



Scarborough 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

| | |
|-----------------|---|
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School Overview

Our Vision

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

Our school is committed to providing all students with the required curriculum through the implementation of the national curriculum with reference to Curriculum to the Classroom (C2C).

In delivering our curriculum we will assess, monitor and capture student achievement while encompassing high expectations for each student and responding effectively to their current levels of achievement and differing rates of learning.

We prepare students to exit our school with the foundation for successful lifelong learning and participation in the next phase of their schooling journey.

We keep parents and students informed of their child's achievement throughout their schooling.

Our school has been offering a quality education experience to the students of Scarborough and surrounds from 1925.

Scarborough State Primary School, 'Pride of The Peninsula', has high expectations for all of its staff and students. We are a large metropolitan primary school with an excellent reputation and we offer educational programs and opportunities for boys and girls from the Preparatory Year to Year 6.

Our school's purpose is to work in partnership with students, parents and the wider community to ensure that all our students receive a quality education appropriate to their individual needs within a safe and supportive learning environment. Our practices are aligned to our vision and purpose. Our staff are committed to achieving excellence in teaching practice and actively reflect on their work to ensure our students achieve the best possible learning outcomes. They strive to achieve a safe, supportive and effective learning environment through the building of positive relationships with all students, parents, colleagues and the community and through encouraging all students to become self-directed, lifelong learners.

The school plays an important role in the community by providing a range of quality facilities for student and community use. These facilities include a hall, multi purpose courts, adventure playgrounds, swimming pool, large ovals, an air conditioned Resource Centre, air conditioned Computer Laboratories, Music Centre and a Student Support Centre.

Some unique features of the school include a wide variety of curriculum programs and extra-curricula opportunities. Curriculum offerings include the eight key learning areas of Mathematics, English, Science, Technology, Health and Physical Education, the Arts, LOTE (Japanese), and Studies of Society and the Environment.

Additional educational opportunities include Instrumental Music in Strings, Woodwind, Brass and Percussion instruments, and the School Choir. Students have extensive leadership opportunities through the Student Council, Peer Mediators Programme, Sports Houses and Cultural and Service programmes.

Students in Years 5 and 6 have participate in our Friday Options Programme.

The range and variety of these opportunities allows our students to develop and fulfil our motto 'Cresco - I Grow'.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

| Goal | Status |
|--|--------------------------------|
| Implement key recommendations from the School Improvement Unit Audit in a planned and timely manner | Commenced and to Continue 2017 |
| Implement targeted response to intervention programmes utilizing funding from Investing for Schools | Commenced and to Continue 2017 |
| Provide specialized curriculum support to our teachers through the engagement of a Head of Curriculum | Commenced and to Continue 2017 |
| Target the work of the Master Teacher in the effective implementation of the school's Pedagogical Framework – The Art and Science of Teaching | Partially Completed |
| Strengthen our school as a Professional Learning Community encompassing a range of Professional Learning Teams | Commenced and to Continue 2017 |
| Continue to analyse school data relative to like school, state and nation and implement teaching strategies and programs for relative improvements | Commenced and to Continue 2017 |
| Continue school's focus on specific sub-components of numeracy, celebrating successes | Commenced and to Continue 2017 |
| Continue school's focus on specific sub-components of literacy, celebrating successes | Commenced and to Continue 2017 |
| Explore opportunities to effect savings and efficiencies in school operations – targeting these savings to programmes maximizing student outcomes | Commenced and to Continue 2017 |
| Maintain our Direct to Market works and maintenance programme, identifying key areas for development around the school | Completed |

Future Outlook

Through 2017 our sharp and narrow improvement focus will be based on reading. We will:

- deliver oral language activities that target phonological and phonemic awareness i.e. Jolly Phonics P to 1 and Jolly Grammar Year 2
- implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these
- continue to embed a balanced reading program
- embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. 1. Reading aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.
- maintain Guided and Modelled reading as the core focus of the balanced reading program
- align reading framework to Pearson's Gradual Release of Responsibility Model (Refer to the Scarborough State School Framework for the Teaching of Reading)
- embed comprehension strategies e.g. STARS, CARS and PQRS
- use the guided and modelled reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback
- ensure the 5 aspects of reading are explicitly addressed i.e.: 1. Fluency; 2. Broad and Deep Vocabulary; 3. Active Comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World
- continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference e.g.: Cars and Stars; PQRS, Sheena Cameron Comprehension Strategies

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 | 861 | 419 | 442 | 50 | 92% |
| 2015* | 747 | 363 | 384 | 54 | 91% |
| 2016 | 763 | 357 | 406 | 54 | 91% |

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

Scarborough State School draws its student population from a broad cross section of the community. High income and low-income families are equally represented, as are traditional and non-traditional family structures.

Approximately 8% of the student population identifies as indigenous. There are in excess of 30 separate cultural backgrounds represented through the students and their families with approximately 4% of the student body identified as Requiring support in having English as an Additional Language or Dialect

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 | 23 | 22 | 24 |
| Year 4 – Year 7 | 26 | 27 | 25 |
| 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

- Literacy and Numeracy remain priority-learning areas within the school curriculum. Literacy and Numeracy teaching and learning blocks (uninterrupted learning time) feature in each class timetable.
- Throughout 2016, ongoing review and refinement of the ways we deliver our learning programs has been undertaken in line with the requirements of the Curriculum to the Classroom and the National Curriculum (ACARA).
- Reporting practices have been further refined to comply with the national education reporting requirements.
- Further refinement of our school-wide intervention and support programs to assist students engage with the curriculum more successfully.

Other Features Of Our School Include:

- A school staff that is dedicated and committed to improving student learning throughout the school;
- High community involvement, including Class Parent Representatives and an active Parents & Citizens' Association.
- Quality Information and Communication technologies. Excellent classroom music programs including a ukulele tuition program in year 6.
- Highly successful Instrumental Music programs in Brass, Woodwind, Percussion and Strings; Concert Band, Stage Band and Ensembles as well as Recorder Band (year 4).
- School Choirs;
- A comprehensive Leadership Program for upper primary students;
- Inclusive Learning Support Programs that are student centred and provide additional support for students with learning difficulties.

Co-curricular Activities

Not only do we strive to provide the best possible learning opportunities for our students we also provide additional activities that create a distinctiveness to our school – The Pride of The Peninsula. These include:

- Award winning robotics and coding programme
- Student Leadership Program through Student Council,
- School, House, Arts and Mediator Captains,
- Student Mediation Program – Cool Schools;
- Highly successful Instrumental Music programs,
- Highly successful Friday Options Programs (years 5 and 6).

How Information and Communication Technologies are used to Assist Learning

Teachers planning cooperatively and collegially to ensure ICT's are an integral component of the teaching and learning experiences developed for each and every child.

While specific teaching and skill development occur within the ICT's for Learning curricula, the emphasis is on the use of the technologies in the context of the full range of curriculum experiences i.e. as a learning tool.

The ICT infrastructure continues to be improved with the introduction of an Interactive Whiteboard rollout programme. All teaching spaces have this technology.

Significant system-wide roll out of information management and analysis software continued throughout 2016. Teachers will continue learning as they become familiar with it and begin to use it efficiently.

Social Climate

Overview

Continuing to encourage and acknowledge the positive behaviour of our students through our behaviour recognition programmes, and a deliberate and purposeful positive approach has again proven to be a great success and well received by students, staff and parents.

In 2016 the school further enhanced its implementation the School Wide Positive Behaviour programme, through the move to Positive Behaviour for Learning.

Coupled through our school's expectations that all students own their own behaviour (YOYOB – You Own Your Own Behaviour) and the choices they make about that behaviour the emphasis on the recognition of positive behaviour choices and our students and community have responded positively to this initiative. School programs that assist and enhance our work in achieving a safe supportive school environment are:

LET'S CONNECT - A beginning year / semester unit that focus' on building positive relationships between students, teachers and parents, on understanding that choices have consequences and those choices affect how people feel, learn and work.

COOL SCHOOLS - Helping students to resolve conflict peacefully, to provide students with strategies to assist them in the playground if issues arise and to place student mediators into the school playground as part of that peaceful resolution.

YOYOB - 'YOU OWN YOUR OWN BEHAVIOUR' – Developing within our students, positive self- management skills, raising awareness of rights, responsibilities, choices and consequences.

SAY NO TO BULLYING - School-wide anti bullying program incorporating the High Five (Talk Friendly, Away, Report)

VALUES PROGRAM - Developing a deeper understanding of how values inform our actions.

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) | 87% | 87% | 79% |
| this is a good school (S2035) | 82% | 81% | 84% |
| their child likes being at this school* (S2001) | 93% | 92% | 89% |
| their child feels safe at this school* (S2002) | 88% | 93% | 86% |
| their child's learning needs are being met at this school* (S2003) | 83% | 85% | 81% |
| their child is making good progress at this school* (S2004) | 87% | 89% | 84% |
| teachers at this school expect their child to do his or her best* (S2005) | 95% | 95% | 98% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 87% | 80% | 83% |
| teachers at this school motivate their child to learn* (S2007) | 84% | 85% | 86% |
| teachers at this school treat students fairly* (S2008) | 74% | 78% | 79% |
| they can talk to their child's teachers about their concerns* (S2009) | 87% | 93% | 91% |
| this school works with them to support their child's learning* (S2010) | 86% | 78% | 81% |
| this school takes parents' opinions seriously* (S2011) | 69% | 68% | 72% |
| student behaviour is well managed at this school* (S2012) | 57% | 68% | 80% |
| this school looks for ways to improve* (S2013) | 82% | 83% | 85% |
| this school is well maintained* (S2014) | 90% | 92% | 91% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 93% | 97% | 98% |
| they like being at their school* (S2036) | 94% | 95% | 97% |
| they feel safe at their school* (S2037) | 89% | 93% | 97% |
| their teachers motivate them to learn* (S2038) | 98% | 98% | 98% |
| their teachers expect them to do their best* (S2039) | 98% | 98% | 98% |
| their teachers provide them with useful feedback about their school work* (S2040) | 94% | 93% | 97% |
| teachers treat students fairly at their school* (S2041) | 82% | 91% | 96% |
| they can talk to their teachers about their concerns* (S2042) | 86% | 84% | 97% |
| their school takes students' opinions seriously* (S2043) | 78% | 92% | 94% |
| student behaviour is well managed at their school* (S2044) | 59% | 87% | 95% |
| their school looks for ways to improve* (S2045) | 92% | 97% | 100% |
| their school is well maintained* (S2046) | 92% | 90% | 94% |
| their school gives them opportunities to do interesting things* (S2047) | 86% | 95% | 98% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 97% | 98% | 100% |
| 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) | 87% | 84% | 95% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 95% | 95% | 91% |
| students are encouraged to do their best at their school (S2072) | 100% | 98% | 100% |
| students are treated fairly at their school (S2073) | 95% | 98% | 98% |
| student behaviour is well managed at their school (S2074) | 85% | 92% | 96% |
| staff are well supported at their school (S2075) | 89% | 90% | 100% |
| their school takes staff opinions seriously (S2076) | 93% | 90% | 93% |
| their school looks for ways to improve (S2077) | 97% | 100% | 98% |
| their school is well maintained (S2078) | 95% | 94% | 95% |
| their school gives them opportunities to do interesting things (S2079) | 97% | 96% | 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.

Parent and community engagement

Parents at Scarborough State School have high expectations for their children in terms of behaviour and academic achievement. School Opinion Survey results indicate that they appreciate the opportunities provided by the school to be involved in both classroom and school activities and the decision-making processes of the school. Both students and parents value the productive relationships formed with all staff, especially their classroom teacher.

The diversity of learning experiences provided by our school is also seen to be an asset by members of our local community.

Parents expect to be kept well informed about how their child is progressing through the school's reporting processes. Parents of students identified as requiring additional support through our Response to Intervention programme are invited to meet with the Support Teachers Literacy and Numeracy to take an active role in the development of the tailored support programme.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Students undertake explicit lessons in non violent conflict resolution. Mechanisms are in place to support students reporting unsafe situations.

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 | 63 | 26 | 40 |
| Long Suspensions – 6 to 20 days | 0 | 0 | 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

Throughout 2016 the school actively implemented programs and processes to minimise electricity and water wastage and increase recycling and reuse. The school worked with the Moreton Bay Regional Council to implement waste minimization processes

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 156,860 | 11,868 |
| 2014-2015 | 224,319 | 6,528 |
| 2015-2016 | 270,372 | 8,448 |

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

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 | 51 | 31 | <5 |
| Full-time Equivalent | 48 | 21 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 11 |
| Graduate Diploma etc.** | 2 |
| Bachelor degree | 36 |
| Diploma | 2 |
| 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 \$40 757

The major professional development initiatives are as follows:

- Words Their Way
- Peer coaching, mentoring and observation
- Planning consistency
- ASoT Pedagogical Practice

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% | 95% | 96% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% 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). | 91% | 92% | 92% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 85% | 88% | 89% |

*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%.

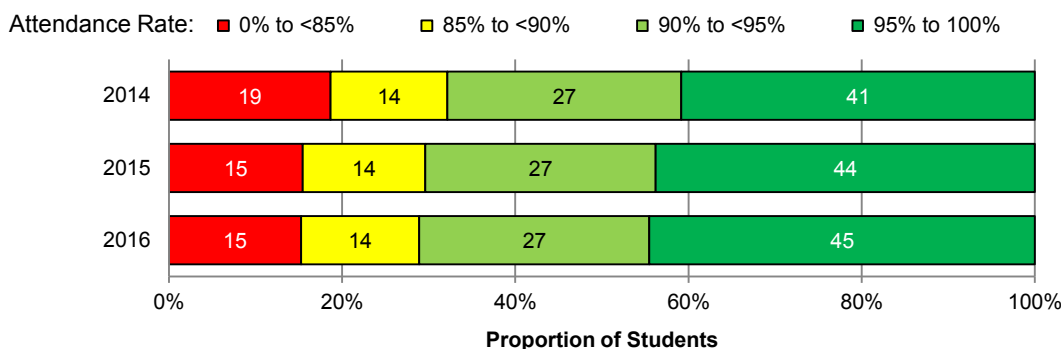
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 91% | 93% | 91% | 92% | 91% | 92% | 90% | 90% | | | | | |
| 2015 | 92% | 91% | 93% | 91% | 92% | 91% | 92% | | | | | | |
| 2016 | 92% | 91% | 91% | 92% | 92% | 93% | 92% | | | | | | |

*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. In 2016 we implemented the 'Same Day Notification' processes using a third party provider to notify parents by SMS of unexplained absences.

Scarborough State School actively monitors the attendance of students Prep to Year 6. Rolls are marked twice daily (morning and afternoon). Students absent without excuse or notification are referred to the administration for follow up. This follow is usually by direct contact with the parent(s) by telephone or in writing.

Proactive strategies that are being implemented to increase attendance include our 'Every Day Counts' message that is promoted regularly in classrooms, assemblies, and through the newsletter. Classes have kept their own data relating to attendance and have used this for graphing and statistical purposes in their own classrooms. Teachers and administration regularly review the data to inform them of trends and patterns that are occurring across our school population to attain our targets.

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.

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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.