



McDowall State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Contact information

Postal address	PO Box 493. Everton Park. Q. 4053.
Phone	(07) 3872 5333
Fax	(07) 3872 5300
Email	principal@mcdowallss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"> the My School website the Queensland Government data website the Queensland Government schools directory website.
Contact person	Mr. B. Fogarty (Principal).



Anzac Day Commemoration and Remembrance Day Observance



School Captains 2018



School Overview

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;
- deliver effective professional teaching services within a supportive school learning environment; and
- facilitate achievement of personal excellence.

Our **vision** is for all students to:

- experience success;
- assume increasing levels of self-responsibility;
- achieve pre-determined learning outcomes;
- experience a supportive learning context strengthened by partnerships.

Our decision-making is guided by the following **values**:

1. Focus on the Child

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

2. Quality Curriculum

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

3. Effective Teaching Resulting in Learning

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

4. Partnerships – Staff, Students, Parents and Community

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

5. Best Outcomes for All Students

We aspire to achieve the best learning outcomes for all enrolled students. We acknowledge that parents should always seek access to 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 ongoing commitment towards:

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

SCHOOL CREED

This is our school, Let peace be here. Let the rooms be full of contentment. Let love abide here, Love of our Earth, Love of mankind and Love of life itself. Let us remember that as many hands make a house, So many hearts make a school.

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

1. Focus on the Child.	
<p>Know the child (individual, circumstance, culture & aspirations).</p> <p>Celebrate childhood.</p> <p>Understand developmental stages and implications of childhood.</p> <p>Listen and respect of child's 'voice'.</p> <p>Decision-making and learning through affirmation & consequence.</p> <ul style="list-style-type: none"> • Demonstration of respect for self. • Demonstration of respect for others. • Taking responsibility for their own actions (and choices). <ul style="list-style-type: none"> ○ Obedience. ○ Morality. ○ Self-discipline & Self-regulation. ○ Service. • Clearly stated sustained high standards of expectation. • Firm, consistent, transparent, understanding intervention. • Nurturing and safe learning environment. • Permitting other students to learn. • Nurturing emotional health and wellbeing. 	<p>The right to participate in and share in quality learning.</p> <ul style="list-style-type: none"> • Personal goal setting toward aspirations. • Knowledge & ownership of their curriculum journey. • Challenge and extension – Every lesson, every day. • Personal responsibility for learning. • Checkpoint / benchmark / data progress monitoring. • Support, guidance and targeted instruction. • Truth in reporting and meaningful feedback. • Differentiated learning pathways. • Experience of success, satisfaction and pride. • The McDowall SS Learner Characteristics. <p>A socially and educationally just experience.</p> <ul style="list-style-type: none"> • Equitable support, intervention and resource investment. • Tolerance of individual differences. • Identification and addressing of barriers to learning. • Use of adaptive technologies. • Recognition for diligence, perseverance and effort.

2. Quality Curriculum.	
<p>Australian Curriculum and associated time allocations informed.</p> <p>School Curriculum Plan.</p> <ul style="list-style-type: none"> • Clear, concise Curriculum Model. • Spiralling sequence of P-6 student learning (journey). • Visionary. • Connected, integrated, immersive learning experience. • Fostering deep learning: Blooms Revised Taxonomy. • Fostering skilled learning: Gardiners Multiple Intelligences. <p>Referenced against Australian Curriculum Assessment Standards.</p> <ul style="list-style-type: none"> • Moderated A-E Progress Report Ratings. • School Annual Checkpoints. • Triggers for learning intervention and extension. • Implementation of a School Assessment Plan. • Implementation of a School Data Plan. 	<p>Year Level Curriculum Work Units.</p> <ul style="list-style-type: none"> • Well planned in terms of expectation, sequence & timing. • Curriculum Into The Classroom (C2C) – Reference Tool. • Student immersive learning experience. • Explicit statement of concepts, skills and understandings. • Contemporary, local area referenced, engaging curriculum. • Effective time management and balance of time allocations. • Differentiated learning challenges: vertically & laterally. • Explicit expectations, standards & tracking student progress. • Year Level tracking of student achievement. • Consistency in assessment and truth in reporting / feedback. • Socially just inclusion and participation of all students. • Targeted, aligned curriculum support resources. • Year Level data analysis to ensure curriculum effectiveness.

3. Effective Teaching Resulting in Learning

Australian Professional Standards for Teachers informed.

- Graduate.
- Proficient.
- Highly Accomplished.
- Lead.

Performance Development Planning.

- Aspirational target setting.
- Evidence informed statement of outcomes.
- Research and valid data informed strategies.
- Professional standards informed indicators.

Relevant, challenging, purposeful teaching.

- Challenging all students – Every lesson, every day.
- Australian Curriculum General Capabilities.
- Vertically / laterally sequenced Work Units.
- Student goal setting toward aspirations.
- Student knowledge & ownership of their curriculum journey.
- Meaningful, truthful, timely reporting and feedback.
- Immersed learning responsive to needs of individual learners.
- Investigatory and inquiry-based learning.
- Range of teaching styles used / learning styles supported.
- Learning is enjoyable.
- Effective time management and work life balance.
- Access to professional support and assistance.

Staff Team Action Research.

- Professional educators.
- Identification of barriers / impediments to student learning.
- Aspirational target setting and visionary description.
- Evidence informed statement of outcomes.
- Research and valid data informed strategies.
- Evaluative reflection and professional learning.
- Action Learning Cycles led by Leadership Forum Rep.
- Informing the School Pedagogical Profile.
- Informing the McDowall SS Way.
- Staff mentoring, coaching and collaborative learning.

Neuroscience informed School Pedagogical Profile.

- Maximising learning retention and transference.
- Alignment of teaching strategy to how the brain learns.
- Improved responsiveness to student learning needs.
- Teaching responsiveness to
- Improving teaching effectiveness in terms of learning outcomes.
- Executive functioning skills development.

Supportive, secure, safe learning environment.

- Established rapport.
- Strong, firm classroom discipline.
- Effective partnerships and communication strategies.

4. Partnerships

Parents fulfilling the role and responsibilities of parents.

Professional staff delivering school services on behalf of parents.

Professional teachers achieving best possible student outcomes.

Students are ready to learn and achieving best possible outcomes.

Community actively enhancing the teacher / student relationship.

- Shared responsibility for the development of students.
- Shared commitment in the development of students.
- Teaching and learning partnerships benefiting students.
- Teamwork.
 - Mutual respect.
 - Mutual approachability & courtesy.
 - Mutual acknowledgement of effort.
 - Diligent engagement & collaboration.
 - Open, honest communication.
 - Mutual focus on the child.
 - Community skilling and information.
 - Information Evenings.
 - Teacher / Parent Meetings.
 - School Events & Activities.
 - Phone & Electronic Communications.
 - Opportunities for Parent Engagement.
 - Classroom assistance invitations.
 - School Council.
 - P&C Association – Various Roles.
- Pride and belonging in the school, community and nation.

Staff, Students, Parents and Community.

Student preparedness for school.

- Pre-school instruction, tutoring and preparation.
 - Base level self-responsibility – Obedience.
 - Achieving Kindy Level Academics.
 - Emotional readiness.
 - Social skills.
 - Regular engagement in normal conversation.
 - Regular shared reading and discussion.
- Punctuality at school.
 - Calm.
 - Settled.
 - Have all requisites.
 - Good healthy breakfast and a packed lunch.
 - Good night's sleep.
- Parental interest in child's day at school.
 - Reinforcement of student learning.
 - Applying learning within home context.
 - Practising / consolidating learnt skills.
 - Mutually respectful communication with teacher.

Professional Action Research partnerships.

Financial contributions to School Budget.

- Better facilities.
- Better resources and equipment.
- Better educational experiences.
- Better educational services.

Supportive, secure and safe school environment.

5. Best Outcomes For All Students

Staff, Students, Parents and Community.

Stakeholder commitment to school purpose, vision and values.

Unrelenting focus on the child and their learning progress.

Active learning (a) Student (b) Teacher (c) Parent.

- Valuing of life-long learning.
- Opportunities to challenge and extend learning.
- Opportunities to identify individual strengths.

Growth Mindset development.

- Confidence.
- Tolerance.
- Resilience.
- Persistence.
- Empathy.

Socially just access, inclusion and participation for all students.

McDowall SS Learner Attributes.

- Collaborative.
- Investigative.
- Self-directed and independent.
- Literate.
- Numerate.
- Technologically capable.
- Problem-solver.
- Inquirer.
- Critical and creative thinker.

Best possible facilities, equipment, resources and experiences.

'You Can Do It' Programme.

- Learning capability skills.

School Overview

The McDowall State School delivers excellence in quality co-educational preparatory and primary education services. The Australian Curriculum informs a quality school-based learning programme for all students. This experience is delivered by effective professional teaching, upholding our vision for all students to experience the stepping stones of personal success, while assuming both increasing levels of self-responsibility and achievement of best possible pre-determined learning outcomes within a supportive learning context strengthened by partnerships. We believe that we can only achieve the best outcomes for all students when parents, students and staff commit to our stated values. The McDowall State School seeks to equip students with both knowledge and skills that enable them to be active participants in a social, economic and cultural society. This is done by (a) Putting students first, (b) Supporting each other, (c) Actively promoting the principles of equality achieved through equity, respect and self-responsibility; and (d) Maintaining a strong focus on quality, research and achievement. A tradition of high standards in student achievement continues in our academic, sporting, performing arts, cultural and behavioural studies. Parents and community work in close partnership with staff to facilitate achievement of personal excellence.



Kiss & Ride Facility Upgrade 2018.
New Play Equipment for P-1 & 2-3 in 2018.



School Progress Towards Its Goals in 2018

SCHOOL ENROLMENT

McDowall State School enrolment trends are indicating a gradual increase over time. Enrolment Management restricts new out-of-catchment enrolments according to vacancies that may occur across P-6. New out-of-catchment area enrolments are usually considered at the start of each new school year. A Waiting List applies for all new enrolments during the school year. Enrolment analysis highlights an increase in number of new in-catchment enrolments due to (a) families purchasing within the McDowall SS enrolment catchment area (b) maturing mean age of population resulting in higher rental property availability (c) Defence Services family turn-over within estates; and (d) local area acreage sub-division. Proportionally, 42% of student enrolment is represented across P-2 and 58% 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 1,122 (Percentile 91) where 1,000 is the National Mean Score. Thirty-eight languages, other than English are spoken in the homes of McDowall State School students (20% of total student enrolment) with 12% of enrolment receiving EALD support. Aboriginal and Torres Strait Islander students make up 1% of total student enrolment. Students with a disability (Formal Verified Educational Adjustment) make up 2% of total student enrolment. 30% 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).



Nicol Jackson Art Awards 2018

YEAR 3 NAPLAN

McDowall State School Year 3 students numbered 145 students in 2018. McDowall SS overall Year 3 Test student achievement remains significantly higher than that of the State, State Schools and National Mean Scores in all areas. Eg. Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. The lowest Year 3 variance score was 97.8% (representing only three students not meeting the National Mean Score in Spelling and Writing).

McDowall State School student distribution when compared against that of the State, State Schools and National Mean Score 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 and Punctuation and Numeracy. (Highest result being 72.5% in Reading)

All McDowall State School Aboriginal or Torres Strait Islander students exceeded the National Mean Score. 100% of these students performed within the top 20% range in Grammar / Punctuation. Two of three students performed within the top 20% range in all areas. Eg. Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

YEAR 5 NAPLAN

McDowall State School Year 5 students numbered 140 students in 2018. McDowall SS overall Year 5 Test student achievement remains significantly higher than that of the State, State Schools and National Mean Scores in all areas. Eg. Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. 100% of Year 5 students exceeded National Minimum Standards in all areas except in Writing at 96.3% (representing only five students not meeting the National Mean Score).

McDowall State School student distribution when compared against both a State, State Schools 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. (Highest result being 60% in Reading)

No McDowall State School Aboriginal or Torres Strait Islander Year 5 student sat for NAPLAN Testing in 2018.

SCHOOL LIBRARY

The purpose of the School Library is to deliver educational services within the school community to achieve best possible learning outcomes for all enrolled students. The purpose of the Curriculum Centre is to house teacher resources, reference and curriculum materials while also being a venue for professional teaching teams to plan, work and review school programmes and initiatives designed to achieve best possible learning outcomes. The School Library is staffed by one teacher librarian and one teachers-aide. During the school day, the School Library is well used by class teachers for class borrowing sessions.

School Library Collection 2018

Fiction: 4,589 items.
Junior Fiction: 2,171 items

Non-Fiction: 3,497 items
Junior Non-Fiction: 573 items

Curriculum Centre Collection 2018

Teacher Reference: 9,514 items
Science Resources: 121 items
Mathematics Resources: 850 items
Reading Resources: 3,791 items

Audio Visual Resources: 467 items
Art Resources: 81 items
Curriculum Resources: 200 items

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.



School Library
Evening Book Fair.



The Teacher Librarian collaborates with class teachers to ensure that the Australian Curriculum is implemented resulting in heightened student learning outcomes.

- Library programmes incorporate requirements across the curriculum.
- Differentiated student tasks assist learning for all students.
- Continual introduction, development and revision of transferrable skills such as organising data, note taking, ICT and design are incorporated within lessons.
- Introduction to iPad technology as appropriate. Eg. Apps for multi-modal tasks.
- Introduction and development of coding skills.

Student achievement tracking is implemented through (a) Literacy Pro (b) Student Lexile scoring.

Student information skills were developed and refined through focused teaching by the teacher librarian across 40 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. Book Week celebrations included an author visit by Rebecca Johnson, Bedtime Book Fair and Fancy Dress Day. 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. An Extreme Year 6 Reading Photography Competition where students used iPads and green screen technology to photograph themselves reading in an 'extreme' situation (eg. In space, under the ocean, etc) was implemented.

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. Work Units were rewritten to accommodate HASS and the Digital Technologies curriculum. Student tasks were differentiated to maximise student learning and achievement. 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. QAR reading comprehension strategies were used. Students engaged in coding skills and use of appropriate apps for multimodal tasks.

During 2018, the School Library:

- Implemented Literacy Pro for Years 4 & 5.
- Hosted Book Fairs.
- Hosted visit by author Rebecca Johnson to coincide with the Poetry Competition and Book Week.
- Implemented the National Simultaneous Reading Time.
- Co-ordinated the Premier's Reading Challenge.
- Complemented the endeavours of parent teams to provide regular Book Clubs.
- Celebrated Book Week.
- Conducted the annual Merrille O'Neill Poetry Competition.
- Initiated the Year 5 Readers Cup Competition.
- Held Poem in your Pocket Day.
- Facilitated Library Monitor activities (30 students) 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.

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 2018, the teacher-aide assisted with collection management, student and teacher borrowing and returns, ICT management, Scholastic Literacy Pro, extra curricular activities and in providing iPad use / apps training for teachers and teacher aides. The teacher-aide attended first aid, regular PD sessions scheduled after school as organised by the Business Manager.

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:

- Performance Development.
- First aid.
- One Note.
- Ed Studio.
- Leading the Learning initiative.
- School-based PD.
- STEM – Coding and Robotics.
- Scholastic – Literacy Pro.
- INFINITI software.



National Day Against Bullying – Buddy Bear Posters



Mathematics Competition – First Place 2018.

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 also accessed this facility during recess periods. Staff training programmes were held before and after school, during Pupil-Free Days and Flexible Professional Development afternoons.

JAPANESE LANGUAGE STUDIES

In 2018, a full-time Japanese Teacher implemented a Japanese Language Programme, aligned with the Australian Curriculum, for teaching across Years 2-6. This programme included (a) Language (b) Basic writing systems (c) Basic vocabulary and grammar; and (d) Japanese culture. Lessons were generally quick paced and required some physical activity on the part of students. Technology was often used to engage students in completing language activities. Years 5-6 often used iPads and apps to learn hiragana.

This resulted in 96% of students receiving above a C or above rating, with 70% 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.

- School Cultural Captains addressed visiting High School students from Japan in Japanese.
- Years 5-6 students participated in a 'Buddy Programme' with visiting High School students from Japan.
- A couple of Year 5 students were able to read ALL basic hiragana; well above Year Level expectations.
- A couple of Year 6 students were able to read ALL basic hiragana; well above Year Level expectations.
- Many Year 6 students participated in a Pen Pal programme with a Japanese school.



Japanese High School Student Annual Visit to McDowall SS.

Extra-curricula programmes, events and activities included:

- Kudan High School (Japanese) students visiting McDowall SS.
- Urawa High School (Japanese) students visiting McDowall SS.
- Japanese animation DVDs being played during recess periods.
- Class hiragana competition.
- Student engaged within Japanese activities / games made available within the Japanese classroom during recess periods.
- 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 works collaboratively with 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:

- Performance Development.
- Leading the Learning initiative.
- Language Educators Seminar.
- Japanese Foundation (Sydney) Japanese Proficiency Seminar.

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. The Developmental Music Programme aligns with the Australian Curriculum. 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.

The Developmental Music Programme fully extends from Preparatory Year to Year 6. The Early Years focus was on rhythm, pitch, dynamics, expression, form, structure, time and texture – being taught through movement and purposeful play. Recorder playing was introduced from Year 4 for students not engaged within the Instrumental Music Immersion Programme. The Instrumental Music Immersion Programme applies from Years 3-6. Beginner Blitz Concerts for beginning instrumental music students were held throughout the year. 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: 94 students.

Junior Choir (Years 3-4): 29 students. (3 boys & 26 girls)

Senior Choir (Years 5-6): 21 students. (1 boy & 20 girls)

Honours Choir (Years 5-6): 44 students. (10 boys & 34 girls)

Tiny Tenors (Years 5-6): 10 boys.



Senior Choir Performing.



Student Busking Competition.

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 (including one recess weekly) and performances, unless exceptional circumstances apply.

Special Achievements:

Number of Performing Arts Celebration Concerts held: 2.

Junior Choir regularly sang on School Assembly.

Senior Choir regularly sang on School Assembly.

... sang at SingFest.

Honours Choir regularly sang on School Assembly.

... sang at SingFest.

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

... performed at Creative Generation Voices – Gold Award.

... attended the Regional Honours Choral Camp (4 students).

Many McDowall SS students participate within External Music Examinations and often perform for their class leading up to their examinations. Students are members of choral and musical theatre groups including: Australian Girls Choir, Birralees Voices and Conroy Dance School.

The Developmental Music Teacher attended the following training workshops:

- EQ Resource Centre Seminars and Workshops.
- Performance Development.
- Leading the Learning initiative.
- Qld KMEIA Workshops.

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 continued and expanded in 2018. 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. A balanced String ensemble group was established within each Year Level (1 x double bass, 6 x cellos, 6 x violas and 15 x violins). The programme was devised to provide better learning outcomes both within academic studies and music.



Celebration Concert 2018.



Chamber Music Concert 2018.

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:

- Number of Performing Arts Celebration Concerts held: 2.
- Number of Performing Arts Chamber Music Concerts held: 1
- Chamber Strings played at School Celebration of Childhood Open Morning.
- Performances on School Assembly.
- School Busking competition.
- Battle of the Bands performances.
- Beginner Blitz Concerts.
- McDowall SS On Tour.
- Recruitment Concerts held in Term 3.
- Battle of the Bands.
- Presto Strings and Adagio Strings competed in Fanfare Competition.
- Cantabile Strings competed in Fanfare Competition.
- Presto Strings competed in the Metropolitan Regional Finals of Fanfare Competition.
- String ensemble and dance performance.
- Chamber Strings played for Grandparents Morning Tea.
- Year 6 Presentations Assembly.

Number of students involved within the Instrumental Music Strings Tutorial Programme: 116 students.

Year 3: 30 students.

Year 4: 29 students.

Year 5: 29 students.

Year 6: 28 students.

Number of students involved within the Instrumental Music Strings Ensemble Programme: 93 students.
Adagio Strings: 33 students.
Cantabile Strings: 22 students.
Presto Strings: 31 students.
Chamber Strings: 7 students.

Number of students participating in the Instrumental Music Strings Camps: 76 students.
Beginners: 34 students.
Intermediate: 27 students.
Honours: 15 students.



Fanfare Competition 2018.



Honours Music Workshop 2018.

Special Achievements:

Presto Strings and Adagio Strings awarded Gold at Fanfare Competition.

Cantabile Strings awarded Silver at Fanfare Competition.

Presto Strings achieved Metropolitan Regional Finals of Fanfare Competition.

Presto Strings awarded Gold at Brisbane Music Fest Competition.

Many McDowall State School students completed A.M.E.B. music examinations on their instrument.

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

- Performance development.
- Music Resource Centre Seminars.
- AUSTA Reading Day.
- Triads.
- Master Classes on Violin and Cello Teaching.
- First Aid.
- Code of Conduct.
- Student Protection.

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 expanded in 2018. This provided students an opportunity to extend their music learning through the incorporation of instrument practical skills (differentiated support) 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.

Instrumental Music classes, where possible were balanced ensemble classes allowing exploration of good ensemble practices and balance. Lessons aligned with the Instrumental Music curriculum. Ensemble pieces were chosen to complement curriculum content. A variety of ensemble music was selected that included traditional band repertoire, arrangements of music from eras ranging from folk, through to modern music and music that extended student technical abilities. A selection of music was chosen to perform in public while some repertoire was used purely for study purposes. Year 6 students explored and performed Chamber Music which gave them the opportunity to experience a more intimate ensemble group and more challenging performance experience.

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.



Celebration Concert 2018

Instrumental Music teacher worked in collaboration with class teachers to support assembly performances and to choose repertoire that best complemented classroom curriculum. Eg. Year 3 music rhythms correlating to fractions. Year 4 music reflecting Australian history.

Extra-curricula programmes and activities have included:

- 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.
- Performances at Year 6 Presentations.
- School Anzac Day Observance.
- Rode Band, Keona Band and Metro Band competed at Fanfare Competition.
- Rode Band competed at Music Fest Competition.
- Recruitment Concerts held in Term 3.
- School Busking competition.
- Beginner Blitz Concerts.
- Band and dance performance.
- McDowall SS On Tour.
- Battle of the Bands performances.
- Anzac Day Observance.

Number of students involved within the Instrumental Music Wind, Brass & Percussion Tutorial Programme: 227 students.

Year 3: 58 students.
 Year 4: 57 students.
 Year 5: 56 students.
 Year 6: 56 students.

Number of students involved within the Instrumental Music Wind, Brass & Percussion Ensemble Programme: 227 students.

Rode Band: 48 students.
Keona Band: 53 students.
Metro Band: 67 students.
Year 3 Class Ensembles: 59 students.

Number of students participating in the Instrumental Music Wind, Brass & Percussion Camps: 123 students.
Beginners: 58 students.
Intermediate: 47 students.
Honours: 18 students.

Special Achievements:

Rode Band, Keona Band and Metro Band awarded Silver at Fanfare Competition.

Rode Band awarded Gold at Brisbane Music Fest Competition.

Many students accepted into High School Music Extension Programmes. Eg. Music ability.

Many McDowall State School students completed A.M.E.B. music examinations on their instrument.

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

- Performance Development.
- Triads.
- ABODA Music Reading Day.
- Instrumental Music Moderation Sessions.
- Membership of the Queensland Wind and Brass – 2.5hrs weekly.
- First Aid.
- Code of Conduct.
- Student Protection.

PHYSICAL EDUCATION & SPORT

The Physical Education Programme provides weekly lessons for all McDowall State School classes. The programme aligns with the Australian Curriculum. 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, while demonstrating high standards of sportsmanship. The Federal Sporting Schools Programme is implemented. A Years 1-2 Swimming Programme is implemented during Term 4. An Inter-House Years 4-6 Swimming Carnival is held in Term 1. A Year 6 Life Saving Programme is held in Term 4.



Inter-House Athletics Carnival 2018. "Banksia House".

Preparatory Year: Perceptual motor programme, large ball skills, small ball skills, P.M.P. and co-operative games.
Years 1-2: Perceptual motor programme, large ball skills, small ball skills, P.M.P. and swimming programme.
Years 3-4: Badminton, AFL skills, athletics skills and fitness, tennis and touch football skills, cricket and newcombe.
Years 5-6: Badminton, AFL skills, athletics skills and fitness, tennis and touch football skills, cricket and newcombe.

McDowall State School won (a) Overall Points Trophy (b) 'A' Division Trophy for the North District Athletics Carnival in 2018.

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 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, Baseball, Austag, Tennis, Touch Football and Badminton.
- Sporting Schools Grant delivered lessons in Tennis, Lawn Bowls, Rugby League, Soccer, Cricket, Volleyball and Table Tennis. Introduced gymnastics and multi-sports.
- Week-end tournament in Tennis for Year 4.
- Implemented Fitness Awards P-6.
- Inter-House Ball Games Carnival.



Smart Moves (a) P-6 student fitness (b) Class programme physical education skills; was supported with each Year level being issued with a bin of sports equipment and an activity guide. Weekly PE Lesson Overviews are provided to class teachers. Student Fitness Awards are issued during the school year.

Number of students involved in Winter North District Gala Day Sports in Term 2: 420 students.

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

McDowall State School Year 6 Soccer (boys) were North District Champions.

30 students participated within a school-based programme involving: *Tennis, Cricket and Soccer.*

Number of students involved in Summer North District Friday Afternoon Sport (4 weeks) in Term 4: 430 students.

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

McDowall State School Year 6 Touch (boys) were North District Champions.

30 students not selected for an Inter-School Sporting Team were involved within an 'at school' sporting programme involving: *Lawn Bowls, Volleyball and Basketball.*

Special Achievements:

North District Cross Country Team - McDowall State School placed 1st overall.

North District Athletics Carnival Champion - McDowall State School (a) Overall Points (b) 'A' Division.

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

Metropolitan North Tennis Tournament - McDowall SS Year 4 Tennis Team won the tournament.

State Tennis Tournament – McDowall SS Year 4 Tennis Team placed 5th.

SE Qld Football Championships Year 6 (boys) awarded North District Champions – progressed to Regional Finals.

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

Cross Country = 36 students.

Athletics = 46 students.

Swimming = 16 students.

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

Cross Country = 7 students.

Athletics = 14 students.

Swimming = 8 students.

Team Sports = 20 students.

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

Athletics = 3 students.

Cross Country = 3 students.

Swimming = 1 student.

Team Sports = 6 students.

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

Qualified = 1 student.



Inter-House Cross Country 2018.

One of the Staff Relay Teams 2018.

The Physical Education Teacher attended the following training workshops:

- How the Brain Learns (Text) by Dr David Sousa.
- Performance Development.
- Leading the Learning initiative.
- First Aid.
- CPR.
- Anaphylaxis Training.
- Code of Conduct.
- Student Protection.

HUMAN MOVEMENT (DANCE) PROGRAMME

Current inter-national research (neuroscience, executive function skills) highlights a strong emerging link between formally taught music education, human movement and potential student academic achievement. School-based action research and professional readings indicate that human movement stimulates human brain activity making learning more efficient. From 2017, McDowall State School trialled the implementation of a Human Movement (Dance) Programme P-4 aligned with the Australian Curriculum (The Arts and Physical Education). From 2018, this programme has been extended across P-6.

P-6 students receive a weekly Human Movement (Dance) lesson. Students engage in choreography, performance and appreciation of / response to dance and dance making. Using these elements, students performed their routines and sequences to demonstrate movement skills and represent ideas.



Year 4 Hip Hop Practice.



Senior Dance Choreography.

Extra-curricula programmes and activities have included:

- Year 5 Dance Troupe performances.
- Year 6 Dance Troupe performances.
- Performances on School Assembly.
- Year 6 Dance Troupe competed at the Brisbane Eisteddfod.
- Dance Troupes performed at Brisbane State Primary Schools' Dance Showcase – Ithaca Creek SS.
- Combined troupe performances with Instrumental Music, Choral item during Performing Arts Concert.



The Human Movement (Dance) Teacher attended the following training workshops:

- Performance Development and Leading the Learning initiative.
- Brisbane Music Teachers Professional Development Day.
- Dance Educators Network.
- First Aid.
- Code of Conduct.
- Student Protection.

CHILD NEEDS TEAM

The purpose of the Child Needs Team is to assist all students to access the Australian Curriculum by providing the necessary adjustments or challenging extension. Child Needs Team Programmes within McDowall State School were expanded with priority service delivery being classroom-based allowing for a steady 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 and special education services remained steady as a proportion of student enrolment. The demand for speech pathology service resulted in only the more severe cases being able to be referred. A student extension service continued in 2018. English as a second language support was also provided. All support services were fully deployed and utilized.

CHILD NEEDS – 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. Students were assisted to access the Australian Curriculum through establishment of necessary adjustments or extension. All students are expected to be challenged and extended, in every lesson, every day.

- Child Needs Support Programmes included a variety of organised structures to assist student learning:
 - Collaborative approach to assist students and teachers, including co-operative team planning, teaching and assessment.
 - Flexible grouping to ensure that all students are being extended in their learning.
 - Implementing Intervention Programmes.
 - Individual and small group Intervention Programmes.
 - Liaison with teachers, parents and other support personnel.



Problem Solving Challenge 2018.

- 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.
 - Supporting teachers in identifying effective ways to differentiate their teaching to meet individual child needs.
 - Modelling effective teaching strategies.
 - Modifying assessments to better inform identification of learning barriers and associated issues.
 - Documenting 'Records of Support' within Support Provisions within One School.
 - Documenting 'Differentiation' within Differentiation Plans for identified students within One School.

Child Needs Teachers continue to maintain a Child Needs Database which is overseen and used to inform decision-making by the Child Needs Committee.

Identified Key Child Learning Needs requiring intervention and support were:

	No of Students	Child Need/s
P-1	84	<ul style="list-style-type: none"> • Phonemic Awareness and Phonic Knowledge • Reading and Comprehension • Writing • Vocabulary • Fine motor control • Mathematical concepts • Learning Behaviour • Social Emotional Resilience
Years 2-3	76	<ul style="list-style-type: none"> • Phonemic Awareness and Phonic Knowledge • Reading and Comprehension • Writing • Vocabulary • Fine motor control • Mathematical concepts • Learning Behaviour • Social Emotional Resilience
Years 4-6	88	<ul style="list-style-type: none"> • Phonemic Awareness and Phonic Knowledge • Reading Comprehension • Writing • Vocabulary • Mathematical Concepts • Learning Behaviour • Social Emotional Resilience

Measured difference that the Child Needs Team made through their child support and intervention programmes were:

Preparatory Year =	PM Reading: 99% of students identified for support achieved Level 1 or more.
Year 1 =	PAT Maths: 100% of students identified for support achieved within or above the average range. PAT Reading Comprehension: 93% of student identified for support achieved within or above the average range.
Year 2 =	PAT Maths: 100% of students identified for support achieved within or above average range. PAT Reading Comprehension: 81% of students identified for support achieved within or above the average range.
Year 3 =	PAT Maths: 80% of students identified for support achieved within or above the average range. PAT Reading Comprehension: 84% of student identified for support achieved within or above the average range.
Year 4 =	PAT Maths: 78% of students identified for support achieved within or above the average range. PAT Reading Comprehension: 87% of students identified for support achieved within or above the average range.
Year 5 =	PAT Maths: 92% of students identified for support achieved within or above the average range. PAT Reading Comprehension: 88% of students identified for support achieved within or above the average range.
Year 6 =	PAT Maths: 84% of students identified for support achieved within or above the average range. PAT Reading Comprehension: 78% of students identified for support achieved within or above the average range.

Key initiatives, programmes and events designed to ***challenge and extend*** the learning of all students were:

- Years 2-4 Mathematics Extension Programme.
- Years 2-5 Reading Extension Programme.
- Year 4 Mathematics Challenge.
 - 32 students involved in a school-based challenge day.
- Year 5 Mathemagicians (Pre-NAPLAN Problem-solving Extension).
 - 42 students engaged as either tutors or Mathemagicians.
 - 71% of participants achieved in the Upper 2 Bands of NAPLAN.
 - All Year 5 students gained access to the Problem-solving Programme.
 - 49% students achieved within the Upper 2 Bands of NAPLAN.

- Year 6 Mathematics Olympiad.
 - 35 students participated in preparation, review and Olympiad assessments.
 - 1 student resulted in the Top 2% (nationally).
 - 2 students resulted in the Top 10% (nationally).
 - 5 students resulted in Top 20% (nationally).
 - 19 of 35 students resulted in Top 50% (nationally).
- Wavell Problem-solving Day.
 - 16 Year 5-6 students engaged in preparation activities and participated in the Challenge Day.
 - Year 5 Team achieved 1st place overall.
 - Year 6 Team achieved 1st place overall.
- District Mathematics Tournament.
 - 20 Year 5-6 students engaged in preparation activities and participated within the tournament.
 - Year 6 Team achieved 1st place overall.
- Middle School Literacy Olympics.
 - 16 Year 5-6 students engaged in preparation activities and participated in the challenge.

Child Needs Teachers provided training to class teachers by:

- Case meetings to discuss individual student needs and ways to differentiate and scaffold the learning of students experiencing learning difficulty and high achievement.
- Co-planning with class teachers to draft programmes, identify students requiring intervention and drafting plans.
- Co-planning and teaching as a means of building teacher capability.
- Participation within Year Level and Sector meetings.
- Participation within Moderation sessions.
- 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.
- Sharing research and practices adopted by the team to improve comprehension and student achievement within the Australian Curriculum.



Problem-Solving Challenge 2018.



Film Presentation: What Will The Future Be Like?

The Child Needs – Student Support Teachers attended the following training workshops:

- Inclusive Schooling Practices Café.
- Text: How the Brain Learns by Dr David Sousa.
- Seven Steps to Writing.
- Supporting Self-Regulation and Emotional Control.
- Completing Verification and EAP ASD.
- Writing is Taught, Not Caught.
- Developing Effective Individual Behaviour Plans.
- Teaching the Sentence Grammar of English.
- Highly Accomplished and Lead Teacher Introductory Session.
- Specific Learning Disorders in Reading.
- Managing Sensory Processing with Anxiety in the Classroom.
- NAPLAN – Educational Adjustments.
- Autistic Spectrum Disorder.
- Understanding and Supporting Behaviour.
- Leading the Learning initiative.
- Performance Development.
- First Aid.
- CPR.
- Anaphylaxis, Epilepsy and Asthma Training.
- Code of Conduct.
- Student Protection.

Parent engagement and involvement within student learning was encouraged by:

- Tartan TAPS Workshops: Support Programmes and Modified Home Programmes.
- Team meetings with teachers and parents:
 - Discuss implementation of support programmes.
 - Provide strategies for parents to work proactively with their child at home.
 - Discuss Individual Curriculum Plans prior to endorsement.
 - On-going consultation and feedback.
- Case Meetings and Follow-Up.



Qld Police Service 'Kops in Kilts' 2018.

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 across P-6 so that they may access the Australian Curriculum provided with appropriate curriculum adjustments and social / emotional support. Curriculum programme adjustments were made, where necessary, in addressing / removing barriers to learning, for students experiencing a disability. 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).

Identified Verified Low Incidence Disabilities requiring Child Needs – Special Education support:

- Intellectual
- Autistic Spectrum Disorder
- Speech Language Impairment
- Hearing Impairment
- Physical Impairment

Identified Key Child Special Learning Needs requiring intervention and support were:

	No of Students	Child Need/s
P-1	3	<ul style="list-style-type: none"> • Supported engagement in the curriculum. • Meeting the behavioural expectations of the formal learning environment. • Developing independence skills. • Use of specialised equipment. Eg. Front Row.
Years 2-3	5	<ul style="list-style-type: none"> • Engagement in the curriculum at Year Level. • Self-management in the formal learning environment. • Adapting to the more formal classroom routines and expectations.
Years 4-6	12	<ul style="list-style-type: none"> • Confidence in their ability as learners. • Mentoring staff in understanding the needs of students as learners. • Developing independence.

Child Needs - Special Education Teachers have:

- Supported classroom teachers to differentiate curriculum and instruction within Work Units.
- Supported classroom teachers to differentiate and adjust assessment criteria and associated strategies.
- Implemented programmes to target and better respond to specific areas of student capability.
- Identified students working below their Year Level standard.
- Assisted class teachers draft Individual Curriculum Planning using Achievement Standards of the Australian Curriculum to align with student learning need.
- Liaised with Education Queensland specialist personnel to embed disability specific adjustments within the Support Programme.
- Developed differentiated materials / resources for use within class programmes.
- Presented training programmes for class teachers and teacher-aides.
- Reviewed and interpreted assessments. Eg. Occupational therapy, Physio therapy, Guidance Reports, etc.
- Implemented a Transition Programme to Secondary School.
- Provided excursion support.
- Provided sports support.
- Provided Years 1-2 swimming support.
- Provided playground support.

Student achievement/s:

No of Students Verified	No of Students Working at Year Level	No of Students Working Below Year Level
21	18	3

Of the 18 students working at Year Level, 88% of these students were awarded a C or above in English and Mathematics for the academic year.

Child Needs – Special Education Teachers provided training to class teachers by:

- Planning with Year Level teachers, ensuring that class teachers were able to effectively plan for differentiation within Work Units.
- Meeting with class teachers to discuss, develop and implement ICPs for students. Appropriate Curriculum Achievement Standards were used.
- Consulting with key Education Queensland personnel such as Speech Language Pathologist, OT and Physio-therapist to ensure that the physical and sensory environment within the classroom was conducive to student learning.
- Engaging Education Queensland personnel to advise and guide teaching practice, including the use of specialised equipment.
- Head of Special Education Services delivering seminars in Autism, Dyslexia and Understanding Behaviour ... part of the More Support for Students with a Disability Programme.
- Preparing kits, resource packages and teaching aids.
- Training teacher-aides to better support differentiated plans.
- Tracking student achievement and providing feedback and guidance to the teacher.
- Maintaining regular contact with parents.
- Attending Parent / Teacher Interviews.
- Providing professional texts and resources.
- Providing teaching aids.
- Attendance at case Conferences. Eg. Guidance Officer, Speech pathology, Paediatricians, etc.



Years 5 & 6 Speaking Challenge 2018.

The Child Needs – Special Education Teachers attended the following training workshops:

- Leading the Learning initiative.
- Inclusive Schooling Practices Café.
- Text: How the Brain Learns by Dr David Sousa.
- Seven Steps to Writing.
- Supporting Self-Regulation and Emotional Control.
- Completing Verification and EAP ASD.
- Writing is Taught, Not Caught.
- Developing Effective Individual Behaviour Support Plans.
- Teaching the Sentence Grammar of English.
- Specific Learning Disorders in Reading.
- Managing Sensory Processing with Anxiety in the Classroom.
- NAPLAN – Online: Educational Adjustments.
- Autistic Spectrum Disorder.
- Understanding and Supporting Behaviour.
- Anaphylaxis training.
- Asthma Management.
- Performance Development.

- First Aid.
- CPR.
- Code of Conduct.
- Student Protection.

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

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. Students who have migrated to Australia are provided support in settling into a different academic / cultural context.

Identified Key Child EALD Learning Needs requiring intervention and support were:

	No of Students	Child Need/s
P-1	11	<ul style="list-style-type: none"> • Oral language. • Cultural barriers in understanding local social conventions.
Years 2-3	11	<ul style="list-style-type: none"> • Vocabulary acquisition. • Understanding English language conventions. • Cultural barriers in understanding local social conventions.
Years 4-6	2	<ul style="list-style-type: none"> • Understanding English language conventions. • Understanding cultural references and figurative language. • Cultural barriers in understanding local social conventions.

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

- 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.
- Frequently meeting with class teachers to advise on ways to assist EAL/D students and to collaboratively support parents.
- Support vocabulary acquisition for students new to Standard Australian English.
- Support access to the Australian Curriculum.
- Scaffold language conventions crucial and unique to Standard Australian English language structure.
- Scaffold cultural references and figurative language as they are presented within curriculum.
- Develop and implement programmes for EALD students.
 - Direct instruction.
 - Small group support and instruction.
 - Support programmes: Support-a-Talker, Where's English? CLIP Syntax, Alien Talk.
 - Differentiated homework for some students – spelling, vocabulary, syntax and grammar; and listening.
 - Overseeing the deployment of EAL/D teacher-aide time.
- Assist teachers in delivering differentiated programmes for students from non-English speaking backgrounds.
- Band scaling on One School 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.
- Use of translation apps in order to facilitate daily communication.
- Parent / teacher interviews supported by an interpreter (as required).
- Providing parents with information on ways they can assist their child at home.

The Child Needs – EAL/D Teacher worked in collaboration and partnership with the class teacher to ensure that all students are challenged and extended within their formal learning, every lesson, every day.

- Support vocabulary acquisition for students new to Standard Australian English – Tier 1 vocabulary (basic, familiar and everyday words) along with syntax programmes to scaffold listening, speaking, reading and writing.
- Support access to the Australian Curriculum by scaffolding vocabulary – Tier 2 vocabulary (high utility, more sophisticated words) to support access to literary and factual texts and Tier 3 vocabulary (words that apply more specifically to different subject domains).
- Scaffold language conventions (tense markers, contractions, prepositions of time, place and movement, etc) crucial and unique to Standard Australian English language structure.
- Scaffold cultural references and figurative language as presented in school texts.

Student achievement/s:

P-1	<ul style="list-style-type: none"> • 88% of students achieved at or above Year Level standard (Semester 1, 2018 A-E Data). • 92% of students achieved at or above Year Level standard (Semester 2, 2018 A-E Data). • 4% improvement within 12 months.
Years 2-3	<ul style="list-style-type: none"> • 86% of students achieved at or above Year Level standard (Semester 1, 2018 A-E Data). • 91% of students achieved at or above Year Level standard (Semester 2, 2018 A-E Data). • 5% improvement within 12 months.
Years 4-6	<ul style="list-style-type: none"> • 99% of students achieved at or above Year Level standard (Semester 1, 2018 A-E Data). • 99% of students achieved at or above Year Level standard (Semester 2, 2018 A-E Data). • Stable% improvement within 12 months.

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 differentiation in 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.
- Meeting with class teachers early in the school year and as required.
- Co-ordinating specialist staff and teacher aides 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:

- Seven Steps to Writing Success.
- Writing is Taught, Not Caught.
- Leading the Learning initiative.
- Performance Development.
- First Aid.
- CPR.
- Anaphylaxis Training.
- Code of Conduct.
- Student Protection.

INVESTING FOR SUCCESS 2018

The full 2019 agreement and 2018 results may be found at: www.mcdowallss.eq.edu.au The “Investing For Success” 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 implemented across P-6. The You Can Do It (Learning Capabilities) Programme is implemented across P-6. A Student Leadership and Citizenship Framework has also been issued to all families. This is complemented by a School Environmental & Leadership Programme implemented across P-6. Student formal suspension is an intervention tool that applies when a student’s conduct is unacceptable within the McDowall State School context. Nil short-term student suspensions were imposed during 2018.

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 2018, \$36,761.00 was expended on Staff Professional Development & Training or 30% of General Grant funding.



Inter-House Ball Games Carnival 2018.
Year 6 Table Tennis Tournament 2018.

Future Outlook

Targets

- **90%** of students achieve a C or above rating in **English**.
- **75%** of students achieve an A-B rating in **English**.
- **90%** of students achieve a C or above rating in **Mathematics**.
- **75%** of students achieve an A-B rating in **Mathematics**.
- **95%** of students achieve a C or above rating in **Science**.
- **75%** of students achieve an A-B rating in **Science**.
- **98%** of students achieve a C or above rating in **Effort**.
- **90%** of students achieve an A-B rating in **Effort**.

- **60%** of Preparatory Year students read above NMS in **PM Readers**.
- **40%** of Preparatory Year students read at an U2B standard in **PM Readers**.
- **92%** of Years 1-6 students – PAT **Reading Comprehension** above NMS.
- **42%** of Years 1-6 students – PAT **Reading Comprehension** at an U2B standard.
- **92%** of Years 3-6 students – PAT **Reading Vocabulary** above NMS.
- **65%** of Years 3-6 students – PAT **Reading Vocabulary** at an U2B standard.
- **35%** of P-2 students – SA **Spelling** above age level.
- **95%** of Years 3-6 students – SA **Spelling** above age level.
- **30%** of P-2 students – **Writing** Assessment Tool above age level.
- **40%** of Years 3-6 students – **Writing** Assessment Tool above age level.
- **90%** of Year 1-6 students – PAT **Maths** above NMS.
- **50%** of Years 1-6 students – PAT **Maths** at an U2B standard.
- **100%** of Year 3 students are at/above NMS NAPLAN in **Reading** or have an evidence based plan.
- **100%** of Year 3 indigenous students are at/above NMS NAPLAN in **Reading** or have an evidence based plan.
- **100%** of Year 3 male students are at/above NMS NAPLAN in **Reading** or have an evidence based plan.
- **100%** of Year 3 female students are at/above NMS NAPLAN in **Reading** or have an evidence based plan.
- **70%** of Year 3 students are in the U2B NAPLAN for **Reading**.
- **70%** of Year 3 indigenous students are in the U2B NAPLAN for **Reading**.
- **70%** of Year 3 male students are in the U2B NAPLAN for **Reading**.
- **70%** of Year 3 female 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.
- **100%** of Year 5 indigenous students are at/above NMS NAPLAN in **Reading** or have an evidence based plan.
- **100%** of Year 5 male students are at/above NMS NAPLAN in **Reading** or have an evidence based plan.
- **100%** of Year 5 female 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**.
- **65%** of Year 5 indigenous students are in the U2B NAPLAN for **Reading**.
- **65%** of Year 5 male students are in the U2B NAPLAN for **Reading**.
- **65%** of Year 5 female 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.
- **100%** of Year 3 indigenous students are at/above NMS NAPLAN in **Writing** or have an evidence based plan.
- **100%** of Year 3 male students are at/above NMS NAPLAN in **Writing** or have an evidence based plan.
- **100%** of Year 3 female 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**.
- **75%** of Year 3 indigenous students are in the U2B NAPLAN for **Writing**.
- **75%** of Year 3 male students are in the U2B NAPLAN for **Writing**.
- **75%** of Year 3 female 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.
- **100%** of Year 5 indigenous students are at/above NMS NAPLAN in **Writing** or have an evidence based plan.
- **100%** of Year 5 male students are at/above NMS NAPLAN in **Writing** or have an evidence based plan.
- **100%** of Year 5 female 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**.
- **75%** of Year 5 indigenous students are in the U2B NAPLAN for **Writing**.
- **75%** of Year 5 male students are in the U2B NAPLAN for **Writing**.
- **75%** of Year 5 female students are in the U2B NAPLAN for **Writing**.

- **100%** of Year 3 students are at/above NMS NAPLAN in **Spelling** or have an evidence based plan.
- **100%** of Year 3 indigenous students are at/above NMS NAPLAN in **Spelling** or have an evidence based plan.
- **100%** of Year 3 male students are at/above NMS NAPLAN in **Spelling** or have an evidence based plan.
- **100%** of Year 3 female students are at/above NMS NAPLAN in **Spelling** or have an evidence based plan.
- **70%** of Year 3 students are in the U2B NAPLAN for **Spelling**.
- **70%** of Year 3 indigenous students are in the U2B NAPLAN for **Spelling**.
- **70%** of Year 3 male students are in the U2B NAPLAN for **Spelling**.
- **70%** of Year 3 female 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.
- **100%** of Year 5 indigenous students are at/above NMS NAPLAN in **Spelling** or have an evidence based plan.
- **100%** of Year 5 male students are at/above NMS NAPLAN in **Spelling** or have an evidence based plan.
- **100%** of Year 5 female 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**.
- **65%** of Year 5 indigenous students are in the U2B NAPLAN for **Spelling**.
- **65%** of Year 5 male students are in the U2B NAPLAN for **Spelling**.
- **65%** of Year 5 female students are in the U2B NAPLAN for **Spelling**.



Years 1-2 Swimming Programme 2018.



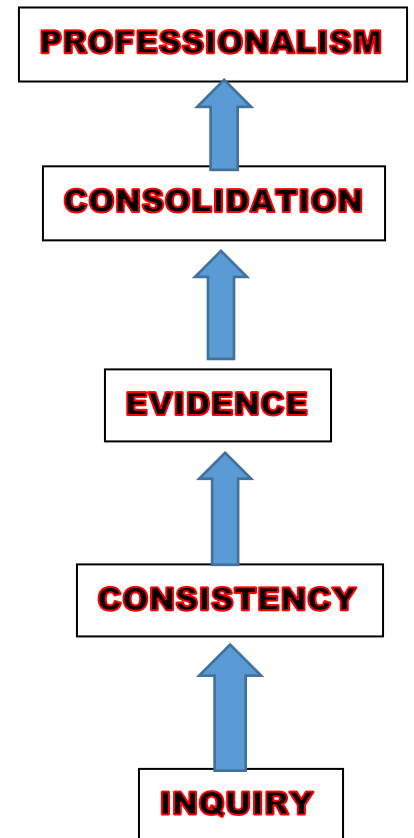
Sporting Houses at Cross Country 2018.

- **100%** of Year 3 students are at/above NMS NAPLAN in **Grammar and Punctuation** or have an evidence based plan.
- **100%** of Year 3 indigenous students are at/above NMS NAPLAN in **Grammar and Punctuation** or have an evidence based plan.
- **100%** of Year 3 male students are at/above NMS NAPLAN in **Grammar and Punctuation** or have an evidence based plan.
- **100%** of Year 3 female students are at/above NMS NAPLAN in **Grammar and Punctuation** or have an evidence based plan.
- **80%** of Year 3 students are in the U2B NAPLAN for **Grammar and Punctuation**.
- **80%** of Year 3 indigenous students are in the U2B NAPLAN for **Grammar and Punctuation**.
- **80%** of Year 3 male students are in the U2B NAPLAN for **Grammar and Punctuation**.
- **80%** of Year 3 female 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.
- **100%** of Year 5 indigenous students are at/above NMS NAPLAN in **Grammar and Punctuation** or have an evidence based plan.
- **100%** of Year 5 male students are at/above NMS NAPLAN in **Grammar and Punctuation** or have an evidence based plan.

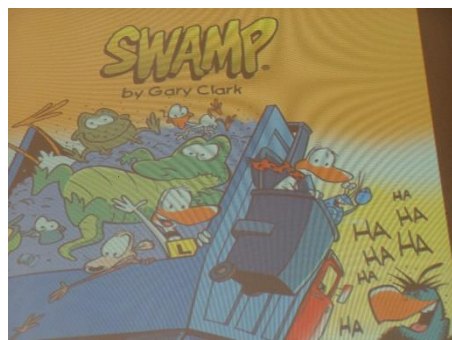
- **100%** of Year 5 female students are at/above NMS NAPLAN in **Grammar and Punctuation** or have an evidence based plan.
- **75%** of Year 5 students are in the U2B NAPLAN for **Grammar and Punctuation**.
- **75%** of Year 5 indigenous students are in the U2B NAPLAN for **Grammar and Punctuation**.
- **75%** of Year 5 male students are in the U2B NAPLAN for **Grammar and Punctuation**.
- **75%** of Year 5 female 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.
- **100%** of Year 3 indigenous students are at/above NMS NAPLAN in **Number** or have an evidence based plan.
- **100%** of Year 3 male students are at/above NMS NAPLAN in **Number** or have an evidence based plan.
- **100%** of Year 3 female students are at/above NMS NAPLAN in **Number** or have an evidence based plan.
- **70%** of Year 3 students are in the U2B NAPLAN for **Number**.
- **70%** of Year 3 indigenous students are in the U2B NAPLAN for **Number**.
- **70%** of Year 3 male students are in the U2B NAPLAN for **Number**.
- **70%** of Year 3 female 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.
- **100%** of Year 5 indigenous students are at/above NMS NAPLAN in **Number** or have an evidence based plan.
- **100%** of Year 5 male students are at/above NMS NAPLAN in **Number** or have an evidence based plan.
- **100%** of Year 5 female 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**.
- **60%** of Year 5 indigenous students are in the U2B NAPLAN for **Number**.
- **60%** of Year 5 male students are in the U2B NAPLAN for **Number**.
- **60%** of Year 5 female students are in the U2B NAPLAN for **Number**.
- **100%** of teachers surveyed feel that students receive a good education at this school.
- **100%** of teachers surveyed feel confident engaging all their students in learning at this school.
- **100%** of teachers surveyed feel confident using student assessment data to improve student achievement at this school.
- **100%** of staff surveyed believe that this is a good school.
- **100%** of staff surveyed would recommend this school to others.
- **95%** of staff surveyed believe that student behaviour is well managed at this school.
- **100%** of staff surveyed believe that students are encouraged to do their best at this school.
- **97%** of staff surveyed feel that they have access to quality professional development.
- **95%** of staff surveyed feel that staff morale is positive at this school.
- **95%** of parents surveyed believe that this is a good school.
- **95%** of parents surveyed would recommend this school to others.
- **97%** of parents surveyed believe that their child is getting a good education at this school.
- **92%** of parents surveyed believe that student behaviour is well managed at this school.
- **97%** of parents surveyed believe that teachers at this school are interested in their child's wellbeing.
- **96%** of parents surveyed believe their child's (Literacy) English skills are being developed at this school.
- **96%** of parents surveyed believe their child's (Numeracy) Mathematics skills are being developed at this school.
- **95%** of parents surveyed believe teachers at this school provide their child with useful feedback about their school work.
- **90%** of parents surveyed feel that this school provides them with useful feedback about their child's progress.
- **95%** of students surveyed believe that this is a good school.
- **95%** of students surveyed would recommend this school to others.
- **97%** of students surveyed feel they are getting a good education at this school.
- **90%** of students surveyed believe that student behaviour is well managed at this school.
- **95%** of students surveyed feel that teachers care about them.
- **97%** of students surveyed believe that their English skills are being developed at this school.
- **97%** of students surveyed believe that their Maths skills are being developed at this school.
- **97%** of students surveyed feel that their teachers provide them with useful feedback about their school work.
- **100%** of students surveyed feel that their teachers encourage them to do their best.

Key Priorities

- ❖ **Reading**
 - # Lift in Reading U2Bs.
 - # Lift in PM Reading Benchmarks P-3.
 - # Lift in PROBE Reading Comprehension Yrs 3-6.
 - # Lift in PAT – Reading Comprehension Yrs 2-6.
 - # Lift in Vocabulary Pat 2-6.
- ❖ **Writing**
 - # Lift in Writing U2Bs.
 - # Lift in Writing Samples (Moderated).
- ❖ **Numeracy**
 - # Lift in Numeracy U2Bs.
 - # Lift in PAT – Mathematics Yrs 2-6.
- ❖ **Leading Learning Pedagogical Alignment**
 - Action research (Inquiry) & Performance development
 - Formal academic research (Inquiry)
 - Assessment for Learning (Teacher Clarity)
 - Neuroscience & executive functioning informing teaching practice
 - Challenging child learning every day, in every classroom
- ❖ **Extending learning outcomes for ALL students**
 - Focus on the child
 - Ownership of the learning journey
 - Challenging personal target setting (a) Staff (b) Students
 - Benjamin Bloom's Revised Taxonomy
 - Howard Gardiner's Multiple Intelligences
 - Feedback (a) Staff (b) Students
 - Responsible Behaviour (Development) Planning



Walk Safely to School Day 2018.



Gary Clark – Guest Speaker at Student Leadership Badge Presentations.

Our School at a Glance

School Profile

Co-Educational or Single Sex: Co-Educational

Independent Public School: Yes

Year Levels offered in 2018: Prep Year - Year 6

Student Enrolments:

Table 1: Student enrolments at this school

Enrolment Category	2016	2017	2018
Total	961	963	997
Girls	449	465	491
Boys	512	498	506
Indigenous	9	13	11
Enrolment continuity (Feb. – Nov.)	98%	98%	98%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Preparatory Year programme.

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 7,237 people with a median age of 38 years. Over 53% of households consisted of couples with children and 11% were single parent households. Home ownership reflects 80% with 20% being rental accommodation. 67% of the population identify as Australian born.

Our State School enjoys a hard 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, Sports Centre, Community Access Centre (incorporating Before/After School Child Care), Activity Building, Curriculum Centre, E Learning Centre and School Library. Two large Play Equipment Areas, Multi-Purpose Courts and a large Sporting Oval 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.

Characteristics of the Student Body

Overview

McDowall State School enrolment reached 994 in February, 2018. Configuring 40 classes, student enrolment remained stable during the year. As at June, 2018, 58% or 580 students resided within the McDowall State School Enrolment Catchment Area. 42% or 417 students resided outside the Catchment Area with the majority of students further to the north-east of the catchment area boundary. The proportion of enrolled students residing outside the School Enrolment Catchment Area is annually declining. In terms of parental occupation group, 29% of parents were in senior management and were qualified professionals, 28% were business managers and associate professionals, 22% were tradespeople, skilled office, sales and service staff; and 10% were machine operators, hospitality staff, assistants and related workers. 11% identified as home duties. One hundred and eighty-nine students spoke a language, other than English at home, representing 19% of school enrolment. Thirty-nine languages were identified. Only 1% of student population identified as of Aboriginal or Torres Strait Islander descent.

Average Class Sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	23	23	24	The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	27	27	27	

Curriculum Delivery

Curriculum

ENGLISH

MATHEMATICS

HISTORY and SOCIAL SCIENCES

SCIENCE

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

THE ARTS ... Visual Arts, Dance & Human Movement, 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.

Co-Curricular 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, Performing Arts (Stage) Extension, Qld Youth Choir Auditions, Years 5-6 Buddy Programme toward P-1, Environmental and Leadership Programme, Year Level Excursion Programme, CSIRO Activities, Student Leadership, Dance, Lifesaving Instruction (Year 6), District Mathematics Challenge, Wavell SHS Problem-Solving Challenge, Public Speaking 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.

How Information and Communication Technologies Assist 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 2018, 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 interactive televisions 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

E Learning provides students with access to a range of digital technologies to create and communicate information and ideas, solve problems and work collaboratively across all learning areas. E Learning and ICT enables students to access information to conduct research, create multi-media reports, analyse data, design solutions to problems, programme and control devices and to learn about coding. ICT supports and enhances other teaching strategies. Students may work independently or in collaboration with others while using these tools for learning. E Learning continues to engage students and enhance student learning outcomes through curriculum differentiation and opportunities delivering greater flexibility and creativity in task design.

Cyber-safety information is provided annually to all teachers. Cyber-safety workshops were conducted by the Education Queensland Cyber-safety team for students across Years 4-6.



Making Digital Presentations to both Record and Present Student Work 2018.



The purpose in maintaining an eLearning Programme 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.

Technology distribution occurred as:

- All teachers are provided with a laptop computer under the EQ C4T Programme.
- All classrooms are equipped with a data projector to display computer screens.
- Years 5-6 teachers have an iPad Pro device for their use to support the BYO Programme.
- Years 5 & 6 – BYOD (student iPads).
- Each P-4 Year Level has a bank of 40 x iPads available for use across classes.
- Child Needs Programme – Set of 10 x iPads for student use.
- Classrooms – On average 6 x laptops and/or computers.

- Classrooms – 14 iPads are available for student use for Years 5-6 students who do not bring their own technology.
- School Library – Set of 30 x iPads for whole class use, primarily in Teacher Librarian lessons but otherwise available for class use.
- E Learning Centre – 30 x computers are available for class use.

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

- Coding Club Years 3-6.
- Robotics Club.
- Student participation within the Lego Robotics Challenge.
- School Library ICT Book Cover Competition Year 6.
- Years 5-6 Boot Camp Workshop – Introduction to iPads.

During 2018, the following training activities were accessed by staff:

- Light Speed MDM Training – Management system for iPads.
- Learning Place One Channel Conferences.
- Digital Technologies Workshop.

Social Climate

Overview

McDowall State School is committed to providing a safe, respectful and disciplined learning environment for students, staff and adult visitors, where students have opportunities to engage in quality learning experiences and acquire values supportive of their life-long wellbeing. The **McDowall State School Responsible Behaviour Plan for Students** is based upon the **Code of School Behaviour** (Applicable to all stakeholders) and is designed to facilitate and ensure high standards of behaviour are evident so that learning and teaching in our school will be effective and students may participate positively within our school community.

The **Code of School Behaviour** defines the responsibilities that all members of the school community are expected to uphold and recognizes the significance of appropriate and meaningful relationships. It outlines a consistent standard of behaviour for all State School communities in Queensland, inclusive of students, staff and parents. **The Code** has been developed to deliver the best possible outcomes for students, recognizing the close relationship between learning, achievement and behaviour.

The primary school years are a window of opportunity during which students may be taught to be responsible for their things, for work, for their actions, for their talents and potential, for their character and their choices. Teachers and parents are expected to proactively assume responsibility for student behaviour, for the situation, taking control, establishing clear goals and acting like teachers and parents. A 'Student Responsibilities Level Framework' is used within McDowall State School.

Upon student enrolment, all parties are expected to sign an **Enrolment Agreement**, including students (where appropriate), parents and principal (or delegate). This agreement requires all parties to abide by the **Code of School Behaviour** and other conditions stipulated by the school.

Parent, Student and Staff Satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	96%	95%
• this is a good school (S2035)	92%	94%	94%
• their child likes being at this school* (S2001)	94%	94%	96%
• their child feels safe at this school* (S2002)	95%	97%	98%
• their child's learning needs are being met at this school* (S2003)	86%	93%	89%
• their child is making good progress at this school* (S2004)	91%	94%	91%
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	93%	89%
• teachers at this school motivate their child to learn* (S2007)	93%	93%	92%
• teachers at this school treat students fairly* (S2008)	94%	92%	92%
• they can talk to their child's teachers about their concerns* (S2009)	94%	95%	95%
• this school works with them to support their child's learning* (S2010)	94%	96%	93%
• this school takes parents' opinions seriously* (S2011)	78%	81%	85%
• student behaviour is well managed at this school* (S2012)	90%	90%	92%
• this school looks for ways to improve* (S2013)	92%	89%	89%
• this school is well maintained* (S2014)	97%	95%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.



Grandparents Morning 2018.



Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	100%	99%
• they like being at their school* (S2036)	97%	96%	97%
• they feel safe at their school* (S2037)	98%	97%	94%
• their teachers motivate them to learn* (S2038)	96%	96%	96%
• their teachers expect them to do their best* (S2039)	99%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	92%
• teachers treat students fairly at their school* (S2041)	92%	88%	92%
• they can talk to their teachers about their concerns* (S2042)	90%	92%	90%
• their school takes students' opinions seriously* (S2043)	91%	86%	91%
• student behaviour is well managed at their school* (S2044)	88%	87%	86%
• their school looks for ways to improve* (S2045)	92%	97%	97%
• their school is well maintained* (S2046)	97%	95%	97%
• their school gives them opportunities to do interesting things* (S2047)	91%	92%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	98%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
• they receive useful feedback about their work at their school (S2071)	87%	92%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	90%	88%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	94%
• student behaviour is well managed at their school (S2074)	98%	90%	94%
• staff are well supported at their school (S2075)	95%	92%	87%
• their school takes staff opinions seriously (S2076)	89%	89%	80%
• their school looks for ways to improve (S2077)	100%	98%	97%
• their school is well maintained (S2078)	95%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	92%	97%	92%

* Nationally agreed student and parent/caregiver items.

'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. Strategically, the School Council oversaw a McDowall State School Review resulting in the publishing of 'Findings and Recommendations' and approved a School Plan 2018-2021. From this document a School Council Charter was established.

School Council Annual Business

School Improvement Plan
Instrumental Music Immersion Programme Research
School Budget
School Workforce Plan
Workplace Reform/s
School Fees and Contributions
Seed Innovation Programmes / Action Research

Annual School Report
School NAPLAN Results Summary
Investing for Success Initiative
Investing for Success Report
School Community Award
School Council Member Elections
School Council Member Induction

School Council Business 2018

School Plan 2018-2021
School Council Charter 2018-2021
School Leadership Structure
School Infrastructure Plan 2018-2021

School Enrolment Management Plan 2018-2019
Instrumental Music Programme of Excellence
Student Responsibilities Levels Booklet 2018-2021
Enrolment Partnership Agreement 2018-2021



Two new P&C Association funded Play Equipment Areas for students.

PARENTS' & CITIZENS ASSOCIATION

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

Fundraising
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 Year parents. Further Tartan TAPs are delivered for Year 1, Year 2, 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, Instrumental Music Immersion 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.

Parent Attendance Rates:

Prep Year Evening	75 parents	Year 2	56 parents
Prep Year Day	16 parents	Years 3-4	48 parents
Year 1	60 parents	Years 5-6	32 parents

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.



Preparatory Year Easter Hat Parade 2018.

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.

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.

Number of pre-student attendance: 129 children.

Number of parent attendance: 129 parents.

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.



Preparatory Year Activity Day 2018.

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, are issued with a special Flying Gang Certificate through their child, on formal assembly. The student is tasked with conveying our collective gratitude and acknowledgement for their voluntary contribution toward the school.

PARENT / TEACHER MEETINGS

Parent Information Meetings for all classes were held in 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 in 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 each 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 was held in February for new parents. Grandparents were made welcome to assist in various roles within the school. A Grandparents Morning and Morning Tea was also held in August.

Respectful Relationships Education Programmes

Responsibility means to become mature in the sense of being responsible to family, to self and to society. This means to be responsible for all aspects of our lives and our situations; for our talents, for our potential, for our feelings, for our thoughts, for our actions and for our freedom. **Responsibility is not the result of maturity but the cause of it!**

- ◆ On its most basic level, responsibility is **obedience**.
 - ◆ At its next higher level it **becomes morality or care for how our actions and attitudes affect others**.
 - ◆ Then it becomes **discipline**.
 - ◆ At the highest level it becomes **service**.

Everyone best learns responsibility through this sequence. The earlier levels of responsibility prepare a person to accept the later levels. Attempting to learn responsibility out of sequence is rarely successful. The ages on the chart are general and approximate. Different people can grasp and gain different forms of responsibility at different ages. What is important, is not the age but the sequence. The first concepts should be learnt as early as a child can handle them.

AGE	Responsibility as:	Responsibility for:	Responsibility to:
6 or younger	Obedience	Obedience (Meaning just that!) Things (Looking after, caring for property) Work (Getting the job done. Reliability. Not reliant on supervision)	parents / teachers
8	Morality	Actions (You do it so are responsible for your choice. Do not blame others) Talents and gifts (Making the most and being the best at what we are good at – This provides benefit to self & others) Peaceful attitude (Being rational. Not letting emotion take control. You make the decision so don't make excuses. Take control of yourself.)	Society
10	Discipline	Choices (You make decisions for yourself. Don't be influenced by friends. Eg. Drugs, foolishness, pressure) Character (Sow a thought-Reap an action. Sow an action-Reap a habit. Sow a habit-Reap a character) Potential (Being responsible means – Doing all that one can do, Becoming all that one can be & Developing all that one has. You should ... Imagine-Goal-Commitment-Win it.)	Self
12	Service	Family (As a children seek to become good adults, teachers & citizens) Dependability (True maturity means being able to be trusted, relied upon and guarantee your promises) Contribution (Give, lead and assist others)	Others

CONCEPT of IDENTITY

To learn to be the best that one may be, identifying and valuing personal talents, contributing and living in ways, both individually and where possible collectively, benefiting others; and making the world a better place one person at a time.

CONCEPT of WISDOM

Ultimately, teachers, parents and indeed society seeks for all people to be wise in personal decision-making. **Wisdom, like responsibility is not the result of maturity.** Wisdom requires both the mastery of self-responsibility and experience over time for that self-responsibility to be exercised in multiple contexts and situations. Wisdom therefore is the result of life learning. Wisdom, like self-responsibility doesn't automatically come with adulthood.

TEACHING RESPONSIBILITY

There are six important principles in succeeding to teach responsibility to children:

1. **Every child is different.** They are unique and respond to discipline and responsibility differently. Although some things must be done uniformly, different children require different kinds of motivation (eg. more expectation or more sensitivity).
2. **Expectations determine performance.** Children do exactly what is really expected of them (and they can tell if you are faking it.)
3. **Example is the best teacher.** Once in a while everyone must step back and look at themselves. If trying to teach children something we have yet to learn, our first step must be to change ourselves. The connection between respect and responsibility. Eg. If you show respect for things, for work, for other people, then you see these things as being important and thus show responsibility for them. Children will watch and do likewise.
4. **Consistency is crucial.** Consistency and follow-through are the hardest part of teaching responsibility. We all look at a child and develop aspirations as to what they will become with age. If these children realise what is expected they would be amazed but this expectation is counter balanced by the shock that teachers / parents undergo when they realise what is required of them in order to make that dream come true. Adults need pretty thick skins to be consistent. The amount of responsibility children learn depends on our consistency and our follow-through - no matter how difficult it may be. There is nothing more challenging in terms of patience, understanding and courage.



Preparatory Year Activity Day 2018.

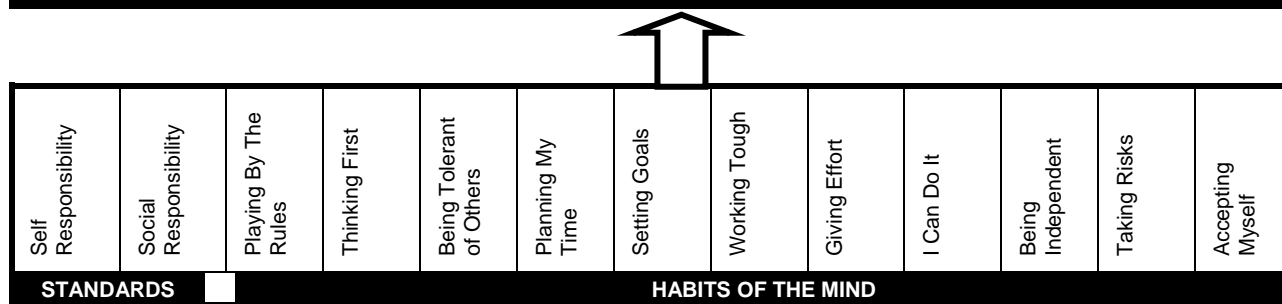
5. **Children learn from what is really happening.** Some teachers and parents are good at manipulating their children. They manipulate them to be polite or to get 'A's at school and children learn but not what teachers and parents think they are teaching. They learn to manipulate. We must teach principles and give initiative and responsibility to our children. We must be genuine ourselves - with prime concern being their welfare, their learning and wellbeing and not our convenience, our reputation and image to others.
6. **Pride is the sustaining force behind responsibility.** Children sustain responsibility as they learn to feel the right kind of pride in themselves, in their maturity and individuality. They learn to internalise responsibility for work as they learn to take pride in the job they do, for things as they take pride in their belongings, for potential as they find pride in who they are becoming and so on. Only constructive praise focused on demonstrated skills lead to productive pride.

YOU CAN DO IT PROGRAMME

VISION FOR A McDOWALL SS STUDENT	
Achievement, Social-Emotional-Behavioural Well-Being, Leadership, Self-responsibility and Citizenship	

EDUCATION	
Obedience 6yrs - Obedience - Things - Work	<u>To Parents / Teachers</u>
Morality 8yrs - Actions - Talents / Gifts - Attitude	<u>To Society</u>
Discipline 10yrs - Choices - Character - Potential	<u>To Self</u>
Service 12yrs - Family - Dependability - Contribution	<u>To Others</u>
Curriculum, Instruction, Programmes, Experiences.	

FOUNDATIONS				
Responsibility(for)	Getting Along	Organisation	Persistence	Confidence



HOSTILE PEOPLE / WILFUL DISTURBANCE / TRESPASS

Where non-students and adults within the school grounds fail to comply with Principal, his delegate, or staff direction **or** cause willful disturbance, the police may be called to either escort the person from the school grounds or charge the offender. The Principal may also issue a formal direction concerning future conduct or movement from entering the school grounds for up to one year.

STUDENT PROTECTION

In compliance with legislation and EQ Student Protection Policy, should the Principal and/or staff believe that harm has or potential harm may befall a child, referral will be made to the Child Protection Agency and/or associated investigation and enforcement agency.

School Disciplinary Absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short Suspensions – 1 to 10 days	2	5	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental Footprint

Reducing the School's Environmental Footprint

WATER MANAGEMENT

Two large rain water tanks are located beside J Block and the School Hall to feed toilet systems. Two large rain water tanks are located beside K Block to water embankment and playfields. The school grounds are watered only when new planting occurs, during extended dry periods or in areas of high pedestrian traffic volume. Artificial turf has been installed on both the P-1 and Years 2-3 Play Equipment Areas. Bubbler taps are being systematically replaced due to age in reducing water loss.

ELECTRICITY MANAGEMENT

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. Annually, additional rooms are being air conditioned with lockable covers placed over control panels setting the temperature at 24 degrees on economy mode. Air conditioners are serviced annually to ensure efficiency.

WASTE MANAGEMENT

A large recycling skip and many recycling bins are conveniently located within the McDowall State School. Classes are encouraged to collect paper and cardboard. Students weekly deliver this paper and cardboard to the recycling skip. The Student Council manages this recycling initiative. Additionally, the P&C Association arranges for the daily collection of recyclable drinks containers. These are collected weekly with a cash amount deposited to the Association.

OFFSET CARBON EMISSIONS

McDowall State School continues to plant in excess of 100 native plants annually, attempting to provide a native fauna habitat for displaced animals due to local area acreage sub-division and residential development. Mulch is annually applied to extensive garden and embankment areas. Year 4 students are annually replanting and maintaining the School Environmental Area as part of a Curriculum Work Unit complemented by Downfall Creek EEC staff. Solar cells are located on the School Library roof to off-set school electricity consumption. 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	237,240	236,674	240,315
Water (kL)	3,788	3,856	8,378 #

System error.

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School Funding

School Income Broken Down by Funding Source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.

2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



Year 4 Picasso Art Show 2018.



Our Staff Profile

Workforce Composition

Staff Composition, including Indigenous Staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	66	34	0
Full-time equivalents	59	25	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of All Teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	-
Masters	9
Graduate Diploma etc.*	6
Bachelor degree	43
Diploma	8
Certificate	-

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2018 were \$23,942.00.

The major professional development initiatives are as follows:

- Independent Public School Principals' Meetings and Conferences
- Metropolitan Regional Meetings: Principal, Head of Curriculum, Master Teacher, Deputy Principals
- SBMAQ Membership
- SBMAQ Leadership Forum
- Metropolitan Beginning Teacher Training
- The Hearing Impaired Student In The Classroom
- Music & The Arts
- Instrumental Music Teachers Seminars
- Learning Disorders (a) Reading (b) Developing Intervention Plans
- Future Libraries Conference
- STEM Symposium
- State Government Purchasing Training
- Implementing the Australian Curriculum – The Arts
- Staff Rehabilitation and Return to Work Training

Guidance Officer Seminars
 Neuroscience
 How the Brain Learns by Dr David Sousa Text – Issued to all teachers.
 Business Manager Symposium
 Language Educators Seminars
 Nurturing Inquiry within the Early Years
 Engaging Classrooms
 An Inquiry Mindset
 Implementing Digital Technologies Curriculum
 Aspirational Leaders Induction & Training
 Education Adjustment Programming
 QELi Leadership for Deputy Principals
 Writing is Taught, Not Caught – Dr Anita Archer
 Making Literacy Visible – Dr Douglas Fisher
 Metropolitan Region Pillar Days
 Leadership Capability Workshop
 Australian Early Development Census
 Seven Steps to Writing Success
 Annual Performance Review Workshop
 Excel Seminar
 SBMAQ HR Roadshow
 Phonemic Awareness – Train the Trainer
 Schools Officers Network Meeting
 Annual Cleaner Training
 Ausdance Educators Qld Conference
 QTU Union Reps Conference
 QTU Union Reps Training
 Pupil-Free Day Mandatory Training
 Online Tutoring
 First Aid Training
 CPR Training
 Anaphylaxis Intervention Training
 Teacher Learning Network

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff Attendance and Retention

Staff Attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of Our Students

Key Student Outcomes

Student Attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school	91%	97%	94%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

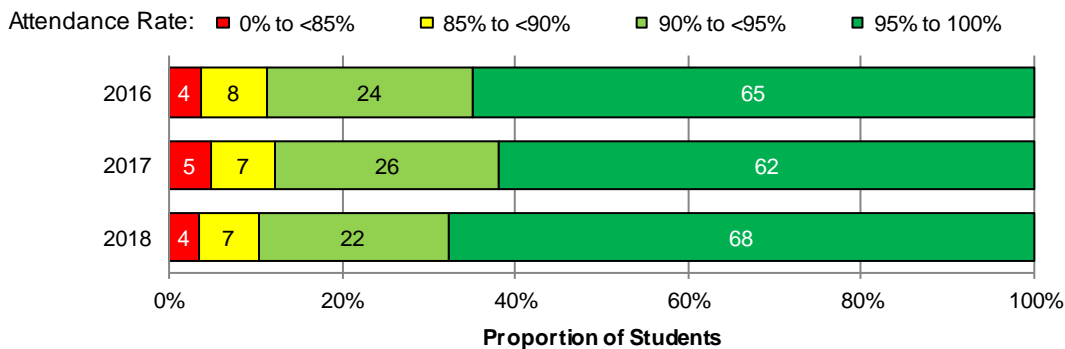
Year level	2016	2017	2018
Prep	95%	95%	96%
Year 1	95%	94%	95%
Year 2	96%	95%	95%
Year 3	96%	95%	96%
Year 4	95%	95%	95%
Year 5	95%	96%	95%
Year 6	95%	95%	95%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

Graph 1: Proportion of students by attendance rate



Description of How this School Manages Non-attendance

Queensland State Schools manage non-attendance in line with the Queensland Department of Education 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 at least twice each school day to record attendance, part-day attendance and formally advised reasons for student absence. Teachers mark and check Class Rolls electronically through One School. School Administration staff review these Class Rolls twice each school day, firstly to ensure that Class Rolls are completed and secondly, to identify by 10am any unexplained student absences.

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 emergent 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. Should an unexplained student absence remain by 10am within the Class Roll, a member of School Administration will phone the parent advising them and requesting a reason for the student absence. Should the parent not be able to be contacted, an email or note is sent to the parent requesting that they contact School Administration urgently. Unexplained student absences 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 Child Protection Agency for formal intervention.

NAPLAN

Our Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy results for the Years 3 and 5 NAPLAN Tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.