DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

McDowall State School
Queensland State School Reporting
2013 School Annual Report

Postal address	PO Box 493 Everton Park 4053
Phone	(07) 3872 5333
Fax	(07) 3872 5300
Email	the.principal@mcdowallss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland State Schools is located on the *My School* website and the Queensland Government data website.
Contact Person	Mr. B. Fogarty (Principal)

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.

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

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.

DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting

2013 School Annual Report

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

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

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

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

4. **Partnerships** ……	Staff, Students, Parents and Community.
Shared commitment, ownership of activity and accountability.	Collaborative partnership in school decision-making.
Pride and belonging in the school, community and nation.	Open and honest communication.
Teaching and learning partnerships benefiting student learning.	Approachability and courtesy.
Team work and mutual acknowledgement.	Community skilling and information.

Queensland

Queensland State School Reporting
2013 School Annual Report

School Progress Towards Its Goals in 2013

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 similar in comparison to National Mean Scores but higher in Grammar & Punctuation and 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 Reading, Grammar & Punctuation and Numeracy. 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.

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 male and female student achievement remains significantly higher than that of State and National Mean Scores.

STUDENT SUPPORT

The Student Support Programmes within McDowall State School were expanded in 2013 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 learning support and special education services remains steady as a proportion of student enrolment. The demand for speech pathology service resulted in a suspension to new referrals from April, 2013. A student extension service began in 2013 with 31% of student population supported. 3% of student population received English as a second language support. All support services are fully deployed and utilized.

Learning Support and Intervention has focused increasingly on early intervention in Year 1. Collaborative planning and programme implementation is occurring with class teachers, teacher aides and parent volunteers across the school. Differentiation documents and programmes are being used. Individual Learning Plans are being electronically drafted and stored. “Learning how to learn” strategies are being used to structure learning support, to make learning more relevant and achievable for some students. Learning Support Teachers are drafting modified curriculum, assisting within class spelling programmes, supporting students with their homework and project work; and guiding home reading and class reading comprehension programmes. Ipad apps and Sunshine on-line has been used in 2013. Regular parent meetings and contacts are held to ensure that all influential adults within the student’s learning programme are both informed and are working in complementary partnership.

Special Education student support 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 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). During 2013, Special Education staff have implemented an intensive phonics programme, reading programme (including word attack skills and fluency support strategies), adapted science work units delivered via Distance Education, skills based instruction in spelling, phonics, story writing; and Individual Education Plans. Additional programmes have included: recess social skills, garden programme and fashion parade for the Open Morning. Regular parent meetings and contacts have been maintained. A.T.S.I. funding has been used to implement a gross and fine motor skills programme.

Student Extension and Language Intervention formally began in 2013 with the appointment of an additional 0.8 part-time teacher. During Semester 1, in Year 3, small group literacy and numeracy blocks were supported during a term. In Year 5, small group reading, writing and numeracy blocks were supported both in the classroom and on-line during a term. In Year 7, small group reading, writing and numeracy blocks were supported during a term. During Semester 2, in Years 2 and 4, small group numeracy blocks were implemented. In Year 4, small group reading and writing blocks were implemented. In Year 6, the focus was on writing and numeracy. Students were engaged and supported in competing within the District Mathematics Tournament. Students formally identified as requiring English, as a second language support were engaged in making sound and screen recordings and edStudio project work to assist in English acquisition. The specialist teacher conducted regular class teacher and parent meetings to ensure a collaborative influential adult focus on student learning.

SCHOOL ENROLMENT

McDowall State School enrolment trends are indicating a gradual increase over time. Enrolment Management closed new out-of-catchment area enrolments to the school from September, 2013. New out-of-catchment area enrolments are now considered only for the start of each new school year across P-7. A Waiting List applies. Enrolment analysis highlights a slow decline of new in-catchment enrolments 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. Proportionally, 45% of student enrolment is represented across P-2 and 55% 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. Forty-one languages, other than English are spoken in the homes of McDowall State School students. (19% of total student enrolment) Aboriginal and Torres Strait Islander students 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%.

Queensland State School Reporting
2013 School Annual Report

SCHOOL ADMINISTRATION AUDIT 2013

A School Administration Audit was undertaken by an Official Auditor in May, 2013 with the report stating that “Effective Controls” are in place across all areas within the audit scope.

TEACHING & LEARNING AUDIT 2013

A School Teaching & Learning Audit was undertaken by three external Education Queensland Auditors in July, 2013. The Audit Report has been placed on the McDowall State School website. School achievement is highlighted against descriptor statements sequenced in order of increasing complexity and sophistication from Low, Medium, High to Outstanding.

Analysis and Discussion of Data	High
A Culture That Promotes Learning	High-Outstanding
Targeted Use of School Resources	High
An Expert Teaching Team	Medium-High
Systematic Curriculum Delivery	High
Differentiated Classroom Learning	High
Effective Teaching Practices	High

DISCIPLINE AUDIT 2013

A School Discipline Audit was undertaken by an external Education Queensland Auditor in August, 2013. The Audit Report has been placed on the McDowall State School website. School achievement is highlighted against descriptor statements sequenced in order of increasing complexity and sophistication from Low, Medium, High to Outstanding.

Principal Leadership	High-Outstanding
Parent and Community Engagement	High-Outstanding
Data Informed Decision-Making	High
Clear Consistent Expectations for Behaviour	High-Outstanding
Explicit Teaching of Appropriate Behaviour	High-Outstanding

eLEARNING 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.

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. 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.

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 2013.

MUSIC

Number of students involved within the Instrumental Music Strings Programme: 78 students.

Junior Strings: 32 students.

Adagio Strings: 16 students.

String Ensemble: 23 students.

Chamber Music Group: 7 students.

Number of students involved within the Instrumental Music Wind & Percussion Programme: 87 students.

Concert Band Yr 5: 35 students.

Wind Ensemble Yrs 6-7: 40 students.

Stage Band: 12 students.

Honours Instrumental Music Camp Attendance: 10 students. Junior Instrumental Music Camp Attendance: 37 students.

Number of students involved within School Choirs: 153 students.

Junior Choir: 62 students.

Senior Choir: 48 students.

Honours Choir: 43 students.

Special Achievements:

Number of Performing Arts Celebration Concerts held: 3.

Strings ensembles have played at School Assemblies, a Preparatory Year Concert, the Celebration of Childhood Open Morning, Grandparents Morning, Year 7 Presentations Assembly, Music Fest and the Qld Youth Music Awards.

Wind and percussion ensembles have played at School Assemblies, a Preparatory Year Concert, the Celebration of Childhood Open Morning, Grandparents Morning, Music Fest and the Qld Youth Music Awards.

Adagio Strings were awarded Gold at Music Fest 2013.

String Ensemble were awarded Silver at Music Fest 2013 and Gold at the Qld Youth Music Awards 2013.

Concert Band (Yr 5) were awarded Silver at Music Fest 2013.

Wind Ensemble (Yrs 6-7) were awarded Gold at Music Fest 2013 and Gold at the Qld Youth Music Awards 2013.

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 Birralee Voices and the Queensland Show Choir. The McDowall State school supported the World's Biggest Orchestra Event 2013. Two strings students participated in the Western Suburbs String Ensemble. A student performed trumpet in the Brisbane Jazz Festival. A French horn student attended extension instruction at the Regional Music Resource Centre.

The Honours Choir competed in the Queensland Youth Music Awards and were finalists. They also performed at Choral Fanfare and were regional finalists. Eight Honours Choir members attended the Regional Honours Choral Camp. Honours Choir performed at Sing Fest, Performing Arts Celebration Concerts and the Celebration of Childhood Open Morning.

SCHOOL LIBRARY

The School Library is staffed by one teacher librarian and one teacher-aide. The overall collection includes 22,000 titles. 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.

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 38 classes spanning Preparatory Year to Year 7. The teacher librarian works in close partnership with class teachers.

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. Special theme events are also held. Eg. 100 days of school, Local history, Book features, Book Week programme, Book Swap for NAIDOC Week, etc. Each recess, the Computer 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.

Parent volunteers assist with book covering and resource preparation for student borrowing. Parents are encouraged to access the library during mornings to read to/with their child.

PHYSICAL EDUCATION & SPORT

Number of students involved in Winter North District Gala Day Sports in Term 2: 239 students of 252 students.

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

Number of students involved in Summer North District Friday Afternoon Sport (8 weeks) in Term 4: 230 students of 252 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:

Fifty-five athletes were selected for the McDowall State School Cross Country team to compete at the North District Cross Country. Eighteen students were successful in earning a place within the North District team. McDowall State School successfully convened the District Cross Country event. The McDowall State School team finished 2nd overall.

Forty-eight athletes were selected for the McDowall State School Athletics team to compete at the North District Athletics Carnival. Thirteen students were successful in earning a place within the North District team. All six McDowall State School relay teams made the finals. One of the relay teams won their finals and qualified to represent North District at the Metropolitan North Regional Athletics Carnival. This relay team achieved a 3rd place at the Regional Athletics Carnival. McDowall State School won all three possible trophies: the Divisional Schools Trophy, the Percentage Points Trophy and Aggregate Trophy.

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 2013, $11,489.82 was expended on Staff Professional Development & Training or 12% of General Grant funding.

Future Outlook

School Priority: The Child "The Why"

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: Close the Gap between attendance rates 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: 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 buddying in reading and group work.

Strategy: Operate a Student Council with membership drawn from Years 4-7.

Queensland State School Reporting
2013 School Annual Report

School Priority: School Curriculum "The What"

Implementation of the Australian Curriculum (Preparatory Year to Year 7) 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 refine the School English Programme.

Strategy: Establish and consolidate the school Geography Programme.

Strategy: Effect transition of Year 7 to Secondary School.

Strategy: Continue to implement Year Level Work Unit Moderation.

Strategy: Continue to implement Year Level Assessment Moderation.

Strategy: Review and refine the School Assessment Programme.

Strategy: Review and refine the You Can Do It Programme.

Strategy: Implement Minimum Curriculum Time Requirements for Qld Schools.

Strategy: Establish an Executive Functioning Skills Programme P-2.

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

Strategy: Outline minimum One School data entry requirements.

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

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.

Queensland State School Reporting
2013 School Annual Report

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: Draft and enact a School Parent and Community Engagement Framework that will deliver improved student development, learning and wellbeing.

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: 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: 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: Review the Findings and Recommendations of the School Internal Audit 2013 and refine or resolve raised issues.

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 School Homework Policy.

Strategy: Review School Facilities & Works Planning.

Queensland State School Reporting
2013 School Annual Report

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 for Years 2+ (including sun protection on new and existing equipment)

Strategy: Installation of electronic (interactive) whiteboards in E & F Blocks.

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: Redesign the Traffic & SafeST role.

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 2013: **Prep Year - 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 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 generally considered if Year Level enrolment capacity continues to exist.

Total Student Enrolments for this School:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	830	424	406	96%
2012	865	424	441	96%
2013	905	430	475	97%

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

Characteristics of the Student Body:

McDowall State School enrolment reached a peak of 915 to constitute 37 classes in February, 2013, before deceasing and remaining steady at 903 students during Semester 2. As at June, 2013, 55% or 502 students reside within the McDowall State School Enrolment Catchment Area. 45% or 403 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 seventy-three students speak a language, other than English at home, representing 19% of school enrolment. Forty-one separate languages have been identified. Only 1% of student population have identified as of Aboriginal or Torres Strait Islander descent.

Average Class sizes

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3	23	23	22
Year 4 – Year 7 Primary	27	25	25

Our School at a Glance

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2011	2012	2013
Short Suspensions - 1 to 5 days	2	0	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum Offerings

Our Distinctive Curriculum Offerings

ENGLISH

MATHEMATICS

GEOGRAPHY

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 Years 1-2, Year 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 and drama is provided by community organisations. Out-of-School Hours Care Programme is available.

Our School at a Glance

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. On average 3 computers are located in each P-3 classroom and 8 computers in each Years 4-7 classroom. iPads are being made increasing available for student use in class. Two Year 7 one-to-one laptop classes were established from 2010. Both classes continued to operate in 2013. 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).

Social Climate

Percentage of surveyed parents satisfied that this school gives my child opportunities to do interesting things: 97%

Percentage of surveyed parents satisfied that their child's English skills are being developed at this school: 100%

Percentage of surveyed parents satisfied that their child's Maths skills are being developed at this school: 97%

Percentage of surveyed parents satisfied that they understand how their child being assessed at this school: 97%

Percentage of surveyed parents satisfied that teachers at this school are approachable: 92%

Percentage of surveyed parents satisfied that teachers at this school are interested in their child's wellbeing: 95%

Percentage of surveyed parents satisfied that school staff at this school are responsive to parent enquiries: 92%

Percentage of surveyed parents satisfied that this school keeps parents well informed: 97%

Percentage of surveyed parents satisfied that this school encourages parents to take an active role in their child's education: 95%

Percentage of surveyed parents satisfied that this school celebrates student achievements: 100%

Percentage of surveyed parents satisfied that this is a 'good' school: 97%

Percentage of surveyed students satisfied that they are accepted by other students at this school: 88%

Percentage of surveyed students satisfied that their school work challenges them to think: 96%

Percentage of surveyed students satisfied that their teachers challenge them to think: 95%

Percentage of surveyed students satisfied their teachers expect them to do their best: 97%

Percentage of surveyed students satisfied that their teachers help them when they need it: 96%

Percentage of surveyed students satisfied that their teachers care about them: 97%

Percentage of surveyed students satisfied that their school encourages them to participate in school activities: 97%

Percentage of surveyed students satisfied that their school encourages them to be a good community member: 97%

Percentage of surveyed students satisfied that their school celebrates student achievements: 95%

Percentage of surveyed students satisfied that they would recommend this school to others: 95%

Percentage of surveyed students satisfied that this is a 'good' school: 96%

Our School at a Glance

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. 100% of surveyed parents expressed satisfaction that their child likes being at this school, that their child is making good progress at this school, that this school expects their child to do their best; and that their child was receiving a good education at this school. The level of parent satisfaction exceeds that of both State School and Like Schools Mean Scores, in areas relating to academic expectation and progress, student feedback and motivation, the range of learning experiences available, student assessment, keeping parents informed, encouraging parental involvement, school organisation and celebration of student achievement. From 35 survey areas, the level of parent satisfaction exceeds that of both State School and Like Schools Mean Scores for eighteen of them. The lowest parent opinion satisfaction Mean Score for any item was 83%. Surveyed parents have expressed a high, 97% satisfaction 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 13 of 33 surveyed areas. The lowest student opinion satisfaction Mean Score for any item was 88%. A high level of student opinion is evident in areas relating to wanting to be at school, experiencing a safe feeling, being able to speak with staff, being expected to do one's best, being treated fairly, 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 95.5% satisfaction level in the McDowall State School.

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 45 of 57 surveyed areas. 100% of surveyed staff have expressed satisfaction (15 items) toward: working at this school, that this is a safe place to work, students being encouraged to do their best, student behaviour management, that they have the necessary skills to do their job well, approachability of staff, school organisation, school expectation of staff responsibility, that this is a good school, collaboration with professional colleagues, good curriculum and students being provided with age appropriate responsibilities. Satisfaction levels are similarly high for teaching and non-teaching staff. All staff were surveyed. 100% of staff responded that they are very happy working at McDowall State School.

Our School at a Glance

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

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

Our School at a Glance

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	81%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	99%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	93%
their school takes staff opinions seriously (S2076)	95%
their school looks for ways to improve (S2077)	99%
their school is well maintained (S2078)	99%
their school gives them opportunities to do interesting things (S2079)	93%

* 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 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.

Our School at a Glance

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.

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.

In 2013, the Tartan TAPs (Teacher and Parent Seminars) were established for new Preparatory and Year 1 parents. To complement these, Tartan TADPOLES (Enrolling Preparatory Year student induction play groups) were also established and held during Term 4.

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.

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.

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. Mulch is applied.

Solar cells are located on the School Library roof to off-set school electricity consumption.

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

Our School at a Glance

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
2010-2011	182,912	603
2011-2012	180,208	212
2012-2013	195,591	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

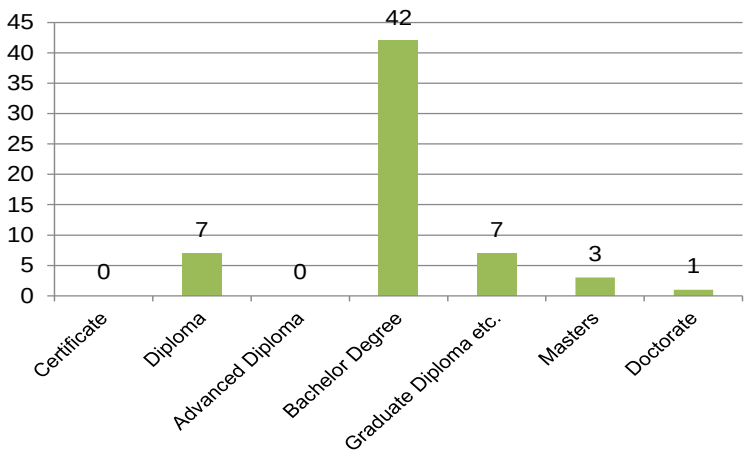
Performance of our Students

Staff Composition, including Indigenous Staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	60	21	0
Full-time equivalents	52	16	0

Qualifications of all Teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	42
Graduate Diploma etc.	7
Masters	3
Doctorate	1
Total	**60**



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Performance of our Students

Expenditure on and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2013 were $11,489.82 + Casual teacher release costs.

The major professional development initiatives are as follows:

Metropolitan Regional Meetings: Principal, Heads of Curriculum, STLaN, Special Educators, etc.
Early Years Literacy.
Learning Difficulties – Literacy and Dyslexia.
Creating Future Libraries.
Direct to Market – Facilities. Facilities Roadshow. One School Data Cleansing.
Cleaner Training.
Groundsman Training – Equipment Use.
Positive Behaviour Management.
Leading Learning.
Targeting Mathematics.
First Aid Training.
CPR Training.
Anaphylaxis Intervention Training.
Epilepsy Intervention.
Hearing Impairment – Student Support.
Safety Advisor Course.
NAPLAN Persuasive Writing.
Maryborough Music Conference.
Assistive Technology Devices.
Japanese Proficiency.
Industrial Relations.
Leading Edge Learning Science / Technology for the Middle Years.
Conducting Master Class.
One School Applications.
Sensory Processing in Every Day Life.
Teacher Learning Network.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average Staff Attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

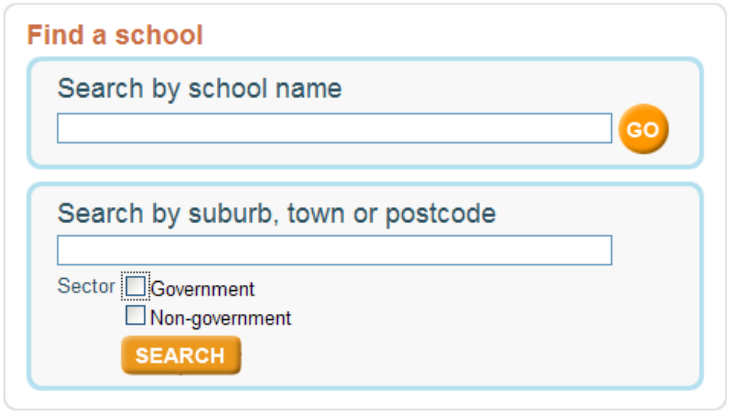
From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 school year.

Performance of our Students

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.**



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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	94%
The overall attendance rate in 2013 for all Queensland State Primary schools was 92%.			

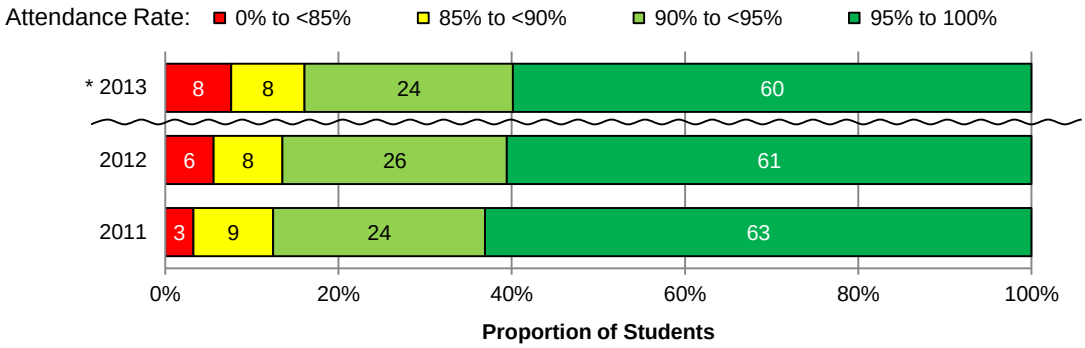
Student Attendance Rate for each Year Level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	96%	95%	95%	96%	96%	96%	94%
2012	94%	95%	95%	95%	95%	95%	94%
2013	94%	94%	95%	94%	95%	96%	94%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013.

– Care should be taken when comparing data from 2013 to that of previous years.

Queensland Government

Performance of our Students

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. 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.

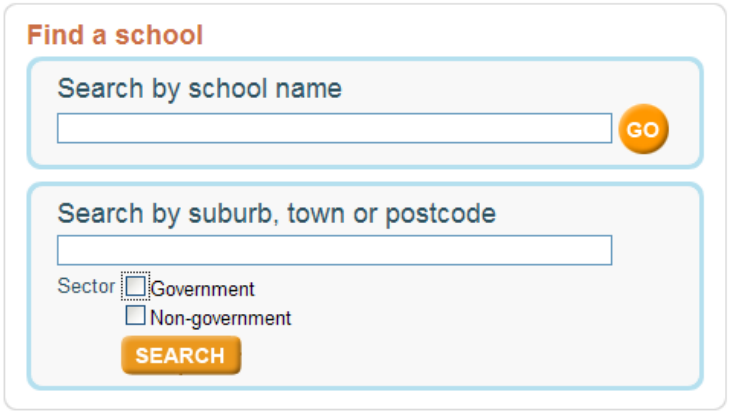
The Principal is advised of long-term or frequent student absenteeism. A further parent interview may be required in drafting a formal intervention plan. Parents are formally advised of the requirement for a school aged child to attend school. As considered necessary, the Principal may refer student 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 the 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.**



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.

Performance of our Students

Achievement – Closing the Gap

Twelve Aboriginal and Torres Strait Islander students were enrolled at the McDowall State School in 2013.

Aboriginal and Torres Strait Islander student achievement in the Year 3 Test was below both the State and National Mean Scores in all literacy areas, eg. Reading, Writing, Spelling, Grammar & Punctuation but above both the State and National Means Scores in 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. It is noted that there is negligible difference between the Indigenous and Non-Indigenous student Mean Scores in Year 5.

There were no Aboriginal and Torres Strait Islander students sitting the Year 7 Test in 2013.

Aboriginal and Torres Strait Islander student attendance rate is 1.1% lower than that for non-Indigenous students.