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## Principal's foreword

### Introduction

It is my pleasure to provide a report that provides a brief overview of our goals and achievements for 2008. The report provides statistical information regarding satisfaction levels of staff, students and parents; student outcomes and our staff profile.

The school wide positive behaviour support initiative was developed and implemented mid 2008 as a team of parents, staff and input from the Student Council began to survey all stakeholders to assess the school wide, classroom and non classroom settings and individual student behaviour to determine the action plans and future directions of this initiative in our school.

Our other major areas of focus in 2008 were :

- Development and implementation of our school's Literacy Plan and implementation of QCAR Essential Learnings and Assessment
- Development of our School's Gifted Education Plan
- Creating our Science Primary Connections Units and linking these to the QCAR Essential Learnings
- Professional development for staff in Literacy, Gifted Education, QCAR implementation and Science Primary Connections
- Implementing specific programs and targeted strategies in oral language, spelling and phonics in the P-3 sector.
- Implementing a whole school spelling program in Yr 4-7 classes
- Reviewing our reading and writing benchmarks for assessment and reporting through the Brainy Learning Journals
- Proactive involvement with our Indigenous families to hold very successful NAIDOC week celebrations and to support indigenous students in their learning.
- Becoming a Reef Guardian School which has resulted in our school implementing important ecological/environmental lessons in parts of our curriculum
- Continuing our Adopt a Scientists program and our Science Mates to promote science as an important key learning area.
- Continuing our strong Instrumental Music, Choir and Performing Arts programs.

## Future outlook

Curriculum ,pedagogy and assessment are very much on the agenda for our school for the future. We will continue to work with staff towards improving our student outcomes in literacy and numeracy in all years of schooling. With our Literacy plan in place and fully implemented in 2009, we are looking towards improved results especially in all cohorts in Literacy. A major review of our Maths program and Numeracy is the key curriculum drive as is the implementation of our new Curriculum Framework , encompassing the QCAR essential learnings . We also will progress our use of Primary Connections as a resource for the teaching of science in our school.

Professional development in Literacy and Numeracy are the two key targeted domains for staff.

We are also embarking on creating an effective internal monitoring system to create baseline literacy and numeracy data that will support the systemic data collection tools we currently have.

2009 will also see our school community celebrate proudly 125 years of state school public education. We have a number of celebrations planned for the week of September 13-18. These are listed on our school website. This event will bring the school community together and demonstrate to the wider community the strong partnerships we have with organisations, the P&C Association, parents and business owners.

Our school wide positive behaviour support initiative is actively continuing to bring together a school community that has consistent expectations of behaviours and values in our school.

## Our school at a glance

### School Profile

Total student enrolments for this school ; 622

Year levels offered – Prep to year 7

Coeducational

### Curriculum offerings

#### Our distinctive curriculum offerings

- Emotional Awareness for Behaviour choice– a distinctive approach to learning and behaviour
- Wannamakeabook initiative – classes write, create/illustrate and publish story books> the initiative is used as an excellent tool to compliment and enhance our literacy program.
- Science Mates – an ex curricular science based activity centred program designed to engage, nurture and highlight the importance of science with students. We are a Reef Guardian School.
- Music Mates – Instrumental music program – brass, string, percussion and orchestra with performances. A Yr 4-7 choir also rehearses and performs
- Robotics – curricula program for Yr 6 and 7 classes
- Performing Arts program – weekly Dance and Drama lessons provided by a professional dance teacher and La Luna.
- Season Sport for Yr 6 and 7 students
- Our LOTE is French

#### Extra curricula activities

- Science Mates – an extra curricular program offered to all year levels –Adopt a Scientist, staff and parent support group organise activities and excursions after school hours and on weekends. Member ship is 150 students.
- Music Mates – staff and parent support group coordinate performances for instrumental music and choir students
- Arts Council performances and Brainstorm Production performances
- Musica Viva
- School Concerts
- Eisteddfod performances in verse speaking and singing choirs

#### How computers are used to assist learning

Our schools ICT program develops students' ICT and information literacy skills through learning and assessment activities. The teacher/ librarian and ICT teacher collaboratively plans with class teachers to support teachers in their teaching of ICT skills to students and staff in an integrated approach to learning and assessment. Computers are used in the classroom and the two well resourced computer labs by students to complete their learning and assessment tasks and culminating activities such as publishing books through our wannamakeabook initiative. Students use online content and services to support their learning. Other multi media resources such as software programs for robotics and film making, digital cameras, poster making and book binding facilities, film making equipment and data projectors are all used in conjunction with computers for student learning. Some of our year 7 students engaged in making their own short films for which our school won several prestigious national and state awards.

## Our school at a glance

### Social climate

In 2008 School Opinion Survey 73 % of our parents responded that they were satisfied that their child is happy to go to this school. These results are comparative to the State average, but were slightly below the level of satisfaction from last year's survey. 74.2 % of all students respond that they were satisfied with how happy they are to go to this school, which is above the level of satisfaction from last year's survey. 67.5% % of students feel safe at this school which is below the level of satisfaction from last year's survey. These results are below the State average.

77.5% of all students were satisfied that this is a good school. This result is slightly below the results of the previous three years but is comparative to the Like School average. 75.7 % of our parents thought this was a good school, which is above the satisfaction levels of 2007 results and below the State average.

Pastoral care programs and resources we have in our school include:

- Our Defence School Transition Aide and Indigenous Liaison Officer supports and strengthens the relationships between school and home for our defence students and families and our indigenous students
- We are a School Wide Positive Behaviour Support school - SWPBS is a proactive school wide systems of support for defining, teaching and supporting appropriate student behaviours to create a positive school environment.

It focuses on

- prevention
- instruction
- establishing school environments that support long term success of effective practices (3 –5 years)
- appropriate student behaviour being taught
- positive behaviours publicly acknowledged
- problem behaviours having clear consequences

Effective behaviour support strategies are implemented at the school wide, specific setting, classroom and individual student level

Our Guidance Officer and Behaviour Support Teacher offers programs, guidance and support through our special needs committee processes .

### Involving parents in their child's education.

It is important to us that we promote our school profile, curriculum vision and values through communication to sustain our market share of enrolments and to support and enhance our relationships and partnerships with the school and wider community.

Our parents are involved in their child's education through:

Parent and Citizens Association meetings held on the 4<sup>th</sup> Monday of every month

Music Mates Support parent group – a support group for the Instrumental music and class music program and performances

Science Mates Parent Support group – a program whereby parents support the schools' science curriculum through planned afternoon experiment days, field trips, excursions etc.

Classroom Support – many teachers welcome and appreciate the support of parent volunteers in their classrooms to help with activities such as reading, art, maths, etc.

Tuckshop – parent volunteers are always welcomed and encouraged to support

School Concert – parent liaison officers and volunteers support the class teacher and students in the preparations (costumes, props, art work etc) for the school Concert held triennially

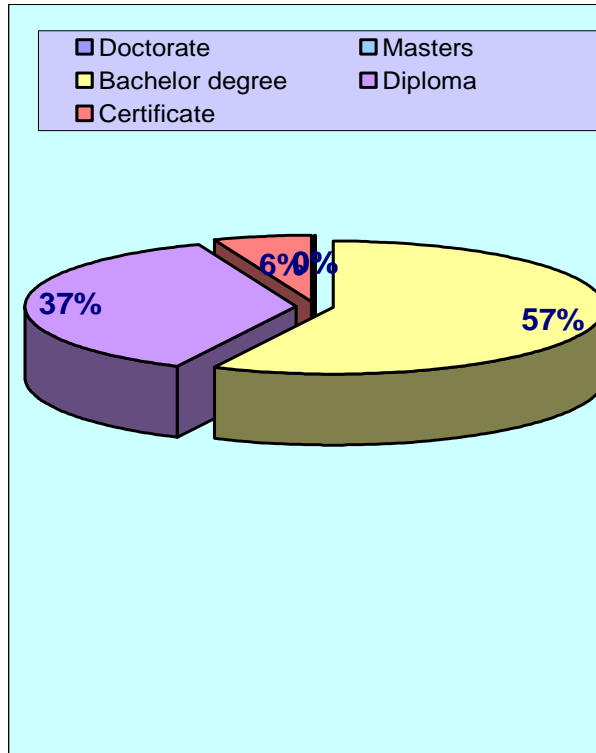
Library Support- parents volunteer their time to help with tasks such as book covering and when we hold book Fairs through the year

Sporting events – parents help with tasks on sporting days and occasionally during season sport activities.

## Our staff profile

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Bachelor degree	20
Diploma	13
Certificate	2



### Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$30 151 .
- The major professional development initiatives are as follows:
  - Primary Connections
  - One School , Joomla training
  - QCATs and QCAR training
  - Literacy training
  - Gifted and Talented Education
  - School Wide Positive Behaviour Support training
  - Aspiring Leaders
- The involvement of the teaching staff in professional development activities during 2008 was 96%.

### Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

### Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 92 % of staff were retained by the school for the entire 2008 school year.

## Performance of our students

### Student attendance

The average attendance rate as a percentage in 2008 was 93 %.

### Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	359	457	526
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 82.5 %	80.9 %	90.9 %
Writing	Average score for the school	380	466	543
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 91.1 %	89.6 %	90.2 %
Spelling	Average score for the school	355	458	518
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 83.8 %	81.8 %	88.1 %
Grammar and Punctuation	Average score for the school	354	472	522
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 86.3 %	86.4 %	84.2 %
Numeracy	Average score for the school	354	443	532
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 85 %	86.6 %	96 %

### Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	72.3%
Writing	85.5%
Number	68.7%

## Performance of our students

### Value added

According to our results in the Yr 2 Net, we have had an improvement in our results in the area of writing as in 2007 we had 79% compared to 85.5% in 2008 of our students not requiring additional support. This could be attributed to the implementation of specific programs such as Support a writer and other various strategies to improve student's vocabulary and sentence structures. Our results though in Numeracy and Reading have not been as positive with an increase in the number of students requiring additional support when compared with last year's results.

In May 2008 our Yr 3 5 7 students participated in the National Assessment Program for Literacy and Numeracy (NAPLAN Testing) for the first time thus making it impossible to provide comparisons with previous year's data on a national comparison.

In our Yr 3 results, in comparison with the State Average scores we performed below the average in all domains. With the introduction of a P-3 phonics and oral language during 2008, we hope to see marked improvements in our literacy results from 2008 onwards. Numeracy continues to be an area that requires considerable attention as we review our whole of school practices and content of teaching numeracy

Our Yr 5 results were similar to those of the Yr 3 cohort in that we performed below the State average scores in all domains, with writing, spelling and grammar and punctuation results just slightly below in comparison. Again Numeracy was the weakest domain with our Yr 5 students.

Our strength in the Yr 7 results was in writing. Our average when compared to the State average was above. This can be contributed to the intensive literacy programs we focus on in Yr 6 and 7 using our Upper Primary Literacy funding. Strong emphasis is placed on student's writing of core genres as a pre requisite for secondary school. We were also above the State average slightly in our grammar and punctuation results. Spelling was our weakest result. This has been a trend for a few years hence our introduction of a Yr 4-7 spelling program in 2008. With full implementation and use by students of an individual and class program we hope to see improved spelling results from 2009. Year 7 Numeracy results were better than the Yr 3 and 5's but still below the State average. Our data is also presented to schools in comparison to Like Schools. In all domains in Year 7 other than spelling, we performed above when compared to Like Schools.

### Parent, student and teacher satisfaction with the school

	School results	Destination 2010 targets
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#### Percentage of students, satisfied that they are getting

**a good education from this school**

**80%**

**80%**

Our school has performed comparable to that of the State targeted percentage but has not yet achieved our own target of satisfaction set at 88% by 2008. We had 81% of students also indicating that they were satisfied that this was a good school in our 2007 School Opinion Survey, which is slightly more than this year's cohort of students as their satisfaction rate about it being a good school was only 77.5%.

#### Percentage of parents/caregivers satisfied that they are

**getting a good education from this school**

**62.5 %**

**80%**

Our school's satisfaction results are disappointing as we have been sharing and celebrating our school curriculum and learning climate results with our parents and improved our school website with the aim of improving this result as our 2008 school target is 88% satisfaction from parents/caregivers. There were 28% of parents in the School Opinion Survey who offered a neutral response which has skewed results as only 9% of parents were dissatisfied.

#### Percentage of parents/caregivers satisfied that the school

**is a good school.**

**75.7%**

**88%**

This result is an improvement on the 2007 result. We continue to work towards improved communication and celebrations of the wonderful achievements by students and staff to improve this rate of satisfaction with parents.

## Performance of our students

### Percentage of staff members satisfied

that this is a good place to work.

65.9%

80%

This satisfaction level is a decline on 2007 results and within our 2008 results 22.7 % of staff offered a neutral response with only 11% of staff dissatisfied. Performance feedback, professional development and valuing all staff is an important aspect of our strategies for improving staff morale this year.