

McDowall State School

Queensland State School Reporting

2015 School Annual Report



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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.

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. Visionary leadership and outlook. Continua-based outlining student learning journey Prep-Yr.6. Effective time management and balance. Socially just access, inclusion and participation for all students. Resource-based support for work units.	Efficiency, competency and consistency with clear expectation. Explicit expectations and standards in tracking student progress. Specific curriculum checkpoints for learning support and intervention. Extension and progression according to student aptitude.
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3. Effective Learning and Teaching

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

Shared commitment, ownership of activity and accountability. Pride and belonging in the school, community and nation. Teaching and learning partnerships benefiting student learning. Team work and mutual acknowledgement.	Staff, Students, Parents and Community. Collaborative partnership in school decision-making. Open and honest communication. Approachability and courtesy. Community skilling and information.
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School Progress Towards Its Goals in 2015**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 for all new enrolments during the school year. 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, 48% of student enrolment is represented across P-2 and 52% of student enrolment is represented across Years 3-6. 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 1,115 where 1,000 is the National Mean Score. Forty-nine 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 (Formal Verified Educational Adjustment) make up 2% of total student enrolment. 17% of total enrolment receives Child Needs Teacher involvement for support and/or extension. The Education Queensland allocated Speech Language Pathology service was able to support 2% of total enrolment (This does not include the Speech Language Pathology service purchased by the school through the Investing for Success Programme).

**YEAR 3 NAPLAN**

McDowall State School Year 3 students numbered 145 students in 2015. McDowall SS 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 99.3% (one student) and Spelling at 99.3% (one student). 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 with 100% of students exceeding both National Minimum Standards and comparatively performing higher within the top 20% range in all areas.

YEAR 5 NAPLAN

McDowall State School Year 5 students numbered 130 student in 2015. McDowall SS 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 all areas within both Literacy and in Numeracy.

SCHOOL LIBRARY

The School Library is staffed by one teacher librarian and one teacher-aide. During the school day, the School Library is well used by class teachers for class borrowing sessions. There were 34,122 loans processed through the School Library in 2015. There were 10,993 resources stored within the School Library as at 9th December, 2015.

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 were developed and refined through focused teaching by the teacher librarian across 38 classes spanning Preparatory Year to Year 6. The teacher librarian worked in close partnership with class teachers. Main focus areas included:

- Student Literacy Skills.
- Student Reading and Reading Comprehension.
- Student 'Love' of Reading.
- Information Skills: (acquisition, review and application). This includes 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.



Student borrowing routines and habits were promoted through weekly Inter-House Reading Challenges, Reading Passports, promotion of Books of the Week, themed displays and staff modelling an enthusiastic knowledge of literature and love of reading. Library monitors (x 30 students) were promoted as Student Leaders who enjoy being in the School Library. Literature has been integrated within School Library lessons. Eg. Students were introduced to an author who writes books set in early Brisbane.

The teacher-librarian collaboratively worked with class teachers to design, teach and assess curriculum units or tasks with a direct relationship to the Australian Curriculum. This may have involved revising existing curriculum units. It included adapting and differentiating curriculum so that all students may be both challenged and engaged within learning. iPads are increasingly used as a learning tool within School Library lessons. A strong focus was provided on practising and refining transferrable skills, particularly in relation to information and comprehension skills. A Guide for making judgements was established to ensure moderated and verified assessment interpretation.

During 2015, 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.
- Celebrated Book Week which included a Fancy Dress Day across the school.
- Conducted the annual Merrille O'Neill Poetry Competition.
- Facilitated Library Monitor activities to assist develop a school community ethos, teamwork skills and leadership abilities.
- Organised daily recess activities so that students may enjoy, share and appreciate the School Library.

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

Parent volunteers assisted with book covering and resource preparation for student borrowing. Parents were encouraged to access the School Library during mornings to read to/with their child.

During 2015, 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 and teacher aides. The teacher-aide attended first aid and IMAC Workshop / iMovie training.

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 and participated within the following training:

- First aid
- IMAC and iMovie Workshop.
- The Writing Process.



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 was fully utilised each week by P-6 classes. Students accessed this facility during recess periods. Staff training programmes were 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.

JAPANESE LANGUAGE

In 2015, a new full-time Japanese Teacher was appointed to review the Japanese Language Programme for teaching across Years 3-6. This programme included (a) Language (b) Basic writing systems (c) Basic vocabulary and grammar; and (d) Japanese culture. This resulted in 96% of students receiving a C rating with an increased number of students receiving an A or B rating. Student engagement and motivation declines as students progress through the Year Levels, especially for boys. The teacher sought to introduce strategies and activities which better immersed and engaged these students.

- 96% of students received a C rating.
- The number of students receiving an A rating increased from 18% in Semester 1 to 28% in Semester 2.
- 94% of Year 6 students reported being more engaged within Japanese Language by Semester 2 after integration of an iPad Programme within teaching.

Extra-curricula programmes, events and activities included:

- Kudan High School (Japanese) students visiting McDowall SS.
- Sock puppet making and play writing was used to develop oral skills.
- School Cultural Captains address visiting Japanese students while on assembly.
- A 'buddy programme' was implemented across the school to support visiting Japanese students and for McDowall SS students to directly interact and learn from visiting students.



The Japanese teacher worked with Years 5-6 class teachers to establish small working groups to address the learning needs of particular students. Collaborating with the class teacher also enabled students to engage within extension language studies. The Japanese teacher engaged within the following training:

- Languages: Keys to the Global Village Conference (Department of Education)
- AFMLTA Australian Curriculum Languages Workshop.

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. An Instrumental Music Immersion Programme was established in 2015, where the developmental music and instrumental music teachers collaborated to devise and deliver an integrated programme of learning. Students continued to receive quality music lessons and were engaged in a variety of learning activities.

In 2015, the Developmental music Programme was fully extended from Preparatory Year to Year 6. The Instrumental Music Immersion Programme applied from Years 3-6. Beginner Blitz Concerts for beginning instrumental music students were held throughout the year. An excursion to the Qld Symphony Orchestra for Immersion Programme students was held for the first time. Performing Arts Celebration Concerts were held in Terms 2 and 4 (with Term 4 being held over two performances). A Chamber Music Concert was held in Term 3.

Number of students involved within School Choirs: 99 students.

Junior Choir: 42 students. (All girls)

Senior Choir: 17 students. (3 boys & 14 girls)

Honours Choir: 40 students. (7 boys & 33 girls)

Both Junior and Senior Choirs were open to any student interested in joining although practice commitments do apply. Both these choirs fostered the enjoyment of singing. Selection into the Honours Choir was by audition, whereby Years 5-6 students complete singing and listening activities to determine suitability (eg. In tune singing, pitch marching, aural skills and voice range). Auditions were held each February. Choir students were required to 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.

... sang at the School Fete.

Senior Choir regularly sang on School Assembly.

... sang at the School Fete.

... sang at SingFest.

Honours Choir regularly sang on School Assembly.

... sang at the School Fete.

... performed at School Celebration of Childhood Open Morning.

... performed at the Queensland Youth Music Awards and was awarded with a Silver Award.

... attended the Regional Honours Choral Camp.

Many McDowall SS students participate within External Music Examinations and often perform for their class leading up to their examinations.

The Developmental Music Teacher attended the following training workshops:

- Maryborough Music Conference.
- Open Rehearsal with the University of Pennsylvania State Choir.
- Dr Kirby Shaw Workshop.
- Seminar at Music Resource Centre – included Qld Symphony Orchestra, Qld Opera, rehearsal techniques, tips for Senior Primary.
- Maintained personal musicianship standards through rehearsals and performances throughout the year both in ensembles and individually.



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. The Instrumental Music Immersion Programme commenced in 2015. This provided students an opportunity to extend their music learning through the incorporation of instrument practical skills within the developmental music programme. Teachers worked co-operatively and collaboratively in delivering a programme that offers differentiated learning combining oral, aural, knowledge and practical performance. A strong link existed between the tutorials, class music lesson and ensemble / band work. The programme was devised to provide better learning outcomes both within academic studies and music.

Retention rates have been excellent across Years 4-5 (with exiting students actually transferring from the school). Only one student chose not to continue within the programme from Year 3.

Timetables for Instrumental Music Tutorials were negotiated at the beginning of each school year with class teachers. The intent was to minimise disruption to class programmes and in-class learning. An instrumental music performance calendar was provided to class teachers in advance so that they may reorganise their weekly timetable (if necessary). Class teachers regularly assisted with concert supervisions, reminded students of special events and required requisites; and with general organisation. Instrumental music teachers set clear expectations that students were punctual to tutorials and returned to class likewise. Consequences for being late were pre-agreed by students and teachers.

Extra-curricula programmes and activities have included:

- Queensland Symphony Orchestra excursion.
- Beginner Blitz Concerts.
- Padua College Instrumental Music visit.
- McDowall SS On Tour.

Number of students involved within the Instrumental Music Strings Tutorial Programme: 90 students.

Year 3: 29 students.

Year 4: 28 students.

Year 5: 24 students.

Year 6: 9 students.

Number of students involved within the Instrumental Music Strings Ensemble Programme: 95 students.

Dolce Strings: 27 students.

Adagio Strings: 21 students.

Senior Ensemble: 26 students.

Tremolo Strings: 16 students.

Chamber Strings: 5 students.

Number of students participating in the Instrumental Music Strings Camps: 27 students.

Beginners: 18 students.

Honours: 9 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.

Queensland Youth Music Awards earned a Gold Award and placed 3rd overall.

Brisbane Band Festival earned a Gold Award (Adagio Strings) and Gold Award (Presto Strings).

School Fete performance.

Years 5-6 performed at Wavell SHS Music Day.

Performed for Channel 10 Weather broadcast.

Recruitment Concerts held in Term 3.

Battle of the Bands held in Term 4.

McDowall SS Music Tour.



The Instrumental Music – Strings Teacher attended the following training workshops:

- Regional Music Resource Centre Seminars: Qld Symphony Orchestra studios, Conservatorium at South Bank.
- AUSTA Music Reading Day.
- AUSTA (Three day) Conference: Rehearsal technique, conducting methods, learning activities and Celtic fiddle.
- First Aid.
- Code of Conduct.
- Student Protection.

Many McDowall State School students completed A.M.E.B. music examinations on their instrument. Two passed their A. M. E. B. Year 6 examination during 2015.

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. The Instrumental Music Immersion Programme commenced in 2015. This provided students an opportunity to extend their music learning through the incorporation of instrument practical skills within the developmental music programme. Teachers worked co-operatively and collaboratively in delivering a programme that offers differentiated learning combining oral, aural, knowledge and practical performance. A strong link existed between the tutorials, class music lesson and ensemble / band work. This programme was devised to provide better learning outcomes both within academic studies and music.

Retention rates were been excellent across Years 4-5. Three students transferred from McDowall SS. Only seven students chose not to continue within the programme.

Timetables for Instrumental Music Tutorials were negotiated at the beginning of each school year with class teachers. The intent was to minimise disruption to class programmes and in-class learning. An instrumental music performance calendar was provided to class teachers in advance so that they may reorganise their weekly timetable (if necessary). Class teachers regularly assisted with concert supervisions, reminded students of special events and required requisites; and with general organisation. Instrumental music teachers set clear expectations that students are punctual to tutorials and return to class likewise. Consequences for being late were pre-agreed by students and teachers.

Extra-curricula programmes and activities have included:

- Queensland Symphony Orchestra excursion.
- Beginner Blitz Concerts.
- Padua College Instrumental Music visit.
- McDowall SS On Tour.



Number of students involved within the Instrumental Music Wind, Brass & Percussion Tutorial Programme: 142 students.

Year 3: 54 students.

Year 4: 29 students.

Year 5: 28 students.

Year 6: 31 students.

Number of students involved within the Instrumental Music Wind, Brass & Percussion Ensemble Programme: 187 students.

Year 3 Band: 54 students.

Year 4 Band: 29 students.

Year 5 Band: 28 students.

Junior Stars Band: 31 students.

Wind Ensemble: 36 students.

Stage Band: 9 students.

Number of students participating in the Instrumental Music Wind, Brass & Percussion Camps: 61 students.

Beginners: 56 students.

Honours: 5 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 Year 6 Presentations.

Performance at School Fete.

Queensland Youth Music Awards earned a Gold Award.

Brisbane Band Festival earned a Gold Award.

Beginner Blitz Concerts.

Year 6 band performance at Wavell SHS Music Day.

Workshop by Emerald SHS Concert Band.

Recruitment Concerts held in Term 3.

Battle of the Bands held in Term 4.

Music Tour.

Band performance on Channel 10 Weather broadcast.



The Instrumental Music – Wind, Brass & Percussion Teacher attended the following training workshops:

- Maryborough Music Conference.
- 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.
- Teaching Unfamiliar Instruments Workshop.
- Conducting Techniques Workshop.
- Voice Care Workshop.
- First Aid.
- Code of Conduct.
- Student Protection.

Many McDowall State School students completed A.M.E.B. music examinations on their instrument. A Year 6 student earned a Music Scholarship to a private High School.



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 Years 4-6 students competed within Inter-School Sport.

McDowall State School won the North District Cross Country Trophy for 2015.

McDowall State school won all three available trophies for the North District Athletics Carnival in 2015.

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.
- Years 1-2 Swimming Programme.

- Inter-House Cross Country.
- Inter-House Athletics Carnival.
- Hosted Development Officers from AFL, Rugby League, Tennis, Soccer, Golf and Baseball.

Smart Moves was supported with each Year level being issued with a bin of sports equipment and an activity guide. Student Fitness Awards are issued during the school year.

Number of students involved in Winter North District Gala Day Sports in Term 2: 270 students.

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

McDowall State School teams in Senior Netball and Year 5 Soccer (boys) were North District Champions.

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

Number of students involved in Summer North District Friday Afternoon Sport (8 weeks) in Term 4: 260 students.

[Summer North District Sports: Touch Football, Baseball, Cricket, Futsal – Indoor Soccer]

McDowall State School teams in Year 6 Touch Football (boys) and (girls) were North District Champions.

Fifty students not selected for an Inter-School Sporting Team were involved within an 'at school' sporting programme involving: *Cricket, Handball, Tennis, Newcombe and Skills-based Activity.*



Special Achievements:

North District Cross Country Champion (Girl) – McDowall State School.

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 – Four of Six McDowall State School teams selected to compete at Regional Athletics Carnival.

North District Red Ball Tennis Tournament - McDowall SS Year 3 Tennis Team won the tournament.

Number of McDowall State School students selected to represent their school at District level competition:

Cross Country = 40 students.

Athletics = 48 students.

Swimming = 10 students.

Number of McDowall State School students selected to represent North District at Metropolitan level competition:

Cross Country = 7 students.

Athletics = 20 students.

Swimming = 4 students.

Team Sports = 20 students.

Number of McDowall State School students selected to represent Metropolitan Region at State level competition:

Athletics = 5 students.

Team Sports = 4 students.

Number of McDowall State School students selected to represent Queensland at National level competition:

Nil in 2015.

The Physical Education Teacher attended the following training workshops:

- Voice Care.
- Work Fitness and Self Care.
- Qld Cricket
- Problem-solving Strategies Woerkshop.
- Benchmarking Workshop.
- 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 through extension (17%) and special education services (2%) 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 2015 with 30% 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 continued to be the individual child within the classroom curriculum context 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 learning extension. (Scaffolding learning step by step with explicit teaching of modified content and tasks). This approach was developed in consultation with teachers and parents. Differentiation documents are stored within One School.

- Child Needs Support Programmes included a variety of organised structures to assist student learning:
 - Collaborative approach to assist students and teachers.
 - Implementing Intervention Programmes in Years 3-5.
 - Individual and small group Intervention Programmes.
- Child Needs Teachers assisted Class Teachers by collaboratively:
 - Modifying curriculum and work units to better align them with student learning needs.
 - Implementing Individual Curriculum Plans.
 - Modifying assessments to better inform identification of learning barriers and associated issues.
 - Documenting 'Records of Support' within Support Provisions within OneSchool.
 - Documenting 'Differentiation' within Differentiation Plans for identified students within OneSchool.



Students Achieving a C Rating or Better in English, Maths and Science

2014	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Overall
Semester 1	74.65%	79.59%	81.74%	72.78%	86.87%	85.00%	79.90%

2015	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Overall
Semester 1	N/Applic	81.69%	80.41%	83.04%	80.92%	91.30%	81.51%

Child Needs Teachers established a Child Needs Database which is overseen and managed by the Child Needs Committee.

Child Needs Teachers provided training to class teachers by:

- Working collaboratively with class 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:

- Writing Course.
- Problem-Solving (Numeracy)
- ICP Training.
- Soundwaves Training.
- Instructional Coaching.
- First Steps – Numeracy.
- 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 curriculum 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-6. A speech language support programme was implemented within the Preparatory Year. Curriculum programme adjustments were made, where necessary, in addressing / removing barriers to learning, for disabled students. This may have involved the use of adaptive technologies. Eg. Ipad technologies, reading schemes, etc. Programme implementation varies and may have involved 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 3-6, 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. Writing, reading comprehension and numeracy were the key focus areas so that students could effectively engage within class curriculum.
- 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.
- Provided adjusted spelling and homework tasks so that students were able to successfully engage within class curriculum and to reinforce the work units currently studied.
- Supported the delivery of a Fine Motor Programme.
- Delivered an 'extension' / 'challenge' Preparatory Year Programme for high achieving students. Eg. High order thinking.
- 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, epilepsy and midazolam 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 excursion support.
- Provided sports support.
- Provided Years 1-2 swimming support.
- Provided playground support.
- Continued to provide direct small group explicit teaching to select students.
- Supported a parent / volunteers reading programme across P-6.

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.
- Sound systems are now being used within two classrooms to assist HI students.
- 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:

- On-line courses through 'More Support for Students with Disabilities' funding (MSSWD).
- Vision Impairment.
- Speech Language Impairment.
- ASD.
- Hearing Impairment.
- Intellectual Impairment.
- Physical Impairment.
- ICP Training.
- Epilepsy and Midazolam training.
- Anaphylaxis training.
- Asthma Management.
- Risk Management Strategies.
- The Teaching of Writing.
- Problem-solving (Numeracy)
- Motor Programmes.
- 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, 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 oversaw the following student activities:

- Academic coaching for District Mathematics Tournament students (20 students across Years 5-6). One team achieved 1st place.
- Wavell SHS Problem-solving Challenge. One team achieved 2nd place.
- Fielded two teams (coached by class teachers) in Opti-Minds Creative Challenge Programmes.



The Child Needs – Student Extension Teacher provided training to class teachers by:

- Problem-solving Strategies Workshop (5.5hrs)
- Diagnostic Assessment in Mathematics Workshop (2.5hrs)
- Marzano's 6-step Process for Teaching Academic Vocabulary Workshop (1.25hrs)

- 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:

- Instructional Coaching.
- Facilitator Training in MSSWD Courses.
- Facilitator Training in First Steps in Mathematics.
- 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 listening, speaking, reading and writing macro-skills for students therefore increasing access to, participation in the curriculum and in achievement of the Australian Curriculum standards.
- 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.



Student Improvement 2015

Preparatory Year (6 students)

- Listening – 50% students improved band scales by two levels, 50% by one level.
- Speaking – 66% students improved band scales by two levels, 34% by one level.
- Reading – 50% students improved band scales by two levels, 50% by one level.
- Writing – 50% students improved band scales by two levels, 50% by one level.

Years 1-6 (20 students)

Listening – 10% students remained on same band scale.

- 70% students moved band scales by one level.
- 20% students moved band scales by two levels.

Speaking – 20% students remained on same band scale.

- 75% students moved band scale by one level.
- 25% students moved band scale by two levels.

Reading / Viewing – 5% students remained on same band scale.

- 70% students moved band scale by one level.
- 20% students moved band scale by two levels.
- 5% students moved band scale by three levels.

Writing – 5% students remained on same band scale.

- 70% students moved band scale by one level.
- 25% students moved band scale by two levels.

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.
- Delivery of support programmes. Eg. Support-a-Talker, Where's English? CLIP Syntax, Alien Talk.
- Differentiated homework for some students – spelling, vocabulary, syntax and grammar; and listening.
- Band scaling on OneSchool for P-2 and Years 3-6 with EAL/D learning needs.
- 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:

- Band scaling and 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.
- Use of ACARA EAL/D resources to inform teachers of the characteristics of learners at different stages of their English learning progression, especially for students with limited literacy / English experience.
- 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:

- Support-a-Talker Programme.
- Metalinguistics Programme.
- Alien Talk Programme.
- CLIP Syntax.
- Where Is English?
- STRIVE Programme.
- Inclusion of students with speech, language and communication needs.
- Performance Development.
- First Aid.
- CPR.
- Anaphylaxis Training.
- Code of Conduct.
- Student Protection.

GREAT RESULTS GUARANTEE 2015 (Now called INVESTING FOR SUCCESS)

The full 2016 agreement and 2015 results may 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-6. The You Can Do It Pastoral Care Programme is implemented P-6. A Student Leadership and Citizenship Framework has also been issued to all families. This is complemented by a School Citizenship, Environmental & Adventure Programme implemented P-6. 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 2015.

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 2015, \$20,846 was expended on Staff Professional Development & Training or 18% of General Grant funding.

Future Outlook

- **90%** of students achieve a C or above rating in **English**.
- **75%** of students achieve an A-B rating in **English**.
- Referencing against the **Literacy Continuum P-2 Indicators / Early Start Student Profile** and **Literacy Continuum 3-6 Indicators** Examining how each individual student has improved over 12 months:
 - **100%** of P-6 students score improvement.
 - **75%** of each cohort be scored within the above average range.
- **100%** of Year 3 students are at/above NMS NAPLAN in **Reading** or have an evidence based plan.
- **65%** of Year 3 students are in the U2B NAPLAN for **Reading**.
- **100%** of Year 5 students are at/above NMS NAPLAN in **Reading** or have an evidence based plan.
- **65%** of Year 5 students are in the U2B NAPLAN for **Reading**.
- **100%** of Year 3 students are at/above NMS NAPLAN in **Writing** or have an evidence based plan.
- **75%** of Year 3 students are in the U2B NAPLAN for **Writing**.
- **100%** of Year 5 students are at/above NMS NAPLAN in **Writing** or have an evidence based plan.
- **75%** of Year 5 students are in the U2B NAPLAN for **Writing**.
- **15%** lift value expected for every student in writing (*in excess of an expected 12 month progress value*) measured by comparing **Student Writing Sample** proficiency (a) Spelling (b) Grammar and Punctuation (c) Language Conventions.
- **100%** of Year 3 students are at/above NMS NAPLAN in **Spelling** or have an evidence based plan.
- **60%** of Year 3 students are in the U2B NAPLAN for **Spelling**.
- **100%** of Year 5 students are at/above NMS NAPLAN in **Spelling** or have an evidence based plan.
- **65%** of Year 5 students are in the U2B NAPLAN for **Spelling**.
- **75%** of students achieving at or above their age level in the annual **Student Soundwaves Spelling Test**.
- **15%** lift value expected for every student in spelling (*in excess of an expected 12 month progress value*) measured by comparing Term 1 and Term 4 **Soundwaves Spelling Test** results.
- **100%** of Year 3 students are at/above NMS NAPLAN in **Grammar and Punctuation** or have an evidence based plan.
- **75%** of Year 3 students are in the U2B NAPLAN for **Grammar and Punctuation**.
- **100%** of Year 5 students are at/above NMS NAPLAN in **Grammar and Punctuation** or have an evidence based plan.
- **75%** of Year 5 students are in the U2B NAPLAN for **Grammar and Punctuation**.
- **100%** of Year 3 students are at/above NMS NAPLAN in **Number** or have an evidence based plan.
- **60%** of Year 3 students are in the U2B NAPLAN for **Number**.
- **100%** of Year 5 students are at/above NMS NAPLAN in **Number** or have an evidence based plan.
- **60%** of Year 5 students are in the U2B NAPLAN for **Number**.
- Each Teacher Team will use the **Australian Professional Standards** (*the Teaching Tool Kit is an optional resource*) to identify their competency level – Proficient, Lead or Highly Accomplished.
- All Teacher Teams have a Principal approved '**Action Research Initiative and Performance Development Plan 2016-2017**'.
- All teachers collaboratively establish specific **learning goals** with students, leading to shared responsibility for student learning; and teacher / student experience of honest **feedback**.



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

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

Strategy: Review and refine the School-wide Student Extension 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: Match classes to implement peer buddying 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 refine the School Curriculum Framework.

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: Review and consolidate the School Science Programme.

Strategy: Review and consolidate the School Geography Programme.

Strategy: Review and consolidate the School Physical Education and Sport Programme.

Strategy: Review and consolidate the School Visual Arts Programme.

Strategy: Review and consolidate the School Performing Arts Programme.

Strategy: Continue to implement Year Level Assessment Moderation.

Strategy: Review and refine the School Assessment Programme.

Strategy: Review and refine the School Reporting Policy.

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

Strategy: Implement Minimum Curriculum Time Requirements for Qld Schools.

Strategy: Review and implementation of Qld Modern Cursive Script in Handwriting P-6.

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: Implement whole school strategies that provide feedback to students on their learning.

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: Review the role of Curriculum Leaders to ensure consistency of curriculum delivery and preferred pedagogical practices throughout the school.

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: Refine and embed the Responsible Behaviour Plan for Students systematically across the school ensuring effectiveness in developing a safe, supportive and disciplined learning environment that focvuses on student engagement.

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 Homework Policy.

Strategy: Review Student Dress Code.

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)

Independent Public School: Yes

Year Levels offered in 2015: Prep Year - Year 6

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 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, Performing Arts Classroom, 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:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	905	430	475	12	97%
2014	948	466	482	15	97%
2015	938	460	478	12	98%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

McDowall State School enrolment fell to 924 students in February, 2015 due to the state-wide transition of Year 7 students into Secondary Education. Configuring 37 classes, student enrolment continued to increase during the year, requiring the engagement of a 38th class teacher from Semester 2. As at November, 2015, 53% or 500 students resided within the McDowall State School Enrolment Catchment Area. 47% or 439 students resided outside the Catchment Area with the majority of students further to the north-east of the catchment area boundary. In terms of parental occupation group, 30% of parents were in senior management and were qualified professionals, 29% were business managers and associate professionals, 20% were tradespeople, skilled office, sales and service staff; and 6% were machine operators, hospitality staff, assistants and related workers. 16% identified as home duties. One hundred and thirty students spoke a language, other than English at home, representing 14% of school enrolment. Forty-nine languages were identified. Only 2% of student population identified as of Aboriginal or Torres Strait Islander descent.

Average Class Sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	23	22
Year 4 – Year 6	25	25	23

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	3	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.



Curriculum Delivery

Curriculum

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 ... Immersion Programme Years 3-6, Bands and Ensembles, Performance Programme.

CHORAL WORK ... Choirs and Performance Programme.



Extra Curricula Activities



Students with a general interest in or having mastered core curriculum programme expectations were able to 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, Year 6 Buddy Programme toward P-2, Citizenship, Environmental and Challenge Programme, Year Level Excursion Programme, CSIRO Activities, Lifesaving Instruction (Year 6), Jump Rope for Heart, District Mathematics Challenge, Wavell SHS Problem-Solving Challenge, 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 Improving Learning

Computer (ICT) technology was provided and maintained in all P-6 classrooms. An eLearning Centre had been established for whole class and/or small group instruction. It was regularly used by class groups and by students during recess periods. Bring Your Own Device (BYOD) was implemented across Years 5-6 in 2015, 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 were installed in the School Library and all classrooms. Mobile projectors were available for use in the Preparatory Year.

Class teachers were conversant with technology use and applications. Technology was integrated within class curriculum programmes as a critical learning tool. Computer (ICT) technology was networked throughout the school, to an intranet and with monitored, screened internet capability. Strict protocols were in place to regulate student online activity. The McDowall State School focus was 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 2015 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.
- Development of the BYOD Programme across Years 5-6.

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 occurred as:

- Years 5 & 6 – BYOD (student iPads).
- Child Needs Programme – Set of 10 x iPads for student use.
- Classrooms – On average 6 x laptops and/or computers. Sets of 14 x iPads are available in each Teaching Block.
- School Library – Set of 28 x iPads for whole class use, primarily in Teacher Librarian lessons but otherwise available for class use.
- E Learning Centre – 26 x computers and 4 x laptops are available for class use.

The use of digital technologies within the McDowall State School evolved to enhance business and learning productivity. eLearning was at the core of the school's professional and business practices of planning, teaching, assessing and reporting. Teachers continued to extend the use of ICT to enhance their teaching and learning practice. The school provided a digital learning environment that aligned with departmental initiatives and strategic directions. The school enhanced learning by expanding the breadth and depth of physical and virtual learning spaces. The school enhanced the capacity and capability of the Enterprise Platform in response to student, teacher and administration demands for increased utilisation and access.

During 2015, the following training activities were accessed by staff:

- iPad PD offered to teachers and teacher aides.
- Learning Place One Channel Conferences.
- Teacher Learning Network presentations.
- Workshops made available through the Teacher Librarian Network.
- Teacher Librarian Annual Conference.
- Assistive Technologies.
- School Staff Mentoring and Training. Eg. After-school hours workshops.

Social Climate

Percentage of surveyed parents satisfied that:

- This is a good school: 94%
- Teachers at this school are interested in my child's wellbeing: 95%
- Staff at this school are approachable: 92%
- Staff at this school are responsive to my enquiries: 92%
- This school encourages me to take an active role in my child's education: 94%
- This school encourages me to participate in school activities: 95%
- This school provides me with useful information about my child's progress: 94%
- This school provides useful information online: 90%
- This school is well organised: 93%
- This school celebrates student achievements: 95%
- I would recommend this school to others: 93%

Percentage of surveyed students satisfied that:

- This is a good school: 96%
- I would recommend this school to others: 97%
- My teachers care about me: 91%
- I understand how I am assessed at my school: 96%
- I can access computers and other technologies at my school for learning: 99%
- I feel accepted by other students at my school: 92%
- My schoolwork challenges me to think: 92%
- My teachers challenge me to think: 98%
- My teachers encourage me to do my best: 94%
- My teachers clearly explain what is required in my school work: 99%
- My teachers help me with my school work when I need it: 96%
- My school encourages me to participate in school activities: 97%
- My school encourages me to be a good community member: 94%
- My school celebrates student achievements: 95%
- I would recommend my school to others: 97%



Percentage of surveyed staff satisfied that:

- This is a good school: 100%
- I would recommend this school to others: 100%
- I feel that working at this school is rewarding: 100%
- I feel I have the necessary skills to do my job effectively at this school: 100%
- I feel well prepared for the different aspects of my job at this school: 100%
- I feel that social, cultural and racial diversity are respected at this school: 100%
- I feel that staff morale is positive at this school: 92%
- I have access to quality professional development: 96%
- Staff at this school are approachable: 96%
- Staff at this school are interested in my wellbeing: 96%
- Staff at this school have a good team spirit: 95%
- There is good communication between staff at this school: 95%
- This school is well organised: 98%
- This school encourages me to participate in professional development activities: 100%
- This school encourages me to take responsibility for my work: 100%
- This school has a strong sense of community: 92%

Parent, Student and Staff Satisfaction with the School

Performance Measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	96%	94%
this is a good school (S2035)	97%	94%	94%
their child likes being at this school (S2001)	100%	96%	96%
their child feels safe at this school (S2002)	95%	98%	96%
their child's learning needs are being met at this school (S2003)	89%	92%	91%
their child is making good progress at this school (S2004)	100%	95%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	92%	95%
teachers at this school motivate their child to learn (S2007)	97%	91%	95%
teachers at this school treat students fairly (S2008)	89%	89%	90%
they can talk to their child's teachers about their concerns (S2009)	95%	93%	92%
this school works with them to support their child's learning (S2010)	92%	92%	90%
this school takes parents' opinions seriously (S2011)	86%	87%	84%
student behaviour is well managed at this school (S2012)	89%	93%	91%

Performance Measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school looks for ways to improve (S2013)	92%	92%	90%
this school is well maintained (S2014)	97%	96%	97%

Performance Measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	97%	97%
they like being at their school (S2036)	96%	98%	97%
they feel safe at their school (S2037)	95%	99%	98%
their teachers motivate them to learn (S2038)	97%	97%	96%
their teachers expect them to do their best (S2039)	98%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	96%	97%	97%
teachers treat students fairly at their school (S2041)	89%	90%	91%
they can talk to their teachers about their concerns (S2042)	95%	94%	92%
their school takes students' opinions seriously (S2043)	90%	93%	93%
student behaviour is well managed at their school (S2044)	93%	96%	90%
their school looks for ways to improve (S2045)	98%	97%	96%
their school is well maintained (S2046)	96%	98%	96%
their school gives them opportunities to do interesting things (S2047)	93%	95%	87%

Performance Measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	81%	88%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	95%	82%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	99%	100%	100%
student behaviour is well managed at their school (S2074)	100%	97%	100%
staff are well supported at their school (S2075)	93%	91%	95%
their school takes staff opinions seriously (S2076)	95%	86%	95%
their school looks for ways to improve (S2077)	99%	100%	98%
their school is well maintained (S2078)	99%	99%	97%
their school gives them opportunities to do interesting things (S2079)	93%	86%	98%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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 2015, the School Council approved a "Parent and Community Engagement Overview", the 'Investing for Success 2015' initiative, the School Workforce Plan 2015, the 'School Improvement Plan 2015' and 'School Budget 2015'. Discussions occurred regarding the 'School Enrolment Management Plan' and the framework for the review of the 'School Responsible Behaviour Plan for Students'. School Council oversaw the first year implementation of an Instrumental Music Immersion Programme across Years 3-6 where over a three year period, the number of instrumental music students would increase to fill two full wind / brass / percussion classes and one full strings class in each Year Level. This initiative is well supported by parents and a 'Waiting List' for student entry applies.

PARENTS' & CITIZENS ASSOCIATION

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

- Fundraising
- 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):

- ✓ Comprehensive overview of the Australian Curriculum and class curriculum programme that relates to their child.
- ✓ Broad overview of teaching and learning strategies and techniques used in the formal education of their child.
- ✓ Overview of school and class teacher expectations (a) Pre-knowledge (b) Capability (c) Learning abilities (d) Pre-mastery.
- ✓ Information relating to 'executive function skills', school-based programmes, school standards / procedures / routines.
- ✓ Connection with the P&C Association and other parents within the school.
- ✓ Information about the Music Programme, School Library, Japanese Language and PE Programme.
- ✓ Strategies that parents may use to prepare and transition their child into the McDowall SS curriculum.
- ✓ Resources, hand-outs and materials that parents may use.

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.

Participating parents reported that they felt more informed about ways they could prepare their child for transition within formal schooling. 58 pre-Preparatory Year parents attended the P-1 TAPS in 2015. 48 of these parents were new to our school. 75 of our new Preparatory Year enrolments do not have elder siblings within the school, therefore 64% of our new Preparatory Year parents attended P-1 TAPS in 2015. 50 parents attended the Years 3-4 TAPS in 2015 (increase from 20 in 2014). Parent Comment: "This TAPS session really highlights that my children are being taught by a well-researched and professional group of teachers." Additional resources were emailed to 52 parents and hard copy was provided to a further 2 parents.

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.

- Children develop relationships with new peers.
- Children and parents establish relationships with Preparatory Year staff.
- Children gain familiarity with the school setting.
- Teachers are provided with opportunities to gain information regarding student knowledge, capabilities and needs.

In 2015, 96 (73%) pre-Preparatory Year children attended one or two TADPOLES sessions. Preparatory Year teachers reported an easier start to the school year having already met many parents and students. All Preparatory Year teachers were rostered to participate within the TADPOLES Programme. New staff were rostered along side experienced staff.

The Tartan TADPOLES Programme provides opportunities for parents to discuss with teachers and other parents, ways they may better prepare their child for the formal Preparatory Year. Parents observed both other children and their child within a structured play environment. Child readiness for the formal Preparatory Year (or as appropriate for the age group) was observed through child interaction, behaviour, and engagement within the Tartan TADPOLES Programme.

FLYING GANG INITIATIVE



The 'Flying Gang' is a term to describe parents and teams of parents volunteering within class programmes to benefit students. These volunteers hear students read, assist to manage small group student learning, manage reading books and other resources, assist with student investigations and problem-solving tasks, assist during class excursions, etc. 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 were held each February. Parents are provided with regular opportunities to keep abreast with classroom programming, activity and child involvement. Student Progress Reports were issued in June and December. Parent / Teacher Interviews were held each March and June. Parents were formally 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 may have also attended additional interviews (on a student needs basis) or at the end of the School Year 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 were made 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.

The McDowall State School has increased its security lighting. Eight additional classrooms have been airconditioned. A Performing Arts Classroom was being constructed.

A large recycling skip and many recycling bins were conveniently located within the McDowall State School. Classes were encouraged to collect paper and cardboard. Students weekly deliver this paper and cardboard to the recycling skip. The Student Council managed the recycling initiative.

The school grounds were watered only when new planting occurred, during extended dry periods or in areas of high traffic volume. Drought adversely affected the school oval and rear play fields. When tank water was depleted, mains water was used to maintain grass coverage and retain new native plantings. McDowall SS continued to plant in excess of 100 native plants annually, attempting to provide native fauna habitat for displaced animals due to local area acreage subdivision and residential development. Mulch was extensively applied.

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

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

An Active School Travel Programme continued 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.

Years	Environmental Footprint Indicators	
	Electricity kWh	Water kL
2012-2013	195,591	0
2013-2014	221,308	1,219
2014-2015	230,699	4,729

*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.

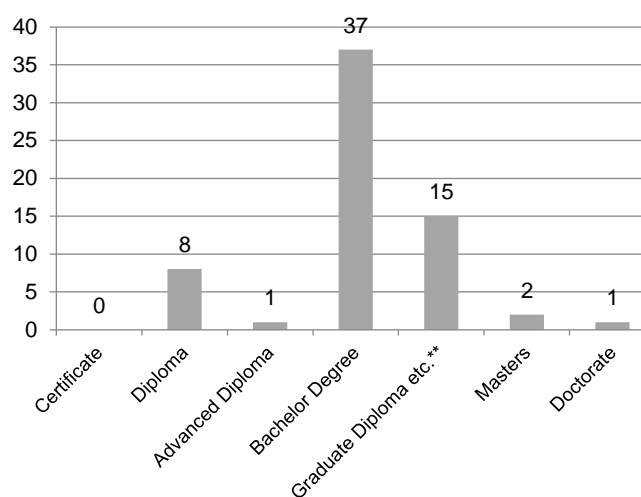
Our Staff Profile

Staff Composition, including Indigenous Staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	64	29	0
Full-time equivalents	55	22	0

Qualifications of all Teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	1
Bachelor Degree	37
Graduate Diploma etc.**	15
Masters	2
Doctorate	1
Total	64



*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 2015 were \$20,846.19.

The major professional development initiatives were as follows:

- Independent Public School Principals' Meetings
- Metropolitan Regional Meetings: Principal, Head of Curriculum, Master Teacher, Deputy Principals
- ACEL National Principals' Conference
- EQ State Principals' Conference
- Empowering Others to Lead and Manage Instructional Improvement
- Future Libraries Conference
- The Hearing Impaired within the Classroom
- Language Bases of Reading Comprehension by Professor Laura Justice
- Infinite Ideas Online Literacy / Numeracy Festival
- Beginning Teachers Workshops
- Seven Steps to Writing
- Learning with iPads
- Green Screen and Special FX: Movie Workshop
- Teaching and Learning: Individual Curriculum Planning
- Instructional Coaching
- Online Tutoring
- National Summit on Student Engagement, Learning and Behaviour
- Non-Violent Crisis Intervention
- Play is the Way: Workshop
- First Steps in Mathematics: Facilitator Training
- Developing Numeracy Through Fractions
- Maryborough Music Conference
- AUSTA National Conference
- NAPLAN: Using Your Writing Data
- Putting Faces on the Data
- First Aid Training
- CPR Training
- Anaphylaxis Intervention Training
- Teacher Learning Network
- School Business Managers Association Qld
- OneSchool Training
- Annual Cleaners Training
- Groundsman Training
- Sports Training: Cricket

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.



Average Staff Attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2015 school year.

School Income Broken Down by Funding Source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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**

	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	90%	91%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

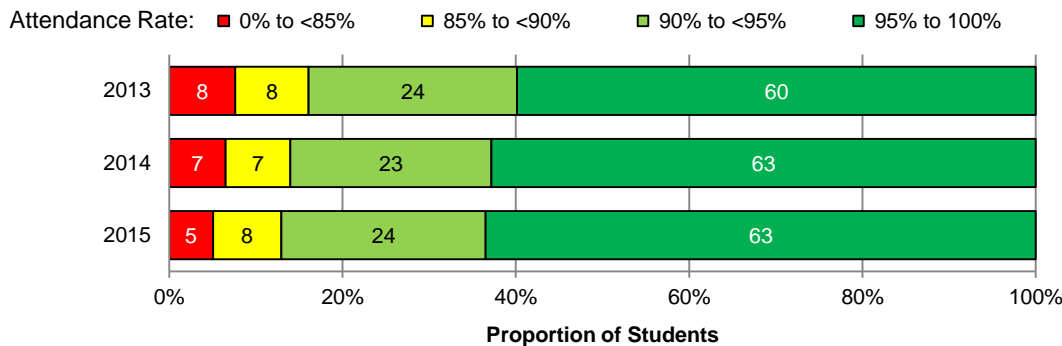
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	93%	94%	94%	95%	94%	95%	96%	94%
2014	95%	94%	95%	96%	95%	94%	95%	95%
2015	95%	95%	95%	95%	95%	94%	96%	N/Applic

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of How Non-Attendance is Managed by the School

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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. School Administration staff review these class rolls at least 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.

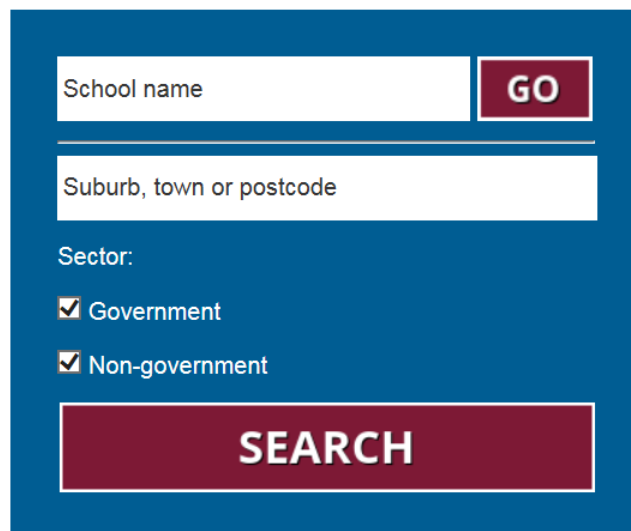
Unexplained student absence is investigated firstly by the class teacher, with referral to School Administration should an unexplained student absence not be resolved. This may involve a telephone call, email or note to the parent. Unexplained student absence for three or more school days is investigated 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}**

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

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

Find a school

The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen. You will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.