



Loganholme State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Since 1873, our school has played a significant role in the lives of children as they grow and develop. Our futures focussed classrooms and teachers provide students with a high quality education that equips them with the knowledge, skills and attributes needed to be successful in the future and an education which enables them to participate in and contribute to a culturally, socially and economically responsible society.

At Loganholme State School, we consciously focus on academic excellence, build a positive community perception, develop creative thinkers, create globally responsible citizens of the future, promote healthy minds and bodies, provide a supportive and safe environment based on responsible conduct and cater for individual difference.

While we are extremely proud of our distinguished and unique history, we are futures focussed and completely committed to preparing students for their world. We believe that they will need to be literate and numerate, able to use information technologies, creative and critical thinkers and problem solvers and socially responsible.

School Motto: Achieve and Believe

Every student succeeding is the shared vision of Queensland state schools. This strategy underpins our school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Our Loganholme State School community strives to prepare students for a meaningful place in society by providing quality education in a safe, caring, supportive environment and creating opportunities for all students to achieve learning outcomes and reach their potential.

Values: Loganholme PRIDE: Partnerships, Respect, Independence, Determination, Excellence

Our focus on improvement will be through consistent implementation of these core learning priorities and strategies within agreed practices and curriculum framework, which includes differentiated support and intervention aligned to achievement and improvement. Our collective commitment will be to an unrelenting focus on improved student achievement through alignment of everyone's efforts.

Through a personal and collective commitment, underpinned by shared, strong leadership and high expectations from all staff, we will continue to deliver improved learning and achievement for all students. Our informed and consistent practice will enable children to embrace the learning journey with confidence

School progress towards its goals in 2018

The School Improvement Priorities remained at the forefront of planning and decision-making, ensuring that our direction was clear and consistent across the school.

Improvement priority 1: Student evidence is reflective of a whole school approach to improving reading through an instructional reading, routines and practices across the KLAs.

- Student achievement in NAPLAN

Year 3 Reading	2017 - actual At NMS – 94.4% U2B – 30.6%	2018 – goal At NMS – 95% U2B – 40%	2018 - actual At NMS – 97.5% U2B – 47.5%
Year 5 Reading	2017 - actual At NMS – 97.4% U2B – 25.6%	2018 – goal At NMS – 95% U2B – 25%	2018 - actual At NMS – 96.6% U2B – 22%

Improvement priority 2: Student evidence is reflective of a whole school approach to improving writing across the KLAs through the teaching of the building blocks of writing.

Year 3 Writing	2017 – actual At NMS –100% U2B – 38.4%	2018 – goal At NMS – 100% U2B – 40%	2018 – actual At NMS – 96.3% U2B – 32.5%
Year 5 Writing	2017 – actual At NMS –92.4% U2B – 7.8%	2018 – goal At NMS – 90% U2B – 5%	2018 – actual At NMS – 86.4% U2B – 8.5%
Year 3 Spelling	2017 – actual At NMS –95.9% U2B – 32.9%	2018 – goal At NMS – 95% U2B – 35%	2018 – actual At NMS –93.8% U2B – 31.8%
Year 5 Spelling	2017 – actual At NMS –93.7% U2B – 19%	2018 – goal At NMS – 90% U2B – 15%	2018 – actual At NMS – 98.3% U2B –20.3%
Year 3 G&P	2017 – actual At NMS –91.8% U2B – 49.3%	2018 – goal At NMS – 95% U2B – 50%	2018 – actual At NMS – 96.3% U2B –42.5%
Year 5 G&P	2017 – actual At NMS –97.5% U2B – 26.6%	2018 – goal At NMS – 95% U2B – 25%	2018 – actual At NMS – 93.2% U2B – 25.4%

Improvement priority 3: Student evidence is reflective of a whole community approach to improving well-being.

- Student attendance monitored and incentives initiated to improve attendance:

	Term 1 - 2017	Term 2 - 2017	Term 3 - 2017	Term 4 - 2017	Total - 2017
Student attendance	94.5%	93.3%	90.7%	92.7%	92.8%
	Term 1 - 2018	Term 2 - 2018	Term 3 - 2018	Term 4 - 2018	Total - 2018
Student attendance	94.0%	93.0%	92.1%	91.2%	92.6%

- Student behaviour is monitored with routines and measures implemented to support students to regulate and monitor their own behaviour
 - 100% of staff provided professional learning around Zones of Regulation
 - Identified students provided with explicit small group support to use the Zones of Regulation

	No. of students	Total suspensions
2017	44	83
2018	33	62

- Achievement of targets or working towards building the valuing of communication and partnerships between key stakeholders towards learning and a positive school culture and community.

SOS – Item number	Item description	2018 TARGET	2016	2017	2018
SOS S2035 (PARENTS)	This is a good school.	100%	91.5%	100%	98.1%
SOS S2025 (PARENTS)	This school keeps me well informed.	95%	84.7%	91.3%	92.5%
SOS S2032 (PARENTS)	This school has a strong sense of community.	100%	81.7%	97.8%	96.2%
SOS S3218 (STAFF)	My school provides useful information online	100%	88.4%	97.1%	100%
SOS 3219 (STAFF)	My school keeps me well informed about things that are important to my work	95%	95.3%	89.2%	100%

SOS 3220 (STAFF)	There is good communication between all staff at my school.	90%	88.4%	83.3%	90%
SOS S2034 (PARENTS)	I would recommend this school to others	95%	90%	91.9%	98.1%

- Formation of a Staff Well-Being committee
 - Term meetings
 - Participation in the Regional Wellness days
 - Engaging Regional Support Staff to run Wellness Professional Learning

Future outlook

Improvement priority 1: Student evidence is reflective of a whole school approach to improving reading through instructional reading, routines and practices across the KLAs.

Targets				Timelines	Responsible Officer
• 30% of students achieving an A or B standard by the end of year				Ongoing	Class teachers
• 90% of students achieving an A, B, or C standard by the end of the year				Ongoing	Class teachers
• 100% of students not reaching the year level standard will be identified and discussed with the PLT; significant and ongoing concerns will be referred through SAC				Ongoing	Class teachers
Year 3 Reading	2017 - actual At NMS – 94.4% U2B – 30.6%	2018 - actual At NMS – 97.5% U2B – 47.5%	2019 - goal At NMS - 100% U2B – 50%	End of 2019	All teaching staff
Year 5 Reading	2017 - actual At NMS – 97.4% U2B – 25.6%	2018 - actual At NMS – 96.6% U2B – 22%	2019 - goal At NMS - 100% U2B – 35%	End of 2019	All teaching staff

Improvement priority 2: Student evidence is reflective of a whole school approach to improving writing across the KLAs through the teaching of the building blocks of writing.

Targets				Timelines	Responsible Officer
• 30% of students achieving an A or B standard by the end of year				Ongoing	Class teachers
• 90% of students achieving an A, B, or C standard by the end of the year				Ongoing	Class teachers
• 100% of students not reaching the year level standard will be identified and discussed with the PLT; significant and ongoing concerns will be referred through SAC				Ongoing	Class teachers
Year 3 Writing	2017 – actual At NMS –100% U2B – 38.4%	2018 – actual At NMS – 96.3% U2B – 32.5%	2019 – goal At NMS - 100% U2B – 35%	End of 2019	All teaching staff
Year 5 Writing	2017 – actual At NMS –92.4% U2B – 7.8%	2018 – actual At NMS – 86.4% U2B – 8.5%	2019 – goal At NMS - 100% U2B – 40%	End of 2019	All teaching staff
Year 3 Spelling	2017 – actual At NMS –95.9% U2B – 32.9%	2018 – actual At NMS –93.8% U2B – 43.8%	2019 – goal At NMS - 100% U2B – 45%	End of 2019	All teaching staff
Year 5 Spelling	2017 – actual At NMS –93.7% U2B – 19%	2018 – actual At NMS – 98.3% U2B –20.3%	2019 – goal At NMS - 100% U2B – 35%	End of 2019	All teaching staff
Year 3 G&P	2017 – actual At NMS –91.8% U2B – 49.3%	2018 – actual At NMS – 96.3% U2B –42.5%	2019 – goal At NMS - 100% U2B – 45%	End of 2019	All teaching staff
Year 5 G&P	2017 – actual At NMS –97.5%	2018 – actual At NMS – 93.2%	2019 – goal At NMS - 100%	End of 2019	All teaching staff

	U2B – 26.6%	U2B – 25.4%	U2B – 53%		
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Improvement priority 3: Student evidence is reflective of a whole school approach to improving mathematics across the KLAs through the explicit teaching of strategies and embedding in practice

Targets				Timelines	Responsible Officer
<ul style="list-style-type: none"> 38% of students achieving an A or B standard by the end of year 				<i>Ongoing</i>	<i>Class teachers</i>
<ul style="list-style-type: none"> 95% of students achieving an A, B, or C standard by the end of the year 				<i>Ongoing</i>	<i>Class teachers</i>
<ul style="list-style-type: none"> 100% of students not reaching the year level standard will be identified and discussed with the PLT; significant and ongoing concerns will be referred through SAC 				<i>Ongoing</i>	<i>Class teachers</i>
Year 3 Numeracy	2017 – actual At NMS –100% U2B – 31.9%	2018 – actual At NMS –96.1% U2B –49.4%	2019 – goal At NMS - 100% U2B – 55%	<i>End of 2019</i>	<i>All teaching staff</i>
Year 5 Numeracy	2017 – actual At NMS –100% U2B – 31.6%	2018 – actual At NMS – 100% U2B – 22.8%	2019 – goal At NMS - 100% U2B – 35%	<i>End of 2019</i>	<i>All teaching staff</i>

Improvement priority 4: Student evidence is reflective of a whole community approach to improving well-being.

Targets				Timelines	Responsible Officer
<ul style="list-style-type: none"> 100% of teachers sending home 1 x PRIDE postcard each week 				<i>End of 2019</i>	<i>All teaching staff</i>
Admin follow up from referrals	2017 – actual 83 incidents (13 x female; 70 x male)	2018 – actual 191 incidents (23 x female; 168xmale)	2019 – goal 150 incidents 30% x female 70% x male	<i>End of 2019</i>	<i>All teaching staff</i>
Attendance	2017 – actual Attendance - 92.8% Below 85% - 12.3% Above 95% - 42.7%	2018 – actual Attendance - 92.6% Below 85% - 11.1% Above 95% - 39.9%	2019 – goal Attendance – 95% Below 85% - 10% Above 95% - 43%	<i>End of 2019</i>	<i>All teaching staff</i>
SDA data	2017 – actual Short: 83 Long: 0 Exclusions: 0	2018 – actual Short: 62 Long: 5 Exclusion: 1	2019 – goal Short: 45 Long: 0 Exclusions: 0	<i>End of 2019</i>	<i>All teaching staff</i>

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	521	541	530
Girls	256	264	248
Boys	265	277	282
Indigenous	22	29	25
Enrolment continuity (Feb. – Nov.)	95%	96%	93%

Notes:

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

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Along with a growing population and cultural diversity (reflecting the diversity of Logan area), Loganholme State School has a realistic sense of community and a shared focus on supporting our students to be critical and creative thinkers and responsible citizens for today and tomorrow. Prior to being catchment managed, 20% of our student population were from out of catchment. Currently in 2019, approximately 10% of our students are from out of catchment.

In 2018 the school was made up of 23 classes across Prep – Year 6. There was a 5.6% Indigenous population and a small number of students with English as an Additional Dialect.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	22
Year 4 – Year 6	26	26	27

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Cyclical, collaborative year level and whole school planning
- Units developed are based on the Australian Curriculum; with C2C units used as a resource
- Curriculum is based on the mandated Learning Areas within the Australian Curriculum
- Prep implements the Australian Curriculum and the Early Years Curriculum Guidelines in alignment with DET's P-12 Curriculum, Assessment and Reporting
- Year levels teaching teams work as Professional Learning Teams, ensuring a consistent delivery and assessment/reporting of standards

Pedagogical approach:

- Explicit Instruction is a highly effective teaching strategy, particularly when students need to acquire new knowledge or skills. Explicit Instruction lessons are designed to make optimal use of instructional time, keep students engaged, and promote high rates of success through explicitness and scaffolding procedures.
 - Warmup: Activating Prior Knowledge
 - Lesson Intent: purpose and goal

- Success Criteria: explicitly stating and displaying clear success criteria
 - I do: Explicit teaching and modelling of new concept/skill
 - We do: Guided practice
 - You do: Independent practice
 - Review and Reflect: review and reinforce the lesson intent and success criteria of the lesson; providing affirmative and corrective feedback and follow up goals

{Check for understanding (CFU) and feedback: throughout and continual}

Co-curricular activities

- Instrumental music: competing at various competitions throughout the year and a strong connection with Shailer Park State High School
- School choir: The Loganholme Songsters
- Lunchtime clubs: dance, coding, HUB activities; Kids Club activities
- Student Leadership: peer mediation; fundraising activities; school betterment program
- ANZAC day: commemorative services
- School sporting opportunities: Cross Country; District and Regional Trials; Sports Days
- Senior School Celebration of learning and graduation evening
- Behaviour Rewards Day
- Fun Friday events
- Reading Dog program (AWL)
- P&C events: Twilight Concert; Fun Run (Colour run); Carols evening; discos

How information and communication technologies are used to assist learning

Teachers plan cooperatively and collegially to ensure ICTs are an integral component of the teaching and learning experiences developed for each and every child. Whilst specific teaching and skill development occur within the ICTs for learning curricula, the emphasis is on the use of technologies in the context of the full range of curriculum experiences (as a learning tool).

To future proof our students, they are exposed to and build their skills and knowledge while engaging in coding and robotics. The school has invested in purchasing additional teaching time to employ a STEM specialist to deliver specialist lessons to all students. In addition, the school has invested \$20000 in 2018 to purchase coding and robotics equipment to complement this teaching and learning. This will be further enhanced in 2019.

Social climate

Overview

The School and community continued to embed Loganholme PRIDE, encapsulating the school and community expectations for growing positive and proactive citizens for today and the future. Loganholme PRIDE is used regularly by all members of the school community; as a behavioral and moral teaching and learning tool.

The first step in facilitating standards of positive behavior is communicating those standards to all students. At Loganholme State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support; a strategy directed towards all students designed to prevent inappropriate behavior and provide a framework for responding to unacceptable behavior.

The whole school Behaviour Management system at Loganholme was designed to achieve the following:

- Set high expectations for the behaviour of all students
- To create a behaviour culture within the school and the community
- Develop and implement a system that demonstrates consistency, equity and transparency for all classes and year levels
- Encourage and motivate students to strive for excellence with their behaviour
- Acknowledge, reward and celebrate students who consistently follow the school rules
- Set consistent and logical consequences for students who do not follow the school rules

- Improve communication between LSS and home so that parents and carers are informed regularly about both positive and negative behaviours

To achieve this we have a number of systems in place that work together to respond and provide positive behaviour choices at school.

- Daily Zone System
- Loganholme Blitz Bus
- Blue Cards
- Student of the Week awards
- Believe and Achieve Passport – point system
- Believe and Achieve Thermometer – yearly tracking
- End of Term Behaviour Rewards Day
- PRIDE postcards

Our SAC (Student Advancement Committee) coordinate a ‘wrap-around’ service for our students and families. This group of specialists, led by either of the administration team, coordinates learning support, teacher support; access to DET provided services and external support. Most of all this provides a safe place to explore options and to ensure sustainability of support.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	96%	98%
• this is a good school (S2035)	92%	100%	98%
• their child likes being at this school* (S2001)	98%	98%	96%
• their child feels safe at this school* (S2002)	98%	100%	98%
• their child's learning needs are being met at this school* (S2003)	90%	91%	94%
• their child is making good progress at this school* (S2004)	90%	96%	96%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	96%	92%
• teachers at this school motivate their child to learn* (S2007)	93%	94%	92%
• teachers at this school treat students fairly* (S2008)	98%	96%	94%
• they can talk to their child's teachers about their concerns* (S2009)	97%	98%	98%
• this school works with them to support their child's learning* (S2010)	90%	98%	96%
• this school takes parents' opinions seriously* (S2011)	83%	96%	92%
• student behaviour is well managed at this school* (S2012)	90%	93%	96%
• this school looks for ways to improve* (S2013)	93%	100%	92%
• this school is well maintained* (S2014)	93%	91%	98%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	86%	96%

Percentage of students who agree# that:	2016	2017	2018
• they like being at their school* (S2036)	99%	91%	93%
• they feel safe at their school* (S2037)	97%	94%	94%
• their teachers motivate them to learn* (S2038)	98%	93%	98%
• their teachers expect them to do their best* (S2039)	100%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	96%
• teachers treat students fairly at their school* (S2041)	95%	89%	88%
• they can talk to their teachers about their concerns* (S2042)	93%	86%	86%
• their school takes students' opinions seriously* (S2043)	90%	87%	88%
• student behaviour is well managed at their school* (S2044)	94%	82%	81%
• their school looks for ways to improve* (S2045)	99%	95%	97%
• their school is well maintained* (S2046)	99%	93%	94%
• their school gives them opportunities to do interesting things* (S2047)	94%	91%	91%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
• they receive useful feedback about their work at their school (S2071)	93%	92%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	81%	86%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	97%	94%
• student behaviour is well managed at their school (S2074)	100%	97%	94%
• staff are well supported at their school (S2075)	95%	95%	87%
• their school takes staff opinions seriously (S2076)	95%	94%	84%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	85%	97%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Productive partnerships expand the knowledge, skills and resources available in schools.

Loganholme State School is working towards expanding its capacity to support the well-being of students by nurturing and growing the partnerships with and between:

- Students
- Teachers
- Parents and carers
- Early childhood/Daycare Centres/Kindy
- Support staff
- Community groups

We do this by recognizing that parents play an integral role in the education of their children, supporting both learning and wellbeing. Loganholme works with parents and encourages them to be a regular part of the students learning and development:

- Regular parades and activities
- Learning celebrations: in each of the classrooms to share and celebrate the achievements of the students
- P&C School discos: an opportunity to support the school and students by taking part in a social event while building relationships among the parent body
- Classroom helpers: parents are invited and encouraged to be a part of their child's everyday classroom learning experiences
- Parent Education workshops: the school regularly holds or organizes learning activities for parents to be able to assist either in the school or to foster their own learning to support their child/ren at home, such as: Year level information sessions; Pre-Prep information sessions at local EECs; Prep Orientation Days; Life Education talks; Ready Readers program.
- School community events: Carol's night; Twilight Concert; Mother's and Father's Day stalls and events; Under 8's; Junior Sports Day; Meal Deal Days; Teddy Bear's Picnic; Walk Safely to School Day; ANZAC day service; Colour Run
- Development of individual education/support plans for children in collaboration with SAC
- FaceBook: promoting and celebrating student success

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

By implementing the Respectful relationships education program, schools will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Loganholme State School and community have identified this as an area of priority for future.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	44	81	62
Long suspensions – 11 to 20 days	0	0	5
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Continuing encouragement through classroom programs and implementation of the Reduce, Reuse, Recycle program with students, teachers, support staff and cleaners also following these guidelines throughout their work day practices.

Our school only purchases recycled paper and we have implemented a 'paperless' communication process (through OnePortal Team site and email correspondence) to reduce the amount of paper and printing used throughout the year.

We have continued to improve our grounds with maintaining and growing our greenery areas for shade.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	141,012	138,549	132,364
Water (kL)		347	798

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

[View School Profile](#)

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

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	36	25	0
Full-time equivalents	32	15	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	6
Bachelor degree	28
Diploma	2
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$12 586

The major professional development initiatives are as follows:

- Explicit/Direct Instruction
- First Aide Training

- CPR training
- Staff wellbeing – individual PD and team planning
- Code of Conduct
- Student Protection
- Levelled Literacy Intervention - Teacher Aides
- Beginning Teachers mentoring
- Mentor Program
- Coaching
- ESCM – Essential Skills for Classroom Management
- Special Education – SERSEN day
- DP collegial day
- Regional Principal’s Day
- Mathematics – Problem Solving skills and pedagogy; whole school planning
- Literacy – pedagogy and whole school planning
- ACARA – moving towards 2020 and full implementation
- Spelling – analysing; planning and teaching approach
- PLT planning days
- Moderation of assessment and reporting

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	94%	93%
Attendance rate for Indigenous** students at this school	88%	94%	90%

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

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

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

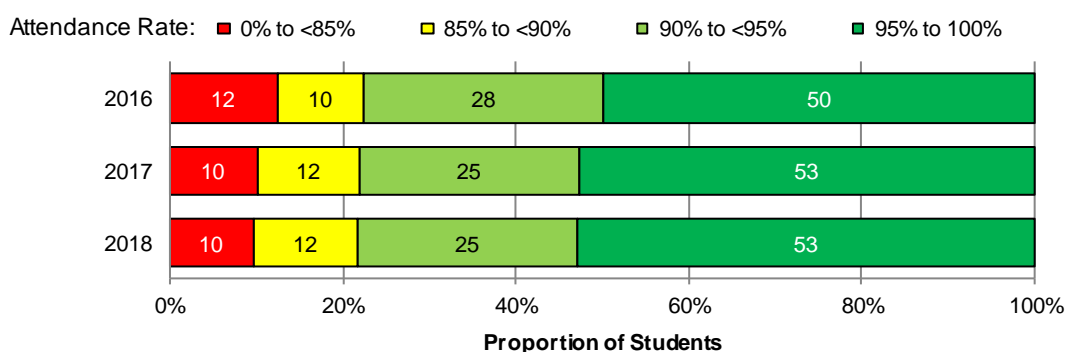
Year level	2016	2017	2018
Prep	95%	95%	93%
Year 1	93%	95%	93%
Year 2	93%	93%	94%
Year 3	92%	94%	94%
Year 4	94%	93%	93%
Year 5	92%	94%	93%
Year 6	91%	93%	94%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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.

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

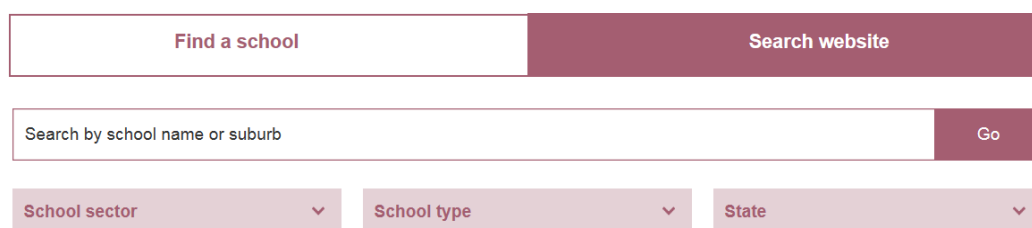
There is a high expectation that students are to attend school every day unless there is a satisfactory reason provided. If a student is away for more than two days, without parent notification, our school will personally contact parents. Attendance is monitored by teachers, parents are contacted if there are any concerns. A sign in and sign out book is kept in the office for parents to sign their children in and out if their arrival and departure is during school times. Roll marking is conducted twice a day, at the beginning of the school day and after lunch.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



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

Notes:

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