



Strathpine West 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

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School Overview

Our Vision - A Caring Community - Living and Learning Together for the Future.

Our highest priority is quality student learning. Every decision we make is premised on the best learning outcomes for all students. Our Prep to Year 6 curriculum, including French (Yrs 5 & 6), is established for each year level. Strong English and Mathematical programs are recognised as essential to engage with all areas of learning. We have intervention strategies that advance performance for those students who have difficulties and special needs. Our instrumental music program enables our students to play and perform on a regular basis. Our stage bands and ensembles are highly regarded in the music community. Our teachers are extremely dedicated professionals who are consistently engaging in the latest professional development to provide quality learning. Our school has a very strong code of student behaviour which ensures that our students can learn in a safe and happy environment. The value of the parental role in education is well recognised. Parents are encouraged to become actively involved in the school and become a member of our vibrant Parents and Citizens Association.

Principal's Foreword

Introduction

It is with great pride that I present the Strathpine West State School Annual Report 2016. The school community worked together to make our vision - A caring community living and learning together for the future, a reality. The school "*Star*" rules of Safety, Respect, being a Team Member and A Learner are actively taught and developed to provide a nurturing and safe environment for children to learn. At Strathpine West State School, we recognise and celebrate diversity while maintaining high expectations in curriculum, student academic achievement and behaviour thus ensuring that our school provides every child with a range of opportunities to be the best they can be.

This report provides information about our achievements and highlights in 2016. It outlines information regarding curriculum outcomes, sporting success, performing art accomplishments and other community engagement. This report also highlights the dedication and professionalism of all staff in their commitment to ensure that all children achieve their personal best.

School Progress towards its goals in 2016

Strathpine West State School continues to improve the quality of learning for all students through the implementation of rigorous engaging curriculum. The annual Improvement Plan focus for 2016 including Reading, Writing and Maths.

Strategies implemented include:

Reading

- Continue to embed a balanced Reading Program with a focus on the development of consistent processes and practices supported by teacher observation and feedback
- Embed a shared understanding and pedagogical practice of the reading procedures
- Ensure aspects of reading are explicitly addressed with particular attention to fluency and building broad and deep vocabulary
- Embed the explicit teaching of comprehension strategies into the reading procedures using a variety of quality teaching processes
- Targeted regular data collection and analysis

Writing

- Develop and embed a balanced Writing program
- Embed a shared understanding and pedagogical practice of the 4 writing procedures
- Implement 7 Steps to Writing teaching processes and resources
- Implement moderation practices

Maths

- Develop a shared understanding and pedagogical practice of the elements of an effective maths lesson: warms-ups, explicit teaching, open-ended learning/inquiry and reflection
- Embed targeted data collection and analysis to inform planning
- Develop a shared understanding of effective A-E assessment using the terminology of simple/familiar, simple/unfamiliar, complex/familiar and complex/unfamiliar

Evidence of our success in these areas can be found in our improved NAPLAN results. Students achieved or exceeded targets in 10 of the 18 areas in NAPLAN.

Future Outlook

The focus for 2017 is to focus on improvement of reading for all students. Strategies to be implemented include:

- Implement Professional Learning Communities focussing on implementing a Balanced Reading Program (includes Gradual Release Model) and embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent; Sheena Cameron)
- Introduce a Phonics program (Letters and Sounds) across the early years with follow up through PLC conversations and classroom observations.
- Support teachers understanding of Data Literacy (Assessment of learning, for learning and as learning) in order to monitor and track reading improvement – data wall
- Provide opportunities for teachers to engage with Instructional (Learning) Rounds to sharpen consistency of practice
- Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices
- Align DPP for staff to the reading strategy
- Engage a Literacy Coach who will
 - Timetable regular meetings with teachers
 - Provide professional learning on the use and purpose of data
 - Analyse data and address strengths and weaknesses to differentiate teaching and inform the teaching and learning program aligned to the curriculum.

- Consistent application of assessment tools including (diagnostic tool (benchmark); standardised assessment (PAT-R/NAPLAN); summative reading assessment to map performance against the standard)

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	647	302	345	51	90%
2015*	575	274	301	47	93%
2016	554	273	281	43	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Strathpine West State School attracts students from Strathpine, Brendale, Bray Park, Cashmere, Warner and Joyner. There are 8.8% Indigenous students and 9.4% New Zealand students; 8.3% of students have English as a Second Language including students from Thailand, China, Philippines, India and Pacific Islands. Over the year we enrolled a small number of students from Syria, Iraq, Iran and Myanmar.

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	22	23	23
Year 4 – Year 7	27	26	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

With a focus on student engagement and improving learning outcomes for all, we offer teaching/learning/thinking opportunities across all eight mandated subjects, those currently being English, Maths, Science, History/Geography from the Australian Curriculum and Languages Other Than English (LOTE – French Yrs. 5 and 6), The Arts, Technology and Health and Physical Education from the Queensland Curriculum.

- Australian Curriculum delivered using Education Queensland Curriculum into the Classroom materials as a resource
- Collaborative year level planning, assessment and moderation
- Literacy and Numeracy a primary focus
- Whole of school excursion plan supporting curriculum delivery
- Strong focus on learning support intervention in the early years
- Provision of inclusivity for Students with Disability

Co-curricular Activities

Students at Strathpine West State School are provided with a range of opportunities through the below extracurricular activities.

- Student Council – Sports House Captains, Music Captains, School Leaders, School Councillors
- Library Monitors – Yrs. 5 and 6
- Yr. 5 Leadership Camp
- School Choir - open to students from Years 3-6, with performances at special school events and parades
- Instrumental Music Program (String Ensemble, Junior and Senior Bands) – offering strings from Yr. 3, percussion and woodwind from Yr. 4
- Ukulele Performance Group – Yr. 2
- G&T student participation with local primary and high schools in STEM Day, ACE Day and FUN-da-Mentals
- Premier's Reading Challenge
- Book Week Celebrations
- ANZAC Day Commemorative Service/ Partnership with Basis school de Ster, Poperinge, Belgium.
- External sports agencies eg. Aus Kick. NRL, Qld Cricket
- Cross Country & Athletics Groups
- Gala Sports Days – Yrs 5 and 6
- High School Transition Programs
- Chaplaincy programs
- School discos, weekly assemblies
- Lunchtime special interest activities
- Robotics

How Information and Communication Technologies are used to Assist Learning

ICTs at Strathpine West State School add a unique dimension to traditional teaching styles pertinent to the 21st century. Students have access to a wide range of technologies, including computers and ipads to engage in a variety of learning experiences. Video and digital movie making and photo editing programs plus a host of software applications are available for students to use.

Every classroom has an interactive whiteboard and access to a computer laboratory. Staff engage in on-line PD which includes participating in web conferences, One Channel and ready-to-go courses offered by the Learning Place. A number of staff utilize multimedia resources and have introduced their students to collaborative projects within virtual classrooms.

Social Climate

Overview

At Strathpine West State School our philosophy is to consistently build on the strength of our students and community. Our school policies are framed constructively and everything that we do is designed to make our school a positive learning environment. 100% of parents surveyed believe their child feels safe at school. Behaviour Management policies are solution-focused and early intervention and support are sought when students are deemed to be at risk of not learning through behaviour and other issues. Strathpine West State School is School Wide Positive Behaviour School and follows the "School Wide Expectations Matrix". Every student is expected to be a "Strathpine West Star" – **S**afe, **T**eam members, **A** learner and **R**espectful. Students participate in lessons to learn the behaviours necessary to meet these expectations.

We encourage our students to be intrinsically motivated to achieve success but use the extrinsic motivation of awards and acknowledgement wherever possible.

Partnerships with parents and families are a critical priority. We recognize that student success in learning is mirrored by quality parent relationships.

The school has a Bullying Policy as part of the Responsible Behaviour Plan. Students are encouraged to report bullying and then staff members will work through a process which aims to prevent bullying recurring. The school responds to bullying incidents by using the Pikas Method of Shared Concern. The aim is to change the behaviour of students involved in bullying and improve the situation of the student being bullied. The method involves a non-punitive, non-blaming and non-aggressive approach.

The school's Chaplain and Guidance Officer are available to provide pastoral care for students and families in need.

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)	88%	90%	92%
this is a good school (S2035)	83%	93%	90%
their child likes being at this school* (S2001)	95%	100%	99%
their child feels safe at this school* (S2002)	95%	100%	91%
their child's learning needs are being met at this school* (S2003)	81%	86%	88%
their child is making good progress at this school* (S2004)	83%	83%	87%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	83%	91%
teachers at this school motivate their child to learn* (S2007)	90%	86%	95%
teachers at this school treat students fairly* (S2008)	85%	83%	91%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	96%
this school works with them to support their child's learning* (S2010)	88%	86%	92%
this school takes parents' opinions seriously* (S2011)	78%	79%	86%
student behaviour is well managed at this school* (S2012)	73%	66%	64%
this school looks for ways to improve* (S2013)	83%	86%	83%
this school is well maintained* (S2014)	90%	86%	90%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	100%	97%
they like being at their school* (S2036)	98%	98%	99%
they feel safe at their school* (S2037)	100%	98%	94%
their teachers motivate them to learn* (S2038)	93%	98%	98%
their teachers expect them to do their best* (S2039)	98%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	93%
teachers treat students fairly at their school* (S2041)	91%	92%	96%
they can talk to their teachers about their concerns* (S2042)	94%	94%	85%
their school takes students' opinions seriously* (S2043)	91%	94%	93%
student behaviour is well managed at their school* (S2044)	89%	87%	88%
their school looks for ways to improve* (S2045)	98%	98%	96%
their school is well maintained* (S2046)	96%	92%	97%
their school gives them opportunities to do interesting things* (S2047)	91%	96%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	97%	78%
they feel that their school is a safe place in which to work (S2070)	96%	90%	76%
they receive useful feedback about their work at their school (S2071)	85%	87%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	78%	76%
students are encouraged to do their best at their school (S2072)	92%	100%	87%
students are treated fairly at their school (S2073)	96%	94%	71%
student behaviour is well managed at their school (S2074)	63%	70%	40%
staff are well supported at their school (S2075)	85%	77%	63%
their school takes staff opinions seriously (S2076)	88%	86%	67%
their school looks for ways to improve (S2077)	91%	93%	88%
their school is well maintained (S2078)	92%	100%	92%
their school gives them opportunities to do interesting things (S2079)	96%	94%	83%

* 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 & Citizens' Committee meet monthly and are an integral part of our school community. In the past, their fundraising initiatives have provided resources which have included the purchase of computers, interactive whiteboards, musical instruments and resources for the Resource Centre. The Principal reports, through the P&C and the weekly school newsletter, on teaching and learning, curriculum and facilities. Our school also continues to maintain and enhance its relationship with parents and the wider school community through parent information and teacher parent interview sessions. We encourage parents to be part of their children's learning at school and at home. In many classrooms, volunteer parents support learning experiences in the areas of Literacy.

The Strathpine West Play Group commenced in 2016. The playgroup is run by an Early Childhood Educator employed by the P&C. This provides children with a fun learning experience while the parents have the opportunity to meet other parents.

Respectful relationships programs

Our School Wide Positive Behaviour Support Plan emphasises respectful relationships. We emphasise personal safety and well-being, with a response based on responding appropriately to abuse and violence making referrals to appropriate agencies when required. This is a focus for weekly School Wide Positive Behaviour lessons based on our overarching values of being Safe, being Team Members, being A Learner and Being a Respectful.

This message was further enhanced through a school visit from Bruce and Denise Morcombe with follow up lessons from the Daniel Morcombe Curriculum.

The school has developed and implemented a program that focuses 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	27	60	64
Long Suspensions – 6 to 20 days	2	3	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Strathpine West State School is proud of our efforts to reduce our environmental footprint. Due to the additional demand on power, efficiencies in energy and water usage are actively encouraged and promoted. Strategies include lights off policy at night & weekends – all lights are on timers, air-conditioners only used when essential, electrical equipment turned off when not in use, prompt reporting of any water leaks etc. to expedite repairs, water tanks in use to supply toilets in the hall and solar panels on the school office roof.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	155,146	16,098
2014-2015	163,394	35,909
2015-2016	169,324	414

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	40	25	<5
Full-time Equivalent	35	17	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	8
Bachelor degree	28
Diploma	3
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 \$57 274.

The major professional development initiatives are as follows:

- Employment of a Literacy Coach to coach teachers (an additional \$70 398)
- Releasing Teachers for planning aligned to the Australian Curriculum
- 7 Steps to Writing
- Maths Pedagogy

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.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	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 2016 for all Queensland Primary schools was 93%.

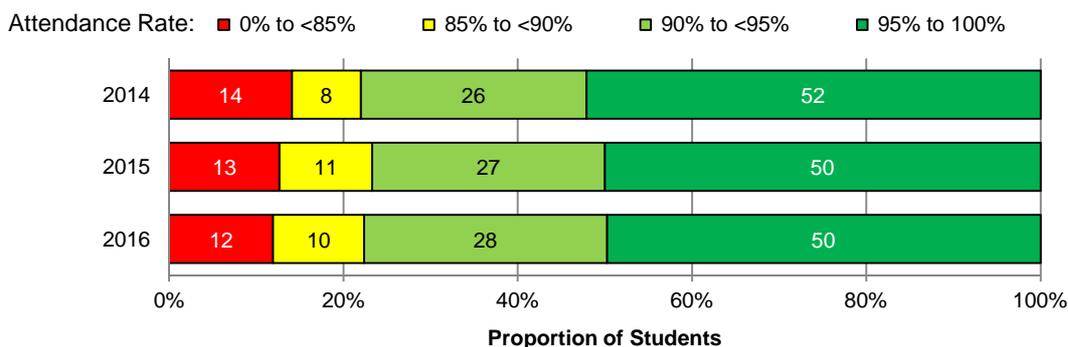
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL								
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	93%	92%	94%	93%	94%	94%	91%	96%
2015	94%	91%	92%	92%	93%	94%	94%	
2016	93%	92%	93%	91%	93%	93%	93%	

*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 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.

Rolls are marked electronically in One School twice a day. If a student has been absent without a reasonable explanation a note is sent home to parents asking them to provide an explanation. The school phones parents of students who are absent for three days without a reasonable explanation. Unexplained absences are regularly monitored by the Principal and parents are contacted in accordance with DET policies.

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.