



Strathpine State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Welcome to the Strathpine State School learning community. We value the partnership that exists between home and school and aim to work together with families to provide an education that not only prepares students for the future they will create, but provides the skills and processes to access ongoing learning and information for life. Our staff are committed and caring, and work to ensure our students continue to improve academically, socially and emotionally. Our students negotiate their learning goals with their teachers, to help them take responsibility for their learning and to achieve their full potential. Our programs engage students in learning through the delivery of relevant, contemporary and challenging programs. We have a strong focus on meeting the developmental needs of students in both the early phase and middle years of schooling.

Our core priorities for 2018: 1. Reading 2. Numeracy 3. Writing

Our focus on improvement will occur through consistent commitment to these core priorities. All decisions, programs and professional development will align to the achievement of set targets around these priorities. These targets will be monitored, and progress shared with the community through regular updates. All staff are familiar with these priorities and we make them our core business every day.

We have a unique history and our story has been evolving for over 100 years. From the school's beginning in 1911, the school has grown and developed so that it now boasts a multi-purpose hall, a new and inviting library, a technology facility that includes two computer labs and 5 teaching and learning blocks, almost 2 hectares of play space and beautiful grounds and gardens surrounded on two sides by bushland and a creek that creates a buffer so that the school is sheltered from the busy-ness of the outside world.

Strathpine State School is more than the sum of its physical attributes. Our school *welcomes* all students and their families, we value diversity and embrace the idea that we all share responsibility for each other, our learning and our community...that our success is based on how we work together.

Our staff focus on the skills and abilities of each student, building on their current knowledge and understanding and celebrate with the student and their classes, progress and demonstrations of learning. Strathpine State School is an exciting learning community.

School progress towards its goals in 2018

In 2018, Strathpine State School achieved excellent results in English and Mathematics. In 2018, 48.1% of our Year 3 students were in the upper two bands for reading. 53.8% of the Year 3 cohort were in the upper two bands for Writing. In Mathematics 30.8% of the Year 3 students were placed in the upper two bands.

In Year 5, 89.2% of the students were placed above the National Minimum Standard, while 81.3% of the students achieved a similar standard. In Mathematics 96.9% of the cohort achieved above the National Minimum Standard. The Year 3 and 5 results indicate clear progress within the school priorities of Reading, Writing and Mathematics.

Future outlook

1: Literacy

- Develop staff capacity in understanding the requirements of the Australian Curriculum in English
- Build teacher capacity in using modelled writing as a basis for improving student outcomes in writing
- Embed oral language activities that target phonological and phonemic awareness using Jolly phonics as a framework
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. *Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.*

2: Numeracy

- Develop staff capacity in understanding the requirements of the Australian Curriculum in Mathematics
- Embed Numeracy Rich Routines that address key aspects of number as identified through the development of unit diagnostics – Show Me Maths

- Build teacher capacity to recognize and remediate key misconceptions through the development of quality questions at level, below level and above level to meet student needs.
- Embed differentiation strategies across all year levels using diagnostics and questions designed to remediate misconceptions

3: Student Engagement

- To improve student outcomes through building capacity in students, families and staff through intervention and support
- Improve the level of engagement of students who are most at risk through responding to emerging student wellbeing needs
- Embed a philosophy of student support through PBL and a positive supportive learning environment at a whole school and classroom level

Student Attendance - 93 %

Students achieving C # or more

Semester	English		Math		Science	
	1	2	1	2	1	2
Year 1	75	80	75	80	75	80
Year 2	75	80	75	80	75	80
Year 3	75	80	75	80	75	80
Year 4	75	80	75	80	75	80
Year 5	75	80	75	80	75	80
Year 6	75	80	75	80	75	80

ACHIEVEMENT- NAPLAN % of students U2B

U2B	Yr 3	Yr 5
Reading	40%	30%
Numeracy	30%	20%

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	420	437	433
Girls	208	203	208
Boys	212	234	225
Indigenous	27	24	33
Enrolment continuity (Feb. – Nov.)	94%	92%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Strathpine State School is centred in the suburb of Strathpine. The school has a social index (ICSEA) of 982. Strathpine does not currently have an enrolment catchment. The school has 26 Nationalities representing where students were born or their parent were born.

The school has a stable student population, with an attendance rate of 92.3% in 2018. Strathpine State School has 7.6% Indigenous student population and 6.9% of the students have a verified disability. There were 24 students that identified English as their second language.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	23	21
Year 4 – Year 6	23	23	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our Approach to Curriculum Delivery

Strathpine Super Stars Program – We explicitly teach our 5 core values of Care, Compassion, Courtesy, Consideration and Common Sense (The 5Cs). Each week our teachers focus on one element of the 5Cs both in the classroom and playground. Students are recognized for consistently demonstrating these behaviours at our weekly assembly and in the school newsletter.

Literacy and Numeracy - Literacy and numeracy skills are explicitly taught across Prep to Year 6. Students engage in a variety of activities coupled with direct instruction from their class teacher following the gradual release model. 7

Learning Support – Strathpine State School provides additional learning support to meet the individual needs of students. Learning Support has a distinctive focus on early intervention. Implementation and review of the School Student Support Processes has been a focus for the school this year. Additional support is given to children in Prep through our Support-A-Talker program.

Early Years Program – Our Early Years program (Prep -3) is a hands on program that promotes a structured approach to learning. The students are engaged in activities that are specifically designed to meet their learning needs, with a focus on early intervention. Full time aides are assigned to each Prep class.

The Arts – Strathpine State School has a culture of promoting the Arts. Our students participate in a variety of cultural activities throughout the year. The Concert Band, Junior and Senior Choirs compete in many competitions held throughout the district. We encourage students from Year 4 to play a musical instrument.

Students are encouraged to display their singing, dancing and musical talents at every opportunity such as assemblies, special ceremonies, school concerts and other local events

Student Leadership Development – At Strathpine State School, we encourage all of our students in Years 6 to take on a leadership role in the school. Our students in Year 6 and in Year 5 volunteer in Prep and in Year 1 (Prep/Year 1 Buddies) to help out with lunchtime activities. The Year 6 students organise and conduct a lunchtime activities program for all students. Our Year 6 leaders participate in a leadership development program with the surrounding schools. In this program students visit other schools once a month to be involved in activities which develop leadership skills. Students in Years 4 -6 have the opportunity to participate in the Student Council. This student group plays an active role in organising special events and fundraising for the benefit of all students at our school and to the benefit of various community organisations. Each junior class has a senior school buddy class, this promotes peer support and leadership.

ICT- Students at our school have many opportunities to use ICTs to enhance their learning. Each classroom is equipped with computers which the children use to enhance their literacy and numeracy development and for research and investigative purpose across all of the key learning areas. Smart Boards have been rolled out across the school and are in every classroom. The computer lab continues to be upgraded in 2018 with the purchase of more computers and classes are booked into the lab to enable easy access to technology.

Curriculum Programs – Teachers work collaboratively to plan rigorous and challenging units of work based on the National Curriculum. These units involve the children investigating real world issues and encourage the students to develop knowledge of key concepts as well as team work and collaboration. The Head of Curriculum meets with teachers once a term to plan cooperatively, ensuring consistency and facilitating in the sharing of ideas, strategies and resources. A vital aspect of our planning days is to ensure assessment tasks have a consistent marking criteria which has been agreed upon by all teachers on that year level, this ensures consistency of judgements when assigning students grades.

Co-curricular activities

Extra curricula activities

At Strathpine State School students have the opportunity to be involved in the following extra curricula activities:

- ❖ Instrumental Music
- ❖ Junior and Senior Choir
- ❖ Dance Squad
- ❖ Under 8's Day
- ❖ School Leaders Program
- ❖ Chaplaincy Program - Our school chaplain supports our school community in a variety of ways including working with students in classrooms and in the playground, pastoral care programs, and supporting families in need.
- ❖ Kids Sing program
- ❖ Science, English and Maths Competitions
- ❖ Pine Rivers Show entries
- ❖ Regional and District Sport Teams
- ❖ District Student Council
- ❖ Art Shows and displays
- ❖ Kids Hope – a mentoring program for students who are having difficulties socially and academically
- ❖ Partnerships with Pine Rivers High School – gifted and talented programs, sporting programs
- ❖ School camps in Year 5 and in Year 6

How information and communication technologies are used to assist learning

Each classroom is equipped with a number of computers that are used on a daily basis as a part of the school's literacy and numeracy program. Students use computers during literacy and numeracy as well as across all KLAs to work on individually paced programs and whole of class work that reinforces what is being taught by the classroom teacher. Students also use computers for emailing and research purposes.

Our school also has a lab of 30 computers that are used by class groups to complete assessment tasks or to conduct research across all of the key learning areas. Our teachers have all received lap tops which are used by the teachers to plan, monitor and assess the students learning. Each classroom has an Ipad that is used as an additional tool for using ICTs in the classroom. The intention is to purchase more of these to be borrowed by classes to enable more hands on use. Interactive whiteboards are operational in all classrooms, to enhance the learning.

Social climate

Overview

At Strathpine State School we aim to provide a happy, safe and nurturing environment which cultivates the academic, social, emotional and cultural development of all learners. We aim to support students in becoming responsible participants who can make informed decisions in a changing society. To help our students make responsible choices about their behaviour, our teachers explicitly teach the core values that underpin our Responsible Behaviour Plan for Students – our 5Cs. Our students are encouraged to self-manage their behaviour and make responsible choices both in and out of the classroom. Students are recognized for making good choices through a school wide reward system. Students may be chosen for Super Star or Student of the Week in recognition of their positive behaviour. 2017 was the tenth year of our involvement in the School Wide Positive Behaviour Program. This program requires that a consistent approach to behaviour management is implemented across the school. The school tone and the development of a supportive culture underpinned by high expectations is a feature of Strathpine State School. The SOS indicates that 100% of students feel that teachers set high expectations. 97% of parents agree that their child is getting a good education at this school and

that it is a good school where their children enjoy attending and feel they are in a safe environment.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	96%	90%
• this is a good school (S2035)	93%	91%	86%
• their child likes being at this school* (S2001)	93%	87%	97%
• their child feels safe at this school* (S2002)	97%	91%	93%
• their child's learning needs are being met at this school* (S2003)	93%	87%	87%
• their child is making good progress at this school* (S2004)	93%	91%	90%
• teachers at this school expect their child to do his or her best* (S2005)	100%	96%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	91%	90%
• teachers at this school motivate their child to learn* (S2007)	97%	91%	90%
• teachers at this school treat students fairly* (S2008)	86%	86%	80%
• they can talk to their child's teachers about their concerns* (S2009)	93%	100%	97%
• this school works with them to support their child's learning* (S2010)	93%	87%	87%
• this school takes parents' opinions seriously* (S2011)	93%	81%	77%
• student behaviour is well managed at this school* (S2012)	86%	74%	76%
• this school looks for ways to improve* (S2013)	97%	86%	87%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	98%	94%
• they like being at their school* (S2036)	98%	95%	92%
• they feel safe at their school* (S2037)	94%	89%	91%
• their teachers motivate them to learn* (S2038)	99%	98%	97%
• their teachers expect them to do their best* (S2039)	98%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	98%
• teachers treat students fairly at their school* (S2041)	96%	98%	90%
• they can talk to their teachers about their concerns* (S2042)	95%	93%	84%
• their school takes students' opinions seriously* (S2043)	93%	90%	80%
• student behaviour is well managed at their school* (S2044)	98%	79%	69%
• their school looks for ways to improve* (S2045)	95%	95%	92%
• their school is well maintained* (S2046)	96%	93%	91%

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	93%	98%	91%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	90%	88%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	80%
• they receive useful feedback about their work at their school (S2071)	92%	83%	73%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	88%	76%
• students are encouraged to do their best at their school (S2072)	100%	100%	93%
• students are treated fairly at their school (S2073)	100%	93%	80%
• student behaviour is well managed at their school (S2074)	100%	83%	51%
• staff are well supported at their school (S2075)	96%	83%	68%
• their school takes staff opinions seriously (S2076)	96%	74%	73%
• their school looks for ways to improve (S2077)	100%	90%	83%
• their school is well maintained (S2078)	100%	100%	90%
• their school gives them opportunities to do interesting things (S2079)	100%	79%	88%

* 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

Strathpine State School promotes an open door policy in which parents are encouraged to engage in open and honest discussion with all members of our school staff, thereby, fostering stronger community partnerships.

To enhance communication between the school and our parents and carers, the school conducts a Parent Information afternoon early in the school year where a variety of classroom and year level expectations are discussed. Parents are encouraged to be part of the decision making process of the school through representation on relevant committees. There is an active P&C committee that meets 7 times a year in the staffroom at 6:30pm. At these meetings, parents discuss fundraising opportunities and share ideas about how we can make our school a great place to be.

At the beginning of each year we invite all of our parents to volunteer in their child's classroom and provide parents with an information session on how they can help in the classroom. This session also runs parents through our Code of Conduct and Emergency Procedures information. Teachers encourage parents to share their areas of expertise with the class at various times during the year to enhance the arts program and to help support students during the literacy and numeracy blocks. Teachers maintain communication with parents about their child's progress at various times during the year. We offer parents a teacher-parent interview in Terms 1 & 3. In Years 6 these meetings actively engage the student as he/she sets goals and takes responsibility for their own learning.

Written reports are issued at the end of each semester. Teachers will remain in close contact with parents to discuss any behavioural or personal issue that may impact the student's learning. Our school website is updated regularly to keep parents informed about events occurring in the school and any publications (newsletters etc.) that have gone home. In 2018 we continue to use Facebook as a method

of school home communication it has proven to be quite successful and we aim to continue to keep it updated regularly.

At Strathpine State School we invite parents to numerous events throughout the year:

Sports days

School Concerts

Parades

Easter Hat parade

Book Parades

ANZAC Day, NAIDOC Day and Reconciliation Week Celebrations

Respectful relationships education programs

The school is developing through its Positive Behaviour for Learning program a focus on appropriate, respectful and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	20	31	43
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Strathpine State School has worked hard to reduce our electricity consumption through practical measures including turning off appliances and lights when the classroom are not occupied. Strathpine State School continues to be "Water Wise" and actively promotes effective and efficient water practices. In 2018 the school started on a recycling program involving paper, card and plastics from the classrooms in partnership with the Moreton Bay Council.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	113,621	118,435	113,209
Water (kL)	19	16,941	2,972

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

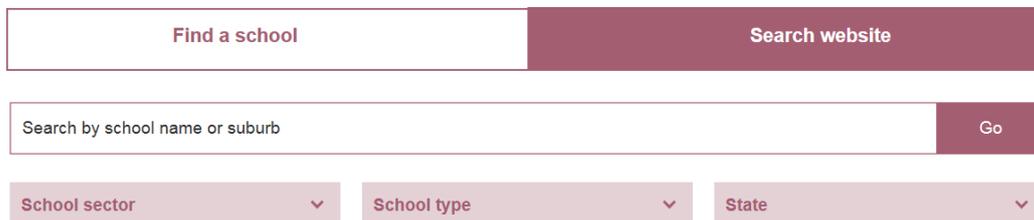
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

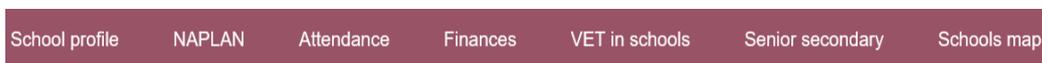
School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	31	24	<5
Full-time equivalents	29	14	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	3
Bachelor degree	17
Diploma	9
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$23695.32 calculate the amount above from OneSchool data.

The major professional development initiatives are as follows:

- Planning using the Australian Curriculum
- Student Engagement
- Phonic awareness

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school	90%	88%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

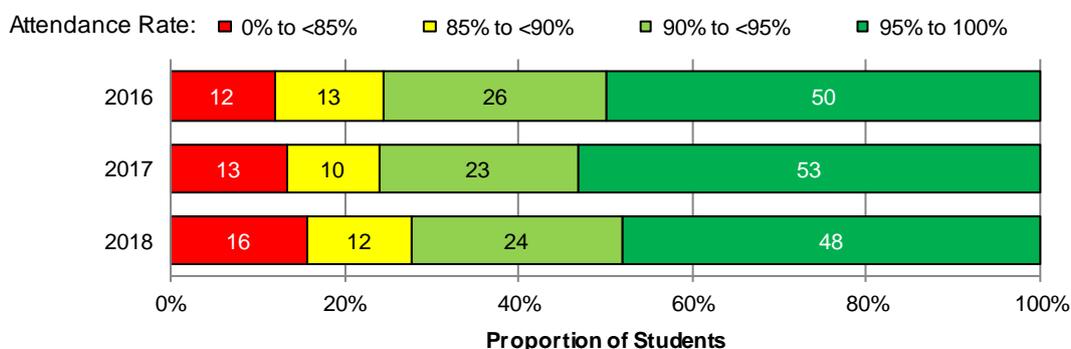
Year level	2016	2017	2018
Prep	94%	93%	94%
Year 1	93%	93%	91%
Year 2	93%	92%	92%
Year 3	93%	94%	92%
Year 4	93%	94%	92%
Year 5	94%	94%	93%
Year 6	93%	91%	93%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enrolment and Attendance at State Schools](#); and [Roll](#)

[Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Student attendance is closely monitored. Parents are contacted directly if a student has been absent for three days in a row. Rolls are marked twice daily, at 8:50am and after second break (2:00pm). Newsletter items are regularly published emphasizing the importance of regular attendance at school. Families with consistently high absenteeism also receive an official letter from the principal. In 2018 Every Day Counts posters were displayed in the administration building, classrooms and in high traffic areas within the school. An SMS alert system alerts parents if their child was not at school. Strathpine State School strives to establish strong partnerships between home and school to promote full attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Table 15: Vocational Education and Training (VET)