



Strathpine West State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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From the Principal

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 7 curriculum, including French, 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.

Introduction:

In 2018 our school improvement agenda focussed on reading and increasing the percentage of children achieving a “C” or above in English. Our greatest achievement towards that goal was the implementation of a consistent, well-resourced approach to the teaching of reading, embedded across the whole school. This has seen a significant improvement for our students in reading, as measured by our 2018 NAPLAN results for National Minimum Standard, Mean Scale Score and Upper two Bands for both year 3 & 5. Our 2019 goal, will be to see the improvement in reading, reflected in our A-E data for English. I acknowledge the hard work of the Administration team, the classroom teachers, the support staff and the students in achieving these results.

School progress towards its goals in 2018:



Actions	Outcomes
Build a deep understanding of the Australian Curriculum using the regional model for planning (alignment planners, anchor charts and pre-moderation process) to improve A-E results.	<ul style="list-style-type: none"> • 60% of staff have attended regional training in pre-moderation. • 100% participating in half-day planning session with the Head of Curriculum, each term.
Work collaboratively with regional support personnel to strengthen learning in the early years develop strategies to foster age appropriate pedagogies.	<ul style="list-style-type: none"> • All p-2 teachers attended Age Appropriate Pedagogy training. • Year 1 teachers supported through the planning process to implement age appropriate pedagogies within the classroom to improve engagement by regional early years coach.
Continue to focus on guided reading, associated activities, and introduce a consistent structured framework for reading groups for 5 sessions each week. Provide resourcing to support.	<ul style="list-style-type: none"> • 100% implementation across the school • Strongly resourced (physical & human)
Consistently implement “Letters & Sounds” phonic program & “Dr Heggarty” phonemic awareness program in the early years.	<ul style="list-style-type: none"> • 100% implementation
Leadership team to provide observation and feedback under the framework provided by the Local Consultancy Committee.	<ul style="list-style-type: none"> • Reading practices observed once per term and feedback provided by administration team member, as aligned to the school reading framework.

Future Outlook

- Refine the Guided reading progress to better align to English units of work and improve A-E English results.
- Employ a second Deputy Principal through school funding to reinvigorate the school PBL process and improve the implementation of school wide, consistent processes for managing behaviour.
- Implement the “Reboot” program as a way of educating students in emotional regulation and integrate through PBL lesson resources.
- Employ an engagement coach to work with teachers to increase student engagement with the Australian Curriculum.
- Continue to work with Early Years teachers to implement Age Appropriate Pedagogies across the early year’s sector.
- Build partnerships with Local Early Childhood Providers and programs for supporting students to transition into primary school.

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	554	510	533
Girls	273	234	255
Boys	281	276	278
Indigenous	43	51	54
Enrolment continuity (Feb. – Nov.)	93%	95%	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

The school hosts a diverse range of learners from variety of backgrounds. Enrolments include: 11.9% indigenous; 8.7% students with disability; 2.3% students with English as an additional language; The school has an ICSEA of 969 and percentile of 33. The school enrolments are drawn from the areas of Strathpine, Brendale, Bray Park, Cashmere, Warner and Joyner.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	22
Year 4 – Year 6	26	25	27
Year 7 – Year 10			
Year 11 – Year 12			

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

The school offers all 8 of the mandated Australian Curriculum areas including English, Maths, Science, HASS, LOTE (French, years 5 & 6), The Arts, Technology, and Health and Physical Education. Embedded through all of the curriculum areas are the general capabilities and the cross-curricular priorities.

By building opportunities to develop the general capabilities, we equip our young people to “live and work successfully in the twenty-first century. In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions”. These include literacy, numeracy ICT capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding.

The Cross curricular priorities include: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and sustainability.

Our delivery of the curriculum embraces the Department of Education’s vision for Inclusive education “that all students in Queensland state schools receive the support they need to belong to the school community, engage purposefully in learning and experience academic success.”



Co-curricular activities

Student Council – consisting of School Captains, Sports Captains, Music captains and Student Councillors.

Year 5 leadership team

School choir – opened to year 3 to 7 students

Instrumental Music Program (String Ensemble, Junior and Senior Bands) offering string, percussion and woodwind

Year 1 performance group – Mallet percussion; Year 2 performance group – Ukulele

Student participation with local primary and high school extension days (STEM, ACE and FUN-damentals)

Premiers Reading Challenge

Gala sports days

Cross Country and athletics

High School Transition Programs

Special events (ANZAC day, Xmas concert/celebration, NAIDOC, Under 8's, school discos)

Chaplaincy program

Robotics

High School transition days.

How information and communication technologies are used to assist learning

Each classroom has an interactive whiteboard and access to i-pads and lab. A robotic program runs as an extra-curricular activity.

Teachers offer the digital technologies curriculum as part of the Australian Curriculum and build ICT capacity across various areas of the curriculum. Support is provided to build teacher capacity by the librarian/ICT specialist teacher.

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. 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 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 S.T.A.R." – Safe, Team members, a Learner and Respectful. 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

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%	87%	86%
• this is a good school (S2035)	90%	83%	88%
• their child likes being at this school* (S2001)	99%	94%	93%
• their child feels safe at this school* (S2002)	91%	85%	88%
• their child's learning needs are being met at this school* (S2003)	88%	77%	81%
• their child is making good progress at this school* (S2004)	87%	83%	84%
• teachers at this school expect their child to do his or her best* (S2005)	97%	92%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	92%	89%
• teachers at this school motivate their child to learn* (S2007)	95%	89%	93%
• teachers at this school treat students fairly* (S2008)	91%	83%	87%
• they can talk to their child's teachers about their concerns* (S2009)	96%	96%	98%
• this school works with them to support their child's learning* (S2010)	92%	89%	88%
• this school takes parents' opinions seriously* (S2011)	86%	83%	83%
• student behaviour is well managed at this school* (S2012)	64%	60%	65%
• this school looks for ways to improve* (S2013)	83%	85%	89%
• this school is well maintained* (S2014)	90%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	98%	91%
• they like being at their school* (S2036)	99%	95%	91%
• they feel safe at their school* (S2037)	94%	95%	90%
• their teachers motivate them to learn* (S2038)	98%	99%	95%
• their teachers expect them to do their best* (S2039)	95%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	94%
• teachers treat students fairly at their school* (S2041)	96%	95%	84%
• they can talk to their teachers about their concerns* (S2042)	85%	91%	89%
• their school takes students' opinions seriously* (S2043)	93%	91%	84%
• student behaviour is well managed at their school* (S2044)	88%	75%	72%
• their school looks for ways to improve* (S2045)	96%	98%	91%



Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	97%	96%	90%
• their school gives them opportunities to do interesting things* (S2047)	99%	98%	96%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	78%	92%	88%
• they feel that their school is a safe place in which to work (S2070)	76%	81%	81%
• they receive useful feedback about their work at their school (S2071)	79%	81%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	85%	92%
• students are encouraged to do their best at their school (S2072)	87%	96%	93%
• students are treated fairly at their school (S2073)	71%	80%	74%
• student behaviour is well managed at their school (S2074)	40%	40%	53%
• staff are well supported at their school (S2075)	63%	66%	76%
• their school takes staff opinions seriously (S2076)	67%	74%	83%
• their school looks for ways to improve (S2077)	88%	93%	90%
• their school is well maintained (S2078)	92%	98%	93%
• their school gives them opportunities to do interesting things (S2079)	83%	85%	75%

* 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

Parents and communities are engaged through a variety of strategies including an active P&C, who are regular contributors to the school in the form of minor and major projects. The P&C manages a very successful 'After School Care' program, with enrolments close to its capacity of 75 students. The school provides fortnightly newsletters, parent teacher interviews and parent information evenings. Parents are encouraged to volunteer within classrooms and other school initiatives. An active Facebook page is maintained by the school for regular communication. The Strathpine West Playgroup commenced in 2016 and continues to grow. An Early Childhood Educator is employed by the P&C to coordinate this group, which enjoys a solid participation rate.

Respectful relationships education programs

Since 2016 the P&C has provided an opportunity for every student to take part in the Life Education Program, as well as a special program for year 5 & 6 students, "Talk about it".

The school uses the PBL framework to manage behaviour, with explicit lessons in targeted behaviour matched to the school S.T.A.R values. At the end of 2018, after investigation of various programs, the school made the decision to implement the "Reboot", a social and emotional regulation program in 2019 and arrangements were made to invest in whole school training on one of the January pupil free days.

The school runs a breakfast program 5 mornings a week. The food staples are provided by the YMCA, the human resources are provided by the school.

A variety of lunch time activity zones are provided to allow students alternatives to the regular playground, in calm, quiet and more structured way and with the support of staff.



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	64	63	69
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	169,324	180,085	176,511
Water (kL)	414	255	1,491

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	
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 '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	37	22	<5
Full-time equivalents	27	11	<5

*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	4
Graduate Diploma etc.*	4
Bachelor degree	25
Diploma	4
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 \$111.369

The major professional development initiatives are as follows:

- Employment of a Literacy Coach to coach teachers in planning, implementation and assessment of structured guided reading



- Releasing Teachers to develop and implement a whole school approach to teaching reading comprehension
- Providing professional development and coaching to develop teachers' understanding of the language model aligned to the Australian Curriculum

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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%	92%	90%
Attendance rate for Indigenous** students at this school	92%	91%	89%

* 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

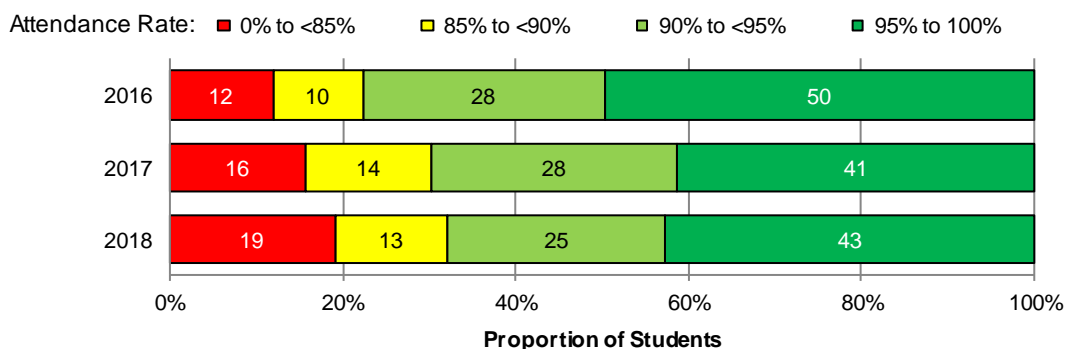
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	92%	92%	Year 7			
Year 1	92%	91%	87%	Year 8			
Year 2	93%	91%	91%	Year 9			
Year 3	91%	91%	91%	Year 10			
Year 4	93%	92%	89%	Year 11			
Year 5	93%	93%	90%	Year 12			
Year 6	93%	92%	92%				

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.

Rolls are marked electronically in One School twice a day. All parents of students who are absent without reason are notified of their child's absence. If a student is absent without a reasonable explanation a note is sent home to parents asking them to provide an explanation. The Principal regularly monitors unexplained absences 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 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
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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.

Next Step – Post-school destinations

Schools using the department's [Websites for Schools](#) platform will have their *Next Step – Post-School Destinations Report* uploaded to their website for them.

All other schools are required to upload their own reports.

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations report* (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at [\[Please paste in or edit the link to the folder where your Next Step – Post-School Destinations report will be found by your school community\]](#).

