



McDowall State School

School Annual Report

Queensland State School Reporting

2020



Every student succeeding

State Schools Improvement Strategy

Department of Education



**Queensland
Government**

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	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

OFFICIAL – Public

Published as information source only.

Public information used to create this report may not appear in this format in the public domain
Please refer to disclaimer information.



Student Leaders 2020

Disclaimer

The materials presented in this report are distributed by the Department of Education (the department) as an information source only.

The information and data in this report is subject to change without notice.

The department makes no statements, representations, or warranties about the accuracy or completeness of, and you should not rely on, any information contained in this report.

The department disclaim all responsibility and all liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs you might incur as a result of the information in this report being inaccurate or incomplete in any way, and for any reason.

Despite our best efforts, the department makes no warranties that the information in this report is free of infection by computer viruses or other contamination.

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.

Student Leaders Badge
Presentation Assembly
2020



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.

Know the child (individual, circumstance, culture & aspirations).

Celebrate childhood.

Understand developmental stages and implications of childhood.
Listen and respect of child's 'voice'.

Decision-making and learning through affirmation & consequence.

- Demonstration of respect for self.
- Demonstration of respect for others.
- Taking responsibility for their own actions (and choices).
 - 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.

The right to participate in and share in quality learning.

- 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.

A socially and educationally just experience.

- 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.

Australian Curriculum and associated time allocations informed.

School Curriculum Plan.

- 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.

Referenced against Australian Curriculum Assessment Standards.

- 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.

Year Level Curriculum Work Units.

- 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.



Student Leaders Badge Presentation 2020

Badges were awarded by Mr Ted Chitham RAR Association



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.	McDowall SS Learner Attributes.
Unrelenting focus on the child and their learning progress.	<ul style="list-style-type: none"> • Collaborative. • Investigative. • Self-directed and independent. • Literate. • Numerate. • Technologically capable. • Problem-solver. • Inquirer. • Critical and creative thinker.
Active learning (a) Student (b) Teacher (c) Parent.	Best possible facilities, equipment, resources and experiences.
<ul style="list-style-type: none"> • Valuing of life-long learning. • Opportunities to challenge and extend learning. • Opportunities to identify individual strengths. 	'You Can Do It' Programme.
Growth Mindset development.	<ul style="list-style-type: none"> • Learning capability skills.
<ul style="list-style-type: none"> • Confidence. • Tolerance. • Resilience. • Persistence. • Empathy. 	
Socially just access, inclusion and participation for all students.	

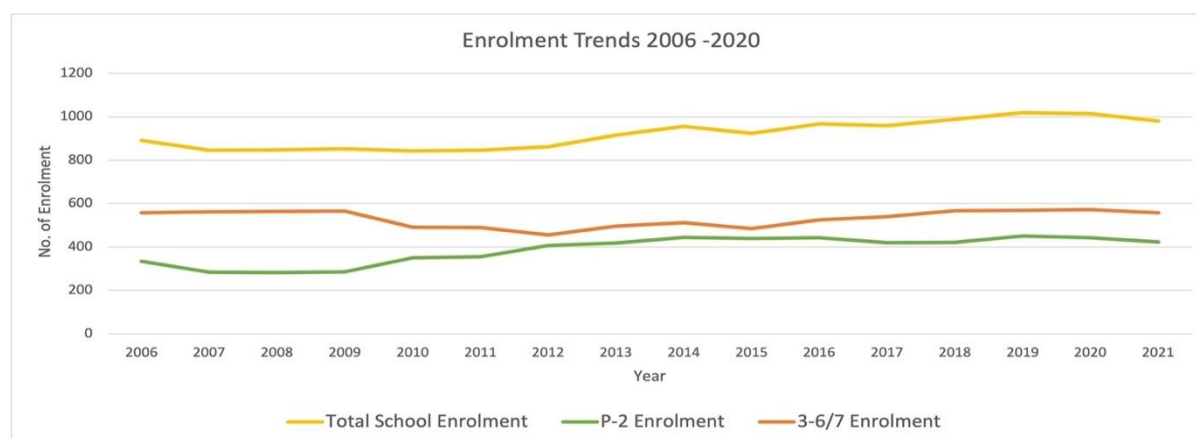
School Overview

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 our 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.

School Progress Towards Its Goals in 2020

SCHOOL ENROLMENT

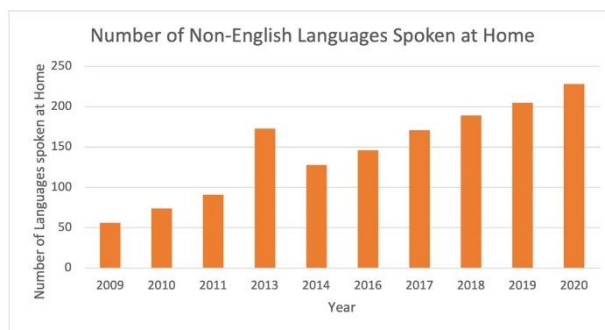
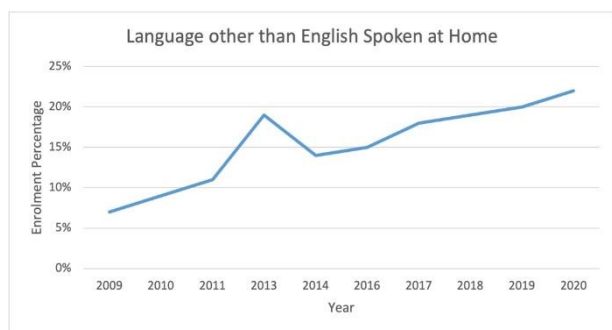
McDowall State School enrolment trends are indicating a stability within the range of 950 – 1,020 students. Enrolment Management restricts new out-of-catchment enrolments according to vacancies that may occur across P-6. New out-of-catchment area enrolments are usually considered at the start of each 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, 44% of student enrolment is represented across P-2 and 56% 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.



Forty languages, other than English are spoken in the homes of McDowall State School students (22% of total student enrolment) with 10% 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 3% of total student enrolment. 36% of total enrolment receives Child Needs Teacher involvement for support. 10% of total enrolment received Child Needs Teacher involvement for extension. The Education Queensland allocated Speech Language Pathology service was able to support 3% of total enrolment (This does not include the Speech Language Pathology service purchased by the school through the Investing for Success Programme).

SCHOOL-BASED ASSESSMENT & DATA TRENDS 2018-2020

	2018	2019	2020
90% of students achieve a C or above rating in English .	89.9%	91.8%	91.5%
Male students achieve a C or above rating in English .			88.0%
Female students achieve a C or above rating in English .			94.0%
Indigenous students achieve a C or above rating in English .			100.0%
75% of students achieve an A-B rating in English .	53.7%	54.7%	55.7%
Male students achieve an A-B rating in English .			48.3%
Female students achieve an A-B rating in English .			62.8%
Indigenous students achieve an A-B rating in English .			40.0%
95% of students achieve a C or above rating in Mathematics .	92.7%	95.7%	95.5%
Male students achieve a C or above rating in Mathematics .			95.3%
Female students achieve a C or above rating in Mathematics .			95.4%
Indigenous students achieve a C or above rating in Mathematics .			93.0%
75% of students achieve an A-B rating in Mathematics .	62.8%	65.7%	67.0%
Male students achieve an A-B rating in Mathematics .			68.9%
Female students achieve an A-B rating in Mathematics .			47.5%
Indigenous students achieve an A-B rating in Mathematics .			54.0%
95% of students achieve a C or above rating in Science .	94.9%	96.7%	97.3%
Male students achieve a C or above rating in Science .			96.0%
Female students achieve a C or above rating in Science .			96.6%
Indigenous students achieve a C or above rating in Science .			100.0%
75% of students achieve an A-B rating in Science .	58.5%	60.4%	61.0%
Male students achieve an A-B rating in Science .			57.5%
Female students achieve an A-B rating in Science .			65.2%
Indigenous students achieve an A-B rating in Science .			54.0%
98% of students achieve a C or above rating in Effort .	99.3%	99.4%	99.0%
Male students achieve a C or above rating in Effort .			98.5%
Female students achieve a C or above rating in Effort .			100.0%
Indigenous students achieve a C or above rating in Effort .			100.0%
95% of students achieve an A-B rating in Effort .	93.8%	94.7%	93.7%
Male students achieve an A-B rating in Effort .			91.0%
Female students achieve an A-B rating in Effort .			98.2%
Indigenous students achieve an A-B rating in Effort .			100.0%

	2018	2019	2020
60% of Preparatory Year students read <i>At Year Level</i> or higher in PM Readers . 40% of Preparatory Year students read <i>Above Year Level</i> in PM Readers .	88% 60% Above Level At Level Below Level	85% 51% 51% 34% 15%	79% 45% 45% 34% 21%
92% of Yrs 1-6 students - PAT Reading Comprehension <i>At Year Level</i> or higher standard. 42% of Yrs 1-6 students - PAT Reading Comprehension at an <i>Above Year Level</i> standard.	95% 43% Above Level At Level Below Level	91% 41% 41% 50% 9%	92% 41% 41% 51% 8%
92% of Yrs 3-6 students - PAT Reading Vocabulary <i>At Year Level</i> or higher standard. 65% of Yrs 3-6 students - PAT Reading Vocabulary at an <i>Above Year Level</i> standard.	95% 47% Above Level At Level Below Level	94% 56% 56% 38% 6%	96% 49% 49% 47% 4%
95% of Yrs 2-6 students – PAT Spelling <i>At Year Level</i> or higher standard. 50% of Yrs 2-6 students – PAT Spelling at an <i>Above Year Level</i> standard.	N/A Above Level At Level Below Level	95% 49% 49% 46% 5%	98% 62% 62% 36% 2%
85% of P-6 students – Writing Assessment Tool <i>At Year Level</i> or higher standard. 40% of P-6 students – Writing Assessment Tool at an <i>Above Year Level</i> standard.	85% 32% Above Level At Level Below Level	88% 42% 42% 46% 12%	92% 42% 42% 50% 8%
95% of Yrs 1-6 students - PAT Maths <i>At Year Level</i> or higher standard. 50% of Yrs 1-6 students - PAT Maths at an <i>Above Year Level</i> standard.	98% 44% Above Level At Level Below Level	98% 48% 48% 50% 2%	96% 59% 59% 37% 4%



Book Week 2020

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 Leading the Literacy Coach and one teachers-aide. During the school day, the School Library is well used by class teachers for class borrowing and literacy sessions.

The School Library responded in an agile way to adhere to the COVID-19 health advice. When borrowing was permitted, all books and materials were cleaned and then quarantined for three days to ensure student and staff safety. Reading was a focus during the period of Home Learning. There was a substantial lift in the number of words read in the Literacy Pro Programme.

School Library and Curriculum Centre Collection 2020 25,792 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. The growing book collection is home to 8,100 Junior Fiction, 6,627 Fiction, 5,060 Junior Non-Fiction, 2,200 Senior Non-Fiction and 2,000 Lexile Texts. The Curriculum Centre hosts Teacher Reference with 726 books available. It also holds the extensive Home Reading Library for P-2.

Literacy Pro

This programme was used by all Years 4-5 students with 140 Year 5 students also accessing the Literacy Pro eLibrary. Students read over 129.6 million words in 2020, averaging growth of 160 Lexile points. More than half of these students were within the proficient band and 30% were within the advanced band.

Borrowing Data

Total number of resource loans ... 29,878.

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 development and revision of transferrable skills such as organising data, note taking, ICT and design are incorporated within lessons.
- Development of digital literacy skills is enhanced by using iPad technology as appropriate. Eg. Apps for multi-modal tasks, green screening and persuasive texts.
- Development of coding skills within literacy to underpin writing genres.

Student achievement tracking is implemented through (a) Literacy Pro (b) Student Lexile scoring (c) Book borrowing data. In partnership with class teachers, student information skills were developed and refined through focused teaching by the Leading Literacy Coach.

- Student Literacy Skills.
- Student Reading and Reading Comprehension. [The Skills of Reading]
- Student 'love' of Reading. [The thrill 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. [The will of Reading]
- Resource Management.
- Australian Curriculum implementation.
- Collaborative teacher planning, curriculum implementation, differentiation, assessment and evaluation.



Book Week 2020

Student borrowing routines and habits were promoted through:

- Reading Passports.
- Promotion of Books of the Week.
- Book Fairs.
- Themed displays.
- Staff modelling an enthusiastic knowledge of literature and love of reading.
- Library Monitors (x 30 students) promoted as Student Leaders who enjoy being in the School Library.
- Extreme Year 6 Reading Photography Competition.

The Leading Literacy Coach collaboratively worked with the Head of Curriculum and class teachers to revise, design, teach and assess curriculum units or tasks with a direct relationship to the Australian Curriculum. This included adapting and differentiating curriculum so that all students may be both challenged and engaged within learning. 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 multi-modal tasks.

Due to COVID-19 restrictions a number of scheduled activities such as Book Week Author Visit and competitions were cancelled. The following programmes and activities were implemented in line with COVID-19 protocols:

- Hosted on-line Book Fairs.
- 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 with a 'Come as your favourite book character day' with other recess themed activities.
- Conducted the annual Merrille O'Neill Poetry Competition.
- 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.

When possible, parent volunteers assisted with book covering and resource preparation for student borrowing.

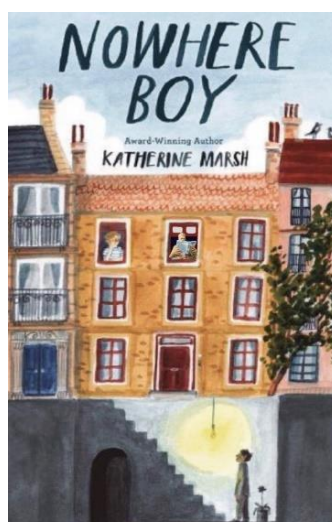
During 2020, the teacher-aide assisted with collection management, student and teacher borrowing and returns, ICT management and providing iPad use / apps and on-line environment training for teachers and teacher aides. The teacher-aide attended first aid, regular PD sessions scheduled after school.

The Leading Literacy Coach participated within the following training:

- Leading Learning Performance Development.
- First aid.
- Spreadsheet, One Note and One Drive self-paced tutorials.
- MOOC on neuroscience and learning.
- School-based PD.
- Scholastic – Literacy Pro.



Teachers in the spirit of Book Week 2020



Extreme Reading Competition
Winner 2020

Extreme Reading Competition
Runner Up 2020

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 2020, a full-time Japanese Teacher and a part-time Japanese Teacher (4 days per week) implemented a Japanese Language Programme, aligned with the Australian Curriculum, for teaching across P-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.



The completion of a new classroom for the teaching of Japanese, enabled classes from Years 4-6 to experience lessons within a purpose-built environment. Students across P-3 continued to receive their lessons within their classroom.

This resulted in 97% of students receiving a C or above rating in Japanese. 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.

- Year 6 students participated in a Taiko Drumming Workshop.
- 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.
- Japanese Clubs were established during Recess Periods.

Extra-curricula programmes, events and activities included:

- Due to COVID-19 restrictions, no cultural exchange programmes were possible in 2020.
- Live video 'chats' with students from a Tokyo Primary School.
- Taiko Drumming Workshop.
- Sushi lunch experience.
- Preparatory Year classes exchanged drawings and letters with Japanese 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:

- Leading Learning Performance Development.
- Language Educators Seminar.
- Japanese Language Study at the University of Queensland.

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 and classified as a Programme of Excellence by Education Queensland in 2018, 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 of Excellence. The Instrumental Music Immersion Programme of Excellence applies from Years 3-6. Due to COVID-19 restrictions a number of scheduled performances, regional workshops and competitions were cancelled.

In lieu of the Semester 1, Performing Arts Celebration Concert, small group ensembles were scheduled to perform in the Remembrance Square for the fellow students. These recess performances formed part of a concert series called, 'Music in the Square'. Performances were video recorded. Each week an email was sent out to parents with a link to the video recordings. This way, parents and families viewed McDowall State School's Instrumental Music Immersion Programme of Excellence, 'Music in the Square' concert series from the comfort of their own home.

A Chamber Music Concert was held in Term 3, 2020. This concert was held over two sessions so that physical distancing protocols could be applied.

In Term 4, 2020, two professional sound engineers were engaged to work with school ensembles and choirs on a recording project. This was an exciting, unique experience. Over two days, ensembles recorded two pieces. The ensembles involved were: Rode Band, Metro Band, Keona Band, Stage Band, Presto Strings, Cantabile Strings, Adagio Strings, Honours Choir and Senior Choir. The engineers instructed students on recording protocols and 'rules of the studio'. Upon conclusion, each student received a USB flash drive with professionally mixed recordings of each group's performance – a concert recording.



Instrumental Music Immersion Programme of Excellence Busking Competition 2020

Number of students involved within School Choirs: 110 students.
 Junior Choir (Years 3-4): 42 students [5 boys & 37 girls].
 Senior Choir (Years 5-6): 25 girls.
 Honours Choir (Years 5-6): 45 students. [6 boys & 39 girls]
 Tiny Tim Tams (Years 5-6): 12 students [6 boys & 6 girls].

Both Junior and Senior Choirs were open to any student interested in joining although practice commitments do apply. Both these choirs fostered the enjoyment of singing. Selection into the Honours Choir was by audition, whereby Years 5-6 students complete singing and listening activities to determine suitability (eg. In tune singing, pitch matching, 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. A Senior Singing Group, the "Tiny Tim Tams" from Honours Choir was formed in Semester, 2, 2020.

Special Achievements:

Junior Choir regularly sang on School Assembly.
 ... performed at the Term 4 Morning Melodies Matinee Concert.
 Senior Choir regularly sang on School Assembly.
 ... participated in the McDowall SS recording session.
 Honours Choir regularly sang on School Assembly.
 ... participated in the McDowall SS recording session.



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 and Birralee Voices.

The Developmental Music Teacher attended the following training workshops:

- EQ Resource Centre Seminars and Workshops.
- Leading Learning Performance Development.
- Qld KMEIA Workshops.
- Maintained personal musicianship standards through rehearsals and performances throughout the year.

INSTRUMENTAL MUSIC - STRINGS

The McDowall State School Instrumental Music Immersion Programme was acknowledged as a Programme of Excellence in 2018. The Instrumental Music – Strings Programme aimed to improve ensemble skills such as dynamics, intonation, bowing (placement of bow), articulation and tonal development. 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.

Recruitment numbers at the end of 2019 indicated that there was demand for an extra strings class in Year 3. In 2020, the Instrumental Music Immersion Programme of Excellence accepted an additional 28 students (extra class) into the programme.

Timetables for Instrumental Music Tutorials were negotiated at the beginning of each school year with class teachers. The intent was to minimise disruption to class programmes and in-class learning. An instrumental music performance calendar was provided to class teachers in advance so that they may organise 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.

Due to COVID-19 restrictions a number of scheduled performances, regional workshops and competitions were cancelled. The following programmes and activities were scheduled in line with COVID-19 protocols.



Music Fest Clinician Workshop held at McDowall SS in 2020

Extra-curricula programmes and activities have included:

- Performing Arts Chamber Music Concert.
- Music in the Square Concert Series.
- Chamber Strings played at School Celebration of Childhood Open Morning.
- Performances on School Assembly.
- Anzac Day Observance.
- Music Fest Clinician Workshop in lieu of the Music Fest Competition.
- School Busking competition.
- Battle of the Bands performances.
- Recruitment Concerts held in Term 3.
- Year 3 Morning Melodies Matinee.
- Professional recording session.



Number of students involved within the Instrumental Music Strings Tutorial Programme: 149 students.

Year 3: 59 students.

Year 4: 31 students.

Year 5: 29 students.

Year 6: 30 students.

Number of students involved within the Instrumental Music Strings Ensemble Programme: 92 students.

Adagio Strings: 31 students.

Cantabile Strings: 31 students.

Presto Strings: 30 students.

Chamber Strings: 4 students.

Special Achievements:

1 student participated in the SHEP Middle School Programme.

3 students played in the Western Suburbs Strings Ensemble.

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.
- AUSTA Strings Festival.
- First Aid.
- Code of Conduct.
- Student Protection.



Music Fest Clinician Workshop held at McDowall SS in 2020

INSTRUMENTAL MUSIC – WIND, BRASS & PERCUSSION

The McDowall State School Instrumental Music Immersion Programme was acknowledged as a Programme of Excellence in 2018. 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. 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 organise 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.

Due to COVID-19 restrictions a number of scheduled performances, regional workshops and competitions were cancelled. The following programmes and activities were scheduled in line with COVID-19 protocols.

Extra-curricula programmes and activities have included:

- Performing Arts Chamber Music Concert.
- Music in the Square Concert Series.
- Welcome to School (At the School Gate) Performances during COVID-19 restrictions.
- Performances on School Assembly.
- Anzac Day Observance.
- School Celebration Open Morning Performances.
- Music Fest Clinician Workshop in lieu of the Music Fest Competition.
- School Busking competition.
- Battle of the Bands performances.
- Recruitment Concerts held in Term 3.
- Year 3 Morning Melodies Matinee.
- Professional recording session.

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

Year 3: 57 students.
Year 4: 56 students.
Year 5: 55 students.
Year 6: 46 students.

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

Year 3 Class Ensembles: 57 students.
Keona Band: 48 students.
Metro Band: 61 students.
Rode Band: 48 students.
Stage Band: 18 students.



Music In The Square

Special Achievements:

Stage Band established for selected students in Years 5 & 6.

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.

Many students extended their ensemble experiences by playing in community bands and ensembles.



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

- Performance Development.
- Triads.
- ABODA Reading Day.
- Instrumental Music Moderation Sessions.
- Membership of the Queensland Wind and Brass – 2.5hrs weekly.
- Numerous on-line presentations of various teaching options for Instrumental Music.
- 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, Ball Games Carnival and Athletics Carnival. Physical Education lessons focus on teaching student fundamental and specialized movement skills and techniques, teamwork, sportsmanship, 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. During 2020, McDowall State School hosted the District Sports Officer.

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, fitness, athletics skills, tennis and T-Ball, bowling and newcombe.

Years 5-6: Badminton, netball skills, athletics skills and fitness, tennis and baseball skills, table tennis and newcombe.

The McDowall State School Physical Education Programme also provided the following extra activities:

- Running Club – twice each week.
- Tennis Tournament.
- Table Tennis Tournament.
- Recess Sports.
- Teacher supervised recess games and activities.
- Years 1-2 Swimming Programme.
- Year 6 Life Saving Programme.
- Year Level Inter-House Cross Country.
- Inter-House Athletics Carnival.
- Year 4 Red Ball Tennis Team.
- Years 5-6 Orange Ball Tennis Team.
- Hosted Development Officers from AFL, Baseball, Tennis.
- Sporting Schools Grant delivered lessons in Tennis, Rugby League, Soccer, Cricket.
- Implemented Fitness Awards Years 3-6.
- 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: Not held in 2020.

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

Number of students involved in Summer North District Friday Afternoon Sport (4 weeks) in Term 4: 420 students.

[Summer North District Sports: Touch Football, Cricket, Volleyball, Newcombe, Futsal, Multi-sports]

35 students not selected for an Inter-School Sporting Team were involved within an 'at school' sporting programme involving: *Ten Pin Bowling, Table Tennis and Cricket.*



McDowall State School Inter-House Athletics & Ball Games Carnival 2020



Special Achievements:

Metropolitan North Tennis Tournament - McDowall SS Year 4 Tennis Team and Orange Ball Team were District Runners Up.

Number of McDowall State School students selected to represent their school at District level competition:
Events = Not held.

Number of McDowall State School students selected to represent North District at Metropolitan level competition:
Swimming = 12 students.
Most events = Not held.

Number of McDowall State School students selected to represent Metropolitan Region at State level competition:
Team Sports = 4 students.
Most events = Not held.

Number of McDowall State School students selected to represent Queensland at National level competition:
Softball = 1 student.
Hockey = 1 student.

The Physical Education Teacher attended the following training workshops:

- Leading Learning Performance Development.
- 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. The McDowall State School Human Movement (Dance) Programme P-6 is aligned with the Australian Curriculum (The Arts and Physical Education).

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

The Human Movement (Dance) Teacher worked collaboratively with class teachers and the Head of Curriculum to develop Work Units in Dance and Drama that connect and align with Year Level curriculum programmes. This purposeful connection (integration) of The Arts (dance, drama, human movement) within Work Units impacted positively on student engagement in Human Movement lessons.

99.2% of Years 1-6 students received a C Rating or above within their Student Progress Report.

Due to COVID-19 restrictions a number of scheduled performances, regional workshops and competitions were cancelled. The following programmes and activities were scheduled in line with COVID-19 protocols.



Preparatory Year Active Learning

Extra-curricula programmes and activities have included:

- Year 4 Dance Troupe performances.
- Year 5 Dance Troupe performances.
- Year 6 Dance Troupe performances.
- Performances on School Assembly.
- Pop Up Performances (PUPs).

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

- Leading Learning Performance Development.
- 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 are 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. In 2020, the number of students receiving student support due to learning disability increased to 36% of student population. The number of students receiving student extension increased to 25% of student population. The number of students receiving EAL/D support fell to 10% of student population. The demand for speech pathology service resulted in only the more severe cases being able to be referred. In 2020, speech language referrals decreased to 23 students with a total of 33 students directly supported across P-6. 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.
- Child Needs Teachers assisted Class Teachers by collaboratively:

P-1

- Support teachers to make curriculum adjustments for students experiencing learning difficulties.
- Develop students' phonemic awareness skills to isolate and manipulate sounds in words.
- Develop students' strategies to decode words to transfer into reading and writing.
- Using QAR and Sheena Cameron reading comprehension strategies on classroom and additional texts to enhance comprehension skills and develop student engagement within the Australian Curriculum.
- Writing Programme to refine student skills, enhance their understanding of a range of genres and improve student Tier 2 vocabulary.
- Enhance students' oral language as a foundation to strengthen literacy development.
- Develop student vocabulary through the STRIVE Programme.
- Zones of Regulation – Emotional resilience programme.

Years 2-3

- Support teachers to make curriculum adjustments for students experiencing learning difficulties.
- Provide reading experiences using QAR, Sheena Cameron and Book Club reading comprehension strategies on classroom and additional texts to enhance comprehension skills and develop student engagement in the Australian Curriculum.
- Phonics Programme to develop students' knowledge of letter sounds to isolate and manipulate sounds in words and to blend and segment sounds to read and write words.
- Writing Programme to provide additional support for students to refine their writing skills, enhance their understanding of a range of genres and improving their use of Tier 2 vocabulary.
- Mathematics Programme to provide additional support for students to access the Mathematics curriculum.
- Develop student vocabulary through the STRIVE Programme.
- Recess Social Skills Programme.
- Zones of Regulation – Emotional resilience programme.

Years 4-6

Year 6 Endangered Animal

- Support teachers to make curriculum adjustments for students experiencing learning difficulties.
- Develop students' ability to express themselves clearly in written form including enhancing sentence structure and improving use of Tier 2 vocabulary.
- Provide reading experience using QAR and Sheena Cameron reading comprehension strategies on classroom and additional texts to enhance comprehension skills and develop student engagement in the Australian Curriculum.
- Support students' understanding of numeracy concepts and, where possible, address a variety of learning styles and use suitable strategies including verbalisation and use of concrete materials.
- Develop student vocabulary through the STRIVE Programme.
- Recess Social Skills Programme.



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:

	Number of Students	Child Needs
P-1	108	<ul style="list-style-type: none">• Phonemic Awareness and Phonic Knowledge• Reading and Comprehension• Writing• Vocabulary• Mathematical concepts• Behaviour• Social Emotional Resilience
Years 2-3	83	<ul style="list-style-type: none">• Phonemic Awareness and Phonic Knowledge• Reading Comprehension• Writing• Vocabulary• Mathematical concepts• Behaviour• Social Emotional Resilience
Years 4-6	83	<ul style="list-style-type: none">• Phonemic Awareness and Phonic Knowledge• Reading Comprehension• Writing• Vocabulary• Mathematical Concepts• Behaviour• Social Emotional Resilience

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

Preparatory Year =	PM Reading: 98% of students identified for support achieved Level 1 or more.
Year 1 =	PAT Maths: 97% of students identified for support achieved within or above the average range. PAT Reading Comprehension: 83% of student identified for support achieved within or above the average range.
Year 2 =	PAT Maths: 91% of students identified for support achieved within or above average range. PAT Reading Comprehension: 73% of students identified for support achieved within or above the average range.
Year 3 =	PAT Maths: 83% of students identified for support achieved within or above the average range. PAT Reading Comprehension: 81% of student identified for support achieved within or above the average range.
Year 4 =	PAT Maths: 85% of students identified for support achieved within or above the average range. PAT Reading Comprehension: 73% of students identified for support achieved within or above the average range.
Year 5 =	PAT Maths: 77% 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.
Year 6 =	PAT Maths: 87% of students identified for support achieved within or above the average range. PAT Reading Comprehension: 81% 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 5 Mathemagicians (Pre-NAPLAN Problem-solving Extension).
 - 36 students engaged as either tutors or Mathemagicians.
 - All Year 5 students gained access to the Problem-solving Programme.
 - 39% of Mathemagian students achieved an A in Mathematics.
 - 53% of Mathemagian students achieved a B in Mathematics.
- Year 6 Mathematics Olympiad.
 - 29 students participated in preparation, review and Olympiad assessments.

Parent engagement and involvement within student learning was encouraged by:

- Preparatory Year Open Morning.
- 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.



Year 6 Endangered Animals



Child Needs Teachers provided training to class teachers by:

- Whole staff training in Zones of Regulation during Sector Meetings.
- Teacher Aide training in Zones of Regulation and Managing Students in Crisis.
- Staff Meeting Alerts regarding At Risk Students and teaching of appropriate strategies.
- Whole staff training of Recording Support Provisions.
- 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 and teaching as a means of building teacher capability.
- Participation within Year Level and Sector meetings.
- Participation within Moderation sessions.
- Consultation with all teachers in creating Personalised Learning.
- Guided teachers in the consistent recording and implementation of differentiation in preparation for NCCD collection.

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

- Leading Learning Performance Development.
- Anaphylaxis, Asthma and Epilepsy Training
- Developing Individual Behaviour Support Plans.
- Strive Vocabulary Refresher.
- De-escalation Techniques and Procedures.
- Letters and Sounds.
- ICP Supporting School-based Decisions.
- One Note Capabilities for Remote Teaching.
- Return to Work Refresher.
- Supporting the Full Participation of Students with a Disability.
- Planning with your Cohort in Mind.
- Restrictive Practices.
- Using Reading and Writing to Inform Teaching.
- NCCD Case Study Analysis.
- Calming the Crisis.
- Asthma Management.
- First Aid.
- CPR.
- Code of Conduct.
- Student Protection.



Story Telling Time in Preparatory Year

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



A Preparatory Year Camp Fire Sing-a-long

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

	No of Students	Child Need/s
P-1	8	<ul style="list-style-type: none"> Supported Preparatory Year student transition through a staggered start. Assessed students' phonological knowledge using the FELA and implementing appropriate support programmes. Liaised with AVT HI to support students with Hearing Impairment. Supported student engagement in the curriculum. Meeting the behavioural expectations of the formal learning environment with targeted programmes. Zones of Regulation. Developing independence skills. Use of specialised equipment. Eg. Sensory equipment and support tools. Supportive, supervised play during recess to develop social skills. Support in extra-curricula activities. Additional resources to support Learning at Home programme during COVID-19 lock down.
Years 2-3	10	<ul style="list-style-type: none"> Engagement in the curriculum at Year Level. Self-management across learning environments. Zones of Regulation. Adapting to the more formal classroom routines and expectations. Use of specialised equipment. Eg. Sensory support tools and FM systems. Support in extra-curricula activities. Liaised with AVT PI and HI to support the Verification process. Additional resources and adjusted learning materials during COVID-19 lock down.
Years 4-6	11	<ul style="list-style-type: none"> Building confidence in the students' ability as a learner. Mentoring staff in understanding the needs of students and associated adjustments. Developing independence. Transition to High School. Support in extra-curricula activities. Supported students' social and emotional needs during COVID-19 lock down. Developed on-line lessons using One Note for students on Individual Curriculum Support. Delivered Individual Curriculum Support.

Child Needs - Special Education Teachers have:

- Supported classroom teachers to differentiate curriculum and instruction across all Learning Areas.
- 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 Department of Education specialist personnel such as AVTs, Metropolitan Behaviour Teams, Guidance Officer and Speech Language Pathologist to embed disability specific adjustments within the Support Programme.
- Composed Referral Letters to outside agencies in consultation with class teachers, Speech Language Pathologist and Guidance Officer.
- Undertook the necessary training required to meet the demands of the role.

Students Verified	Students Awaiting Verification	Students Working at Level	Students Working Below Level
16	13	26	3

Key initiatives, programmes, events and activities have included:

- Support lessons aligned to the lessons taught within the classroom. Students were engaged in the Australian Curriculum.
- Across Year Level rotations were supported. Support teachers and teacher aides were timetabled so that all students were engaged at their achievement level.
- Students on an Individual Curriculum Plan were provided lessons delivered by Special Education Teachers. Teacher aides were timetabled into classrooms to ensure continuity of support.
- Special Education Teachers Aides were timetabled into classrooms to ensure continuity of support.
- Highly individualised programmes including the use of an Augmented Alternate Communication Device – PODD.
- Key school initiatives were integrated within Special Education instruction programmes. Eg. QAR and STRIVE.
- Social Skills Programme: Protected Play in the Special Education Classroom for identified students. Zones of Regulation implemented. Student social interactions monitored.

- Screening of Preparatory Year students using the Foundations of Early Literacy Assessment.
- Student Transition onto High School – Supported by Special Education staff.
- Student support during excursions and sporting events.
- Meetings with parents and teachers to:
 - Discuss implementation of Support Programmes.
 - Provide strategies for parents in support of home studies.
 - Discuss Individual Curriculum Plans prior to endorsement.
 - Review, consultation and feedback regarding Individual Curriculum Plans.
 - Close consultation with parents to support Learning at Home during COVID-19 lock down.

Student achievement/s – Working at Level:

Year Level	A in English/Maths	B in English/Maths	C in English/Maths
P-1		1	6
2-3		3	6
4-6	3	3	3

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. Teachers were guided in the identification of appropriate Curriculum Achievement Standards.
- 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 and positive outcomes.
- AVT HI skilled teachers to assist students in the use of specialized equipment such as Sound Field System.
- Whole staff training in Zones of Regulation programming.
- Whole staff training in Recording Support Provisions.
- Collaborative development of Personalised Learning Plans.
- Teacher aide training in Zones of Regulation and Managing Students in Crisis.
- Participation in Year Level and Sector Meetings.

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

- Leading Learning Performance Development.
- Anaphylaxis, Asthma and Epilepsy Training
- Developing Individual Behaviour Support Plans.
- Strive Vocabulary Refresher.
- De-escalation Techniques and Procedures.
- Letters and Sounds.
- ICP Supporting School-based Decisions.
- One Note Capabilities for Remote Teaching.
- Return to Work Refresher.
- Supporting the Full Participation of Students with a Disability.
- Planning with your Cohort in Mind.
- Restrictive Practices.
- Using Reading and Writing to Inform Teaching.
- NCCD Case Study Analysis.
- Calming the Crisis.
- Asthma Management.
- First Aid.
- CPR.
- Code of Conduct.
- Student Protection.



Our happy new Deputy Principal P-1

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	7	<ul style="list-style-type: none">• Oral language.• Phonemic Awareness.• Cultural barriers in understanding local social conventions.
Years 2-3	7	<ul style="list-style-type: none">• Vocabulary acquisition.• Understanding English language conventions.• Cultural barriers in understanding local social conventions.
Years 4-6	4	<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 engaged in the following:

- Direct intervention programmes to assist EAL/D students in accessing the Australian Curriculum.
- Meeting frequently with teaching staff to provide advice on ways to support EAL/D students and work collaboratively with their parents.
- Provide EAL/D Teacher Aides with resources and programmes to support students.
- Provision of translation apps to facilitate daily communication with students with extremely limited English.
- Using Band Scales as a tool to identify, develop and implement effective programmes.
- Co-ordinating enrolment of students in the Metropolitan EAL/D Cluster Class.

The Child Needs – EAL/D Teacher tracked and monitored student achievement and extension:

- Band scaling on One School for P-2 and Years 3-6 with EAL/D learning needs.
- 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).

Key initiatives, programmes, events and activities have included:

- EAL/D teacher met with parents (especially for new to SAE members and EAL/D students with complex learning needs).
- Meeting with parents to liaise with the Met North EAL/D Cluster Class.
- Additional support for parents with EAL/D students coping with Learning at Home during COVID-19 lock down.

Student achievement/s:

P-1	<ul style="list-style-type: none">• 82% of students achieved at or above Year Level standard (Semester 1, 2020 A-E Data).• 91% of students achieved at or above Year Level standard (Semester 2, 2020 A-E Data).• 9% 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, 2020 A-E Data).• 93% of students achieved at or above Year Level standard (Semester 2, 2020 A-E Data).• 7% improvement within 12 months.
Years 4-6	<ul style="list-style-type: none">• 96% of students achieved at or above Year Level standard (Semester 1, 2020 A-E Data).• 97% of students achieved at or above Year Level standard (Semester 2, 2020 A-E Data).• 1% improvement within 12 months.

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

- Establishing differentiation in curriculum areas as appropriate for the child.
- Year Level session for familiarization in Band Scaling using One School.
- Collaboratively drafting Support Plans for EAL/D students with class teachers.
- Meeting with class teachers early in the school year and as required.
- Co-ordinating specialist staff and teacher aides to deliver training programmes.
- Training teacher-aides to better support differentiated plans.
- Tracking student achievement and providing feedback and guidance to the teacher.
- Attending Parent / Teacher Interviews.

The Child Needs – EAL/D Teacher attended the following training workshops:

- Letters and Sounds
- Unpacking C2C Units and Supporting EAL/D Readers.
- Leading Learning Performance Development.
- First Aid.
- CPR.
- Anaphylaxis Training.
- Code of Conduct.
- Student Protection.

INVESTING FOR SUCCESS 2021

The full 2021 agreement and 2020 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 or A-B ratings 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 Student Code of Conduct 2020-2023, 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. One short-term student suspension was imposed during 2020.



The Official Opening of the McDowall State School Remembrance Square by Mr Ted Chitham (RAR Association)

The internment of the McDowall State School Time Capsule 2020-2035

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 2020, \$123,794 x 10% = \$12,379. The figures below do not include HR notional or other relief allocations. It is expected that all staff are annually engaged within performance development, professional development, mandatory training and (where appropriate) action research.

2016	2017	2018	2019	2020
\$34,177	\$28,256	\$23,942	\$28,072	\$11,502

McDowall State School Budget 2021 has allocated \$50,000 to Performance Development.

Future Outlook

Targets

- **90%** of students achieve a C or above rating in **English**.
- **75%** of students achieve an A-B rating in **English**.
- **95%** 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**.
- **95%** of students achieve an A-B rating in **Effort**.
- **60%** of Preparatory Year students read at Year Level or Higher in **PM Readers**.
- **40%** of Preparatory Year students read at an above Year Level standard in **PM Readers**.
- **92%** of Years 1-6 students – PAT **Reading Comprehension** at Year Level or Higher.
- **42%** of Years 1-6 students – PAT **Reading Comprehension** at an Above Year Level standard.
- **92%** of Years 3-6 students – PAT **Reading Vocabulary** at Year Level or Higher.
- **65%** of Years 3-6 students – PAT **Reading Vocabulary** at an Above Year Level standard.
- **95%** of Years 2-6 students – PAT **Spelling** at Year Level or Higher.
- **50%** of Years 2-6 students – PAT **Spelling** at an Above Year Level standard.
- **85%** of P-6 students – **Writing** Assessment Tool at Year Level or Higher.
- **40%** of P-6 students – **Writing** Assessment Tool at an Above Year Level standard.
- **95%** of Year 1-6 students – PAT **Maths** at Year Level or Higher.
- **50%** of Years 1-6 students – PAT **Maths** at an Above Year Level standard.
- **100%** of Year 3 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**.
- **100%** of Year 5 students are at/above NMS NAPLAN in **Reading** or have an evidence based plan.
- **65%** of Year 5 students are in the U2B NAPLAN for **Reading**.
- **100%** of Year 3 students are at/above NMS NAPLAN in **Writing** or have an evidence based plan.
- **75%** of Year 3 students are in the U2B NAPLAN for **Writing**.
- **100%** of Year 5 students are at/above NMS NAPLAN in **Writing** or have an evidence based plan.
- **45%** of Year 5 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.
- **70%** of Year 3 students are in the U2B NAPLAN for **Spelling**.

- **100%** of Year 5 students are at/above NMS NAPLAN in **Spelling** or have an evidence based plan.
- **65%** of Year 5 students are in the U2B NAPLAN for **Spelling**.
- **100%** of Year 3 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**.
- **100%** of Year 5 students are at/above NMS NAPLAN in **Grammar and Punctuation** or have an evidence based plan.
- **75%** of Year 5 students are in the U2B NAPLAN for **Grammar and Punctuation**.
- **100%** of Year 3 students are at/above NMS NAPLAN in **Number** or have an evidence based plan.
- **70%** of Year 3 students are in the U2B NAPLAN for **Number**.
- **100%** of Year 5 students are at/above NMS NAPLAN in **Number** or have an evidence based plan.
- **60%** of Year 5 students are in the U2B NAPLAN for **Number**.
- **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.



Victor – Athletics Carnival



Victor – Ball Games Carnival



Adult (Staff Relay)

❖ Reading

- # Lift in Reading U2Bs / A-B.
- # 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 / A-B.
- # Lift in Writing Samples (Moderated).

❖ Numeracy

- # Lift in Numeracy U2Bs / A-B.
- # 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

PROFESSIONALISM



CONSOLIDATION



EVIDENCE



CONSISTENCY



INQUIRY

Professionalism: Acting in accordance with personally held beliefs (linked to upholding the codes and principles, laws, ethics, standards and conventions of a profession) about one's own conduct as a professional practitioner. Possession of expert scientific knowledge and practice in a widely recognised body of learning derived from research and education at a high level; and is likewise acknowledged by the public. Commits to competence, integrity, altruism and promotion of public good within their expert domain. Accountable to those served and to society.

Consolidation: Firm unification and strengthening of effective professional (and key stakeholder) competencies and ways of working within the connected holistic P-6 educational enterprise routine (both embedding and refining such practices through 'deep inquiry') to deliver sustained improvement trajectories in learning outcomes.

Evidence: Result/s or artefacts that either prove / disprove a perception or belief in a conspicuous (plainly visible) way used to inform collaborative understanding and agreement (professional wisdom and collective truth).

Consistency: Evidence informed policy, procedures and competent practices routinely, coherently, seamlessly and consistently implemented across all facets of the P-6 educational enterprise, with firm undertaking from all key stakeholders.

Inquiry: Responding to an identified specific issue, barrier or problem, the act of seeking information through questioning, interrogation or action research to construct evidence informed heightened competency (knowledge & skills) resulting in sustained improvement of individual performance and achievement.

"If better is possible, good is not enough!"

"What may we do better together, more than what we can do ourselves?"

School Context

Co-Educational or Single Sex Co-Educational

Independent Public School Yes

Year Levels Offered in 2020 Prep Year – Year 6

Web Pages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the Student Body

Student Enrolments

Table 1: Student Enrolments by Year Level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	140	146	142	144	144	142
Year 1	146	145	152	150	147	149
Year 2	134	151	152	133	154	152
Year 3	146	128	157	145	135	156
Year 4	161	137	133	160	140	130
Year 5	137	153	138	138	155	133
Year 6	126	134	149	127	135	150
Total	990	994	1,023	997	1,010	1,012

Notes

1. Student counts include headcount of all full- and part-time students at the school.



In 2019, there were no students enrolled in a pre-Prep program.

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 local 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.

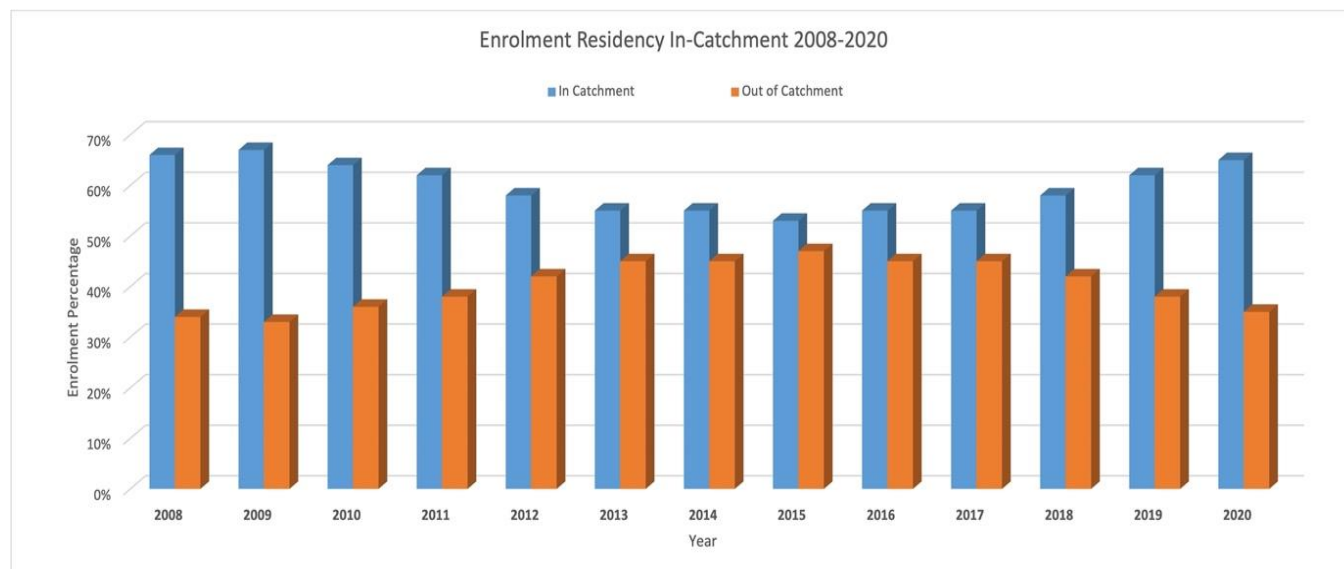


Merrille O'Neill Writing Competition Winner



Public Speaking Competition Yrs 5-6 Winners

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, Japanese 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 originally 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.



McDowall State School enrolment reached 1,022 students in February, 2020. Configuring 40 classes, student enrolment slightly fell during the year. As at June, 2020, 65% or 666 students resided within the McDowall State School Enrolment Catchment Area. 35% or 348 students resided outside the School Enrolment Catchment Area with the majority of students further north of the catchment area boundary. The proportion of enrolled students residing outside the School Enrolment Catchment Area is annually declining due to the application of an Enrolment Management Plan. Eg. 5% from 2018-2020. In terms of parental occupation group, 30% of parents were in senior management and were qualified professionals, 29% were business managers and associate professionals, 19% were tradespeople, skilled office, sales and service staff; and 10% were machine operators, hospitality staff, assistants and related workers. 12% identified as home duties. Two hundred and twenty-eight spoke a language, other than English at home, representing 22% of school enrolment. Forty 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

Year Levels	2018	2019	2020
Prep – Year 3	24	24	24
Year 4 – Year 6	27	27	26

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Curriculum Implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

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 of Excellence Years 3-6, Bands and Ensembles, Performance Programme.

CHORAL WORK ... Choirs and Performance Programme.

Extra-Curricular Activities

Queensland State Schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here:

<https://www.qld.gov.au/education/schools/information/programs>.

Teachers implement a range of extension activities designed to respond to student interest and potential (Annually outlined in Date Claimers). Students with a general interest in or having mastered core curriculum programme expectations may access the following activities: After-school 'Auskick', tennis coaching, martial arts and drama is provided by community organisations. Out-of-School Hours Care Programme is available.

- Inter-school Sport
- Representative Sport
- Sports Extension
- Running Club
- Fitness Certificate
- Cross Country
- Competitions
- Opti-Minds
- Literacy Challenge
- Mathematics Challenge
- Problem-solving Challenge
- Technology Applications (Robotics & Design)
- Assembly Presentations
- Book Week Authors
- Defence Force Student Support Programme
- Open Days
- Student Leadership Programme
- Student Council
- Swimming Programme – Yrs 1&2
- Royal Life Saving - Year 6
- Recreational Reading
- Instrumental Music (Brass, Woodwind, Percussion)
- Instrumental Music (Strings)
- Gifted and Talented Programmes
- Performing Arts Celebration Concerts
- Honours, Junior & Senior Choirs
- Public Speaking
- Drama
- Artistry
- Art Extension
- Sports Extension & Training
- Performing Arts Stage Extension
- Qld Youth Choir Auditions
- Senior Years Buddy Programme toward P-1
- Book Club
- Library Monitors
- Student Support Programme
- Environmental Studies
- CSIRO Activities
- Junior Badge Programme
- Senior Badge Programme
- Year Level Excursion Programme



Instrumental Music Immersion Programme of Excellence and School Choirs Professional Sound Recording Sessions 2020



How Information and Communication Technologies Assist Learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a General Capability across all Learning Areas, as well as Digital Technologies as a specific Learning Area.

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 2020, 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).

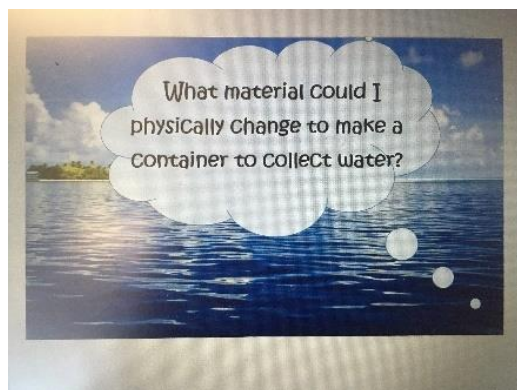
E LEARNING

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 increased learning extension, greater flexibility and creativity in task design.

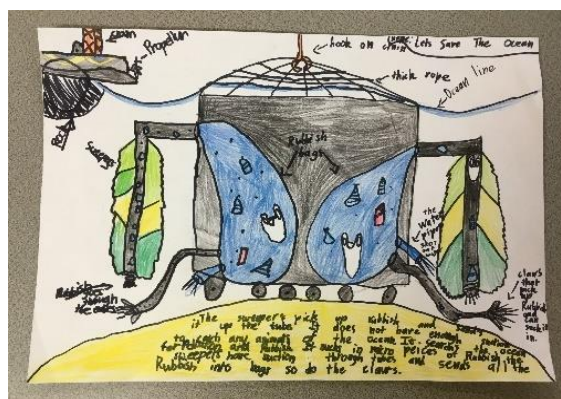
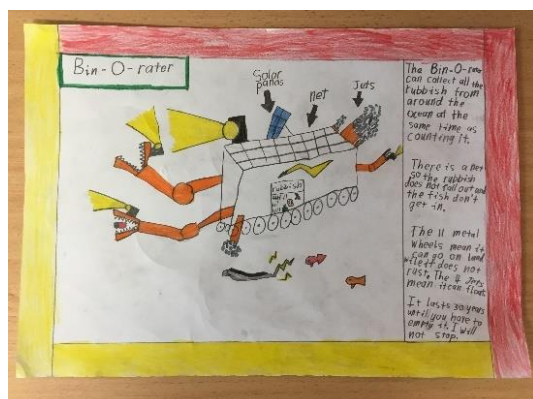
Cyber-safety information is provided annually to all teachers. Cyber-safety workshops were conducted by the Education Queensland Cyber-safety team for students across Years 4-6.

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 and extension 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.



In National Science Week, Year 1 were asked to solve this question.
Year 3 were asked to design a machine that will collect and dispose of refuse.



Technology distribution occurred as:

- All teachers are provided with a laptop computer under the EQ C4T Programme.
- Years 5-6 teachers are provided with an iPad with Apple Pencil.
- All classrooms are equipped with a data projector to display computer screens.
- P-4 Year Levels have a bank of 8 x iPads available per class.
- Years 5-6 teachers have an iPad Pro device for their use to support the BYO Programme.
- Years 5 & 6 – BYOD (student iPads).
- Year 5 have a bank of 10 x iPads available for students not engaged within the BYO Programme..
- Year 6 have a bank of 10 x iPads available for students not engaged within the BYO Programme.
- Child Needs Programme – Set of 10 x iPads for student use.
- Sphero Robots – 12.
- Bee Bot Robots – 12.
- Lego Technic Robots.
- School Library – Set of 30 x iPads for whole class use, primarily in Leading Literacy Coach 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.

- Years 5-6 Robotics Club (After school).
- School Library ICT Book Cover Competition Year 6.

During 2020, the following training activities were accessed by staff:

- Apple iPad Management Workshop.
- Teachers were assisted to integrate learning technologies into class programming through Teacher Librarian modelling.
- The School Technician assisted teachers with coding activities and technical processes – instructing teachers how to access OneDrive and trouble-shoot devices.
- Technician attended local Cluster Group Training (Albany Creek SS)
- Teachers were trained in accessing One Note and Teams to support Learning at Home during COVID-19 lock down.



Nicol Jackson Art Competition 2020



Year 5 Leadership Challenges

School Captains 2020

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 Student Code of Conduct 2020 – 2023** 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 Partnership 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. In response to the COVID-19 pandemic, the annual School Opinion surveys of students, teachers and staff were not administered in 2020.

For State Level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	95.2%	97.5%	
This is a good school.	94.4%	95.9%	
My child likes being at this school. ²	95.9%	95.1%	
My child feels safe at this school. ²	97.9%	99.2%	
My child's learning needs are being met at this school. ²	89.0%	91.8%	
My child is making good progress at this school. ²	91.0%	94.3%	
Teachers at this school expect my child to do his or her best. ²	95.9%	100.0%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	88.8%	90.8%	
Teachers at this school motivate my child to learn. ²	91.7%	93.4%	
Teachers at this school treat students fairly. ²	91.6%	94.1%	
I can talk to my child's teachers about my concerns. ²	95.1%	97.5%	
This school works with me to support my child's learning. ²	93.0%	92.5%	
This school takes parents' opinions seriously. ²	85.3%	87.2%	
Student behaviour is well managed at this school. ²	92.3%	95.0%	
This school looks for ways to improve. ²	89.4%	94.0%	
This school is well maintained. ²	96.5%	96.7%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	99.1%	100.0%	
I like being at my school. ²	97.4%	98.2%	
I feel safe at my school. ²	93.9%	99.1%	
My teachers motivate me to learn. ²	95.6%	99.1%	
My teachers expect me to do my best. ²	98.2%	100.0%	
My teachers provide me with useful feedback about my school work. ²	92.1%	97.3%	
Teachers at my school treat students fairly. ²	92.1%	93.6%	
I can talk to my teachers about my concerns. ²	90.3%	93.5%	
My school takes students' opinions seriously. ²	91.2%	88.7%	
Student behaviour is well managed at my school. ²	85.8%	89.1%	
My school looks for ways to improve. ²	97.3%	97.2%	
My school is well maintained. ²	97.4%	94.5%	
My school gives me opportunities to do interesting things. ²	95.6%	96.3%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	96.8%	89.7%	
I feel this school is a safe place in which to work.	100.0%	95.6%	
I receive useful feedback about my work at this school.	86.9%	86.6%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	87.8%	90.9%	
Students are treated fairly at this school.	93.5%	91.2%	
Student behaviour is well managed at this school.	93.5%	86.8%	
Staff are well supported at this school.	87.1%	75.0%	
This school takes staff opinions seriously.	80.0%	71.9%	
This school looks for ways to improve.	96.7%	86.2%	
This school is well maintained.	96.8%	94.1%	
This school gives me opportunities to do interesting things.	91.5%	85.1%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. 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. This framework assists students, schools, parents and the community to work together to maximise student learning and wellbeing. Research indicates that parent and community engagement that is effectively focused on student learning will deliver powerful outcomes.

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 2020

School Plan 2018-2021
School Council Charter 2018-2021
School Curriculum Model
Higher Order Thinking Scope & Sequence

Sun Safety Policy 2020-2023
Student Code of Conduct 2020-2023
Student Responsibilities Levels Booklet 2019-2022
STEAM Technology Strategy

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, Year 3, Year 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 of Excellence, Human Movement 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.
- ✓ Opportunity to ask questions from the attending class teachers.

Thankfully by November, 2020, COVID-19 restrictions had eased permitting parents to physically re-connect face to face with teachers. Overall, both parent and teacher engagement was higher for this reason. Year 1 parent attendance was lower than expected due to a technical difficulty with parent emails however families appreciated a compensatory Information Pack to support them. Tartan TAPS continues to be a valued educational information experience at McDowall State School.

Parent Attendance Rates:

Preparatory Year	55 parents	Year 3	38 parents
Year 1	22 parents	Years 4	35 parents
Year 2	47 parents	Years 5-6	60 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. Tartan TAPS information provides parents a clear picture of the learning expectations and curriculum content relevant to that Year Level. When parents know what, and know how it is being taught at school, they better support student learning from the context of home. With particular reference to students entering the Preparatory Year, parents are informed of the expectations relating to oral language development, social/emotional development, attitudes toward learning; and independence skills required from students. Parents are provided with tips and strategies on how they may best support their child's learning in transition into their next phase of learning.

TARTAN TADPOLES (Enrolling Preparatory Year Induction Play Groups)

Tartan Tadpoles is a pre-Preparatory Year Play Group that operates at the end of Term 4, assisting parents and children with the transition into the Preparatory Year. Children develop relationships with new friends, children and parents get to meet Preparatory Year staff and children become increasingly familiar with the school setting. Staff are provided with opportunities to get to know new students and their parents. From the information gleaned during the Enrolment Interview, parents and children are invited to participate 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.



Due to COVID-19 restrictions, family participation numbers were lower in 2020. 85% of invited families attended. The TADPOLES Programme was four sessions held across two days. Preparatory Year teachers were supported by one Teacher Aide. At least one Child Needs Teacher also attended each session. Parents thanked staff for providing the opportunity to meet new parents and friends well prior to the commencement of school to relieve some of the many anxieties before Day 1.

Number of pre-student attendance: 32 children.

Number of parent attendance: 32 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. These observations assist teachers in drafting Preparatory Year class lists.

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 July and December. Parent / Teacher Interviews were held in March (face to face) and June (Teams on-line). 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, home studies and general conduct, standard and demeanor 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. Our Grandparents Morning and Morning Tea was cancelled in 2020 but we look forward to our next meeting in August, 2021.

McDowall SS P&C Association Provided a Coffee Van for Staff during the COVID-19 Lock Down



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

Framework developed by: Linda and Richard Eyre, "Teaching Your Children Responsibility" 1982.

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

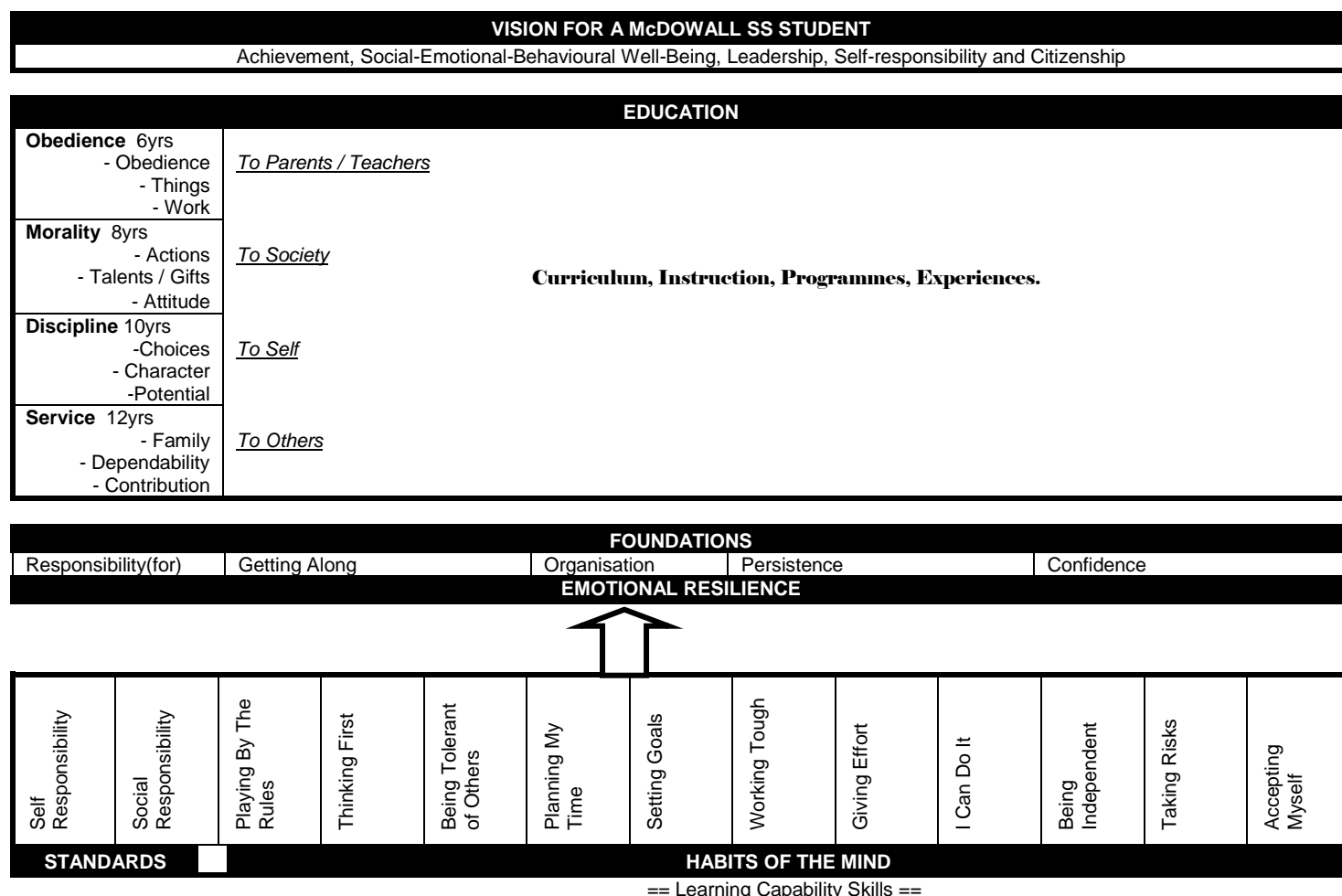
Ultimately, teachers, parents and indeed society seeks for all people to be wise in personal decision-making. **Wisdom, like responsibility is not the result of maturity.** Wisdom requires both the mastery of self-responsibility and experience over time for that self-responsibility to be exercised in 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.
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



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.

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 the Department of Education, Queensland Police Service and/or Child Protection Agency for formal intervention.

School Disciplinary Absences

Table 6: Count of School Disciplinary Absences at this School

Type of school disciplinary absence	2018	2019	2020
Short Suspension	0	0	1
Long Suspension	0	0	0
Exclusion	0	0	0
Total	0	0	1

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School Funding

School Income Broken Down by Funding Source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) 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.

School sector

School type

State

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

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Teacher Standards and Qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Professional Development

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. (General Grant in 2020 ... \$123,794 x 10% = \$12,379) The figures below do not include HR notional or other relief allocations. It is expected that all staff are annually engaged within performance development, professional development, mandatory training and (where appropriate) action research.

2016	2017	2018	2019	2020
\$34,177	\$28,256	\$23,942	\$28,072	\$11,502

McDowall State School Budget 2021 has allocated \$50,000 to Performance Development.

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 State Conference
- Guidance Officer Seminars
- How the Brain Learns by Dr David Sousa Text – Issued to all teachers.
- Remote Teaching and Learning
- Exploring the Resource Allocation Model to Support Diverse Learners
- Calming the Crisis
- Focus 2.0 – Human Movement Teachers
- Language Educators Professional Day
- Inclusion Symposium
- One School Accounts Receivable Training
- Play is the Way Seminar
- NAPLAN On-Line Readiness
- Schools Officers Network Meeting
- Annual Cleaner Training
- QTU Union Reps Conference
- QTU Union Reps Training
- Pupil-Free Day Mandatory Training
- Online Tutoring
- First Aid & CPR Training
- Anaphylaxis Intervention Training



Staff Well-being Event During COVID-19 Lock Down

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

Workforce Composition

Staff Composition, including Indigenous Staff

Table 7: Workforce Composition For This School

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	66	66	68	34	35	33		<5	<5
FTE	59	59	61	25	25	25		<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent



Our Students Observing Remembrance Day 2020



McDowall State School Performing Arts Programme 2020

Key Student Outcomes

Student Attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall Student Attendance At This School

Description	2018	2019	2020
Overall attendance rate for students at this school	95%	95%	94%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.

Table 9: Student Attendance Rates For Each Year Level At This School

Year Level	2018	2019	2020
Prep Year	96%	96%	94%
Year 1	95%	95%	95%
Year 2	95%	95%	94%
Year 3	96%	94%	94%
Year 4	95%	95%	92%
Year 5	95%	95%	94%
Year 6	95%	94%	94%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality



McDowall State School P-6 Athletics Carnival

NAPLAN

Our Reading, Writing, Spelling, Grammar, 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.



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



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



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.