



Caboolture East State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Caboolture East State School is privileged to work with our parents and students in a partnership that focuses on empowering all students to become engaged and caring citizens. Our motto is 'Strive to Excel' and this underpins our whole school approach to teaching and learning. Our staff are committed to engaging students in learning through high expectations and caring relationships.

We strive to build strong links with students, parents and the school community. At Caboolture East, we strive to ensure that each member of our diverse community is valued, nurtured and encouraged in an environment that provides equitable opportunities for **ALL to Excel**.

Our curriculum is based on the Australian Curriculum and prioritises English and Maths to ensure that students develop strong foundations for all learning areas. We extend learners through differentiation and our STEM/Robotics program. Digital learning tools are used to engage students and support individualised learning opportunities.

Our staff are committed to providing a safe learning environment with high expectations in learning and behaviour. We continue to strive to develop the cognitive, social, emotional and physical needs of all our students. Our Helping Emotions Regulate Outcomes (HERO) Program support students to develop positive and proactive classroom and playground behaviours. Through our caring relationships between staff and students, we explicitly teach students how to develop self-regulation strategies and make positive behaviour choices.

Our school values of Courage, Compassion, Trustworthiness, Persistence and Resilience are also our HERO traits and restorative practices are part of our school culture to promote student learning and positive relationships.

Our Arts program includes music and instrumental music program for students from Years 4-6 and includes brass, woodwind and percussion instruments. Specialist teachers implement Music, Chinese and Physical Education. Sport, physical education and team challenges are highly valued at Caboolture East. Students participate in team sports at school and interschool sports in our Gala Days program.

Principal's Foreword

Introduction

All Queensland schools annually publish meaningful information for parents about student and school performance. Each year Caboolture East State School sets specific goals and targets as part of its Annual Improvement Planning process. The School Annual Report is a summation of the annual planning and reviewing process. This includes reviewing student and school performance against the outcomes, performance indicators and targets established in the previous year.

The 2017 School Annual Report provides a snapshot view of our school's priorities, its achievements and challenges, and is one way of communicating to the broader community the pride we have in our students' learning endeavours and commitment to being the best that they can be.

Our core business is the development of the social, emotional, academic and physical potential of each student. We believe that all students are competent and capable learners. As a result it is our professional responsibility to enable them to establish a sense of their own self-worth within a supportive environment and provide opportunities for students to take risks with their learning. Within the diverse student population, there is also a specific focus on providing programs which cater for children with a disability aged 0 to 13. Through the Early Childhood Development Program (ECDP), a district facility based on our campus, children from birth to Prep age can be educationally supported. As a result, the community we serve extends beyond the immediate boundaries of the Caboolture East community.

In 2017 Caboolture East State School, using Investing for Success funding, continued making a difference to the learning outcomes, with an Early Years focus, supported by a highly committed staff. During 2017 the school continued a 'Successful Transitions' project supporting pre-prep students and families to transition to school. The project successfully engaged 'Early Years' care providers by establishing a network to share good practice and positive transition processes.

The following report aims to provide parents and the community with information that is common to all schools in Queensland. It outlines the highlights and successes of Caboolture East State School during the 2017 academic year.

School Progress towards its goals in 2017

PRIORITY GOAL – Every student succeeding in reading

- Developed Caboolture East Whole school approach to teaching reading
- Implemented the gradual release of responsibility in Reading
- Implemented guided reading in all classes to ensure all students achieve reading goals aligned to Literacy Continua
- All staff trained in the use of Jolly Phonics
- School Collegial Coaching & Feedback Agreement developed involving peer observations, walk throughs, mentoring and coaching

| 2017 Improvement Actions | Outcomes |
|---|--|
| <p>Building teacher capacity</p> <ul style="list-style-type: none"> • Continue to embed a balanced reading program using gradual release model • Use peer observation, feedback, coaching and PLCs to improve the teaching of reading • Provide opportunities for teachers to participate in instructional rounds to increase consistency of practice • Support teachers understanding of Reading Data Literacy (Assessment of learning, for learning and as learning) with regular meetings in order to monitor and track reading improvement to inform differentiated teaching and to map performance against the standard • Analyse student data at an individual and cohort level to develop an action plan to monitor performance and review practice and strategy outcomes | Ongoing to deepen teachers' capability in 2018 |
| <p>Successful learners</p> <ul style="list-style-type: none"> • Provide challenging learning opportunities for students to demonstrate their potential through quality reading practices • Deliver oral language activities that target phonological and phonemic awareness eg Read it Again, Age Appropriate Pedagogies • Identify students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Rip it Up Reading, Jolly Phonics & Reading Doctor • Implement targeted intervention to Close the Gap in reading for P-YR 3 I/EALD students with the support of I/EALD Regional Coach • Provide targeted intervention support by Speech Language Pathologist and teacher aides to increase literacy levels • Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Impact Upper 2 Band Project) | Achieved with intention to further embed and review in 2018. |
| <p>Student Well-being</p> <ul style="list-style-type: none"> • Develop and implement a social emotional program to improve student self-regulation and increase emotional literacy. • Review Advancement Team student referral and case management of identified (behaviour, well-being, attendance) students • Through Supporting Successful Transitions explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres and local high schools. | Achieved with intention to further embed in 2018. |

Future Outlook

The school improvement priority for student learning outcomes in 2018 is Reading and Student Engagement. This will be delivered through building teacher capacity in using effective practices such as explicit instruction, gradual release of responsibility, Jolly Phonics and Jolly Grammar, and the use of success criteria and feedback to students. The successful trial of emotional literacy in 2017 provides a solid foundation to implement Student Engagement as a key priority in 2018. Our school will focus on student wellbeing and engagement academically, behaviourally and social emotionally to create positive learning environment for all students.

To build staff expertise, our coaching model will continue with additional collegial coaching opportunities introduced. Teachers will engage in instructional rounds to continue growing a quality workforce through sharing teaching practices across the school. The school will host visiting teachers, school leaders and visit other schools to observe effective practice.

Key Strategies/Actions:

- Continue implementing a whole school reading and oral language/phonological awareness plan
- Implement Early Years Oral Language and early intervention literacy programs in prep to year 2 classrooms
- Continue implementation of differentiation strategies for students below NMS
- Increase HR resources to support Early Years Intervention Programs

- Implementation of school based Upper 2 Bands Projects in Reading, Writing and STEM
- Implement social emotional HERO program to increase student engagement in learning
- Provide extensive professional development of teaching staff through the establishment of Professional Learning Communities, coaching, peer observations and feedback

The school will work in conjunction with local cluster schools to share effective teaching strategies in reading as well as deep learning and social emotional wellbeing processes. Caboolture East will collaborate with cluster schools to improve performance and to innovate. The cluster will create opportunities for teachers and aspiring leaders to work together on projects that benefit all our schools and students.

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Early Childhood - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 666 | 310 | 356 | 72 | 93% |
| 2016 | 695 | 335 | 360 | 76 | 88% |
| 2017 | 624 | 308 | 316 | 78 | 89% |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Caboolture East State School caters for a multicultural and diverse student community and has an Enrolment Management Plan. The school caters for a range of students with disabilities, predominately students with either an Intellectual Impairment or Asperger's Syndrome and has specific facilities and supports for students with hearing impairments. Caboolture East's population of students with disabilities reflects approximately 12% of the total school enrolment. Aboriginal and Torres Strait Islander students reflect approximately 15.5% of the total school population. Caboolture East continued to implement a range of strategies to improve literacy and numeracy outcomes, attendance rates and Community engagement for Indigenous students and their families. In 2017 approximately 80% of Year 6 students at Caboolture East State School proudly attended State High Schools within Caboolture local district. Homes in the area are a mix of owner-occupied and rental properties. Accommodation in the area is in high demand from families with school age children as the school is enrolment managed.

Average Class Sizes

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

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | 23 | 25 | 24 |
| Year 4 – Year 6 | 26 | 27 | 26 |

Curriculum Delivery

Our Approach to Curriculum Delivery

At Caboolture East State School our curriculum programs are developed using the Australian Curriculum and delivered using effective pedagogies. We believe our curriculum programs are engaging, relevant and contribute to our students' improved learning outcomes. The curriculum programs are supported by the Curriculum Leadership team which includes the Principal, Deputy Principals, Head of Curriculum, Pedagogy Coach, Engagement Coach and STLaN.

In 2017 we embedded the Caboolture East Whole School Approach to Reading which provided a clearly outlined and framework for the consistent teaching of Reading. A team approach to curriculum planning and its implementation was established across year level teams. Teachers collected meaningful student data and used this data to inform planning, teaching and assessing. School-wide targets for student achievement were set and monitored throughout the year.

Indigenous perspectives were implemented within the C2C units and supported at Caboolture East State School by the Indigenous Liaison Officer. Students from Prep to Year 6 were involved in a day of celebration recognizing NAIDOC week. Children participated in a number of activities including storytelling, painting and Indigenous games.

Programs for Students with Disabilities are developed in collaboration with relevant school community members, for the purpose of providing a flexible and customized learning experience based on each child's learning needs. A range of support measures for students with disabilities includes: SEP classes, in-class support or a combination of both. ECDP – the Early Childhood Development Program provides support and educational programs for students with disabilities from birth to 6 years.

The curriculum focus across the school includes:

- improving Literacy and Numeracy outcomes for all students through intensive Literacy and Numeracy Blocks where these KLA's are explicitly taught with I4S resources supplementing additional staff support
- LOTE, Chinese, is delivered across years 5 and 6 with cultural perspectives in Year 4
- quality Music programs utilising ICTs and whole class music keyboards and guitar lessons
- Physical Education developmental NRL squad for Year 3 and 4 students
- a Gross Motor Skill program (Perceptual Motor Program) targets the Prep to Year 1 students and integrated within the PE Program
- gifted and talented priorities delivered through both classroom and project based events. Curriculum is personalised for gifted students along with school based projects that delivers gifted and talented outcomes eg U2B
- Caboolture East State School partnerships with Caboolture TAFE and Caboolture QUT and Kelvin Grove QUT campuses. These enhance the learning opportunities for our students and encourage and model the philosophy of lifelong learning. Projects have included: G & T programs, ICT Projects, Pre-service teacher supervision, Teacher-Aide Placements, HPE projects, Drama and Dance
- transition programs delivered for Pre-Prep and Yr 6 students entering high school.

Co-curricular Activities

Caboolture East State School encourages students to participate in a wide variety of extra curricula enrichment programs in addition to the regular curriculum. These include:

- Student Council
- Active Leaders Program
- School Music Concerts
- Development Squad for Netball, AFL, Rugby League
- Sport Gala Days (Interschool Sport)
- Instrumental Music Programs and School Concert Band
- Caboolture East celebrates a biannual School Musical Production along with a 'Showcase' in the alternate year that highlights excellence in The Arts
- Choir – Junior and Senior
- Stephanie Alexander Kitchen Garden Project for Year 4 Students
- Yr 6 Camp
- Excursions and "on-site" incursions eg QUT Science Van, Arts Council

How Information and Communication Technologies are used to Assist Learning

During 2017, we renewed and expanded our resources, facilities, equipment and digital infrastructure to enhance our learning environments. This was done to provide our students with increased exposure to digital technologies to prepare them for the digital based future and workforce.

Students are explicitly taught ICT skills to enable them to be proficient users of the technology that is required to function in society and adapt to new technologies as they are introduced. Our teachers continue to grow and develop their capacity in the use of digital resources to maximise student learning across the curriculum. Every learning environment is outfitted with an Interactive Whiteboard, as well as a speaker system. This allows teachers to access and present multimedia resources, and in particular, allows the presentation and execution of resources that support the National Curriculum.

Each classroom has been provided a minimum of two networked computers. All computers have internet access and are linked to the Education Queensland Network to support student learning. The school has one computer lab and three laptop pods to deliver a flexible learning environment for students. iPads have continued to be used across the school to provide students with

an engaging form of technology to support their learning. iPads and XO laptops are currently used with students on a one-to-one basis and for use in small group learning activities. Support staff also use iPads as a resource when providing learning support to students across the school.

Information and Communication Technology is used at Caboolture East State School to enhance and support student learning.

Social Climate

Overview

Our positive school climate is enhanced through an explicit focus on teaching our School Rules which are 'Be Safe, Be Respectful and Be a Learner. Our three school rules are the embedded foundations to maintaining a safe, supportive and disciplined learning environment at Caboolture East State School.

2017 saw the ongoing implementation of our Positive Behaviour for Learning (PBL) program being embedded within our school. Katy, our school mascot, continued to appear throughout the school on signage designed to remind everyone of our expectations – Be Safe, Be Respectful and Be a Learner. During the year, the PBL team and staff reviewed the acknowledgement programs to re-launch Katy Gold, Silver, Bronze for students to receive increased positive re-enforcement of school expectations during learning time.

Excellence in behaviour and effort – Our behaviour standards are very high. All students are given daily feedback about their behaviour through the Katy Gold, Silver and Bronze system. We expect all children to work towards achieving Gold Standard behaviour in learning activities every day. At the end of each term, each child is acknowledged for their positive behaviour and reward activities recognize their overall behaviour standards and effort throughout the term.

Our Engagement Coach role continued working with teachers to develop pro-active strategies to support students demonstrating challenging behaviours. All staff also participated in 'Reboot' introductory professional development to increase awareness of trauma informed practices to increase self-regulation and create a school-wide approach to develop students' emotional literacy.

The Advancement Team identifies, prioritises and coordinates access to appropriate support programs that address a range of social, emotional and behavioural issues eg Lunch time plans, Active Leader activities, playground buddies. Our Engagement Coach and School Chaplain work with individual and groups in pastoral care programs providing a range of social skilling programs. The Chaplain's lunchtime games groups provide valuable support for students. Our school's Indigenous Liaison Officer has continued to improve the educational outcomes of our ATSI students and the involvement of ATSI parents within our school community.

Anti-bullying programs are provided across all year levels. These focus on a proactive approach for students to use the High Five and connect to our values of Courage, Persistence, Resilience, Trustworthiness and Compassion. Anti-bullying programs include teaching children strategies to build self-confidence, identifying what constitutes bully, building resilience and assertiveness as well as strategies to respond to bullying behaviour and to support their peers in bullying situations by being an Upstander.

Parent, Student and Staff Satisfaction

Annually, Education Queensland undertakes a School Opinion Survey process to gauge Parent, Student and Teacher opinions on aspects of school operations. In 2017 all families had the opportunity to participate in the survey process. The excellent results in the table below are from the School Opinion Survey in 2017. The overall level of satisfaction by the school community in the performance of our school is high to very high in all areas. For a school the size of Caboolture East, the student and staff results listed below are to be celebrated.

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree [#] that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 91% | 83% | 96% |
| this is a good school (S2035) | 91% | 92% | 92% |
| their child likes being at this school* (S2001) | 96% | 88% | 96% |
| their child feels safe at this school* (S2002) | 91% | 83% | 94% |
| their child's learning needs are being met at this school* (S2003) | 91% | 83% | 94% |
| their child is making good progress at this school* (S2004) | 91% | 79% | 94% |
| teachers at this school expect their child to do his or her best* (S2005) | 96% | 92% | 96% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 91% | 83% | 94% |
| teachers at this school motivate their child to learn* (S2007) | 87% | 83% | 98% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| teachers at this school treat students fairly* (S2008) | 83% | 78% | 87% |
| they can talk to their child's teachers about their concerns* (S2009) | 96% | 87% | 96% |
| this school works with them to support their child's learning* (S2010) | 91% | 83% | 92% |
| this school takes parents' opinions seriously* (S2011) | 78% | 83% | 91% |
| student behaviour is well managed at this school* (S2012) | 74% | 65% | 83% |
| this school looks for ways to improve* (S2013) | 87% | 83% | 91% |
| this school is well maintained* (S2014) | 91% | 88% | 91% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 94% | 90% | 94% |
| they like being at their school* (S2036) | 93% | 95% | 95% |
| they feel safe at their school* (S2037) | 92% | 87% | 92% |
| their teachers motivate them to learn* (S2038) | 100% | 94% | 97% |
| their teachers expect them to do their best* (S2039) | 99% | 98% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 95% | 96% | 95% |
| teachers treat students fairly at their school* (S2041) | 92% | 90% | 87% |
| they can talk to their teachers about their concerns* (S2042) | 92% | 88% | 88% |
| their school takes students' opinions seriously* (S2043) | 92% | 90% | 86% |
| student behaviour is well managed at their school* (S2044) | 84% | 84% | 76% |
| their school looks for ways to improve* (S2045) | 96% | 98% | 96% |
| their school is well maintained* (S2046) | 94% | 89% | 89% |
| their school gives them opportunities to do interesting things* (S2047) | 97% | 91% | 94% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 93% | 100% | 98% |
| they feel that their school is a safe place in which to work (S2070) | 85% | 91% | 93% |
| they receive useful feedback about their work at their school (S2071) | 86% | 95% | 89% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 90% | 93% | 88% |
| students are encouraged to do their best at their school (S2072) | 96% | 98% | 100% |
| students are treated fairly at their school (S2073) | 92% | 96% | 95% |
| student behaviour is well managed at their school (S2074) | 71% | 93% | 85% |
| staff are well supported at their school (S2075) | 79% | 93% | 95% |
| their school takes staff opinions seriously (S2076) | 82% | 96% | 93% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| their school looks for ways to improve (S2077) | 94% | 98% | 98% |
| their school is well maintained (S2078) | 99% | 98% | 98% |
| their school gives them opportunities to do interesting things (S2079) | 90% | 96% | 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.

Parent and community engagement

At Caboolture East, we believe that partnerships with parents play a vital role in students' learning and well-being. We take every opportunity to involve parents in their child's education. We welcome parents into the school along with their children through our enrolment process which involves meeting the Leadership Team, class teachers and a school tour.

Other opportunities for parent involvement include:

- Volunteering in classrooms, tuckshop and breakfast club
- Community involvement and attendance at a variety of school events and excursions
- Year level learning celebrations
- Kitchen Garden Project
- Under 8s Day
- Book Week Character Parade
- Anzac Day Service
- P&C School Discos each term
- P&C meetings and events
- Community Carols Evening
- Parent Teacher interviews and reporting twice yearly
- Musical performances at Junior/Senior fortnightly parade
- Bi-annual School musical
- Interschool sports Gala Days
- Athletics Carnivals
- Graduation and Awards Day
- School Facebook comments and messages
- Training workshops for parents to build skills to support their child's learning

Parents and the wider community continue to play an important role in school life. Our P&C are great supporters of school programs and events including Positive Behaviour for Learning, Discos, ANZAC Day Ceremony and play an active role in raising much needed school funds.

The Advancement Team assists classroom teachers to identify specific learning, social emotional wellbeing and behaviour needs of individual children. Parents are encouraged to take an active role in understanding the classroom program for their child. This ensures they are well informed about how they can support their child's learning progress. Children requiring significant support have individual learning plans which are developed in consultation with the class teacher, parents, the Head of Special Education and SEP Teachers.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our school expectations are explicitly taught to enable students to make positive behavior choices focusing on personal safety and how to resolve conflict without violence or physical aggression. Our school Helping Emotions Regulate Outcomes (HERO) program aims to develop life-long social skills that maintain positive relationships for students. Our school is committed to the safety of staff, students and families and eliminating domestic and family violence in any of its forms. Nobody should have to tolerate domestic or family violence and our school is committed to supporting families to access help. Prep to Year 2 students also attended the Ditto show to build their awareness of protective behaviours and being safe.

Our staff have completed professional development to increase their understanding of students from complex trauma backgrounds and poverty who demonstrate social and behavioural challenges at Caboolture East SS. The school is committed to increasing prosocial behavior and reducing anti-social behaviours in the school context which can then be transferred into other settings leading to increased emotional well-being and social participation.

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 | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 142 | 172 | 144 |
| Long Suspensions – 11 to 20 days | 0 | 4 | 3 |
| Exclusions | 1 | 1 | 1 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

During 2017 the school continued to adopt many sustainable initiatives including paper and cardboard recycling, water tanks and 'veggie/flower gardens'. Additional water tanks have been installed to support student gardening projects. The school contract for rubbish and recycling were reviewed to incorporate in-class recycling for students to introduce sustainable practices across the school. Staff Meetings continually feature snapshot segments on environmental best practice which teaching and non-teaching staff are encouraged to incorporate into daily activities. Increases in the environmental footprint, would align with the increased number of classrooms with air conditioners following ongoing P&C fund raising initiatives.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 191,999 | 10,198 |
| 2015-2016 | 200,031 | 25,169 |
| 2016-2017 | 200,100 | 792 |

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

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 55 | 54 | <5 |
| Full-time Equivalents | 50 | 34 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 1 |
| Masters | 9 |
| Graduate Diploma etc.** | 11 |
| Bachelor degree | 38 |
| Diploma | |
| Certificate | |

*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 2017 were \$43 352.

The staff at Caboolture East State School have a strong commitment to their professional learning. The major whole staff professional development initiatives in 2017 included (but not limited to):

- Teaching reading effectively
- Age Appropriate Pedagogies - Prep
- Explicit Instruction
- YUMI Maths
- Restorative Practices
- Reboot - Trauma informed practices
- Oral Language and Literacy development
- Unit Planning, Curriculum Data and Dashboard
- Inclusive education for students with disabilities including Auslan, Autism

Staff collaborate in professional learning through peer observations, early career mentoring program and curriculum reference groups.

The proportion of the teaching staff involved in professional development activities during 2017 was **100%**.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| 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, 95% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student attendance

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

| STUDENT ATTENDANCE 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 89% | 90% | 90% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 84% | 85% | 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 2017 for all Queensland Primary schools was 93%.

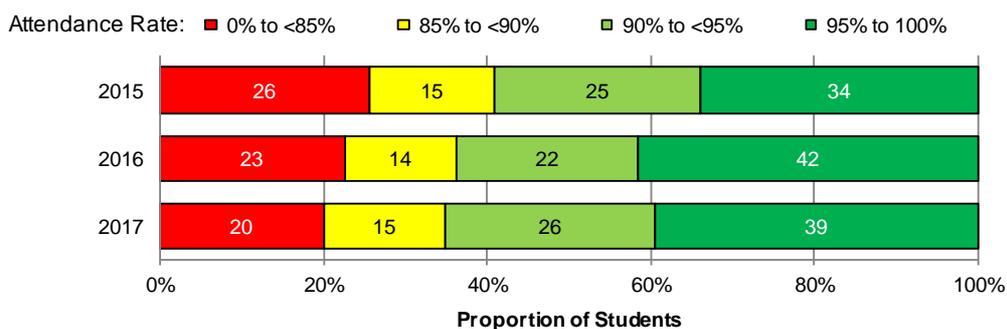
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 90% | 90% | 89% | 88% | 89% | 90% | 89% | | | | | | |
| 2016 | 91% | 91% | 91% | 89% | 90% | 90% | 90% | | | | | | |
| 2017 | 93% | 93% | 90% | 91% | 88% | 89% | 89% | | | | | | |

*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 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.

'Every day Counts' is embedded into the culture of the school community and the lifting of expectations around school attendance is part of our School Strategic Plan.

- Student attendance is maintained on a daily basis with constant monitoring of students attendance and absentees
- Class rolls are marked twice each day by teachers using One School. All staff receive instructions on the correct way to mark rolls, in accordance with audit requirements of the Department of Education and Training.
- Accountable absences are incorporated within the management process by administrative and teaching staff

Parents of students, who are identified by their class teacher or office personnel as having been absent for longer than three days, without notification of reason, are contacted either by the class teacher or by a member of the school administration. Non-attendance of a student, that continues to be flagged as of concern is then brought to the attention of the Deputy Principal or the Principal.

Same day notification system is used to text parents when their children were absent without explanation. Parents were also called for an explanation and are given the information regarding the requirements of compulsory participation. Continual absences are followed by formal letters. We also involve government and non-government agencies to work with the families and the school to assist with student attendance. Regional Office is notified if all efforts from the school are unsuccessful.

The Community Education Counsellor monitors 'On Track' attendance progress with our Indigenous students each week. This has contributed to improved attendance for Indigenous students in 2017.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.