Principal's Foreword

Introduction

The McDowall State School delivers excellence in quality preparatory and primary education services. The purpose of the McDowall State School is to implement the Australian preparatory and primary curriculum and deliver effective professional 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.

<table>
<thead>
<tr>
<th>SCHOOL RULES</th>
<th>SCHOOL MOTTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for Yourself</td>
<td>Courtesy in conduct</td>
</tr>
<tr>
<td>Respect for Others</td>
<td>Honesty in judgement</td>
</tr>
<tr>
<td>Take Responsibility for Your Own Actions</td>
<td>Knowledge on which to base informed decisions</td>
</tr>
</tbody>
</table>

Our values

Focus on the Child

Our collective decision-making, goodwill and endeavour is to benefit enrolled children.

Quality Curriculum

Teachers being able to interpret, construct, implement and review the best curriculum possible.

Effective Teaching Resulting in Learning

Supporting highly skilled teaching practitioners to achieve the best outcomes for all students.

Partnerships – Staff, Students, Parents and Community

Parents and community actively supporting and complementing school operations, investing additional funding, resources, time, facilities and opportunities to make ‘Our Great State School’ even better.

Best Outcomes for All Students

We aspire to achieve the best learning outcomes for all enrolled students. We acknowledge that parents should always access the ‘most appropriate school programme’ at which-ever school location for the specific learning needs of their child.
We will **achieve the best outcomes for all students** through an on-going commitment towards:

<table>
<thead>
<tr>
<th>1. Focus on the Child.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A child’s right to learn.</td>
<td>Experience of success, personal satisfaction and pride.</td>
</tr>
<tr>
<td>A child’s responsibility toward self, others and their education.</td>
<td>Individualised attention.</td>
</tr>
<tr>
<td>A child’s right to make decisions and learn through consequence.</td>
<td>Awareness and tolerance of individual differences.</td>
</tr>
<tr>
<td>Achievement of individual excellence.</td>
<td>Mutual respect and recognition.</td>
</tr>
<tr>
<td>Firm but understanding approach in meeting high expectations.</td>
<td>Positive, supportive learning experience.</td>
</tr>
<tr>
<td></td>
<td>Broad curriculum to encompass individual potential.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Quality Curriculum.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Well planned in terms of expectation, sequence and timing.</td>
<td>Efficiency, competency and consistency with clear expectation.</td>
</tr>
<tr>
<td>Visionary leadership and outlook.</td>
<td>Explicit expectations and standards in tracking student progress.</td>
</tr>
<tr>
<td>Continua-based outlining student learning journey Prep-Yr.7.</td>
<td>Specific curriculum checkpoints for learning support and intervention.</td>
</tr>
<tr>
<td>Effective time management and balance.</td>
<td>Extension and progression according to student aptitude.</td>
</tr>
<tr>
<td>Socially just access, inclusion and participation for all students.</td>
<td>Resource-based support for work units.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Effective Learning and Teaching</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on essential skills across all Key Learning Areas:</td>
<td>Responsiveness to changing individual needs.</td>
</tr>
<tr>
<td>Literacy</td>
<td>Educationally researched innovation.</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Relevant, challenging and purposeful teaching.</td>
</tr>
<tr>
<td>Socialisation and personal development</td>
<td>Resource enhanced curricular continua.</td>
</tr>
<tr>
<td>Thinking and problem-solving</td>
<td>Competent, professional educators.</td>
</tr>
<tr>
<td>Preparation for life-long learning.</td>
<td>Supportive, secure and safe environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Partnerships</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared commitment, ownership of activity and accountability.</td>
<td>Collaborative partnership in school decision-making.</td>
</tr>
<tr>
<td>Pride and belonging in the school, community and nation.</td>
<td>Open and honest communication.</td>
</tr>
<tr>
<td>Teaching and learning partnerships benefiting student learning.</td>
<td>Approachability and courtesy.</td>
</tr>
<tr>
<td>Team work and mutual acknowledgement.</td>
<td>Community skilling and information.</td>
</tr>
</tbody>
</table>
School Progress Towards Its Goals in 2014

SCHOOL ENROLMENT

McDowall State School enrolment trends are indicating a gradual increase over time. Enrolment Management significantly restricts new out-of-catchment enrolments across Years 1-7. New out-of-catchment area enrolments are now considered usually only for the start of each new school year. A Waiting List applies. Enrolment analysis highlights a steady number of new in-catchment enrolments due to (a) maturing mean age of local area children; and (b) local area acreage sub-division. Proportionally, 47% of student enrolment is represented across P-2 and 53% of student enrolment is represented across Years 3-7. Formalised enrolment management is implemented 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. This provides the McDowall State School with an ICSEA (Societal Economic) rating of 1,105 where 1,000 is the National Mean Score. Forty languages, other than English are spoken in the homes of McDowall State School students. (14% of total student enrolment) Aboriginal and Torres Strait Islander students make up 2% of total student enrolment. Students with a disability make up 1% 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% with the Queensland average being 92%.

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. 100% of Year 3 students exceeded National Minimum Standards in all areas except Reading at 99.1%. 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 exceeds both State and National Mean Scores in all areas except in Numeracy which is similar to State 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. 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 higher than that of the State and National Mean Schools in both Literacy and in Numeracy.

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. 100% of Year 7 students exceeded National Minimum Standards in 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 higher than that of the State and National Mean Schools in both Literacy and in Numeracy.

SCHOOL LIBRARY

The School Library is staffed by one teacher librarian and one teacher-aide. The overall collection includes 16,812 titles. During the school day, the School Library is well used by class teachers for class borrowing sessions. There have been 26,731 loans processed through the School Library in 2014.

<table>
<thead>
<tr>
<th>Loans</th>
<th>Prep</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></td>
<td>5,503</td>
<td>4,515</td>
<td>4,149</td>
<td>3,922</td>
<td>4,708</td>
<td>1,897</td>
<td>1,683</td>
<td>348</td>
</tr>
</tbody>
</table>

The School Library incorporates an eLearning Centre with 30 computers. The School Library opens daily from 8.30am for resource borrowing or access to the eLearning Centre. Further general access can occur until 3.30pm daily.
Student information skills are developed and refined through focused teaching by the teacher librarian across 38 classes spanning Preparatory Year to Year 7. The teacher librarian works in close partnership with class teachers. Main focus areas have included:

- Student Literacy Skills.
- Student Reading and Reading Comprehension.
- Student ‘Love’ of Reading.
- Information Skills: (acquisition, review and application). Introduction, practise and development of transferrable information and comprehension skills. Eg. Graphic organisers to present research, charts to compare topics, diagrams to organise data and note-taking skills.
- Resource Management.
- Australian Curriculum implementation.
- Collaborative teacher planning, curriculum implementation, assessment and evaluation. Differentially designed tasks developed to promote individualised student learning.

During 2014, the School Library:
- Hosted the Inter-School Readers’ Cup.
- Hosted Book Fairs.
- Implemented the National Simultaneous Reading Time.
- Co-ordinated the Premier’s Reading Challenge.
- Conducted the NAIDOC Week Book Swap to raise funds toward indigenous literacy.
- Complemented the endeavours of parent teams to provide regular Book Clubs.
- Conducted the annual Merrille O’Neill Poetry Competition.
- Conducted the annual Merrille O’Neill Poetry Competition.

Activities are scheduled for both recess periods with regular special literature events held for the Preparatory Year and Years 1-2. Special theme events are also held. Eg. 100 days of school, Local history, Book features, Book Week programme, Book Swap for NAIDOC Week, etc. The eLearning Centre is open for students to complete studies tasks. Technology related activities are held each Technology Tuesday.

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, providing opportunities for student leadership, teamwork and student mentoring. Reading Incentive Programmes such as Reading Passports and the Inter-House Readers Cup are implemented all school year.

During 2014, the teacher-aide assisted with collection management, student and teacher borrowing and returns, ICT management, extra curricular activities and in providing iPad use / apps training for teachers. The teacher-aide attended iPad training and successfully completed a Certificate of Digital Practice.

The teacher librarian is an active member of the Teacher Librarian Network and attends regular training provided by this body. The teacher librarian attended the annual Future Libraries Conference.

**E LEARNING CENTRE**

The effective provision, use and linking of information communication technologies of the eLearning 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 eLearning 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.

**DEVELOPMENTAL MUSIC**

The Developmental Music Programme aimed to provide quality music tuition and performance experiences to instrumental and choir students, while also providing all students with the opportunity to interact with a broader range of musical elements through singing, playing instruments, listening, improvising and moving. During 2014, Junior Choir membership increased from 40 to 68 students, there was a marked increased interest in student independent music making with students practising and performing music in the Music Rooms during recess times; and with 48 students within the Honours Choir, there were 8 students on a Waiting List.
Number of students involved within School Choirs: 125 students.
  Junior Choir: 68 students. (13 boys & 55 girls)
  Senior Choir: 9 students. (3 boys & 6 girls)
  Honours Choir: 48 students. (3 boys & 45 girls)

Both Junior and Senior Choirs are open to any student interested in joining although practice commitments do apply. Selection into the Honours Choir is by audition, whereby students complete singing and listening activities to determine suitability. Choir students must attend all rehearsals and performances, unless exceptional circumstances apply.

Special Achievements:
Number of Performing Arts Celebration Concerts held: 2.
  Junior Choir regularly sang on School Assembly.
  Senior Choir regularly sang on School Assembly.
Honours Choir performed at School Celebration of Childhood Open Morning and on School Assemblies.
Honours Choir performed at the Queensland Youth Music Awards and was awarded with a Silver Award.
Honours Choir attended the Regional Honours Choral Camp.
Both Senior Choir and Honours Choir performed at ‘Sing Fest’ a celebration of singing workshop and performance.

The Developmental Music Teacher attended the following training workshops:
  - Approaching Indigenous Music and Culture.
  - Practical Behaviour Management.
  - How to Teach Reading in Music.
  - Sing Fest Workshop: Masterclass with a Choral Conductor.

INSTRUMENTAL MUSIC - STRINGS

The Instrumental Music – Strings Programme aimed to improve ensemble skills such as dynamics, intonation, bowing (placement of bow), articulation and tonal development. Additionally, with Year 7 progressing to High School in 2015, to retain 95% of continuing students. At the beginning of 2015, 92% of students continued within the Strings Programme. Ensembles improved substantially during 2014, with ensemble playing being professionally acknowledged at Music Fest and other public performances, such as the Music Tour. This tour included performances at a child care centre, retirement community and a small school.

Number of students involved within the Instrumental Music Strings Tutorial Programme: 68 students + 3 x Year 2 students.
  Year 3: 24 students.
  Year 4: 21 students.
  Year 5: 8 students.
  Year 6: 9 students.
  Year 7: 7 students.
Number of students involved within the Instrumental Music Strings Ensemble Programme: 71 students.
  Junior Strings: 24 students.
  Adagio Strings: 26 students.
  String Ensemble: 21 students.

Number of students participating in the Instrumental Music Strings Camps: 26 students.
  Beginners: 18 students.
  Honours: 8 students.

**Special Achievements:**
- Number of Performing Arts Celebration Concerts held: 2
- Number of Performing Arts Chamber Music Concerts held: 1
- Performances on School Assembly.
- Performances at School Celebration of Childhood Open Morning and Grandparents Morning.
- Fanfare performance earned a Gold Award.
- Queensland Youth Music Awards earned a Gold Award and placed 2nd overall. Won $100 prize money.
- Music Fest performance earned a Platinum Award.
- Recruitment Concerts held in Term 3.
- Battle of the Bands held in Term 4.
- Music Tour.

The Instrumental Music – Strings Teacher attended the following training workshops:
- AUSTA Music Reading Day.
- Adjudicating at the Junior Strings Festival.
- Education Queensland Music Teacher Seminars.
- First Aid.
- Code of Conduct.
- Student Protection.
- Ongoing rehearsals and performances with the Irish / Folk Band, Earls of Antrim.

Many McDowall State School students completed A.M.E.B. music examinations on their instrument. Some received honours for their performance. Four students earned Music Scholarships in transition to secondary school.

**INSTRUMENTAL MUSIC – WIND, BRASS & PERCUSSION**

The Instrumental Music – Wind, Brass and Percussion Programme aimed to improve ensemble skills such as dynamics, balance and articulation along with an understanding of the composer’s intent within performance. Students have learnt an extensive repertoire with a variety of genre resulting in significant improvement of ensemble performance.

Number of students involved within the Instrumental Music Wind, Brass & Percussion Tutorial Programme: 72 students.
  Year 5: 40 students.
  Year 6: 23 students.
  Year 7: 9 students.

Number of students involved within the Instrumental Music Wind, Brass & Percussion Ensemble Programme: 72 students.
  Concert Band: 43 students.
  Wind Ensemble: 29 students.
Number of students participating in the Instrumental Music Wind, Brass & Percussion Camps: 36 students.
Beginners: 30 students.
Honours: 6 students.

Special Achievements:
Number of Performing Arts Celebration Concerts held: 2.
Number of Performing Arts Chamber Music Concerts held: 1
Performances on School Assembly.
Performances at School Celebration of Childhood Open Morning, Grandparents Morning and Years 6-7 Presentations.
Fanfare performance earned a Silver Award.
Queensland Youth Music Awards earned a Silver Award and were placed 2nd overall. Won $100 prize money.
Music Fest Wind Ensemble performance earned a Silver Award.
Music Fest Concert Band performance earned a Gold Award.
Recruitment Concerts held in Term 3.
Battle of the Bands held in Term 4.
Music Tour.
Impromptu performances were held outside the Tartan Tuckerbox during recess periods.
Guest conductor with the Concert Band.

The Instrumental Music – Wind, Brass & Percussion Teacher attended the following training workshops:
• Rapid Reading Day – Selecting appropriate repertoire for ensembles.
• Instrumental Music Moderation Sessions.
• Membership of the Queensland Wind and Brass – 2.5hrs weekly.
• Education Music Teachers Seminar.
• Wind Quintet performances – weekly rehearsals.
• ABODA Discussion Group.
• First Aid.
• Code of Conduct.
• Student Protection.

PHYSICAL EDUCATION & SPORT

The Physical Education Programme provides weekly lessons for all McDowall State School classes. The programme also prepares and supports students for competition within North District and Metropolitan Region sports. Inter-school sports are held each Term 2 and Term 4. Inter-House Sport includes a Cross Country Carnival, Swimming Carnival and Athletics Carnival. Physical Education lessons focus on teaching student skills and techniques, teamwork, rules and strategies within sport. The focus is on full involvement and participation across all aspects of physical education and sport. Students are encouraged to achieve personal best results and team success. 90% of eligible students across Years 5-7 participated with Inter-school Sports.

McDowall State School won the North District Cross Country Trophy for 2014.
McDowall State School won all three available trophies for the North District Athletics Carnival in 2014.
The McDowall State School Physical Education Programme also provided the following extra activities:

- Running Club – twice each week.
- Athletics Training Sessions.
- Tennis Tournament.
- Table Tennis Tournament.
- Recess In-door Sports.
- Teacher supervised recess games and activities.
- Convened the North District Cross Country Carnival.
- Years 1-2 Swimming Programme.
- Hosted Development Officers from AFL, Rugby League, Cricket, Tennis, Basketball, Soccer and Baseball.

Smart Moves was supported with each Year level being issued with a bin of sports equipment and an activity guide.

**Number of students involved in Winter North District Gala Days in Term 2:** 235 students.

Winter North District Sports: AFL, Soccer, Netball, Basketball, Hockey.

McDowall State School teams in AFL (boys), Soccer (Yrs 5-6 boys) and Netball (Yr 7) were North District Champions.

Twenty students participated within a school-based programme involving: Handball, Soccer, Basketball, Newcombe, Skipping and General Games.

**Number of students involved in Summer North District Friday Afternoon Sport (8 weeks) in Term 4:** 232 students.

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

McDowall State School teams in Softball (girls) and Baseball (boys) were North District Champions.

Twenty-five students not selected for an Inter-School Sporting Team were involved within an ‘at school’ sporting programme involving: Cricket, Table-Tennis, Skipping, Frisbee, T-Ball, Parachute play and Bowling.

**Special Achievements:**


North District Athletics Carnival Champion (All three available trophies) – McDowall State School.

[The Divisional Schools Trophy, the Percentage Points Trophy and Aggregate Trophy]

North District Relays – Three of Six McDowall State School teams selected to compete at Regional Athletics Carnival.

Number of McDowall State School students selected to represent their school at District level competition:
- Cross Country = 44 students.
- Athletics = 55 students.
- Swimming = 13 students.

Number of McDowall State School students selected to represent North District at Metropolitan level competition:
- Cross Country = 12 students.
- Athletics = 27 students.
- Swimming = 5 students.
- Team Sports = 35.

Number of McDowall State School students selected to represent Metropolitan Region at State level competition:
- Athletics = 3 students.
- Swimming = 1 student.
- Team Sports = 5 students.

Number of McDowall State School students selected to represent Queensland at National level competition:
- Swimming = 1 student. This student won three National Titles in Melbourne.
The Physical Education Teacher attended the following training workshops:

- Tennis in Schools Workshop.
- Implementing the Australian Curriculum.
- ACMA Cyber-Safety.
- One School Dashboard.
- Performance Development.
- First Aid.
- CPR.
- Anaphylaxis Training.
- Code of Conduct.
- Student Protection.

CHILD NEEDS TEAM

Child Needs Team Programmes within McDowall State School were expanded allowing for an increased number of students to receive support, intervention and extension services in excess of that allocated due to student enrolment growth. The number of students receiving student support (16%) and special education services (1%) remained steady as a proportion of student enrolment. The demand for speech pathology service resulted in only the most severe cases being able to be referred. A student extension service continued in 2014 with 34% of student population supported. 3% of student population received English as a second language support. All support services were fully deployed and utilized.

CHILD NEEDS – STUDENT SUPPORT

The key focus within the Child Needs – Student Support Programme continues to be the individual child and an awareness of their individual learning needs in both literacy and numeracy; and learning ‘how to learn’ strategies (Executive functioning skills), confidence and self-esteem. Success is developed through planning curriculum content and adjusting pathways and resource levels to allow for student growth. (Scaffolding learning step by step with explicit teaching of modified content and tasks). This approach is developed in consultation with teachers and parents. Differentiation documents are stored within One School.

- Child Needs Teachers worked with Years 5-7 teachers in a highly collaborative way to support students experiencing difficulty within literacy and numeracy.
- Child Needs Teachers worked with Year 4 teachers and students to modify curriculum content and literacy tasks during Semester 2.
- Child Needs Teachers worked with Years 2, 3, 4 & 5 teachers supporting class spelling programmes and identified phonic elements studies on a weekly basis. Many students worked to a modified home spelling programme. A small number of students worked to a highly modified home spelling programme in consultation with teachers and parents. These students are being considered for an Individual Curriculum Plan.
- Child Needs Teachers continued to provide direct small group explicit teaching to select students in Years 2, 3 & 4.
- A parent / volunteers reading programme was supported across P-7.

Child Needs – Student Support Teachers provided training to class teachers by:

- Working collaboratively with Years 2-6 teachers to draft programmes, identify students requiring intervention and drafting plans.
- Working with small groups of students experiencing similar support need.
- Working with individual students both withdrawn and within the class programme.
- Tracking student achievement and providing feedback and guidance to the teacher.
- Maintaining regular contact with parents.
- Attending Parent / Teacher Interviews.
- Provision of professional texts and resources.
- Provision of teaching aids.
- Attendance at case Conferences. Eg. Guidance Officer, Speech pathology, Paediatricians, etc.

The Child Needs – Student Support Teachers attended the following training workshops:
- Dyslexia – On line Course.
- Reading – On line Course.
- One School Dashboard.
- Performance Development.
- First Aid.
- CPR.
- Anaphylaxis Training.
- Code of Conduct.
- Student Protection.

CHILD NEEDS – SPECIAL EDUCATION

The key focus within the Child Needs – Special Education Programme continues to be the individual child and an awareness of their individual learning needs in both literacy and numeracy, social and emotional welfare, class programme inclusion, effective communication, physical ability; and behaviours that impact and affect student learning and achievement. Special Education programmes are implemented for identified special needs students P-7. A speech language support programme was implemented within the Preparatory Year. Curriculum programme adjustments are made, where necessary, in addressing / removing barriers to learning, for disabled students. This may involve the use of adaptive technologies. Eg. Ipad technologies, reading schemes, etc. Programme implementation varies and may involve an individual student, small group or large group of students (often including friends).

Child Needs - Special Education Teachers have:
- Collaboratively taught in all Year Levels. In Years 5 & 7, this collaboration included other Child Needs Team teachers within the class programme so all students worked on the same study topic at the same time. Teacher-aide staff complemented this approach.
- Redrafted curriculum work units. Each C2C Work Unit was reviewed and redrafted as necessary to enable students to better engage within their studies.
- Collaboratively drafted Individual Curriculum Plans.
- Established a Fine Motor Programme.
- Implemented Read It Again, Strive and Robust Vocabulary Programmes.
- Presented training programmes for class teachers and teacher-aides: Hearing impairment awareness, Epilepsy awareness.
- Arranged gastrostomy training by EQ Nursing Service.
- Reviewed and interpreted assessments. Eg. Occupational therapy, Physio therapy, Guidance Reports, etc.
- Provided recess activities for students.
- Implemented a Transition Programme to Secondary School.
- Provided Year Level Camp Support both during preparations and during the experience.
- Provided excursion support.
- Provided sports support.
• Provided playground support.
• Continued to provide direct small group explicit teaching to select students.
• Supported a parent / volunteers reading programme across P-7.

Child Needs – Special Education Teachers provided training to class teachers by:
• Establishing C2C differentiation in all curriculum areas as appropriate for the child.
• Collaboratively supporting the teacher when drafting an Individual Curriculum Plan.
• Co-ordinating specialist staff to deliver training programmes.
• Training teachers in the completion of Individual Curriculum Plans.
• Preparing kits, resource packages and teaching aids.
• Training teacher-aides to better support differentiated plans.
• Tracking student achievement and providing feedback and guidance to the teacher.
• Maintaining regular contact with parents.
• Attending Parent / Teacher Interviews.
• Providing professional texts and resources.
• Providing teaching aids.
• Attendance at case Conferences. Eg. Guidance Officer, Speech pathology, Paediatricians, etc.

The Child Needs – Special Education Teachers attended the following training workshops:
• Verification Process.
• More Support for Students with Disabilities.
• Vision Impairment.
• Speech Language Impairment.
• ASD.
• Hearing Impairment.
• Intellectual Impairment.
• Physical Impairment.
• Oral Language Strategies.
• Asthma Management.
• Risk Management Strategies.
• Dyslexia – On line Course.
• Performance Development.
• First Aid.
• CPR.
• Anaphylaxis Training.
• Code of Conduct.
• Student Protection.

CHILD NEEDS – STUDENT EXTENSION

The Child Needs - Student Extension Programme is designed to deliver a higher number of McDowall State School students into the Upper 2 Bands of NAPLAN Testing achievement in Years 3 and 5. Short-term groupings are created by short-listing students from available data; Eg. NAPLAN, Report Card ratings, literacy and numeracy data (Probe, PM Benchmark, C-Dat) and in consultation with class teachers regarding their goals in literacy and numeracy. Additionally, 0.2 teacher-aide time was made available to class teachers to assist them to develop differentiated extension work programmes.

The Child Needs – Student Extension Teacher worked concurrently with class teachers, Year Levels and other Child Needs Team teachers to deliver:
• Differentiated programmes for students.
• Independent study / work projects for students.
• Reviewed and redrafted work units to better challenge and engage students.
• Pedagogical alignment with problem-solving. Refer to the Metropolitan Region Problem-solving Strategies Framework.
• Pedagogical alignment with the Australian Curriculum.
• Extension of the STRIVE Programme.
• Student personal target setting, tracking and self-reflection.
• Collaborative planning and differentiated student groupings of students in literacy and numeracy activities.
• Student coaching for competitions and challenge days. Eg. District Maths, Wavell Literacy and Numeracy Challenges.
The Child Needs – Student Extension Teacher provided training to class teachers by:

- Coaching five class teachers through the ‘How to teach reading’ online module.
- Planning and implementing a suite of training activities to support training in the Problem-solving Strategies Framework.
- Establishing C2C differentiation in all curriculum areas as appropriate for the child.
- Co-ordinating specialist staff to deliver training programmes.
- Preparing kits, resource packages and teaching aids.
- Training teacher-aides to better support differentiated plans.
- Tracking student achievement and providing feedback and guidance to the teacher.
- Maintaining regular contact with parents.
- Attending Parent / Teacher Interviews.
- Providing professional texts and resources.
- Providing teaching aids.

The Child Needs – Student Extension Teacher attended the following training workshops:

- QCCA Workshop in Persuasive Writing.
- QCCA Workshop in Subtraction.
- QCCA Workshop in Proportional Reasoning.
- QCCA Workshop in Maths in Action.
- Professional reading in coaching strategies.
- Performance Development.
- First Aid.
- CPR.
- Anaphylaxis Training.
- Code of Conduct.
- Student Protection.

CHILD NEEDS – ENGLISH AS A SECOND LANGUAGE / DIALECT [EAL/D]

The Child Needs – English as a Second Language / Dialect Programme is designed to improve student listening, speaking, reading and writing macro-skills as measured by the EAL/D band scales for Early and Middle Phase Learners, thereby increasing access to, participation in the curriculum and in achievement of the Australian Curriculum standards. EAL/D learners are most proficient in a language or dialect other than Standard Australian English and require additional support to develop proficiency in Standard Australian English. Data is captured from One School and in consultation with class teachers. The Child Needs – EAL/D Teacher conducts an initial assessment and again collaborates with the class teacher to determine whether class programme differentiation and/or either direct support or teacher aide support will best assist the EAL/D learner’s access to the curriculum.

Programmes have been designed and implemented to:

- Support vocabulary acquisition for students new to Standard Australian English.
- Support access to the C2C Work Units.
- Scaffold language conventions crucial and unique to Standard Australian English language structure.
- Scaffold cultural references and figurative language as they are presented within C2C texts.

The Child Needs – EAL/D Teacher works in collaboration and partnership with the class teacher and parents.

- Small group support and intervention.
- C2C Work Unit review and differentiation for supported students using Metropolitan EAL/D resources.
- Differentiated homework for some students – spelling, vocabulary, syntax and grammar; and listening.
- LBOTE (Language Background Other Than English) classroom differentiation documents are developed in collaboration with class teachers – factoring in curriculum, pedagogy, assessment and environment.
- Parent / teacher interviews supported by an interpreter (as required).

The Child Needs – EAL/D Teacher provided training to class teachers by:

- LBOTE (Language Background Other Than English) classroom differentiation documents were developed in collaboration with class teachers.
- Establishing C2C differentiation in all curriculum areas as appropriate for the child.
- Collaboratively drafting Support Plans for EAL/D students with class teachers.
- Co-ordinating specialist staff to deliver training programmes.
- Preparing kits, resource packages and teaching aids.
- Training teacher-aides to better support differentiated plans.
- Tracking student achievement and providing feedback and guidance to the teacher.
- Maintaining regular contact with parents.
- Attending Parent / Teacher Interviews.
- Providing professional texts and resources.
• Providing teaching aids.

The Child Needs – EAL/D Teacher attended the following training workshops:
• Cued Articulation.
• One Channel Webinar: Teaching strategies related to the macro skills.
• One Channel Webinar: Recording band scales through developmental maps.
• Culturally and Linguistically Diverse Language Acquisition.
• Inclusion of students with speech, language and communication needs.
• Performance Development.
• First Aid.
• CPR.
• Anaphylaxis Training.
• Code of Conduct.
• Student Protection.

GREAT RESULTS GUARANTEE 2014

The full 2014 agreement can be found at: www.mcdowallss.eq.edu.au. The Great Results Guarantee (GRG) funding was used to complement existing staffing and funding sources directed at addressing students’ specific learning needs, the longer term goal being to increase the percentage of students in the Upper 2 Bands in each area of NAPLAN. After reviewing our agreement, it is clear that McDowall State School is on track to meet or exceed our targeted student outcomes. The full report can be found on the school website.

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. The You Can Do It Pastoral Care Programme is 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. Three short-term student suspensions were imposed during 2014.

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 2014, $16,610 was expended on Staff Professional Development & Training or 14% of General Grant funding.
Future Outlook


Students being placed at the centre of decision-making with a focus on improving literacy and numeracy outcomes and providing them with enriching learning experiences to engage and inspire them to become creative thinkers and life-long learners. The unique learning needs of each student are recognised, promoting high standards and scaffolding an inclusive, successful transition through each phase of schooling.

**Strategy:** To improve student attainment in core priority curriculum areas and NAPLAN.

**Strategy:** To improve student attendance and retention at school.

**Strategy:** Close the Gap between attainment of Indigenous and non-Indigenous students.

**Strategy:** Professional team approach led by Child Needs Committee and Class Teacher to identify, prioritise, implement and review intervention programmes and effectively target resources to meet the needs of students.

**Strategy:** Teachers gather and interrogate attendance, achievement and behaviour data (including positive and inappropriate behaviour) to develop behaviour plans which meet the differentiated needs of cohorts and individual students.

**Strategy:** Review and refine the School-wide Student Intervention Programmes.

**Strategy:** Review and refine the School-wide EAL/D Student Intervention Programme.

**Strategy:** Establish and refine a “Early Start” P-2 diagnostic needs, tracking and intervention programme.

**Strategy:** Maintain a current Student Folio, for all students.

**Strategy:** Implement the You Can Do It Programme.

**Strategy:** Match classes to implement peer buddy ing in reading and group work.

**Strategy:** Operate a Student Council with membership drawn from Years 3-6.

School Priority: School Curriculum “The What”

Implementation of the Australian Curriculum (Preparatory Year to Year 6) with a school commitment to core learning priorities through application or refinement of the Education Queensland ‘Curriculum To Classroom’ (C2C) tool and compliance with the P-12 Curriculum, Assessment and Reporting Framework and associated policies. A coherent, sequenced, quality curriculum based on the assumption that every student can learn and that responding to the particular learning needs of students is central to teaching, is established to optimise learning for all students. Curriculum is inclusive of student assessment, capturing student achievement, programme evaluation, setting high expectations for each student while responding effectively to current levels of achievement and rates of learning; and reporting to students and parents.

**Strategy:** Implement the Australian Curriculum (adopt or adapt C2C) in English, Mathematics, Science, History and Geography.

**Strategy:** Implement Queensland Curriculum, Assessment and Reporting (QCAR) Framework Essential Learnings where Australian Curriculum is yet to be developed.

**Strategy:** Review and consolidate the School English Programme.

**Strategy:** Review and consolidate the School Reading Programme.

**Strategy:** Review and consolidate the School Mathematics Programme.

**Strategy:** Continue to implement Year Level Assessment Moderation.

**Strategy:** Review and refine the School Assessment Programme.

**Strategy:** Implement Minimum Curriculum Time Requirements for Qld Schools.

**Strategy:** Establish an Executive Functioning Skills Programme.

**Strategy:** School based curriculum is staircase or spiralling in design.
School Priority: Teaching Practice “The How”

Supporting and acknowledging professional, dedicated teachers focused on each student’s learning and achievement. A skilled and committed workforce focused on achieving the best learning outcomes for all students, maintaining an unrelenting focus on continuous improvement, every day, in every classroom, by every student within a safe, supportive, inclusive and disciplined learning environment. Pedagogy is underpinned by consistently effective teaching practices, professional collaboration and evidence-based decision-making.

Strategy: Provide teachers with meaningful supervisory and collegial feedback on their performance to build professional capacity and acknowledge teacher effectiveness.

Strategy: Provide professional mentoring opportunities for all staff.

Strategy: Provide coaching opportunities in core learning priorities to build teacher and teacher-aide capacity and heighten effectiveness.

Strategy: Professional sharing during Staff Meetings – Pedagogical approaches used in teaching core learning priorities.

Strategy: Extend teachers’ capacity to improve classroom teaching by developing more sophisticated data literacy skills and teachers’ ability to take action and monitor the progress of students over shorter intervention cycles.

Strategy: Teachers use One School Data (Dashboard) to establish annual Year Level Performance Targets and to establish student improvement targets.

Strategy: Implement consistent and effective teaching and learning practices that include a focus on enhancing students’ digital capability.

Strategy: Improve learning outcomes through high expectations and routine analysis of student data to inform whole of school and individual improvement strategies.

Strategy: Evidence based Class Configuration for improved learning outcomes

Strategy: Continue refining and enacting the School Pedagogical Framework to inform and document the school’s position on research validated teaching.

Strategy: Teacher specific training programmes.

Strategy: Teacher Aide specific training programmes.

Strategy: Professional development linked to Developing Performance Plans.

School Priority: School and Community Partnerships “The Who”

Parents, community and business actively supporting, complementing and working in partnership with teachers and the school, building capability in support of improved learning opportunities, delivering high achievement, and promoting community confidence and pride in the school’s ability to meet the learning needs of all students and enhance performance. Eg. Additional funding, resources, time, improved facilities, enhanced opportunities and mutual responsibility.

Strategy: Develop productive partnerships with parents and community to support improved student learning opportunities.

Strategy: Realign the Tartan Network purpose to better complement the purpose and objective of the Association.

Strategy: Parents seen as critical partners in meeting milestones / standards within the teaching / learning programme.

Strategy: Incorporate the P&C Association Forward Plan 2014-2017 within the School Budget and where possible, collaboratively implement and achieve as many initiatives as possible.

School Priority: Principal Leadership and School Capability “The Capacity”

An empowered Principal and school leadership team making decisions that matter about teaching and learning in their schools. Eg. Instructional leadership, developing workforce capability and performance, differentiated supervision and professional development. Increased school autonomy, supported by Education Queensland, ensuring that schools have better access to the right resources and information to make the best decisions about how to improve student learning outcomes. Building school capability through evidence informed collaboration with parents, community and business, resulting in innovation and improvement in services and outcomes.

Strategy: Principal and his leadership team are to maintain an unrelenting focus on school improvement in addressing student learning needs.

Strategy: School leaders engage with teachers to strengthen and support teaching practice and contribute toward improved student outcomes.

Strategy: While strategic planning, School Council is to maintain a focus on school improvement in addressing student learning needs.

Strategy: Promote academic excellence and high expectations for learning with the whole school community, in a similar way to what has been done for student behaviour and engagement.
**Strategy:** Principal Performance and Development Plan based on identified leadership and capability needs in leading the school agenda.

**Strategy:** A Developing Performance Plan is developed and implemented for all school staff, based on school priorities and individual development needs.

**Strategy:** Ensure students and their parents understand school expectations and their responsibilities as members of the school community in maintaining a safe and disciplined school environment.

**Strategy:** Implementation of Seed Innovation Programmes and Action Research Projects highlighting new innovative approaches that will improve student learning outcomes, remove learning barriers and ceilings to student learning and achievement; and adopt a problem-solving approach. Eg. Academic extension.

### School Priority: Other Requirements

*These plans are included in the School Implementation Plan to facilitate line-of-sight with the School Plan.*

**Strategy:** Annually implement seven of the Education Queensland 15 Control Self-Assessment Modules relating to the key compliance areas within State Schools.

**Strategy:** Smart Choices – Healthy Food and Drink Supply Strategy for Qld Schools.

**Strategy:** Enrolment Management Policy.

**Strategy:** Review Sun Safety Policy.

**Strategy:** Review School Facilities & Works Planning.

### Parents’ & Citizens’ Association Priority “When” and “Extent”

An aspirational school community, seeking to promote the interests of, and facilitate the development and further improvement of the school, by promoting parent participation, encouraging close co-operation between parents, students and staff, and promoting positive community support. A school community anticipating best learning outcomes for all enrolled students. Parents expecting, and staff aspiring to deliver a more extensive and improved educational programme than could be delivered, should this productive support, partnership and mutual ‘goodwill’ not be afforded.

**Strategy:** Delivery and construction of additional play equipment. (including sun protection on new and existing equipment)

**Strategy:** Installation of school signage.

**Strategy:** Encourage close co-operation between parents, students and staff.

**Strategy:** Increase the number of active P&C Association members.

**Strategy:** Developing and fostering partnerships with the local community and business to further support school curriculum, benefit the school and improve student learning outcomes.
Our School at a Glance

School Profile

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

Year levels offered in 2014: Prep Year - Year 7

McDowall State School is a provider of Preparatory and Primary Education. The school opened in 1975 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 student learning 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. 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 considered if Year Level enrolment capacity continues to exist.

Total Student Enrolments for this School:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>865</td>
<td>424</td>
<td>441</td>
<td>96%</td>
</tr>
<tr>
<td>2013</td>
<td>905</td>
<td>430</td>
<td>475</td>
<td>97%</td>
</tr>
<tr>
<td>2014</td>
<td>948</td>
<td>466</td>
<td>482</td>
<td>97%</td>
</tr>
</tbody>
</table>

Characteristics of the Student Body:

McDowall State School enrolment reached a peak of 957 to constitute 38 classes in February, 2014, before deceasing and remaining steady at 948 students during Semester 2. As at August, 2014, 55% or 529 students resided within the McDowall State School Enrolment Catchment Area. 45% or 427 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, 25% of parents are in senior management and are qualified professionals, 30% are business managers and associate professionals, 21% are tradespeople, skilled office, sales and service staff; and 24% are machine operators, hospitality staff, assistants and related workers. One hundred and twenty-eight students speak a language, other than English at home, representing 14% of school enrolment. Forty languages have been identified. Only 2% of student population have identified as of Aboriginal or Torres Strait Islander descent.

Average Class Sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>25</td>
</tr>
</tbody>
</table>
School Disciplinary Absences

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

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

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum Offerings

Our Distinctive Curriculum Offerings

ENGLISH
MATHEMATICS
GEOGRAPHY
CITIZENSHIP
HISTORY
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.

INSTRUMENTAL MUSIC

CHORAL WORK

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, Running Club, Lap-a-thon, Performing Arts (Stage) Extension, Qld Youth Choir Auditions, Years 6-7 Buddy Programme toward P-2, Years 6-7 Camp, 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, Robotics Club, Book Club; and other Extension Activities planned by teachers in better responding to student potential. After-school ‘Auskick’, tennis coaching, martial arts 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 eLearning 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. Bring Your Own Device (BYOD) was implemented across Years 6-7 in 2014, where all students could bring their own laptop device (minimum specifications required) and use technology as an integrated learning tool within the class educational programme. Smartboard technologies have been installed in the School Library and all classrooms. 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).

E LEARNING

The purpose in maintaining an eLearning Programme during 2014 was to:
- Ensure integration of eLearning tools and tasks across curriculum areas.
- Use eLearning tools as one of many tools available in support of student learning.
- Ensure that technology evolution and transition continues. Eg. Use of iPad class sets within class programmes.

E Learning continues to engage students and enhance student learning outcomes through curriculum differentiation and opportunities delivering greater flexibility and creativity in task design.

Technology distribution is currently:
- Years 6 & 7 – BYOD student laptops.
- Child Needs Programme – Set of 10 x iPads for student use.
- Classrooms – On average 6 x laptops and/or computers.
- School Library – Set of 13 x iPads for student use.
- E Learning Centre – 26 x laptops and 4 x computers available for class use.

The use of digital technologies within the McDowall State School has evolved to enhance business and learning productivity. eLearning 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.

During 2014, the following training activities were accessed by staff:
- Learning Place One Channel Conferences.
- Teacher Learning Network presentations.
- Workshops made available through the Teacher Librarian Network. Eg. Bob Rogers.
- Assistive Technologies.
- School Staff Mentoring and Training. Eg. After-school hours workshops.
- One School Administration Training.

Social Climate

Percentage of surveyed parents satisfied that:
- This is a good school: 94%
- I would recommend this school to others: 93%
- Teachers at this school are interested in my child’s wellbeing: 95%
- My child’s (Literacy) English skills are being developed at this school: 97%
- My child’s (Numeracy) Mathematics skills are being developed at this school: 96%
- This school provides me with useful feedback about my child’s progress: 91%
  Overall rating for all survey items: 92%

Percentage of surveyed students satisfied that:
- This is a good school: 97%
- I would recommend this school to others: 97%
- I am getting a good education at my school: 97%
- My teachers care about me: 92%
- My English skills are being developed at my school: 97%
- My Maths skills are being developed at my school: 98%
  Overall rating for all survey items: 97%
Percentage of surveyed staff satisfied that:
- This is a good school: 100%
- I would recommend this school to others: 100%
- I feel that students have a good education at this school: 100%
- I feel confident engaging all of my students in learning at this school: 100%
- I feel confident using student assessment data to improve student achievement at this school: 100%
- I have access to quality professional development: 96%
- I feel that staff morale is positive at this school: 91%
  Overall rating for survey items: 96%

Parent, Student and Staff Satisfaction with the School

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parent/caregivers who agree* that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>96%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>100%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>96%</td>
<td>89%</td>
<td>92%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>88%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>96%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>88%</td>
<td>97%</td>
<td>92%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>96%</td>
<td>97%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>92%</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>92%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>88%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>87%</td>
<td>86%</td>
<td>87%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>91%</td>
<td>89%</td>
<td>93%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>100%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>100%</td>
<td>97%</td>
<td>96%</td>
</tr>
</tbody>
</table>
### Performance Measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>97%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>98%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>96%</td>
<td>95%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>94%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>99%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>92%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>88%</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>85%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously* (S2043)</td>
<td>88%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>92%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>94%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>96%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>93%</td>
<td>93%</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

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

DW = Data withheld to ensure confidentiality.
Involving Parents in their Child’s Education

McDowall State School is strongly supported by the local community. A Parent and Community Engagement Overview is available from the school website.

SCHOOL COUNCIL

The McDowall State School Council constitutionally meets five times each year. Membership is ten. Both the Principal and P&C Association President are standing Official Members. Four elected staff members and four elected parent members are appointed for a two year period. During 2014, the School Council approved a “Parent and Community Engagement Overview”, the ‘Great Results Guarantee 2014’ initiative, the School Workforce Plan 2014, the ‘School Improvement Plan 2014’ and ‘School Budget 2014’. Discussions occurred on the ‘School Enrolment Management Plan’ and the framework for the review of the ‘School Responsible Behaviour Plan for Students’.

PARENTS’ & CITIZENS ASSOCIATION

The McDowall State School P&C Association meets constitutionally each month during the school year. Committees and Working Groups include:

- Fundraising
- Facilities Hire
- Communications
- Outside School Hours Child Care
- Tartan Network
- Safety & Safe School Travel
- Tartan Tuckerbox and Book / Uniform Sales

TARTAN TAPS (Teacher and Parent Seminars)

Tartan TAPS (Teacher and Parent Seminars) are delivered for new Preparatory and Year 1 parents. Further Tartan TAPs are delivered for Years 3-4 and 5-6 parents. Tartan TAPs are held in Term 4. These seminars provide parents (both new to our school and continuing), with information relating to executive function skills, curriculum, school programmes, standards, procedures and routines. Parents receive handouts, view student work samples and are welcome to ask questions, providing them with an insight into their child’s school experience. Parents are also provided with tips and strategies on how they may best support their child’s learning.

TARTAN TADPOLES (Enrolling Preparatory Year Induction Play Groups)

Tartan Tadpoles is a pre-Preparatory Year Play Group that operates at the end of Term 4, assisting parents and children with the transition into the Preparatory Year. Children develop relationships with new friends, children and parents get to meet Preparatory Year staff and children become increasingly familiar with the school setting. Staff are provided with opportunities to get to know new students and their parents. All new enrolments are offered an opportunity to engage in two TADPOLES sessions.

FLYING GANG INITIATIVE

In 2014, the ‘Flying Gang’ initiative was commenced, where volunteer parents attend classes to hear students read. In doing so, the teacher issues each parent with a ‘Flying Gang Card’. A weekly draw is conducted by each Year Level to identify three parents for special acknowledgement at school assembly. The parent with the most number of cards for the week, may be issued with a car park access code or special Tartan Tuckerbox treat as special thank you and acknowledgement for their voluntary contribution toward the school.
PARENT / TEACHER MEETINGS

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.

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.

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 Tartan Tuckerbox 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.

Reducing the School’s Environmental Footprint

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. Two large rain water tanks are located beside J Block and the School Hall to feed toilet systems.

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, during extended dry periods 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 / shrubs annually within the school grounds. Mulch is applied.

Solar cells are located on the School Library roof to offset school electricity consumption.

A School Environmental Management Plan (SEMP) is being implemented.

Active School Travel Programme continues to be proactively supported by the P&C Association.

Data should be reviewed in terms of an annual building programme being implemented at McDowall State School.
<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>180,208</td>
<td>212</td>
</tr>
<tr>
<td>2012-2013</td>
<td>195,591</td>
<td>0</td>
</tr>
<tr>
<td>2013-2014</td>
<td>221,308</td>
<td>1,219</td>
</tr>
</tbody>
</table>

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

Staff Composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>62</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>54</td>
<td>20</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all Teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>9</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>36</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>13</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
</tr>
</tbody>
</table>

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

Expenditure on and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2014 were $14,962.

The major professional development initiatives are as follows:

- Independent Public School Principals’ Meetings
- Metropolitan Regional Meetings: Principal, Heads of Curriculum, STLan, Special Educators, etc.
- You Can Do It Education
- John Fleming Direct Instruction Workshops
- Future Libraries Conference
- QCAA Literacy and Numeracy Workshops
- Reading Comprehension with Allison Davis
- Building the Capacity of School Teams in Numeracy
- Cued Articulation eLearning Course
- Behaviour Essentials for Teacher Aides
- Leadership with Sir John Jones
- School Business Managers Association Qld
- OneSchool Finance Training
- Dr Lyn Sharratt / Dr Yong Zhao
The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

<table>
<thead>
<tr>
<th>Average Staff Attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>97%</td>
<td>97%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 school year.

School Income Broken Down by Funding Source

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

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

**Find a school**

Search by school name

[GO]

Search by suburb, town or postcode

**Sector**

- Government
- Non-government

[SEARCH]

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

**Student Attendance**

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage). The overall attendance rate in 2014 for all Queensland Primary schools was 92%. 

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

<table>
<thead>
<tr>
<th>Year Level</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>2012</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>2013</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>2014</td>
<td>94%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

**Student Attendance Distribution**

The proportions of students by attendance range.

Attending Rate:  
- □ 0% to <85%
- □ 85% to <90%
- □ 90% to <95%
- □ 95% to 100%

<table>
<thead>
<tr>
<th>Year</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>7</td>
<td>7</td>
<td>23</td>
<td>63</td>
</tr>
<tr>
<td>2013</td>
<td>8</td>
<td>8</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>8</td>
<td>26</td>
<td>61</td>
</tr>
</tbody>
</table>

*The method for calculating attendance changed in 2013.  
Care should be taken when comparing data after 2012 to that of previous years.
How Non-Attendance is Managed by the School

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

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. A designated phone line is allocated for this purpose. 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.

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

(Reading, Writing, Spelling, Grammar and Punctuation and Numeracy results for Years 3, 5 & 7)

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

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

Find a school

<table>
<thead>
<tr>
<th>Search by school name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Search by suburb, town or postcode</td>
</tr>
<tr>
<td>Sector</td>
</tr>
<tr>
<td>Non-government</td>
</tr>
</tbody>
</table>

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

Eleven Aboriginal and Torres Strait Islander students were enrolled at the McDowall State School in 2014. One Aboriginal and Torres Strait Islander student sat for each of the Year 3, 5 & 7 NAPLAN Tests in 2014.

McDowall State School Aboriginal or Torres Strait Islander student achievement in the Year 3 Test exceeds both State and National Mean Scores in all areas except in Numeracy which is similar to State Mean Scores.

McDowall State School Aboriginal or Torres Strait Islander student achievement in the Year 5 Test remains higher than that of the State and National Mean Schools in both Literacy and in Numeracy.

McDowall State School Aboriginal or Torres Strait Islander student achievement in the Year 7 Test remains higher than that of the State and National Mean Schools in both Literacy and in Numeracy.

Aboriginal and Torres Strait Islander student attendance rate is 4.6% lower than that for non-Indigenous students.