



*Established 1995*

**Fairview Heights**  
**State School**  
**ANNUAL REPORT**  
**2017**

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

## Contact Information

Postal address:	75 McDougall Street Toowoomba 4350
Phone:	(07) 4659 2888
Fax:	(07) 4659 2800
Email:	principal@fairheigss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Principal: Ms Julie Raitelli



## School Overview

Fairview Heights State School is located in the Darling Downs South West Region. The school was established in 1995 and caters for a diverse range of clientele from varied socio-economic backgrounds. Fairview has a large SEP cohort who are taught and supported by qualified and experienced staff. Extracurricular activities are provided for students. Through utilizing public support the school also provides a wood-working lunchtime activity and over the years a fully equipped woodworking shed has been erected and equipped to support our volunteers. Fairview Heights is a Positive Behaviour for Learning School (PBL); we have a highly developed Behaviour Management Plan with a strong values education focus reinforced by a well-developed Vision Program incorporated into curriculum planning and practice. Our chaplain plays a significant role in supporting students, teachers and parents and is an integral part of our school community. Fairview Heights State School is an Enrolled Managed School. The Fairview Heights State School community has a strong sense of identity and culture. We wrap our Fairview Family members in support so each individual is empowered to reach their full potential. Our Vision - ***Growing Together Learning Forever*** - and Schoolwide Pedagogical Framework ***Growing Together, Learning Forever, Supporting each Other*** - emerged from our engagement with the IDEAS process of school revitalisation in 2003. Collective commitment to our Vision and SWP is encapsulated in our metaphor of the Jacaranda Tree – many of which adorn our school grounds. The roots represent community core values and respect for individual needs; the trunk represents the building of strong relationships; and, the flowers, leaves, seeds and pods are the outcomes and achievements that others can see.





<ul style="list-style-type: none"> <li>• Use Early Start Testing to track student progress and differentiate learning activities.</li> <li>• Provide further extension opportunities through the forming of 'clubs' for identified students.</li> </ul>	<p>Implemented in Prep and Year 1</p> <p>Implemented in 2017</p>
<p><b>Closing the Gap</b></p> <ul style="list-style-type: none"> <li>• Undertake Hidden Histories Professional Development sessions</li> </ul>	<p>Completed in 2017.</p>
<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>• Familiarisation and implementation of ACARA Civics &amp; Citizenships informed by C2C in Year 4 2017</li> <li>• Digital Technology teacher to support teachers in the Digital Technology and Media Arts curriculum.</li> <li>• All Teachers explicitly teaching higher order thinking strategies as part of their pedagogical practices.</li> <li>• Provide Music Specialist teacher with support in the familiarisation and implementation of Drama in The Arts curriculum.</li> <li>• Continue to support cohort PLC to develop teacher capacity and consistency.</li> <li>• Use Swivl robots to continue to support teachers in giving feedback on lesson observations.</li> <li>• Train more staff as Classroom Profilers.</li> <li>• Fully implement an Annual Performance Development Plan (APDP) process involving goal setting, initial meeting with Principal and review at end of year.</li> </ul>	<p>Started in 2017, moving to HASS 2018</p> <p>Start to Implement in 2017, fully implement in 2018</p> <p>Continued in 2017</p> <p>Started familiarisation in 2017, continue in 2018.</p> <p>Continued in 2017</p> <p>Continued in 2017</p> <p>Continued in 2017</p> <p>Continued in 2017</p> <p>Achieved, continue in 2018</p>



**Future Outlook**



<b>Coaching, Modelling and Feedback</b>		
<b>Strategy</b>	<b>Actions</b>	<b>Targets</b>
Provide opportunities for staff members to observe each other's teaching practices through a formalised Observation, Coaching and Feedback Cycle.	<p>Implement formalised Coaching model for all teaching staff. Teachers to meet with coach twice each week.</p> <p>Leadership Team to use the G.R.O.W. coaching model and SMART goal setting model when engaged in Coaching conversations with staff members.</p> <p>Leadership team to conduct Walk and Talks regularly in classrooms using the 5 Critical Questions for students and teachers to inform future conversations.</p> <p>All staff (Teaching and non-teaching) to have Annual Performance Development Plans meetings twice yearly with Leadership Team providing evidence at the second meeting of progress towards achieving set goals. Continue to facilitate reflective conversations about evidence-based research to deepen a culture focussed on improving classroom teaching.</p>	100% of staff actively participating in FHSS Coaching Cycle aligned to School Priorities and/or APDPs.
<b>Positive Behaviour for Learning</b>		
<b>Strategy</b>	<b>Actions</b>	<b>Targets</b>
Further embed PBL processes and strategies to ensure consistent practice when responding to and supporting student behaviour through Professional Development sessions.	<p>Provide staff with professional development addressing Tier 2 student behaviours</p> <p>Increase Behaviour Coach to 0.6 to support teachers to implement PBL strategies in classrooms with focus on Tier 2 behaviours.</p> <p>Provide behaviour support for Tier 2 students through use of Behaviour Support Teacher Aides</p> <p>Continue to access the Restart program run by PCYC for students with recurring major behaviours or long term school suspensions.</p>	<p>Decrease in Tier 3 students to 5%.</p> 
<b>Systematic Curriculum Delivery</b>		
<b>Strategy</b>	<b>Actions</b>	<b>Targets</b>
<p>Continue to implement a Whole school approach to the teaching of reading that incorporates the Big 6 (oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency/Decoding, Comprehension) and Modelled, Shared, Guided and Independent Reading in all KLAs.</p> <p>Embed ACARA curriculum through the use of C2C suite of resources for new KLAs including Digital Technology, Media Arts, Visual Arts, Design and Technologies, Civics and Citizenship (yr 3-6), Drama and Dance - Specialist teacher</p> <p>Expand the use of internal moderation processes across all year levels for all learning areas to build consistency and confidence in teacher judgement.</p> <p>Explore further opportunities for</p>	<p>Review the school reading program and produce a Reading Placemat for teachers to refer to when planning reading programs.</p> <p>Review Literacy blocks and set clear expectations for explicit differentiated teaching using teacher aides and small groups.</p> <p>Provide professional development for teachers on 'How to teach Reading'.</p> <p>Provide support for teachers in teaching Digital Technology and Media Arts through Digital Technology Coach one day a week.</p> <p>Support classroom Music teacher to implement ACARA The Arts: Music, Drama and Dance.</p> <p>Purchase additional resources to support the implementation of ACARA Media Arts and Digital Technology.</p> <p>Provide HASS, Digital Technology and Media Arts professional development sessions</p> <p>At the beginning of each unit of work/term cohorts to meet to identify critical content, to front-end assessment and to determine success criteria in readiness for moderation each term.</p> <p>Liaise with schools in Toowoomba North Cluster to organise Moderation sessions.</p>	<p>10 % or less of students receiving a D in Science Comparison: %A, %B, % C level of Science achievement data compared historically</p> <p>Increase the percentage of students achieving Stanine 4 and above in PAT R (years 3-6)</p> <p>Increase the percentage of students achieving Stanine 4 and above in PAT M (years 3-6)</p> <p>Individual improvement in Number Fact Timed Test from beginning of year to end of year.</p>

<p>external moderation and networking with like schools.</p> <p>Provide teaching of Science professional development for teachers to build capacity and confidence to improve student outcomes.</p> <p>Enact a whole school focus on formalised daily teaching of number fact strategies.</p> <p>Focus attention on the teaching of Literacy and Numeracy for students with ICPs using the Literacy Continuum and ICP English and Math descriptors to ensure all students are proficient in the basics.</p>	<p>Support specialist teachers (PE, The Arts, LOTE) to moderate with colleagues at least once a year.</p> <p>Provide professional development, classroom observations and feedbacks on the teaching of Science using the Inquiry approach.</p> <p>Implement a whole school plan for teaching number fact strategies.</p> <p>Provide targeted Teacher Aide Intervention for students with ICPs.</p> <p>SEP teachers to set achievable Literacy and Numeracy goals for students which are communicated to stakeholders during regular meetings.</p>	<p>Increase the % of students working from ICPs who achieve their academic goals by end of 2018.</p> 
	<b>Attendance</b>	
<b>Strategy</b>	<b>Actions</b>	<b>Targets</b>
<p>Continue to monitor student attendance closely and follow up students with less than 85% attendance.</p>	<p>Continue regular reminders in newsletter about importance of regular attendance</p> <p>Admin. to continue to make follow upon phone calls on day of absenteeism of those families with high absenteeism.</p>	<p>Decrease % of students with less than 85% attendance.</p>
	<b>School Community Partnerships</b>	
<b>Strategy</b>	<b>Actions</b>	<b>Targets</b>
<p>Expand partnerships with early childhood providers to strengthen processes for the transition to Prep, including opportunities for joint professional learning.</p> <p>Investigate and implement further ways to inform and enable parents to be fully engaged as active partners in their child's learning.</p>	<p>Introduce a Transition Officer to liaise with feeder childcare centres and kindergartens to foster partnerships to support transitions to school.</p> <p>Purchase promotional and advertising materials to give to parents at information sessions and pre-prep events.</p> <p>Increase parent engagement in their child's education through parent information sessions, social media and invitations to activities (eg Showcase)</p>	<p>Increase the number of families attending school events. Comparison: Number of parents who attended in 2017 Number of parents who attend in 2018</p> <p>Increase the percentage of families attending Pre-Prep playgroups, Parent information sessions and other transition opportunities.</p> <p>Comparison: % of parents who attended transition sessions in 2017 to 2</p>



# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	563	261	302	53	93%
<b>2016</b>	570	262	308	61	94%
<b>2017</b>	573	277	296	60	96%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

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

## Characteristics of the Student Body

### Overview

#### Overview

Fairview Heights is a relatively new school in Toowoomba opening in 1995. The school caters for a wide variety of students that come from varying socio economic backgrounds. We have a significant proportion of students requiring intensive support through our Special Education Program. 11.6% of our students are Indigenous, 2.2% are children in out of home care and 2.4% are ESL students

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	18	19	20
Year 4 – Year 6	23	22	22
Year 7 – Year 10			
Year 11 – Year 12			

# Curriculum Delivery

## Our Approach to Curriculum Delivery

- Pre-Prep Programs : Pre-Prep Playgroup, Open Day, Kindergarten Transition Visits, Parent Information Session, Individual Enrolment Interviews and School Tours, Interviews with Classroom Teacher prior to commencement of Prep.
- Digital Technology, Media Arts and computer skills taught in Prep -Year 6
- The Arts: Music and Drama Strand taught by Specialist Teacher in Prep -Year 6
- Humanities & Social Sciences taught in Prep – Year 6.
- Number Fact strategies for automaticity and instant recall
- Deadly Digits Program (Reading and Numeracy) for Year 6 indigenous Students
- Language Perfect IT program LOTE German.
- Whole School QuickWrites – explicit teaching of writing skills
- SCORE reading comprehension strategy Years 2-6
- Casey Caterpillar Handwriting Program – Prep and Year 1
- Jolly Phonics –Prep
- Read It Again (Foundation Q) Oral Language Program - Prep
- Words Their Way Spelling program Years 1-3
- Literacy Pro (online reading program) Years 3-6
- Visions Program – whole school social skilling program incorporating PBL. Program conducted across whole school every Monday afternoon from 2.00-3.00pm.
- Deadly Ones and Mini Murris – cultural program for Aboriginal and Torres Strait Islander students
- Provision of Extension Teacher for high achieving students
- Learning Support Teachers to support students with identified learning needs
- Individual Curriculum Plans (ICPs) for verified students and students who have identified learning delays.
- Number Fact Diagnostic Testing – recorded on OneSchool
- Pat M and Pat R Diagnostic Testing –recorded on OneSchool
- PM Levels, Magic 100 Words, Words Their Way –recorded on OneSchool
- SA Spelling Test – recorded on OneSchool



## Co-curricular Activities

- Annual school musical – Year 4-6
- Woodworking Year 4-6
- Vegetable garden Year 4 and 5
- Instrumental Music Year 4-6
- Optiminds Year 5 and 6
- Maths Challenge Year 5 and 6
- Strength/Bella Girls Year 6
- Robotics Club year 4-6
- Chess Club
- Readers Cub
- Optiminds
- STEM Challenge activities
- Independent Extension Projects
- TipKick Soccer competition Year 6
- Lunchtime Basketball competition
- Auskick AFL
- Austag – Rugby League
- Mr Magic - Soccer
- Student Council Year 6
- ARTS CLUB which incorporates the following activities:
  - ◆ Visual Arts
  - ◆ Percussion Band
  - ◆ Drums and Gumboot Dancing for Boys
  - ◆ Recorder



## How Information and Communication Technologies are used to Assist Learning

2016 Digital Technology Launch School – Action Research Project: Will giving Lead teacher targeted PD and individual support improve student academic outcomes in digital technology

2018 Tech Ambassador assigned to support teaching of ACARA Technologies curriculum.

Teachers use the Prep-Year 6 ICT capabilities checklist (ACARA) to inform their teaching of ICT skills. Each class has an hour dedicated each week to the teaching of ICT skills including keyboarding skills and the ACARA Digital Technology curriculum..

Two computer labs enable whole class teaching of skills.

Classrooms are equipped with computers and Short Throw Projectors or Interactive Whiteboards which students can access for research, writing, editing, publishing and contributing to teacher generated Project Rooms.

An IT technician is employed at the school 4 hours every week.

Through ONE SCHOOL all teachers have access to new C4T laptops for learning and preparation of student learning materials. Computer Programs (Literacy Pro, Sunshine Oneline) have been purchased with I4S funding to provide a variety of learning opportunities in Literacy for students. The use of Lit Pro has seen a marked improvement in student engagement and interest in reading.

The teaching of LOTE has been enhanced by Language Perfect. The HPE teacher uses a variety of apps to record and track student performance.

The Arts: Media Arts Strand is supported by the use of ipads.



## Social Climate

### Overview

At Fairview Heights there is a strong emphasis on the building and strengthening of relationships maintained through effective communication between all interested sectors of the community. The Fairview Heights State School website, School App, SMS text facility, fortnightly School Newsletter, One Portal Fairview Heights Home Page, external electronic parent Noticeboard and internal staff noticeboard keep our school community informed at all times. Our Visions (Social Skills) Program is explicitly taught in a proactive manner (one afternoon a week) and integrated into other KLAs. We are a Tier 2 Positive Behaviour for Learning (PBL) School. Our Responsible Behaviour Management Plan is designed to recognise and reward positive student behaviours. Our behaviour coach (3 days a week) supports teachers and students with identified behaviour needs. Data is recorded and analysed in regular PBL team meetings. Decisions are made according to data trends. The PLC (Denise Kable) and the PCYC Restart program provide support personnel and programs for students with high needs. Behaviour expectations are well known by staff, students and parents and relate to our PODS expectations – Practising safety, Overall respect, Demonstrating learning and Showing responsibility. These indicators directly relate to the school's vision "Growing Together-Learning Forever, Supporting Each Other" symbolised by the Jacaranda tree which features on the school's logo. The school chaplain (2 days a week) and Guidance Officer (3 days a week) form part of our Student Support Services team. Financial and material support is generously provided by the wider school community to families in need. The Administration Team provide personal and professional support to staff members. Open decision making and a prevailing sense of shared commitment is evident across all staff both teachers and ancillary. Students with identified emotional and diagnosed needs are supported to engage in the curriculum through the offering of small classes within the Special Education Program. The EATSIPS committee consisting of parents, other community members and staff organise support for indigenous students in the school. 100% of parents surveyed in 2017 said that their child likes being at this school, 97% of parents believe their child is getting a good education and that their child feels safe at this school. 98% of students say that their teachers motivate them to learn and their teachers expect them to do their best. 100% of staff indicated that the school takes staff opinions seriously. The school held a Showcase term 1, at which cohorts, specialist teachers and support staff presented information and evidence of student work, this was well received by the parent community.



## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	94%	97%
this is a good school (S2035)	90%	96%	90%
their child likes being at this school* (S2001)	88%	99%	100%
their child feels safe at this school* (S2002)	90%	96%	97%
their child's learning needs are being met at this school* (S2003)	86%	94%	84%
their child is making good progress at this school* (S2004)	88%	94%	89%
teachers at this school expect their child to do his or her best* (S2005)	96%	99%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	96%	95%
teachers at this school motivate their child to learn* (S2007)	82%	93%	95%
teachers at this school treat students fairly* (S2008)	80%	87%	95%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	92%
this school works with them to support their child's learning* (S2010)	92%	96%	87%
this school takes parents' opinions seriously* (S2011)	80%	82%	85%
student behaviour is well managed at this school* (S2012)	72%	80%	82%
this school looks for ways to improve* (S2013)	86%	90%	87%
this school is well maintained* (S2014)	98%	94%	92%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	97%	95%
they like being at their school* (S2036)	94%	96%	93%
they feel safe at their school* (S2037)	93%	96%	94%
their teachers motivate them to learn* (S2038)	94%	98%	98%
their teachers expect them to do their best* (S2039)	97%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	96%
teachers treat students fairly at their school* (S2041)	88%	96%	89%
they can talk to their teachers about their concerns* (S2042)	85%	92%	86%
their school takes students' opinions seriously* (S2043)	88%	96%	88%
student behaviour is well managed at their school* (S2044)	84%	88%	83%
their school looks for ways to improve* (S2045)	97%	96%	97%
their school is well maintained* (S2046)	94%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	97%	97%	92%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	93%	96%
they feel that their school is a safe place in which to work (S2070)	93%	98%	96%
they receive useful feedback about their work at their school (S2071)	89%	95%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	95%	91%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	96%	95%	96%
student behaviour is well managed at their school (S2074)	89%	85%	90%
staff are well supported at their school (S2075)	87%	95%	96%
their school takes staff opinions seriously (S2076)	89%	93%	100%
their school looks for ways to improve (S2077)	98%	100%	98%
their school is well maintained (S2078)	98%	95%	98%
their school gives them opportunities to do interesting things (S2079)	100%	95%	96%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Our parents are an integral part of our school community and are welcomed into our school at every opportunity. Parent helpers provide support in reading and art groups in the early years classrooms. A team of male community volunteers provide a lunchtime woodworking option. Parents and other community members assist with Strength and Bella Girls for our year six students. Other community members provide a mentor system for children identified as needing extra support and encouragement, organised and monitored by the school chaplain. The mentors spend half an hour each week playing games, doing crafts, reading or simply chatting with their child. Parents and extended community members assist with transport and training for extra-curricular activities. Invitations are issued for Showcase, Open Day celebrations, Education Week Activities, Parade Performances, Grandparent Days, Under 8's Day, NAIDOC activities, concerts and School Musicals.



Behaviour Management issues are dealt with as a partnership between school staff, parents and students. Parents are informed by phone call of major behaviours; regular stakeholder meetings are held with parents/carers of students with behaviour support plans.

All teachers hold Parent Information Sessions and/or interviews at the beginning of the year to establish positive parent relationships.

Formal parent/teacher interviews are held at the end of Semester one; however parents are encouraged to speak to teachers at anytime throughout the year. Parents are informed of individual student academic learning goals.

Meetings are held with parents of students with Individual Curriculum Plans before the plans are endorsed and on review.

The guidance officer and chaplain meet with children who receive their support.

Parents are informed of parade times when academic acknowledgement and positive behaviour certificates are awarded to their child/children.



The EATSIPS (Embedding Aboriginal & Torres Strait Islander Perspectives) committee organise programs (eg Deadly Readers and Numeracy for Year 6, Mini Murris for Prep to Year 3 and Deadly Ones for Year 4 to Year 6) and support for our indigenous students.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Respectful Relationships Education Program is for Prep to Year 6 and is part of a broader multi-departmental approach to ending domestic and family violence. It is a primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence. The Respectful Relationships Education takes a strengths-based approach looking to build and extend on the skills of young people so they may best respond positively to a variety of health issues. Throughout 2018, staff will undertake professional development to implement the program within our Visions Program. Our Visions (Social Skills) Program is explicitly taught in a proactive manner (one afternoon a week) and integrated into other KLAs.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	19	27	31
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

A number of initiatives continue to be in place to reduce the school's environmental footprint. These initiatives include: turning off the lights whenever students exit the rooms, opening windows instead of using fans, setting the air conditioners on 23 degrees Celsius, shutting down all IT equipment at the end of the day and having solar panels to feed back into the power grid. These initiatives have all helped to greatly reduce the school's electricity consumption.

Rainwater tanks have been utilised for watering the school oval. The school vegetable garden provides nutritious food for the students to prepare meals with. Cardboard and newspaper recycling bins are provided for the community to use. Food scraps are collected and given to a local farmer for feeding livestock.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	151,557	
2015-2016	86,965	764
2016-2017		

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



## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	53	29	<5
Full-time Equivalent	44	17	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	3
Bachelor degree	46
Diploma	3

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$29,458

The major professional development initiatives are as follows:

- PBL Training
- Anita Archer Good To Great - DDSW Initiative
- Dr Carr Gregg– Toowoomba North Cluster
- First Aid/CPR
- Diabetes Training
- Digital Technology
- PM Training
- PACE
- Jolly Phonics
- Principal Conference
- QELI Leadership Conference
- Making Literacy Workshop
- State Schooling Roadshow
- High Performance Teams- Pete Stebbins
- Tim Hannan Workshop
- Data Workshop
- Words Their Way

The proportion of the teaching staff involved in professional development activities during 2016 was 100%



## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:



STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	92%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

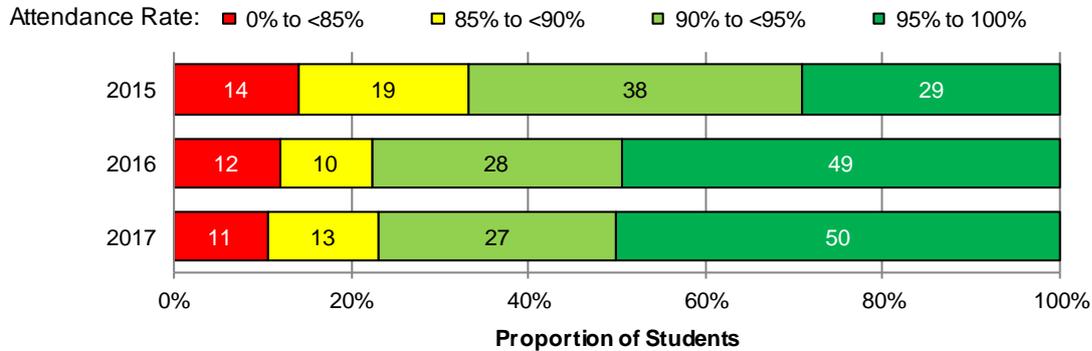
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	90%	92%	90%	91%	91%	91%						
2016	95%	93%	92%	93%	92%	93%	95%						
2017	94%	94%	92%	93%	93%	93%	93%						

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

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

IDAttend is used to improve student attendance. IDATTEND is used to electronically mark rolls and monitor student absences. All unexplained student absences are sent an SMS message before 10.00am on the day of absence seeking reason for absence. Students with continued high absenteeism receive phone calls from Administration (Principal, Deputy Principal, HOSE, Master Teacher) on the day of absence requesting student attend school or provide proof of reason for absenteeism. Rolls are marked at the start of each day and after second break. Students are recorded as arriving late if they arrive after 9.00a.m. and leaving early if they leave before 3.00p.m. Emergency contact numbers are rung if there is no response. If there is still no response or the student does not return the Police are contacted. Assistance is offered to parents/caregivers who have difficulty organising transport.

Students are rewarded for 95% attendance at the end of each term; this is in the form of attending the end of term celebration which forms part of our Positive Behaviour for Learning (PBL) program.



## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

**Find a school**

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

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

# Conclusion

