



Caboolture State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	12 George Street Caboolture 4510
Phone:	(07) 5431 4555
Fax:	(07) 5431 4500
Email:	principal@cabooltuss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Russell Knowles - Principal

School Overview

Caboolture State School has served the Caboolture district for 127 years. It is a co-educational state school with a current enrolment of 632 students. The focus of our school is to foster children's learning in a supportive, creative and harmonious environment, preparing them to become lifelong learners and responsible contributing members in our society. As a staff we value the development of each individual. The school has a very strong community link and students have access to a range of sporting and cultural activities, including choir and instrumental music. We offer our students a diverse and sequential curriculum program with ICTs embedded from Prep to Year 6. Staff provide support programs which cater to the individual needs of our students. These include programs for students with disabilities and/or learning difficulties, and extension programs for gifted and talented students. We have the services of a school chaplain who works at the school 3 days per week. The chaplain also runs a breakfast program which is sponsored by local businesses and churches. A Master Teacher is currently employed to work with teachers to continually enhance and improve classroom practices and student outcomes. The staff of the school is a highly dedicated team who provide educational programs which allow each individual to achieve his/her maximum potential. Visit the school website for further information. www.cabooltuss.eq.edu.au.

Principal's Foreword

Introduction

Areas covered by this report include our school profile, the curriculum offerings including extra curricula activities and the use of computers to assist learning, the social climate of the school, parental involvement, a staff profile, the performance of our students measured against state and national benchmarks and several other key outcomes.

Noteworthy achievements during 2016 include the following:

- The 2016 school year saw the implementation of Investing for Success funding. Under this program the school received an extra \$411 387 in funding. This funding was used to employ additional teacher aides and Support Teachers for literacy and numeracy. This enabled the school to provide additional support to teachers and students.
- Pat R data (a standardized reading test) showed significant improvement over the course of the 2016 year. This improvement can be attributed to the work of the Support Teachers Literacy and Numeracy.
- All students participated in the Regional Place Value Project. Results in post-test assessment indicated a significant improvement in student outcomes in all year levels.
- The continuation of regular moderation meetings for reading with all Prep and Year 1 teachers confirming significant improvement in reading levels for the 2016 cohort of Prep and Year 1 students compared to their 2015 peers.
- Rewards days were continued to encourage students to follow the school's expectations.
- All staff were involved in planning units of work related to the Australian Curriculum in English, Mathematics, Science and Humanities and Social Sciences.
- A Master Teacher continued at the school clearly focused on writing with an overall aim of upskilling teachers and improving students' writing skills. School data has indicated that this initiative has been very successful.
- A Stephanie Alexander garden and kitchen were fully operational and students in years 5 and 6 were involved in this program.
- The concept of Fly in Squads which is an intensive guided reading program was continued in all year levels. This led to improved reading results in all year levels.
- Fly in Squads were continued for numeracy, enhancing overall student achievement in maths.
- The school's sports teams were successful in winning premierships at the District Gala Days in the following sports:
 - ✓ Junior Girls Softball
 - ✓ Junior Girls Netball

- ✓ Junior Girls Rugby Union
 - ✓ Junior Girls Soccer
- We also finished as runners up in:
- ✓ Senior Boys Rugby League
 - ✓ Senior Girls AFL
 - ✓ Junior Girls AFL
 - ✓ Senior Boys Rugby Union
 - ✓ Junior Girls Touch Football
 - ✓ Junior Boys AFL

School Progress towards its goals in 2016

All areas outlined in the 2016 Operational Plan were actioned. The following areas were highly successful:

- The School Wide Positive Behaviour Team continued to review the school's Responsible Behaviour Plan and adjustments were made as a result of data analysis. There was significant reduction in the number of short suspensions in 2016.
- All teaching staff were provided with professional development related to data analysis aimed at improving educational outcomes for students. This will continue to be a focus in 2017.

The following areas will remain a focus for 2017:

- Improved performance in Literacy and Numeracy.
- Closing the Gap for Indigenous students.
- Implementing the Australian Curriculum in English, Mathematics, Science, Humanities and Social Sciences.
- Developing staff capacity to understand the use of data to personalize student learning.
- Improved communication across the total school community.
- Refining the Developing Performance Framework for all staff.
- Full implementation of the differentiation of curriculum to meet student needs.
- Continuation of Individual Curriculum Plans for students significantly below or above the relevant year level expectations and students with a disability.

Future Outlook

Key areas for improvement as outlined in the 2017 Operational Plan are:

- Student writing measured through pre and post testing
- Improving student attendance rates > 91%
- Improving the pedagogy of mathematics lessons through professional development and coaching
- Implementing Higher Order Thinking in all curriculum areas

We will focus on maintaining:

- Student responsibility for their learning using learning goals
- Improving students' reading through fly in squads
- Student understanding of place value

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	613	300	313	95	88%
2015*	595	296	299	94	86%
2016	632	306	326	99	90%

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

In 2016, there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

The student population is drawn from the local area which is classified as low socio-economic. Approximately 16% of the students are Indigenous and a further 10% are Pan Pacific Islanders. There are a consistent number of students enrolling from Asian backgrounds.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	25	26
Year 4 – Year 7	21	28	27
Year 8 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- The school's curriculum delivery process is outlined in the Curriculum Framework which is available on the school's website.
- The Assessment Framework is also available on the school's website.
- The Stephanie Alexander Kitchen and Garden program was continued with weekly lessons timetabled for students in years 5 and 6.
- Support-A-Writer, Support-A-Reader and Support-A-Learner are provided to identified students. Additional learning support staff have been employed to enhance these programs.

- All students are exposed to the High Five strategy to reduce the incidence of bullying within the school. Weekly lessons are taught to students to ensure they are fully aware of the school's expectations in relation to behaviour.
- An extension program is run for our Gifted and Talented students.
- The Chaplain organises and runs a number of programs aimed at improving student relationships and values.
- Support-A-Talker was provided to a number of students identified with speech and language difficulties.
- An Arts program which targets concepts such as Visual Memory was continued.

Co-curricular Activities

- Interschool sport for years 4, 5 and 6 students. Sports offered include: AFL, Soccer, Rugby League, Basketball, Netball, Cricket and Softball.
- Students in years 4 – 6 were able to access the school's Instrumental Music Program which involves percussion, woodwind, brass and bass guitar. Students in this program then become involved in the Concert Band.
- A school choir performs for the general public at a number of venues.
- The school offers Active After School Hours activities which are aimed at encouraging student fitness and sporting skills.
- Our students enter a number of academic competitions such as the International Competitions and Assessments for Schools (ICAS) competitions which are run annually.
- Our students participate in a range of community events such as the local ANZAC Day March.

How Information and Communication Technologies are used to Assist Learning

- The use of computers is embedded in the school's curriculum and teaching units across all year levels.
- The production of Pod Casts by students under the guidance of Learning Support staff.
- All classrooms have been fitted with digital projectors.

Social Climate

Overview

At Caboolture State School we have the services of a Chaplain who supports students through social skilling programs, the running of lunch time activities, in class support and individual counselling. The Chaplain is a member of the school's Student Services Committee which reviews referrals from staff in relation to student behaviour, social issues and academic achievement. As a result of this process students are referred to the Chaplain, Guidance Officer, Learning Support and/or external agencies for additional assessment and individual or small group support.

In 2016 we continued an alternate program which addressed the needs of students with significant behavioural issues.

There was significant change in the results of the School Opinion Survey in 2016 which indicates that the school's pastoral care programs have been successful.

The school operates a social justice fund which enables students to access extra-curricular activities such as excursions and camps. We accessed the services of St Vincent de Paul to support socio-economically disadvantaged students.

Lunch time activities such as computer club and teacher run activities provide opportunities for social skilling and “safe” play areas for students.

All students receive classroom instruction in the use of the High Five strategy and school developed lessons relating to the school’s expectations of behaviour on a weekly basis.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	81%	100%
this is a good school (S2035)	82%	90%	97%
their child likes being at this school* (S2001)	94%	95%	100%
their child feels safe at this school* (S2002)	94%	81%	97%
their child's learning needs are being met at this school* (S2003)	88%	81%	100%
their child is making good progress at this school* (S2004)	88%	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	85%	100%
teachers at this school motivate their child to learn* (S2007)	94%	90%	100%
teachers at this school treat students fairly* (S2008)	88%	86%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%	100%
this school works with them to support their child's learning* (S2010)	88%	95%	97%
this school takes parents' opinions seriously* (S2011)	82%	85%	94%
student behaviour is well managed at this school* (S2012)	53%	63%	95%
this school looks for ways to improve* (S2013)	81%	94%	97%
this school is well maintained* (S2014)	88%	81%	95%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	97%	99%
they like being at their school* (S2036)	95%	94%	97%
they feel safe at their school* (S2037)	90%	84%	92%
their teachers motivate them to learn* (S2038)	98%	95%	98%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	93%	100%
teachers treat students fairly at their school* (S2041)	90%	92%	91%
they can talk to their teachers about their concerns* (S2042)	94%	88%	95%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school takes students' opinions seriously* (S2043)	90%	88%	97%
student behaviour is well managed at their school* (S2044)	65%	72%	82%
their school looks for ways to improve* (S2045)	97%	92%	98%
their school is well maintained* (S2046)	90%	88%	93%
their school gives them opportunities to do interesting things* (S2047)	90%	89%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	100%	97%
they feel that their school is a safe place in which to work (S2070)	94%	100%	97%
they receive useful feedback about their work at their school (S2071)	89%	96%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	100%	100%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	94%	93%	97%
student behaviour is well managed at their school (S2074)	94%	89%	100%
staff are well supported at their school (S2075)	97%	96%	100%
their school takes staff opinions seriously (S2076)	100%	96%	97%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	91%	100%	100%
their school gives them opportunities to do interesting things (S2079)	91%	100%	100%

Parent and community engagement

Parents and carers are involved in the decision making processes and the setting of strategic direction for the school through:

- The P & C Association
- The Indigenous Parent Group
- The School Wide Positive Behaviour Committee
- Parent Liaison Officers

Parents and carers are welcomed into the school on a daily basis and are involved in the following activities:

- Classroom organizational support such as organizing home readers, homework etc.
- Participation in a weekly playgroup for pre-prep students.
- Support for individual students in the literacy block by helping them with reading and writing.
- Reading intervention organized through the Learning Support Team.
- Assistance on and with excursions, camps and competitions.
- Assisting with sporting competitions and coaching school teams, and
- Involvement in school based professional development programs such as Support-A-Reader and Behaviour Management training.

Respectful relationships programs

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

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	76	31	5
Long Suspensions – 6 to 20 days	3	5	2
Exclusions	2	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has endeavoured to reduce its environmental footprint through educational programs for students. Updates on expenditure for staff as well as discussions on ways to reduce expenditure are conducted regularly.

There was a reduction in electricity use in 2016 compared to 2015. There was also a significant reduction in water use from 2015 to 2016.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	146,315	50,993
2014-2015	129,113	18,338
2015-2016	112,541	3,926

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

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	42	37	<5
Full-time Equivalent	37	24	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	0
Bachelor degree	39
Diploma	0
Certificate	0

*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 2016 were \$15 000.

The major professional development initiatives are as follows:

- Coaching in reading and mathematics
- Understanding Poverty
- Behaviour Management
- Mathematics
- English
- Technology
- Read to Learn

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	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

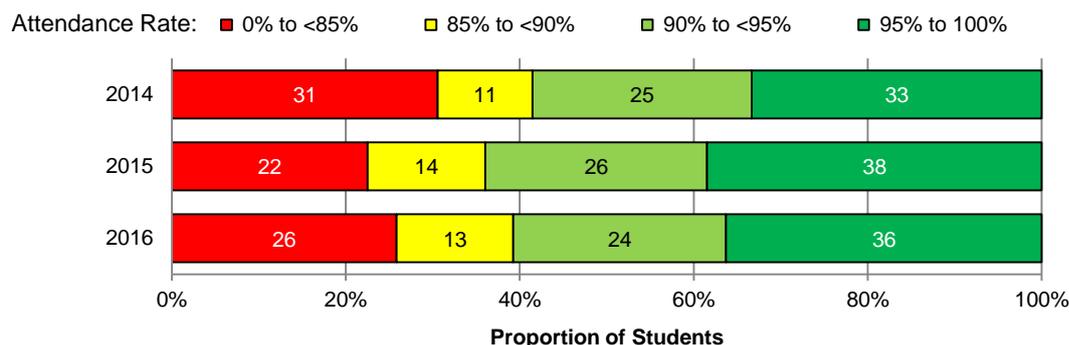
STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	87%	88%

The overall student attendance rate in 2016 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
2014	87%	89%	89%	89%	90%	88%	90%	86%					
2015	89%	90%	90%	90%	91%	90%	90%						
2016	88%	89%	89%	90%	90%	90%	91%						

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 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.

Class rolls are marked twice daily at 9.00 am and 2:50 pm. This data is then entered onto OneSchool. When students are absent teachers make contact with parents via mail and/or phone. This is to ascertain reasons for absence. Chronic absenteeism is addressed by the principal in writing and/or by phone contact.

Key strategies to increase student attendance are listed below:

- Daily monitoring of absence lists to ascertain regular absenteeism,
- Contact with parents of students who have high absenteeism,
- Use of flexible learning plans to encourage students to improve attendance, and
- A rewards system for students who have improved attendance rates.

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

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

Pleasing improvements in relation to the School Opinion Survey results for all stakeholders is an achievement of which our school community is extremely proud. As a school community we are also very proud of the improvements in school based data particularly in relation to writing.