in Term 2: 260 students of 280 students.

[Winter North District Sports: AFL, Soccer, Netball, Volleyball, Hockey.]

Number of students involved in Summer North District Friday Afternoon Sport (8 weeks) in Term 4: 250 students of 280 students.

[Summer North District Sports: Touch Football, Softball, T-Ball, Cricket, Futsal – Indoor Soccer]

Students not selected for an Inter-School Sporting Team were involved within an 'at school' sporting programme. Students participate in a range of sports such as table tennis, dance, skipping, kanga cricket, soccer, newcombe and touch football. Development Officers from Baseball, Basketball, Cricket and Soccer ran clinics for students.



Special Achievements:

Forty-one athletes were selected for the McDowall State School Cross Country team to compete at the North District Cross Country. Eight students were successful in earning a place within the North District team.

Fifty athletes were selected for the McDowall State School Athletics team to compete at the North District Athletics Carnival. Sixteen students were successful in earning a place within the North District team. All six McDowall State School Relay teams made the finals. Three of the Relay teams won their finals and qualified to represent North District at the Metropolitan North Regional Athletics Carnival. McDowall State School again, won the Divisional Schools Trophy. McDowall State School also won the Percentage Points Trophy and Aggregate Trophy.

McDowall State School Cross Country Team

Three McDowall State School students were selected by Metropolitan North Region to compete at the State Athletics Titles in Cairns. Our three Relay teams achieved a 1st, 2nd and 3rd place at the Metropolitan North Regional Athletics Carnival held at Queensland University.

Sporting Representation:

North District

District Sports	Number of McDowall SS students
Cross Country	8 selected students
Swimming	6 selected students
U12 Netball	1 selected student
U11 Netball	5 selected students
Girls Touch Football	5 selected students
Girls Hockey	3 selected students
Soccer	2 selected students
Girls Soccer	2 selected students
U11 Rugby League	1 student
Basketball	3 selected students
AFL	1 selected student
Girls Softball	3 selected students
Athletics	16 selected students
Softball	3 selected students
Cricket	1 selected student
Rugby Union	1 selected student

Total = 60 selected students

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Metropolitan North Region

Regional Sports	Number of McDowall SS students
Athletics	3 selected students
Softball	2 selected students
10 Yrs Girls Relay Team	4 selected students
11 Yrs Girls Relay Team	4 selected students
12/13 Yrs Girls Relay Team	4 selected students
Swimming	1 selected student
Football	1 selected student
Touch Football	2 selected students
Hockey	2 selected students
Netball	2 selected students

Total = 24 selected students

Queensland

State Sports	Number of McDowall SS students
Swimming	1 selected student

Total = 1 selected student



Year 7 competing in the Craigslea SHS Volleyball Cup



PROFESSIONAL DEVELOPMENT & TRAINING of STAFF

Professional development and training in staff is well supported by the McDowall State School. The school invests in staff, in excess of the mandated 10% of general grant funds. In 2012, \$10,693.07 was expended on Staff Professional Development & Training or 11% of General Grant funding. Dr Neil Carrington worked closely with teachers and teacher-aides to both enhance and refine professional practices in performance development, educational leadership and collegial learning.



Hairy Nosed Wombat Morning



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Future Outlook

SCHOOL COMMUNITY and PARTNERSHIPS

High levels of student, parent, staff and broader school community confidence in the school's performance and achievement.

KEY PRIORITIES & STRATEGIES
Implement the government response through targeted initiatives, to the <i>Queensland Education Performance Review</i> (Masters Report).
Outline and promote the mutual responsibilities inherent within educational partnerships when a child is enrolled at McDowall State School (a) Teacher – student (b) Teacher – parent (c) Parent – child.
Continue to address the guiding principles of the Inclusive Education Statement within (a) Curriculum, pedagogy, assessment, reporting and professional development (b) School community (c) School planning, policies and procedures.
Continue to support children and young people in the care of the State through development and implementation of Education Support Plans.
Reference all school operations and decision-making against (a) School Purpose (b) School Values (c) School Commitments.
School promotion of its (a) Unique sense of identity (b) Clear sense of purpose (c) Differentiation (d) Achievements; through a range of marketing strategies.
Significant marketing and provision of parent information about McDowall State School differentiation and achievements in: <ul style="list-style-type: none"> ✓ Increasing Junior Sector student enrolments to offset declining Middle Phase / Senior Sector student transition. ✓ Better informing Year 3 and Year 6 parents – in making educational decisions regarding student enrolment location in Years 4 and 7.
Programme linkages and relationships maintained with Child Care providers feeding enrolments into the school.

SCHOOL CURRICULUM

Consistent curriculum, planning and implementation to improve learning.

KEY PRIORITIES & STRATEGIES
READING
Continue drafting and reviewing the School Reading Programme P-7.
Continue aligning reading materials, texts and resources to the School Reading Programme P-7.
Continue QUT Partnership to support classroom teachers in teaching reading comprehension.
Minimal weekly time allocations to be implemented by each Year Level.
Refine the School Assessment Plan.
Access student achievement data from across the KLAs.
NUMERACY
Realigning the School Mathematics Programme with the Australian Curriculum.
Selectively implement the C2C Work Units as appropriate.
Refine the School Assessment Plan.
Access student achievement data from across the KLAs.
Minimal weekly time allocations to be implemented by each Year Level.
CLOSING THE GAP
Profiling of Indigenous students and tracking student performance in English and Mathematics.
Teacher tracking of Indigenous student attendance rates.
Child Needs Committee manages learning intervention strategies (as appropriate)
RETENTION, ATTAINMENT and TRANSITION of STUDENTS
Implement an Early Childhood Strategy (Focus) across the school.
Increase student attendance rates.
Provide rich digital learning environments across modes of learning.

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PLANNING FOR IMPROVEMENT

KEY PRIORITIES & STRATEGIES
School focus on student achievement improvement in the following areas: Year 2 – Reading and Writing. Year 3 and 5 – Reading, Writing, Spelling and Numeracy. Year 7 – Reading and Grammar and Punctuation. Movement and extension of 'average students' in the mid-60 percentile toward the top 20 percentile in the National comparison of students.
Track and monitor Aboriginal and Torres Strait Islander student achievement in the areas of literacy and numeracy, with support strategies to be implemented to close any documented 'gap' in educational outcomes.
Strengthen the educational outcomes for students with a disability.
Review and analyse school performance data to identify trends and areas of focus for student achievement improvement.
Identify targets for school and student improvement. These to be included within Performance Development Plans.
Allocate available school resources on the basis of school performance and student achievement data, in best strategically seeking to heighten performance levels.

PLANNING FOR WHOLE SCHOOL CURRICULUM IMPLEMENTATION

KEY PRIORITIES & STRATEGIES
Review of School English, Literacy, Mathematics, Numeracy and Science Programmes to align with the release and implementation time frames of the Australian (National) Curriculum.
Continue to align Preparatory Year to Year 3 programmes and activities (a) School Programmes (b) Assessment of data; and (c) Evaluation – to inform better practice, co-ordination and literacy / numeracy programme cohesion.
Become familiar with the C2C Work Units, implement and refine as appropriate.
School learning support, special education and other intervention programmes (including teacher-aid time) focus on specific grouping of students (a) Quality time (b) Extended time (c) Working with the class teacher (d) Enhanced ability to cater for student learning need.
Teacher-Aide time allocated toward (a) Responding to student learning needs (b) Intervention programming – collective student support.
Continue the consistent, high quality teaching and learning and curriculum reform aligning with the Queensland Curriculum, Assessment and Reporting Framework and implement the Curriculum Module of One School. Curriculum programme and pedagogical focus on literacy and numeracy – key competencies and essential learning. Curriculum programmes to indicate checkpoints and key competencies / standards that if not achieved by a student will warrant referral to Child Needs Committee for learning investigation and likely intervention.
Specific minimum competencies and standards for child progression through curriculum and Year Levels to be established to inform appropriate placement and provision of appropriately supported learning programmes on the basis of child learning need. Aspects to include: literacy, numeracy, social / positive relationships, essential knowledge, essential skills; and learning engagement. Intervention and transition programmes implemented where class group is not found to be an appropriate student placement.
Continued review of school curriculum programmes across each of the Key Learning Areas. Programmes are to explicitly document the student learning continua and essential learning – Preparatory Year to Year 7 to inform teacher development of Work Units, provide sequence and timing, identify student competencies required before progression, recommended teaching strategy, recommended time allocation; and outline minimum standard to be achieved.
Continued review of school assessment programmes across each of the Key Learning Areas. Programmes are to explicitly document assessment tools, techniques and applications that complement the student learning continua and essential learning – Preparatory Year to Year 7, providing sequence and timing, minimum expectations of student competency and standards of task completion. Programmes are to outline the type of assessment required (formative, summative, diagnostic, etc), the method of data recording, moderation, validation and reporting both to professional staff, students and parents.
Implement strategies and actions, in partnership with the school community and within the school, to reduce the school's ecological footprint.
Continue to implement the Framework for Gifted and Talented Education.
Prepare for the drafting of a School History Programme to align with the release and implementation time frame of the Australian (National) Curriculum.

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RESPONSE TO TEACHING and LEARNING AUDITS

KEY PRIORITIES & STRATEGIES
Continue to refine the School Assessment Plan.
Student Profiling to be enhanced: (a) Inform better teaching (b) Inform school decision-making (c) Record interactions with the student. 1. One School 2. Student File.
Investigate and implement standardised testing at key junctures of learning continua to further validate teacher professional judgement and student assessment data.
One School Student Data Analysis used to inform decision-making (a) Principal (b) Deputy Principals (c) Teachers
Provide opportunities for teachers to gain their ICT Pedagogical Licence.
Using the Developing Performance Framework to continue to develop performance and determine professional development for all staff.
Identify the learning needs of higher achieving students and further develop these areas.
Establishment of a McDowall SS Staff Profile of talents and expertise; to make this available to staff seeking mentors or wishing to collaborate.
Continue to explore and implement OneSchool – Curriculum and its applications.

TEACHING PRACTICE

High quality teaching focused on the achievement of every student.

KEY PRIORITIES & STRATEGIES
HIGH QUALITY TEACHING PRACTICES
A concerted focus on knowing the child and professionally responding to individual learning needs (differentiating) continue to guide teaching decision-making and pedagogical practice. Know, track and professionally respond.
Support students' holistic well-being through health and physical activity programmes, strategies that support positive behaviour; and learning environments that encourage creative thinking and actions as global citizens.
Teachers demonstrate teaching that is characterized by: <ul style="list-style-type: none"> ✓ High expectations for all students ✓ Deep knowledge of learning areas ✓ Deep knowledge of pedagogical practices ✓ Targeted teaching in response to students' specific needs and context ✓ Continuous monitoring of student achievement ✓ A safe, supportive, inclusive and disciplined learning environment.
COLLABORATIVE PRACTICES
Year Level and Sector Meetings scheduled weekly.
Staff Profiling used to link staff with other staff who may be able to mentor or provide assistance.
School Committee, Action / Working Group structure in place.
Teachers Learning Network in operation.
Full-time Head of Curriculum engaged to provide curriculum and pedagogy leadership.
QUT partnership – Terms 2-3 in "The Teaching of Reading and Reading Comprehension"
The Hills Coalition of State Schools network structure.
CONSISTENT PEDAGOGICAL PRACTICE
Implement the McDowall State School Responsible Behaviour Plan for Students.
Continue to implement Embedding Aboriginal and Torres Strait Islander Perspectives in Schools.
Continue to review and draft policies, strategies and programmes to address bullying, harassment, child abuse and neglect by utilising resources of the National Safe Schools Framework.
Continue to embed key components of Smart Moves – Physical Activity Programmes in Qld State Schools.
Strong linkage between Professional Performance Development Plans, Role Descriptions, Performance and Capability Frameworks, School Planning and Professional Development Opportunities.
Each School Leader at School Administration Meetings to profile a member of staff that they worked with during the past week.
EVIDENCE-BASED DECISION-MAKING
School performance data (available through One School) used by Principal, Deputy Principals and teachers to identify trends and inform decision-making toward improvement of school performance and student achievement.
Continue to implement the Education Adjustment Programme by identifying and applying appropriate learning adjustments for students with a disability.
Teachers use data to inform, monitor and review their classroom teaching practices and contribute to whole-school strategies to assist in identifying and addressing student learning needs.

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PRINCIPAL LEADERSHIP and SCHOOL CAPABILITY

Instructional leadership with an unrelenting focus on improvement.

CORE PRIORITIES
INSTRUCTIONAL LEADERSHIP
Promote a strong expectation and delegated leadership and responsibility for all education stakeholders to improve outcomes for all students.
Application of contemporary research into critical factors, required skills and teaching approaches in promoting student learning be incorporated within the school curriculum, teaching and assessment programmes.
Strong linkage between Professional Performance Development Plans, Role Descriptions, Performance and Capability Frameworks, School Planning and Professional Development Opportunities.
DEVELOPING WORKFORCE PERFORMANCE
All staff to implement a Professional Performance Development Plan with reference to the Developing Performance Framework.
Use Leadership Matters: Leadership capabilities for Education Queensland Principals to strengthen the performance and guide professional development of school leaders and aspirants.
Each School Leader at School Administration Meetings to profile a member of staff that they worked with during the past week.
Use the Professional Standards for Teachers as a framework for reflection, planning and professional development to strengthen and extend professional practice of teachers to improve student – learning outcomes.
Implement, through a range of modes including ICT, professional development focused on the key school priorities outlined in the School Strategic Plan.
Provide opportunities for staff to gain their ICT Pedagogical Licence.
Professional development and training programmes to focus on and directly support the effective implementation of revised school curriculum.
All staff maintain their own personal log of professional development and training.

ADDITIONAL / EMERGING LOCAL SCHOOL PRIORITIES

CORE PRIORITIES
Continue to embed Smart Choices – the Healthy Food and Drink Strategy for Queensland Schools.
Continued implementation of the McDowall State School Works Programme.



Year 6 Adventure at Kindilan.
Year 6 Environmental Studies at Bunyville.

Our Staff Profile

School Profile

Co-Educational or Single Sex: Co-Educational (Boys and Girls in all classes).

Year levels offered in 2012: Prep - Year 7

McDowall State School is a provider of Preparatory and Primary Education. The school was established in 1974 and takes its name from one of the distinguished early settlers of Brisbane. The local area has a growing population of around 6,630 people with high percentage of home ownership (83.8%) and employment (95.6%). 79.4% of the population identify as Australian born. Median age of suburban resident is 34 years. Our State School enjoys a well earned and deserved reputation for high academic, cultural and sporting achievement, attention to special needs and quality co-curricular studies. The school is located on a hilly plateau of 6.6 hectares amidst attractive native landscaped grounds. Well appointed classrooms are complemented by outdoor teaching spaces, covered play areas, an environmental study area, as well as a Music Centre, School Hall, Community Access Centre (incorporating Before/After School Child Care), Activity Building, Curriculum Centre, E Learning Centre and School Library. Adventure Playgrounds, Multi-Purpose Courts and Sporting Ovals exist to support the physical development of our students. The four Sports Houses (Acacia, Banksia, Grevillea and Melaleuca) have been named after flora found on the school site. In better managing student enrolment growth and trends, an Enrolment Management Policy applies. Enrolments from outside the School Enrolment Catchment Area are generally considered if Year Level enrolment capacity continues to exist.

Total Student Enrolments for this School:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	848	448	400	98%
2011	830	424	406	96%
2012	865	424	441	96%

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



Speaking Challenge Contestant

Characteristics of the Student Body:

McDowall State School enrolment reached a peak of 893 in July, 2006, before decreasing and remaining steady within an enrolment range of between 840 students and 860 students. As at September, 2012, 58% or 507 students reside within the McDowall State School Enrolment Catchment Area. 42% or 363 students reside outside the Catchment Area with the majority of students further to the north of the catchment area boundary. In terms of parental occupation group, 33% of parents are in senior management and are qualified professionals, 26% are business managers and associate professionals, 29% are tradespeople, skilled office, sales and service staff; and 12% are machine operators, hospitality staff, assistants and related workers. Ninety-one students speak a language, other than English at home, representing 11% of school enrolment. Thirty-two separate languages have been identified. Only 2% of student population have identified as of Aboriginal or Torres Strait Islander descent.

Average Class Sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	23
Year 4 – Year 7	27	27	25

Our Staff Profile

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	4	2	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0



Year 7 "Walk of Remembrance"

Curriculum Offerings

McDowall State School Curriculum Programmes: Eight Key Learning Areas

ENGLISH

MATHEMATICS

STUDIES of SOCIETY and the ENVIRONMENT

SCIENCE

HEALTH and PHYSICAL EDUCATION ... You Can Do It, Health, Sport, Fitness, Human Relationships.

THE ARTS ... Visual Arts, Dance, Drama, Media, Music.

TECHNOLOGY ... Technology and Design, E Learning.

LANGUAGE OTHER THAN ENGLISH ... Japanese.

Our Distinctive Curriculum Offerings

Students may access according to their prior achievement, ability and standing the following distinctive curriculum programmes: Inter-school Sport, Representative Sport, Sports Extension, Cross Country, Instrumental Music (Brass, Woodwind, Percussion & Strings), Gifted and Talented Programme Events, Performing Arts Celebration Concerts, Public Speaking, Artistry, Performing Arts (including Drama and Choir), Competitions (including Mathematics, Opti-Minds, Literacy, Challenge Days, Chess, Volleyball, Art and Writing), Technology Applications (including Robotics and Design), Assembly Presentations, Book Week Authors, Defence Force Student Support Programme, Open Days, Student Leadership Programme, Student Council, Life Saving; and Junior / Senior Programme.

Extra Curricula Activities

Students with a general interest in or having mastered core curriculum programme expectations may access the following extra-curricula activities: Art Extension, Sports Extension and Training, Lap-a-thon, Performing Arts (Stage) Extension, Qld Youth Choir Auditions, Years 6-7 Buddy Programme toward Years 1-2, Year Level Camping, Citizenship, Environmental and Challenge Programme, Year Level Excursion Programme, Chess Club, Art / Craft Club, CSIRO Activities, Lifesaving Instruction (Year 7), Courier Mail Spelling Bee, Ipswich Poetry Festival, Learning Place Poetry Competition, Commonwealth Bank Maths Challenge, Jump Rope for Heart, Premier's Reading Challenge, Library Monitors, Book Club; and other Extension Activities planned by teachers in better responding to student potential. After-school 'Auskick', tennis coaching and drama is provided by community organisations. Out-of-School Hours Care Programme is available.

Information and Communication Technologies Assisting Learning

Computer (ICT) technology is provided and maintained in all P-7 classrooms. An Information Communication Technologies Centre has been established for whole class and/or small group instruction. It is regularly used by class groups and by students during recess periods. On average 3 computers are located in each P-3 classroom and 8 computers in each Years 4-7 classroom. Additionally, laptops are located for use across Years 6-7. Two Year 7 one-to-one laptop classes were established from 2010. One such class operates in 2012. Smartboard technologies have been installed in the School Library and all classrooms (except Modular Buildings). Mobile projectors are available for use in the Preparatory Year. Class teachers are conversant with technology use and applications. Technology use is integrated within class curriculum programmes as a critical learning tool. Computer (ICT) technology is networked throughout the school, to an intranet and with monitored, screened internet capability. Strict protocols are in place to regulate student online activity. The McDowall State School focus is not on the technology but on eLearning (the application of technology to better support student learning).



Terry, the Tennis Ball

**Ms Blackwell,
participating in
"Shave for a Cure".**



Social Climate

Percentage of surveyed parents satisfied that their child likes being at this school: 95.8%

Percentage of surveyed parents satisfied that their child feels safe at this school: 100%

Percentage of surveyed parents satisfied that teachers at this school motivate their child to learn: 95.7%

Percentage of surveyed parents satisfied that their child is 'treated fairly' at this school: 91.7%

Percentage of surveyed parents satisfied that the school gives their child opportunities to do interesting things': 100%

Percentage of surveyed parents satisfied that teachers at this school are interested in their child's wellbeing: 95.8%

Percentage of surveyed parents satisfied that school staff are 'approachable' when they want to talk about their child: 95.8%

Percentage of surveyed parents satisfied that school staff are 'responsive' to your enquiries: 95.7%

Percentage of surveyed parents satisfied that this school has a strong sense of community: 100%

Percentage of surveyed parents satisfied that this school celebrates student achievements: 95.7%

Percentage of surveyed parents satisfied that this is a 'good' school: 100%

Percentage of surveyed students satisfied that they like being at this school: 98.2%

Percentage of surveyed students satisfied that their teachers motivate them to learn: 93.8%

Percentage of surveyed students satisfied that they are 'safe' at this school: 95.6%

Percentage of surveyed students satisfied their teachers expect them to do their best: 99.1%

Percentage of surveyed students satisfied that student behaviour is well managed: 92%

Our Staff Profile

- Percentage of surveyed students satisfied that they are 'being treated fairly' at this school: 88.5%
- Percentage of surveyed students satisfied that their school gives them opportunities to do interesting things: 92.9%
- Percentage of surveyed students satisfied that they feel accepted by other students at this school: 95.6%
- Percentage of surveyed students satisfied that their teachers care about them: 91.2%
- Percentage of surveyed students satisfied that they are encouraged to be a good community member: 95.6%
- Percentage of surveyed students satisfied that their school celebrates student achievements: 92%
- Percentage of surveyed students satisfied that they would recommend this school to others: 93.8%
- Percentage of surveyed students satisfied that this is a 'good' school: 94.7%

Parent, Student and Staff Satisfaction with the School

PARENT OPINION SURVEY

A high level of parent opinion satisfaction across all areas is evident within the McDowall State School. The level of parent satisfaction exceeds that of both State School and Like Schools Mean Scores, in areas relating to student safety, the meeting of student learning needs, motivation of students, behaviour management, school improvement, quality of education, teaching of literacy and numeracy skills, parent participation, school organisation, sense of school community and provision of feedback to parents. For ten areas of the survey, 100% of respondents indicated parent satisfaction. Surveyed parents have expressed a high level, 100% satisfaction level that McDowall State School is a good school.



STUDENT OPINION SURVEY

A high level of Years 5 & 7 student opinion satisfaction is evident within the McDowall State School. The level of student satisfaction exceeds that of both State School and Like Schools Mean Scores in 22 of 33 surveyed areas. A high level of student opinion is evident in areas relating to wanting to be at school, experiencing a safe feeling, being expected to do one's best, being treated fairly, one's opinions being acknowledged, high behaviour standards, getting a good education, understanding of assessment, computer access, being challenged, being supported, teacher care and celebration of achievement. Surveyed students have expressed a 94.7% satisfaction level in the McDowall State School.

Preparatory Year Christmas Concert

STAFF OPINION SURVEY

A very high level of staff opinion satisfaction across all areas is evident within the McDowall State School. The level of staff satisfaction exceeds that of both State School and Like Schools Mean Scores in 7 of 9 surveyed areas. Satisfaction levels are similarly high for teaching and non-teaching staff. A high level of staff opinion is evident in areas relating to relationships, school operations, staff morale, work roles, work value and recognition and overall satisfaction. All staff were surveyed. 100% of staff responded that they are very happy working at McDowall State School.

Performance Measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	95.8%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	95.8%
their child is making good progress at this school*	87.5%

Our Staff Profile

teachers at this school expect their child to do his or her best*	95.8%
teachers at this school provide their child with useful feedback about his or her school work*	87.5%
teachers at this school motivate their child to learn*	95.7%
teachers at this school treat students fairly*	91.7%
they can talk to their child's teachers about their concerns*	91.7%
this school works with them to support their child's learning*	87.5%
this school takes parents' opinions seriously*	87.0%
student behaviour is well managed at this school*	91.3%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	97.3%
they like being at their school*	98.2%
they feel safe at their school*	95.6%
their teachers motivate them to learn*	93.8%
their teachers expect them to do their best*	99.1%
their teachers provide them with useful feedback about their school work*	92.0%
teachers treat students fairly at their school*	88.5%
they can talk to their teachers about their concerns*	85.0%
their school takes students' opinions seriously*	88.5%
student behaviour is well managed at their school*	92.0%
their school looks for ways to improve*	93.8%
their school is well maintained*	96.5%
their school gives them opportunities to do interesting things*	92.9%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	90.9%

Our Staff Profile

with the individual staff morale items

96.2%

* Nationally agreed student and parent/caregiver 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

McDowall State School is strongly supported by the local community.

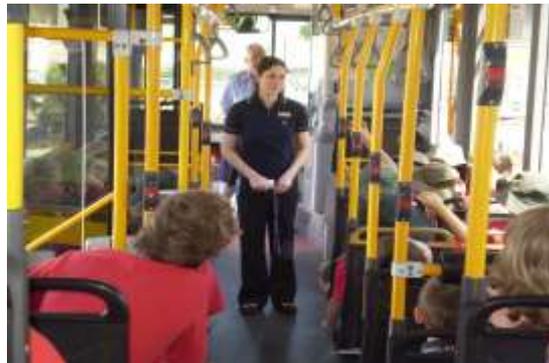
Committees and Working Groups include:

- Parents' and Citizens' Association; including Fundraising, Facilities Hire, Communication and Grounds.
- School Council
- Outside School Hours Child Care
- Tartan Network
- Safety & Safe School Travel
- Tuckshop and Book / Uniform Sales
- Facilities and Grounds Working Bee held each term

The relationship between school and home is a significant driver of school success and achievement. Parents are proud of their 'Great State School' and actively support school policies and procedures in seeking the very best for their children. This is evident in the student dress standard, homework and general conduct, standard and demeanour of McDowall State School students. Student success and achievement is due to an effective productive teacher / parent partnership. This partnership is fostered at the Enrolment Interview and Induction Meeting conducted by the Deputy Principal. The 'Tartan Times' is published fortnightly and is placed on the school website.

Parent Information Meetings for all classes are held each February. Parents are provided with regular opportunities to keep abreast with classroom programming, activity and child involvement. Student Progress Reports are issued in June and December. Parent / Teacher Interviews are held each March and June/July. Parents are requested to attend Parent / Teacher Interviews to discuss child progress and achievement so that in partnership, both parent and teacher can give each child the very best opportunity for learning success each year. Parents are also invited to attend an End of Year Interview in December.

Parents are regularly encouraged to assist within designated programmes across the school in assistance and support of students. This may be performed as a volunteer class assistant, as a Year Level representative, as a Performing Arts support parent, as a volunteer at the Tuckshop or Bookshop / Uniform Shop, within a Working Party addressing a school project, within a fundraising project; or parent social network. A P. & C. Association Information Morning Tea is held annually for new parents. Grandparents are welcome to assist in various roles within the school. A Grandparents Morning and Morning Tea is held annually each August.



Active School Travel – Bus Week

Our Staff Profile

Reducing the School's Environmental Footprint

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

In reducing the McDowall State School's Environmental Footprint, rooms and areas within the school that are not being used are secured with all electricity and utilities turned off. When staff and students exit a room or area, they are encouraged to turn off electricity and utilities until they return to that location. Air conditioning is only used within the school when temperature and humidity warrants its use, both in terms of productivity and student health. A large recycling skip and many recycling bins are conveniently located within the McDowall State School grounds for paper and cardboard collection. The school grounds are watered only when new planting has occurred or in areas of high traffic volume. The McDowall State School has two large rain water tanks from which play field irrigation is drawn. Students plant approximately 100 x trees and shrubs annually within the school grounds. Solar cells are located on the School Library roof to off-set school electricity consumption.

SEMP Plan has been developed. Active School Travel Programme is being implemented by P. & C. Association.

Data should be reviewed in terms of an annual building programme being implemented at McDowall State School.

	Environmental Footprint Indicators	
	Electricity kWh	Water kL
2009-2010	189,072	1,280
2010-2011	182,912	603
2011-2012	180,208	212



The newly extended McDowall State School Hall, incorporating Performing Arts and Games Areas.

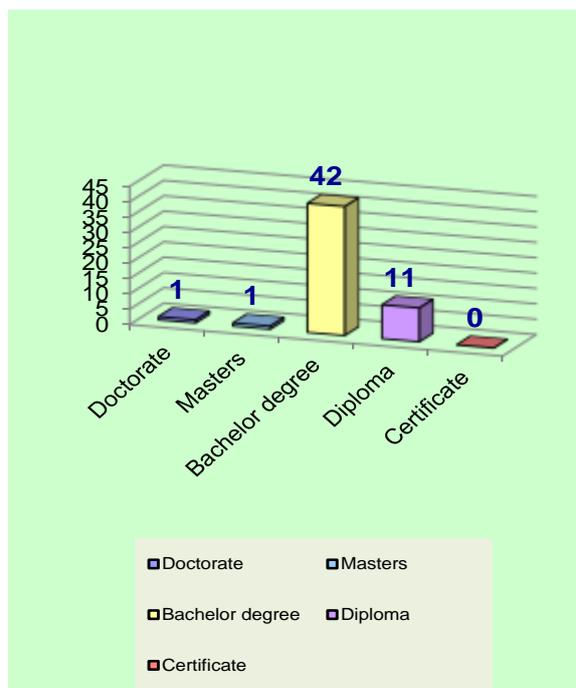
Our Staff Profile

Staff Composition, including Indigenous Staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	55	22	0
Full-time equivalents	48.5	16.1	0

Qualifications of all Teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	1
Bachelor degree	42
Diploma	11
Certificate	0



Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2012 were \$10,693.07.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Professional Performance Development – Dr Neil Carrington.
- Non-violent Crisis Intervention Training.
- QTU Representative Training.
- Creating Futures Libraries.

Our Staff Profile

Enabled IT.
Early Years Literacy.
First Aid Training.
CPR Training.
Epilepsy Intervention.
Anaphylaxis Intervention Training.
Catering for Hearing Impaired Students.
Japanese Language Proficiency.
ICT Pedagogical Certificate / Licence.
Implementing the Australian Curriculum.

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

Average Staff Attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.4%	97%	96.5%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92.6% 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' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 web page.

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

Key Student Outcomes

Student Attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

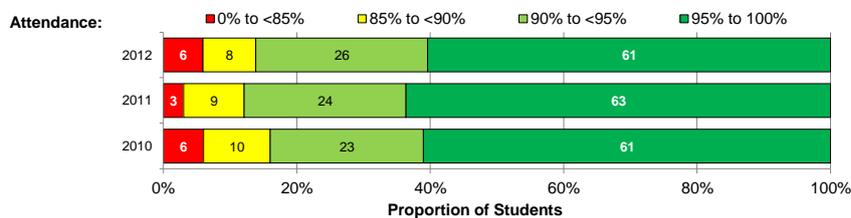
Student Attendance Rate for each Year Level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	95%	95%	95%	95%	94%	94%	94%
2011	96%	95%	95%	96%	96%	96%	94%
2012	94%	95%	95%	95%	95%	95%	94%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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.

Teachers mark and check Class Rolls three times each school day to record attendance, part-day attendance and formally advised reasons for student absence. A teacher-aide reviews these class rolls weekly.

Parents are requested to advise the class teacher of student absence (preferably in advance) in person, by phone, email or note. Messages are often conveyed through School Administration. Teachers may provide parents with a student study programme, where long-term absence may occur due to travel, professional or family circumstance.

Unexplained student absence is investigated by the class teacher. This may involve a telephone call, email or note to the parent. Unexplained student absence for three or more school days is investigated by the Deputy Principal. Parents may be required to attend interview and provide documentation in justifying the student absence from school.

The Principal is advised of long-term or frequent student absenteeism. A further parent interview may be required in drafting a formal intervention plan. Parents are formally advised of the requirement for a school aged child to attend school. As considered necessary, the Principal may refer student absentee cases to Education Queensland, Queensland Police Service and/or Student Protection Agency for formal intervention.

Performance of our Students

National Assessment Program – Literacy and Numeracy (NAPLAN) results.

{Reading, Writing, Spelling, Grammar & Punctuation and Numeracy results for Years 3, 5 & 7}

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Fifteen Aboriginal and Torres Strait Islander students were enrolled at the McDowall State School in 2012.

Aboriginal and Torres Strait Islander student achievement in the Year 3 Test was significantly above both the State and National Mean Scores in all areas, eg. Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

Aboriginal and Torres Strait Islander student achievement in the Year 5 Test was significantly above both the State and National Mean Scores in all areas. Eg. Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

Aboriginal and Torres Strait Islander student achievement in the Year 7 Test was significantly above both the State and National Mean Scores in the areas of Reading, Spelling and Numeracy while being similar in the areas of Writing and Grammar & Punctuation.

Aboriginal and Torres Strait Islander student attendance rate is 4% lower than that for non-Indigenous students.