Slade Point State School

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

Learning, Caring and Sharing together' is Slade Point State School's motto and underpins the direction of our learning programs and school culture. We pride ourselves on being a 'family school' whose commitment to supporting out students does not stop at the school gates. Our school values each child and strives to maximise their potential through a comprehensive, inclusive program from Prep to Year 6. Our teachers use sound classroom pedagogical practice based on an assessment culture for classroom learning. Our students have gained regional and state-wide distinction through participation in a strings program, school choir, writing, art and chess competitions. Our school celebrates our cultural diversity through a Cultural Day experience and NAIDOC week celebrations. Finally our school offers a comprehensive sporting program which includes gymnastics, swimming, auskick, athletics and many individual skill programs that develop our students' potential to a high standard. We have won the Cumberland Sub-District Schools Athletics Championships for thirteen years straight. Our school has a dedicated staff that ensures that all students achieve the best education possible. More information is available on our website.
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Principal's Forward

Introduction

It is a pleasure to present this report on Slade Point State School for 2016. The report outlines the academic, cultural, sporting and social development of our students during this time.

At Slade Point State School we are well known for being culturally sensitive and a caring family school that delivers the Australian Curriculum and equal opportunities for all students. We may be small in total number (less than 200 students) but we are big in student performance again excelling in the sporting and artistic areas in 2016. In 2017 we will be introducing a specific administrative role, the student services coordinator to assist traumatised and vulnerable students and families.

In 2016 we further challenged ourselves to establish a pilot 'wholistic approach to learning project.' This included identifying the health issues such as student hearing that was affecting our students' learning. We were fortunate to be funded for the state of the art 'phonak' amplifier system in every classroom and learned a great deal around student hearing loss. We further reviewed our early years reading program and trialled the 'read it again' literacy program with resounding success.

At Slade point State School we are guided by our Five Operating Principles: School Learning Priorities; A High Performing Collaborative Team; Positive Behaviour For Learning; A Family School and a Strong sense of Cultural Values.

In 2016 the school vision **'Dare to Dream'** shone brightly through the continued success of the **Positive Behaviour for Learning (PBL) program, a strong improvement agenda focus on writing and our cultural and sporting excellence**. It has been an outstanding year of improvement academically for our students. The writing improvement agenda, wholistic approach to learning project and daily use of our school diaries were the key drivers for our success.

Community expectations and support remained high encapsulating our three school rules: **Be a Learner; Be Respectful and Be Safe.**

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Our core values 'Care for Self; Care for Others; Care for School; Care for Learning' and social skills programs again featured prominently coordinated by our retiring Chaplain. School camps and excursions further developed the children's knowledge of and exposure to 'real world concepts'. I congratulate Chappy, our wonderful P and C team, the teaching and support staff and students for embedding and demonstrating the four core values.

Slade Point continues to lead the way 'through closing the gap' for indigenous students in celebrating cultural diversity through curriculum events such as our annual cultural day in term three. Culture Day was again very well attended by special guests, school families and our Slade Point community. This wonderful community event is an invaluable learning experience on the annual school calendar.

Slade Point State School has strong links to our existing **C & K Kindergarten Creche** which is situated on our school grounds and our **Pre-prep Playgroup** held every Wednesday morning continues to grow.

As Principal, I would like to sincerely thank the long term services of our Parents and Citizens Association executive committee, the P and C members and my wonderful team of educators and providers over the past four years.

School Progress towards its goals in 2016

In 2016 we will narrowed and sharpened our focus on only three priorities through specific actions. This included:

Priority 1. Literate/ Numerate Learners

Actions	Targets	Timelines
Week 8 'sit down' data meetings on student writing performance that informs teacher planning in week 9.	100% of class teachers	Week 6 Term 1,2,3,4
Introduce **anchor charts** in writing to develop the understanding and pedagogical focus behind the tool.	100% visible in all classrooms	Term 1 and Term 2
Use of **CQ3S analysis and tracking tool** of demand writing tasks, **Literacy Writing Continuum and Early Start Tool** to identify strengths and weaknesses informing teacher planning.	Prep – 6 data use	Week 6 Term 1,2,3,4
Using a collaborative approach to improving student writing through a **collegial coaching model and mentoring process.**	100% teaching, aide staff	Term 1,2,3.4
Provide on-going professional development on improving the teaching of writing, providing effective feedback, the use of EI and rapid recall powerpoints.	100% all teaching staff	Term 1,2,3,4
Involvement with Shared Cluster project with Pioneer SHS in the lead role.	100% U2B yr.6 students	Term 3,4

Priority 2. Student focussed

Actions	Targets	Timelines
Teachers to provide 'effective student feedback' in writing shared with colleagues, parent and cluster through moderation.	100% recorded all classes	Term 2,4
Improve teacher data analysis using CQ3S, one school and internal school monitoring systems.	100% data recorded all classes	Term 1,2
Differentiating teaching practices in writing and planning through teacher adjustments to student learning programs ie. accelerated programs and special support.	100% evidence in planning and .4 FTE teacher	Term 1,2,3,4

Priority 3. Community Engagement

Actions	Targets	Timelines
Introduce Tier two **PBL functional behaviour** assessments for individual students and maintain current success in Tier One.	<5% identified as intensive behaviour	Pupil Free days
Every child receives the school diary to be used for daily communication between home and school providing parents with **student feedback**.	Parent survey S2028 above 90%	Term 1
To correlate the student's effort, behaviour and academic results in their A – E report.	Data within 10% in each area	Sem 1/2
Acknowledge cultural diversity through multiple means of representation, engagement and expression. Maintain cultural inclusive programs and funding for the employment of personal involved. ie. CEC	Employment 1 part time CEC staff member	Term 3
Maintain a school and community partnership that builds resilience and addresses student/ staff well-being. ie. Chaplain programs	Weekly focus	Term 1,2,3,4
Maintain school based programs that address student attendance.	Orange or better Headline Indicator	Term 1,2,3,4

- We achieved all set targets as outlined and in accordance with our annual budget. This included expending Federal funds from the 'Investing in schools for success' program.

Future Outlook

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Slade Point's Annual Implementation plan for 2017 includes an explicit improvement agenda that has a continued focus on **student writing** in its' final year with an intentional change over to a sharp and narrowed focus on developing students numeracy outcomes.

Furthermore we will be introducing a '**Student Services Coordinator'** position to our administrative team to assist families and traumatised students and we will be merging our learning support teacher and extension students to be assisted by our ''**diverse learner coordinator**.'

In 2017 we anticipate **introducing before and after school care** for our school community. We hope to use the school hall for this purpose.

We also hope to build on our **professional partnerships** formed with Slade Point Medical Centre, Cummins and Woolworths Andergrove.

Improvement Priority 1. Literate/ Numerate Learners

Targets
100% of staff to be actively involved with professional development with a writing focus. 100% use of Know and Do anchor charts by classroom teaching staff. 100% of all staff recording PDP plans focused on improvement agenda writing and minor focus numeracy and review area, reading. Literacy writing continuum, Early Start Tool and CQ3S used to identify student strengths and weaknesses in appropriate grade levels from prep to yr.6. 100% of teachers and aides involved in collegial coaching model and mentoring process 100% of all teaching staff using rapid recalls and Explicit Instruction pedagogy with effective feedback.

Strategy:	Embedding school culture around the curriculum improvement agenda.		
Actions		**Timeline**	**Responsible Officer(s)**
Week eight 'sit down' data meetings on student writing performance that informs teacher planning in week 9.		Ongoing	Steve McDowall, Judith McKean, Alison O'Mara, Angie Ridgway, Jemima Smith, Calista-Meghan Thorpe, Kirsty Usher
Continue with the explicit improvement agenda for writing at least two explicit sessions per week.		Ongoing	Sheridan Ansiewicz, Kylie Armstrong, Kristine Fettell
Continued use of 'Know and Do' anchor charts considering diverse learners needs in forming term unit plans.		Ongoing	Steve McDowall, Judith McKean, Alison O'Mara, Angie Ridgway, Jemima Smith, Calista-Meghan Thorpe, Kirsty Usher
Use of CQ3S analysis tool of demand writing tasks, Literacy Writing Continuum and Early Start Tool to identify strengths and weaknesses informing teacher planning and recording in 'one school'.		Ongoing	HOC, Year Coordinator
Using a collaborative approach to improving student writing through a collegial coaching model and mentoring process.		Ongoing	Principal, HOC, Year Coordinator
Provide on-going professional development on improving the teaching of writing, providing effective feedback, the use of EI and rapid recall powerpoints.		Ongoing	Principal, HOC
Strategy:	Introducing 'coding' through digital literacies and technologies curriculum.		
Actions		**Timeline**	**Responsible Officer(s)**
Involvement with shared cluster project with Pioneer High SHS in the lead role.		Ongoing	HOC
Introducing digital literacies including the use of ipads and typing programs.		Term 1	HOC

Strategy:	Developing autonomous and accountable professional practice.		
Actions		**Timeline**	**Responsible Officer(s)**
Developing an agreed staff approach to developing numerate students.		Ongoing	Principal, HOC
Strategy:	Managing the roll out of the new Australian curriculum systematically.		
Actions		**Timeline**	**Responsible Officer(s)**
Use of C2C in supporting the Australian Curriculum		Ongoing	Principal, HOC
Strategic timing of familiarising and implementing new KLA's		Ongoing	Principal, HOC
Co-ordinating with our cluster to synchronise the roll out of KLA's in the Australian curriculum.		Ongoing	Principal, HOC

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Improvement Priority 2. Student focussed

Targets

100% of students work samples with evidence of effective student feedback.
100% of students literacy levels in the writing and reading continuum recorded each Semester where age appropriate.
100% of teachers' unit plans have noted differentiated practices for diverse learners.

Strategy:	Creating a culture that ensures every student is engaged and learning successfully.		
Actions		**Timeline**	**Responsible Officer(s)**
Teachers to provide 'effective student feedback' using the 'growth model' in writing and shared with colleagues, parent and cluster through moderation.		Ongoing	Principal, HOC, Year Coordinator
Embed teacher data analysis using CQ3S, one school and internal school monitoring systems.		Ongoing	Kylie Armstrong, Sharon Bond, Kristine Fettell
Differentiating teaching practices in writing and planning through teacher adjustments to student learning programs ie. accelerated programs and special support		Ongoing	Kylie Armstrong, Sharon Bond, Kristine Fettell

Improvement Priority 3. Community Engagement

Targets

Student overall attendance to be above 90%.
100% participation of all classes in Term 3 culture day.
Consistent Term by Term intervention and support from community partners ie. Cummins, Slade Point medical
100% of all students using their diary daily.
Parent survey S2028 above 90%.
Orange or better Headline indicators in all areas.
Sustained weekly employment of an indigenous trainee for 2017.

Strategy:	Developing strong relationships with the school community around learning behaviours and student attendance.		
Actions		**Timeline**	**Responsible Officer(s)**
Embed Tier two PBL functional behaviour assessments for individual students and maintain current success in Tier One		Ongoing	Principal, Guidance Officer, HOC
Every child receives the school diary that focusses on daily communication between home and school.		Term 1	Sharon Bond
Acknowledge cultural diversity through multiple means of representation, engagement and expression. Maintain cultural inclusive programs and funding for the employment of personal involved. ie. CEC		Ongoing	Waveney Adjrun, Sharon Bond, Rod Finney
Building a culture of a safe and supportive school through the wholistic approach to learning program focussing on closing the gap strategies; hearing impairment and health and well being.		Ongoing	Sharon Bond, Rod Finney
Maintain school based programs that address student attendance. eg.ID-attend, Attendance lunch each term, Parade - weekly best class attendance		Ongoing	Christine Bell, Sharon Bond, Rod Finney, Steve McDowall
Employment of a traineeship indigenous admin assistant one day a week.		Ongoing	Christine Bell
Providing parent information sessions and fostering strong parent school relationships.		Term 1	Principal, HOC, Year Coordinator
Early Years transition program involving C&K, day care and playgroup moving into prep.		Ongoing	Sharon Bond, Rod Finney

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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	225	100	125	82	88%
2015*	191	87	104	86	88%
2016	182	80	102	71	81%

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
Slade Point State School is fortunate to have a diverse and rich variety of students with varied cultural backgrounds. We have a 34% indigenous student population. We also have students from New Zealand and the Philippines. Our cultural diversity provides our students with an enriching learning environment through our cultural celebrations. We have a range of students from very low socio-economic backgrounds through to quite affluent families. Hence we provide a five day a week breakfast program, formal partnerships with our local medical centre, a generous and supportive mining company and a local large supermarket chain.

Our small but active Parents & Citizens association help contribute to a well-resourced and impressive library, other school resources, camps, bike education, behaviour management rewards and other school programs. Their contribution ensures our students are provided with every opportunity that is afforded to Mackay's more affluent schools.

Our PBL behaviour program is in its' second year and continues to deliver student high expectations of themselves and how they conduct themselves outside the school gates. Our staff and parent body are highly supportive of this system.

A strong focus on the positive reinforcement of student behaviour continues to enrich our diverse student culture. Our work on the Positive Behaviour For Learning Program introduced three clear school rules – Be a Learner, Be respectful and Be safe.

Our school based Chaplain retired at the end of 2016 and we have appointed a new replacement Chaplain to continue the wonderful programs synonymous with our school.

Our students have opportunities to pursue sporting and cultural interests with a continued strong physical and sport program added to an instrumental and active choir program. We embrace the technological age by providing our students with access to a full class size computer lab, classroom computers and class ipads. This year we commenced a pilot project with our nearby cluster high school introducing 'coding' lessons using the 'sphero' program technology. This has been highly successful.

We continue to warmly welcome new families to our school through an open and friendly appointment process with the administrative team. Our Community Education Counsellor has her own children at our school and is respected in our community for supporting all families.

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

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AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	23	22
Year 4 – Year 7	25	28	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

- Slade Point maintains a sequential approach to the delivery of the Australian Curriculum. The school uses a collaborative approach involving classroom teachers, a Head of Curriculum, all specialist staff and parents to ensure learning opportunities are rich and relevant. The increased use of technology is a feature that has been enhanced with the continued enhancement of our **state of the art Resource centre and activities hall** utilised by all students and community groups.

- The **use of sphero's for learning coding** within our school has enhanced learning engagement amongst students and has become an effective tool when planning for differentiation in class lessons.

- Year 6 students have a unique leadership opportunity in our school by becoming part of our **"Peace Patrol"** and these students are trained in social skills so they are able to assist in the junior playgrounds at lunch times.

- Slade Point has a long tradition of **sporting excellence**. Recent students have **gained scholarships** to high schools offering sporting excellence programs.

- Several past students have represented Slade Point at Cumberland sub-district, Mackay, Capricornia and State level in football, basketball, cross-country and track and field.

- We are also fortunate to have students who have participated in mathematics and writing competitions, reading challenges, extension curriculum activities and school cluster programs.

- The school is very proud of the multicultural experiences students receive. During term 3 all classes study a country and its' culture bringing their knowledge to the Culture Day towards the end of term 3. This is a very well attended event by the wider community over a long period.

- We also have **a yearly bursary** for a year 6 student or students to assist in their transition to high school. This bursary is provided by the Herlihy Family who have a long relationship with our school.

Extra curricula activities

- The school Music Program includes a Strings program, Recorder and Choir programs. Students participate in Band and Choir performances at district competitions such as eisteddfods and other public performances. Our strings students perform at the "Lunch box" concerts and fanfare each year.

- Educational excursions, year 5, 6 school camps and year 4 Bike Education are other programs students participate in throughout the year. We have environmental protection programs such as the "Reef Guardian School" program and a year 4 Eungella Rainforest camp.

- Year 5 students attend a leadership day in preparation for year 6

- Other extracurricular activities include Chess, McDonald's Mathematics Challenge, Australian competitions in Maths, English, Writing and Science. These are some of the activities that provide challenges for our students.

- The **sports program** is a feature of Slade Point School with a focus on local participation and interschool competitions. Many students receive district representative honours in a variety of sports. **Swimming programs** are available for Prep-Year 4. Our school has a number of past students who started their athletics career here. Students from Slade Point have progressed to state and national teams.

How Information and Communication Technologies are used to assist learning

The school enjoys a very healthy **computer-to-student ratio** with computers available in **two computer labs** as well as in **every classroom**. All classrooms are linked online to the internet. All classroom teachers integrate ICTs into their class programs through the use of C2C curriculum resources.

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Digital pedagogies are an integral teaching tool at Slade Point. All classes have the use of interactive whiteboards as well as learning support and the Resource Centre. Teachers have undergone training to make best use of these tools. The STL&N uses digital technology in a highly effective manner to support students with learning difficulties. Ipads are also being used to assist in differentiating the learning process. Classroom teachers are using interactive technology to enhance the delivery of **writing** in line with current school targets.

Teachers incorporate technology into everyday classroom lessons in a variety of formats. All classes have allocated time in the two computer rooms with technical support from a specialist technician, working through technology use, consolidating key concepts in online classrooms and completing class based projects in PowerPoint etc. Classes use The Learning Place and Blackboard online to enhance learning.

- ***Consistent delivery of ACARA using C2C Material, EAD/L materials and Independent learning materials -*** All teachers are making data based adjustments to best suit the needs of their students. This material has also formed the foundation of our Whole School Curriculum document and is matched with school targets.

- ***Monitoring individual student learning progress –*** This continues to be an ongoing focus with all teachers using school based tracking to monitor student learning in reading and writing and the development of individual student goal setting. Clear school processes and guidelines have been used to introduce 'Individualised Learning Goals' and 'Individual Curriculum Programs' as a differentiated approach to student learning.

- ***Improved pedagogy and outcomes in reading –*** Teachers engaged in coaching and feedback cycles to improve pedagogical practice. This includes meeting every 8 weeks with the Principal and/or HOC (Head of Curriculum) to discuss current student data and adjustments required as a result of this data. Strong focus of school human resources continues to support this program. Professional development in writing was delivered by the Principal and Key figures of the leadership team.

- ***Conferencing with teachers***: Every 8 weeks the staff and principal met to discuss the current results from internal monitoring and external testing devices. At these meetings staff highlighted students' needs and achievements. A further discussion about adjustments to planning or assessment tasks was discussed to ensure maximum outcomes for students. TRS was supplied for this task as it was deemed a valuable practise at our school.

- ***Explicit Instruction***: Our focus was to refine the content and use of our RRR (Rapid Recall Routines) and develop more flexible strategies to allow for effective differentiation in the "You do" phase of the E.I. lesson.

- ***Coaching Model:*** At Slade Point we are working towards the de-privatization of each individual classroom by having staff actively learning off each other. This is being done through WOW (Watching others work), a strategy in which staff identified their learning needs and recognised who "on staff" is able to assist them in learning or acquiring the particular skill. Staff are then released to go and view another teachers' practice. This is seen as professional learning development. During 2015, this was a regular practice within our school that occurred at a minimum twice a term.

- ***Goal Setting***: Although goal setting is occurring already within our school, we are working on a consistent approach for student goal setting and feedback. The process of "Feed up" (setting the goal); "Feedback" (review the goal, how did the student go) and "Feed forward" (set a new goal) is being considered for this approach. By the end of 2016 the process was refined and was to be included in 2017 student diaries.

- ***Anchor charts:*** All teachers this year have utilised anchor charts in their classrooms as an 'a' sample exemplar for writing. The charts are used in the explicit teaching of the term's unit including the assessment task requirements.

Social Climate

Overview
Slade Point has a diverse student and parent body. We are fortunate to have a variety of cultures in our school that add to the richness of our environment.

Slade Point is in the bottom 20% of the Federal Government's socio-economic table (Australian Bureau of Statistics) with several of our students coming from very low income single parent families. As a school we have **wonderful support programs** like brekky club, guidance officer and CEC member assisting all students regardless of their home background. **The P and C are also very active** in supporting the school and its' programs, enabling students to participate in a complete school life regardless of their families income. The P and C Association support programs such as swimming, bike safety, attendance at camps and other excursions through subsidies enabling all students to attend all organised school events.

The **Positive Behaviour For Learning program** introduced in 2015 continues to have significant changes in student behaviour data. Pre- 2015 behaviour data showed **only 24%** of students were consistently in the green category indicating low School pride and self-respect. **2016 behaviour data now shows a huge increase to 95%** of students consistently in the green and yellow zone. School disciplinary absences are down significantly from previous years.

In 2016 we saw our best academic comparative student results since Naplan tests commenced in 2008. The results of internal and external testing programs indicate that **our students are on par with schools in our region** regarding academic performance. We are still presently targeting writing as part of our drive to exceed the National Standards only missing by one scale score point in 2016 year 5 writing.

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Slade Point provides a **comprehensive learning and support program** for students who are having learning difficulties and those students who need short term programs to help them keep up with the rest of the class through the Learning Support Teacher and a differentiated curriculum. We are widely known in Mackay schools for our **high standard of support services**.

The **School Chaplaincy service** under the auspices of the National School Chaplaincy Program is to assist schools and their communities to provide pastoral care, personal advice and comfort to all students and staff. Our Chaplain works tirelessly three days a week to be there as a 'critical friend' to support all students, staff and the wider community.

Slade Point recognises there are several types of bullying and operates within National Safe Schools Framework. Bullying can take many forms verbal, non-verbal, physical, passive, aggressive and cyber bullying. We take all forms seriously and work in a proactive manner to minimise bullying. This includes a school values program entailing a weekly value shared and acted out on parade and placed in the newsletter. Bystander training conducted by the guidance officer. Regular updating and discussion of the school based behaviour management system with all staff. Cyber bullying sessions run by Queensland Police Service. Monitoring of school computer network and removal of privileges if deemed necessary. The school takes decisive action when an incidence of bullying is identified in line with our Responsible Behaviour Plan (RBP). The school RBP was reviewed during 2015 as part of typical school practice and with the introduction of the PBL program in 2015.

- 100% of parents surveyed in 2016 believed Slade point state School is a good school (S2035 School Opinion Survey)

- 100% of parents surveyed believe their child feels safe at this school* (S2002

- 100% of parents surveyed believed student behaviour is well managed at this school* (S2012)

- 100% of parents feel the teachers at this school provide their child with useful feedback about his or her school work* (S2006)

Parents who actively take part in our school regularly report to school staff their **love of the school and the many opportunities we provide for their child.** They are all given an opportunity to access the on-line school opinion survey each year though our computer lab.

Our students are generally very loyal to our school and each other demonstrating pride within or whilst outside of the school grounds. Overall students' opinion results were high in areas of curriculum, support and behaviour satisfaction. A positive reflection of a strong behaviour and value program.

- 100% of students surveyed feel they are getting a good education at school (S2048)

Parent Survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	94%	86%
this is a good school (S2035)	83%	88%	100%
their child likes being at this school* (S2001)	83%	94%	100%
their child feels safe at this school* (S2002)	92%	88%	100%
their child's learning needs are being met at this school* (S2003)	75%	94%	86%
their child is making good progress at this school* (S2004)	75%	100%	86%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	100%
teachers at this school motivate their child to learn* (S2007)	83%	100%	100%
teachers at this school treat students fairly* (S2008)	83%	93%	100%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	86%
this school works with them to support their child's learning* (S2010)	92%	94%	86%
this school takes parents' opinions seriously* (S2011)	83%	93%	86%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	58%	94%	100%
this school looks for ways to improve* (S2013)	92%	94%	100%
this school is well maintained* (S2014)	67%	88%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	87%	100%
they like being at their school* (S2036)	94%	89%	94%
they feel safe at their school* (S2037)	94%	89%	92%
their teachers motivate them to learn* (S2038)	97%	96%	92%
their teachers expect them to do their best* (S2039)	98%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	97%	89%	91%
teachers treat students fairly at their school* (S2041)	89%	89%	85%
they can talk to their teachers about their concerns* (S2042)	92%	86%	88%
their school takes students' opinions seriously* (S2043)	92%	87%	87%
student behaviour is well managed at their school* (S2044)	72%	75%	83%
their school looks for ways to improve* (S2045)	98%	96%	96%
their school is well maintained* (S2046)	92%	91%	94%
their school gives them opportunities to do interesting things* (S2047)	94%	91%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	94%	97%
they feel that their school is a safe place in which to work (S2070)	100%	94%	97%
they receive useful feedback about their work at their school (S2071)	92%	88%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	94%	97%
student behaviour is well managed at their school (S2074)	50%	75%	91%
staff are well supported at their school (S2075)	83%	88%	88%
their school takes staff opinions seriously (S2076)	75%	88%	94%
their school looks for ways to improve (S2077)	91%	94%	97%
their school is well maintained (S2078)	91%	81%	91%
their school gives them opportunities to do interesting things (S2079)	100%	88%	97%

* 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 are always encouraged to be involved in school activities and parents are very supportive of our school practices. We are very fortunate to have several parents who assist classes with literacy and numeracy activities. Several parents have completed their certificate 3 teacher aide training at our school and have since gained employment with the department of education in teacher aide capacities.

Parent and community engagement is supported by our:

- Admin open door policy – parents are always welcome

- Twice yearly parent teacher interview sessions and Term 1 and Term 3 interim reports

- Class information sessions at the beginning of the year and weekly notices

- Parent Information sessions and volunteer training opportunities

- Various other means of parent/ school communication such as weekly newsletter, school website, face book page, alert notices with the new id-attend system, class notices and the daily student diary communicator.

- Homework Club

- Indigenous Awards presentation and Deadly choices program provided by ATSICHS

Parents also assist around the school grounds, maintaining gardens and the Bush Tucker Cultural Garden area.
School activities such as Culture Day, Sports Day and Cross-country, P and C activities like working bee's; movie night; Monday munchies; tuckshop; disco's; school anniversaries etc. are very well supported by parents and the wider community.

Our school highly values and recognises parent involvement in their child's education. Parent participation in the School PBL 25.50,75 and 100 token awards ceremony is well attended.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The topics covered include personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.
Slade Point State School receives a yearly student safety presentation from the local police and university performing arts students. Our teachers have specific health units which focus on respectful relationships and in 2017 we will have an administrative team leader looking after the student services area.

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	34	18	12
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

During 2016 Slade Point staff continued to monitor water consumption and addressed ways to reduce our energy consumption. We had workplace health and safety meeting conversations around our School Environmental Management Plan (SEMP) and use of water and electricity.

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Our year 4 class has been very active in reducing food waste using the school compost bin and worm farm. This was used by most year levels in 2016. They also study environmental units concluding with a special camp to Eungella National Park. We have a very active garden project team consisting of volunteer parents, staff and student groups.

The planting of our **school forest** commenced with several hundred plants. Our students are actively involved with annual environmental projects such as tree planting day; clean up Australia Day; eco grant submissions and ride your bike to school day. We have identified some leaks in old plumbing to address the increase in water consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	117,038	3,560
2014-2015	119,612	2,110
2015-2016	127,409	2,238

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

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Sector:
☑ Government
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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

Slade Point State School continued to employ a Community Education Support Officer to assist our indigenous students and families. In 2016 we employed a large number of teacher aides (8) to deliver extra support for our learning difficulty students and extended students. Our school continued to employ specialist teachers in physical education, music, instrumental, library, Japanese, Learning Support, Early years Literacy Support and Special Needs.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	14	15	<5
Full-time Equivalents	11	11	<5

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	0
Graduate Diploma etc.**	1
Bachelor degree	11
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 **$28, 449.75**

The major professional development initiatives are as follows:

The major professional development initiatives are as follows: *EQ Systemic requirements including Code of conduct, Student Protection, WHS, First Aid, Asbestos awareness and Finance control measures

* Positive behaviour For Learning Training

* Teacher planning with HOC/ PEAC

* Workplace Health and Safety Officer training

* Mentoring and collegial coaching including individual teacher performance PD support

* School Budget workshop

* Ipad classroom usage

* Principal Leadership days and conferences

* Speech language in-service

* School intervention processes

* Teaching of Writing – School District Sub-Group

* One school development and assessment

* Cluster support and HOC meetings

* Teacher aide training in numeracy and literacy strategies.

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.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

We have supportive school attendance policies in place which reflects similar results to 2015. The slight drop was due to new students who enrolled but stayed for a very limited time and had poor attendance issues.

Our school spends a great deal of time and energy tracking poor student attendance and we have been applauded by the Departments Central office Director for our persistence.

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).	93%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	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.

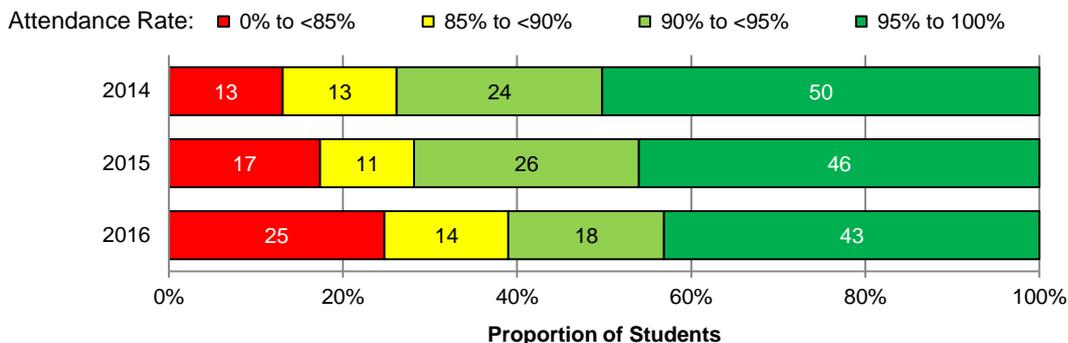The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	93%	93%	95%	95%	94%	93%	91%	91%					
2015	92%	93%	91%	93%	93%	92%	92%						
2016	92%	91%	94%	89%	92%	92%	88%						

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	13	13	24	50
2015	17	11	26	46
2016	25	14	18	43

Proportion of Students

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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.

Our school attendance is a high priority in our school. We continue to focus on these strategies that have shown improvement:

All staff to assist Mr McDowell in collecting absence data and rewarding good attendance figures. Continuation of end of term McSladie day reward program for 95% of higher attendance. Slade Point Attendance policy acknowledged in newsletters and new website. Follow up as per policy guidelines for below 85% with monitoring. Daily phone calls and one school monitoring.

Teachers mark class rolls twice daily. The roll is marked at 8.45am and 1.30pm. Slade Point School treats attendance as **a high priority** being step 1 in a student's learning career. Slade Point has a strategic approach to promote high attendance above our school target of 95%.

* Students who are absent are contacted by the id-attend system which sends an immediate text to the parent or carer to discuss the reasons for their absence. If an unsatisfactory or no response is received it is referred to administration who will follow up and decide on the appropriate course of action.

* Student attendance is managed proactively through a graphing activity. Each week class attendance is recorded and graphed with the class having the lowest number of absences receiving a box of ice blocks to share. This graph is displayed on parade and in the weekly newsletter, it is also discussed during staff meetings and P&C meetings. Students who meet the school target of 95% attendance are invited to attend the "McSladie lunch" each term.

* Parents are required to submit notification to the Principal when taking students away from school for extended periods e.g. holidays during school terms.

*If a student's absence is continual or reoccurring the parents are contacted by the Principal to develop a plan if required to ensure the child's return to school. Individual student & family 'case management' is undertaken as required for the small percentage of students who have consistently poor records of school attendance (eg less than 85% attendance)
If the parent is not contactable an official letter is sent home, requesting an interview. Should the parent fail to attend the interview, a second formal letter is sent home informing the parent of possible prosecution.

*Particular attention is given to students who are regularly late to school as this also has a negative impact on their learning outcomes.

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.

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