

Slade Point State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education



Queensland  
Government

## Contact information

|                       |  |
|-----------------------|--|
| <b>Postal address</b> | PO Box 9150 Slade Point 4740   |
| <b>Phone</b>          | (07) 4965 7333   |
| <b>Fax</b>            | (07) 4965 7300   |
| <b>Email</b>          | principal@sladepointss.eq.edu.au   |
| <b>Webpages</b>       | Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul> |
| <b>Contact person</b> | Mr Rod Finney (Principal)  |

## From the Principal

### School Overview

Truth, Tolerance and Toil is Slade Point State School's motto and our vision for our students is 'Making Connections, Moving Forward' which underpins the direction of our learning programs and school culture for the next four years. We are a positive behaviour for learning school with three key rules - 'Be a Learner, Be Respectful and be Safe'. Our school believes in: 'Every student succeeding' and that 'Every day counts!'

Our wonderful programs include: Playgroup every Wednesday for one year olds through to 4 year olds; excellent sporting and musical programs; cultural programs and our Australian Curriculum programs for prep to year 6 students.

Our school values each child and strives to maximise their potential through a comprehensive, inclusive program. Our teachers use sound classroom pedagogical practice based on an explicit instruction approach. Our students have gained National, State and Regional distinction through participation in school sport, strings program, school choir, debating competition, Eisteddfod, mathematics and chess competitions. Our school celebrates our cultural diversity through an annual Cultural Day celebration and NAIDOC week celebrations. We are proud of our comprehensive sporting program which includes gymnastics, swimming, Rugby League and many individual skill programs that develop our students' potential to a high standard. Our school has a dedicated staff that ensures that all students achieve the best education possible. More information is available on our website.

Slade Point State School is a 'family school' with very strong ties to the community. We hope you will consider joining our school community.

Rod Finney (Principal)

### School progress towards its goals in 2018 ( Indicates positive progress)

This is my sixth year in presenting the Slade Point State School annual report for 2018. I am very proud of the progress we have made as a school and community over this time. The report outlines the academic, cultural, sporting and social development of our students during the year.

#### Academic:

Since 2017, we have actively engaged in the implementation of the Australian Curriculum and this has continued in 2018 with a narrow and sharp focus on English.

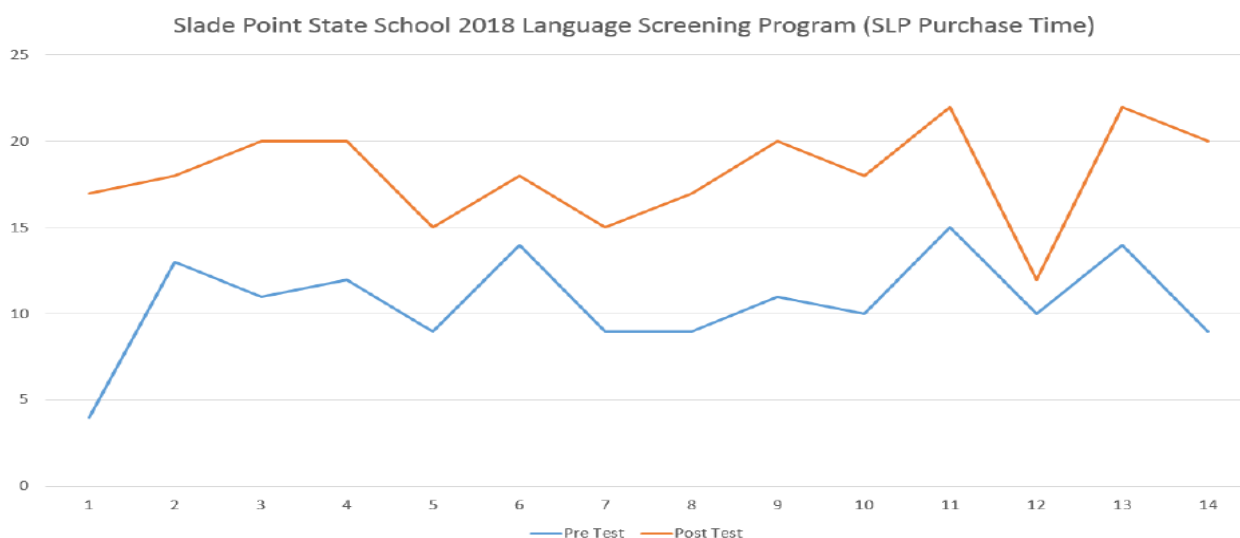


Our school is very well known for being a safe and supportive family school delivering the Australian Curriculum and equal opportunities for all students. **Progress towards SPSS inclusive practices in 2018 has been significant.**

We narrowed our focus on the **early years learning** investing in speech and reading programs tracking individual student progress improvement. **End of year student results showed the following improvements:**

#### **Our 2018 AIP and Explicit Improvement Agenda progress report:**

- Improvement Priority: Literate and numerate learners – **all targets achieved.**
- Improvement Priority: Student Focussed – **all targets achieved**
- Improvement Priority: Community engagement – **4 out of 5 targets achieved.** 100% of regular student use of their school diary is progressing. This will continue in 2019.



#### **Cultural:**

We are equally well known for being culturally sensitive and 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.

Being perfectly positioned on a point overlooking the beautiful Pacific Ocean could create a sense of isolation. Therefore, in response to this, we strategically work with our six neighbouring schools as **a collaboratively sharing cluster.**

**We also maintained our professional relationships with several businesses in Mackay** who we consider are partners in our continued successful learning journey moving forward.

In 2017, we introduced **the diverse learner's coordinator role** to assist traumatised and vulnerable students and families. This significant positive impact of this role cannot be understated. We proudly promote our school as a 'family school' because we believe we go the extra step required for successful school inclusivity. In 2018, we further challenged ourselves around inclusion through our 'wholistic approach to learning project.' The work was renamed as **the 'Champions project'** and duplicated at three other nearby schools specifically targeting out-of-home care students.

**The results were very encouraging in all four schools and it was anticipated we would all expand this to include traumatised students in 2019.**

In 2018, we continued to seek assistance from our school partner **Slade Point Medical Services** to conduct annual hearing checks for our students and continued professional development on using the 'phonak' amplifier system installed in 2016 in every classroom. We built on our other **professional partnerships** with Cummins, Woolworths Andergrove and Coles at Canelands and formed a new professional friendship with Harvey Norman Mackay **completing a 10meter Christmas mural for their store.**

**Slade Point continues to lead the way 'through closing the gap' for indigenous students** through celebrating cultural diversity. **Term 3 cultural day** was again a highlight in the annual school calendar.



Our school has strong links with the on-site **C & K Kindergarten Creche and MySchool Kindy** on Slade Point Road. The transition program 'Get Set for Prep' was very successful in term 3 and 4. In 2018, I again budgeted for the free **Pre-prep Playgroup** held every Wednesday morning, which continued to grow especially in 'dad' numbers.

### Sport:

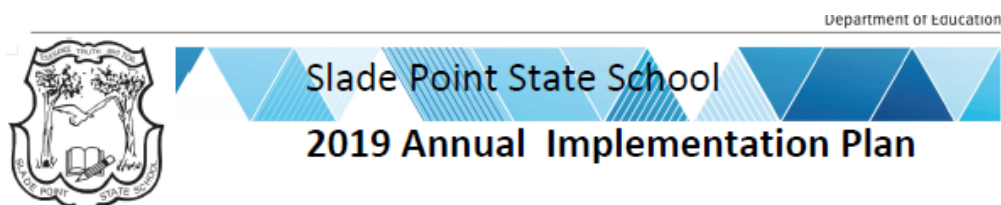
In 2018, we had a very successful sporting year with 6 students selected in the Cumberland sub-district athletics team up from 4 in 2017. Several students were selected in touch football, rugby league and basketball representative teams.

### Social:

In 2018, we brought a new Chaplain on board reviewing our social group skilling programs. Chappy Lisa did very well taking over from Chappy Luke and sharing our **core values 'Care for Self; Care for Others; Care for School; Care for Learning'**. School excursions continued to develop the children's knowledge of and exposure to 'real world concepts'. I congratulate Chappy, our wonderful P&C team, the teaching and support staff and students for embedding and demonstrating the four core values.

The schools **Positive Behaviour for Learning (PBL) program** had new committee introduce new rewards for our Emerald; Sapphire; Silver or Gold awards. Badges were still awarded for 50,75 and 100 'green tokens' earned. Community support and school engagement remained very high, reflecting our three school rules: Be a Learner; Be Respectful and Be Safe.

## Future outlook



### Improvement Priority 1. Making connections within and across curriculum

| Targets   |  |  |
|---|--|--|
| 100% of students being able to articulate Lyn Sharret's 'Five questions<br>All teaching staff using learning walls including Know and Do statements and exemplars<br>All teachers participating in and understanding the moderation process.<br>All prep, year 1 and 2 students complete Early start tasks. |  |  |
| <b>Strategy:</b>  | Validating teacher judgement around planning assessment and reporting of the Australian Curriculum.          |  |
| <b>Actions</b>  | <b>Timeline</b>  | <b>Responsible Officer(s)</b>          |
| To review the school's pedagogical framework focussing on high yield strategies eg Explicit Instruction, inquiry approach, AAP.   | Ongoing  | Principal,<br>HOC,<br>Year Coordinator |
| Vertical and cluster moderation once per term.  | Ongoing  | Kristine Fettell                       |
| <b>Strategy:</b>  | Acknowledging the literacy demands across all learning areas and the apply the appropriate response/ skills. |  |
| <b>Actions</b>  | <b>Timeline</b>  | <b>Responsible Officer(s)</b>          |
| Plan for literacy demands across all learning areas.  | Ongoing  | Kristine Fettell                       |
| Teacher and students interacting with learning walls.   | Ongoing  | Rod Finney                             |
| <b>Strategy:</b>  | Acknowledging the importance of oral language as a foundation for learning.                                  |  |
| <b>Actions</b>  | <b>Timeline</b>  | <b>Responsible Officer(s)</b>          |
| Conduct language screeners on all prep students.  | Term 1   | Freya Campbell                         |
| Implement follow up small groups with year 1 students based on 2018 language data.  | Ongoing  | Kristine Fettell                       |
| All year levels having planned and explicit oral language activities.   | Ongoing  | Kristine Fettell                       |





## Slade Point State School 2019 Annual Implementation Plan

### Improvement Priority 2. Making connections with community

#### Targets

100% of identified IEALD students are bandscaled in the area of speaking  
All students actively participating in protecting and caring for their local environment.  
Increase hours of the CEC role.

|  |                 |                                    |
|--|-----------------|------------------------------------|
| <b>Strategy:</b> Engaging with the community to build relationships to benefit all students                                |                 |                                    |
| <b>Actions</b>   | <b>Timeline</b> | <b>Responsible Officer(s)</b>      |
| CEC to engage directly with parents and school community members to address issues of absenteeism and learning behaviours. | Ongoing         | Waveney Adjrun                     |
| CEC officers engaging with parents to identify students who have SAE as a second language.                                 | Ongoing         | Waveney Adjrun,<br>Kylie Armstrong |
| Chaplin to offer a variety of whole school program that engage with community organisations.                               | Ongoing         | Lisa Rolls                         |
| <b>Strategy:</b> Engaging with the local environment to build students appreciation and understanding                      |                 |                                    |
| <b>Actions</b>   | <b>Timeline</b> | <b>Responsible Officer(s)</b>      |
| Participate in containers for change program across the school.  | Ongoing         | Kylie Armstrong                    |
| Explicitly teach using Reef Guardian resources, an appreciation and understanding of local environments.                   | Ongoing         | Kylie Armstrong,<br>Alison Yates   |

### Improvement Priority 3. Moving forward

#### Targets

100% of teachers using OneSchool to record reading data.  
Reduce the number of students requiring Tier 2 intervention (multiple orange and or red cards).

|   |                 |   |
|---|-----------------|---|
| <b>Strategy:</b> Ensuring students are actively responsible for their own learning.                       |                 |   |
| <b>Actions</b>  | <b>Timeline</b> | <b>Responsible Officer(s)</b>                       |
| Students are able to respond effectively to Lyn Sharratt's 5 questions.                                   | Ongoing         | Rod Finney  |
| <b>Strategy:</b> Ensuring teachers are actively responsible for their own teaching.                       |                 |   |
| <b>Actions</b>  | <b>Timeline</b> | <b>Responsible Officer(s)</b>                       |
| Teachers actively using a variety of resources to engage student and enhance student learning.            | Ongoing         | Kylie Armstrong,<br>Kristine Fettell,<br>Rod Finney |
| Teacher selectively using high yield strategies to deliver curriculum intent to improve student outcomes. | Ongoing         | Kylie Armstrong,<br>Kristine Fettell,<br>Rod Finney |



## Slade Point State School 2019 Annual Implementation Plan

### Improvement Priority 3. Moving forward

#### Targets

100% of teachers using OneSchool to record reading data.  
Reduce the number of students requiring Tier 2 intervention (multiple orange and or red cards).

|   |                 |                               |
|---|-----------------|-------------------------------|
| <b>Strategy:</b> Ensuring everyone is actively responsible for their own behaviour. |                 |                               |
| <b>Actions</b>  | <b>Timeline</b> | <b>Responsible Officer(s)</b> |
| Teachers effectively using Essential skills for classroom management.               | Ongoing         | Kristine Fettell              |

### 2019 - Explicit Improvement Agenda

Implementation of the Australian Curriculum. Embedding oral language across the curriculum using effective pedagogy and the 'Teaching Literacy Journey.' Acknowledgment and recording of the importance of EALD on language learners. Review the PBL processes with a focus on Tier 2 students.



# Our school at a glance

## School profile

|                                    |                    |
|------------------------------------|--------------------|
| <b>Coeducational or single sex</b> | Coeducational      |
| <b>Independent public school</b>   | No                 |
| <b>Year levels offered in 2018</b> | Prep Year - Year 6 |

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 182  | 190  | 204  |
| Girls                              | 80   | 80   | 90   |
| Boys                               | 102  | 110  | 114  |
| Indigenous                         | 71   | 85   | 91   |
| Enrolment continuity (Feb. – Nov.) | 81%  | 91%  | 90%  |

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

Slade Point State School is fortunate to have a diverse and rich variety of students with varied cultural backgrounds. We had 46% indigenous student population. We also have students from New Zealand, Thailand 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 more affluent families. We provide a five day a week breakfast program, formal partnerships with our local medical centre, a generous and supportive mining company and local large supermarket chains.

Our active Parents & Citizens association help contribute to a well-resourced and impressive library, camps, bike education, behaviour management rewards and other school resources and programs. Their contribution ensures our students are provided with every opportunity to succeed.

### Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3      | 22   | 19   | 21   |
| Year 4 – Year 6    | 25   | 26   | 26   |
| 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

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 our **state of the art Resource centre and activities hall** utilised by all students and community groups.

- **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.
- **Planning sessions, explicit instruction pedagogy and high expectations in teaching (English focus)** – Teachers engaged in planning sessions each term, moderating with a neighbourhood school and shared professional practice. School 'walkthroughs' occur twice in each team to provide feedback to our teachers and teacher aides. SPSS uses 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 reading was delivered by the Principal and Key figures of the leadership team. Several teachers will participate in a 6 day reading program in 2019.
- **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 occurs 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 viewed as professional learning development.
- **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 used in student bookwork and reporting.. By the end of 2018, the process was refined and was to be included in 2018 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
- 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.
- 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.

### Co-curricular activities

Our students have opportunities to pursue sporting and cultural interests, including specialists sports coaching, instrumental stings program and active choir program.

- 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 camp** are other programs students participate in throughout the year.
- We are actively involved with **environmental protection programs** such as the "Reef Guardian School" program, tree planting day and 'clean up Australia day'.
- Slade Point has a long tradition of **sporting excellence**. Recent students have **gained scholarships** to high schools offering sporting excellence programs.
- Year 5 students attend a **leadership day** in preparation for year 6



- Other **extracurricular activities** include STEM program, Chess, English - Writing and Science challenges. 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.
- **Learn to Swim programs** are available for Prep-Year 4 students. 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.
- **Bike Education Safety** program is conducted at PCYC every year for our year 4 students in term 3.

## How information and communication technologies are used to assist learning

We embrace the technological age by providing our students with access to a full **class computer lab, classroom computers and class ipads**.

This is our third year of being involved in a 'coding program' with our nearby cluster high school using the '**sphero technology**'. This has been highly successful for two years. Late in 2018 we purchased 'Bee Bot' robots and 'Oz bots' as part of our STEM program.

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

- **Consistent delivery of ACARA using C2C Material as resource** - All teachers are making curriculum 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.
- **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.

## Social climate

### Overview

**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 Diverse Learners Coordinator and a differentiated curriculum. We are widely known in the Mackay region for our high standard of support services.

**The School Chaplaincy service** at SPSS, under the auspices of the National School Chaplaincy Program, assists our school and community to provide pastoral care and personal support through other agencies. Our Chaplain works tirelessly three days a week to be there as a 'critical friend' to support all students, staff and the wider community.

**Our PBL behaviour program** is in its' fourth year and continues to prepare our students for the real world and working appropriately with others. Our staff and parent body are supportive of this program. 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 expectations – Be a Learner, Be respectful and Be safe.

- We were given much praise for our PBL and inclusive practices by the QSR review team in September 2018. They particularly liked the awarding of school reward badges and pinning them on by their family.





We have continued in 2018 to welcome some new families and some returning 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 well-respected in our community for supporting all families.

- **100% of parents** surveyed believed their child likes being at this school (S2001)
- **100% of parents** surveyed believed this school is well maintained (S2014)
- **100% of parents** surveyed believe teachers at this school expect their child to do his or her best (S2005)
  
- ✓ **100% of students** feel they are getting a good education at Slade Point State school (S2048)
- ✓ **100% of students** their teachers motivate them to learn (S2038)
- ✓ **100% of students** their teachers expect them to do their best (S2039)
- ✓ **100% of students** their school gives them opportunities to do interesting things (S2047)

Our parent community often verbalise their **love of the school and the many opportunities we provide for their child's education**. Each year we provide opportunities for our parents to access the on-line school opinion survey through our computer lab in the library though unfortunately vary few take up this offer.

## 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)  | 86%  | 89%  | 91%  |
| • this is a good school (S2035)  | 100% | 100% | 96%  |
| • their child likes being at this school* (S2001)  | 100% | 100% | 100% |
| • their child feels safe at this school* (S2002)   | 100% | 100% | 96%  |
| • their child's learning needs are being met at this school* (S2003)                                     | 86%  | 78%  | 96%  |
| • their child is making good progress at this school* (S2004)  | 86%  | 67%  | 96%  |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 100% | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% | 96%  |
| • teachers at this school motivate their child to learn* (S2007)   | 100% | 89%  | 96%  |
| • teachers at this school treat students fairly* (S2008)   | 100% | 78%  | 96%  |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 86%  | 100% | 96%  |
| • this school works with them to support their child's learning* (S2010)                                 | 86%  | 100% | 96%  |
| • this school takes parents' opinions seriously* (S2011)   | 86%  | 89%  | 91%  |
| • student behaviour is well managed at this school* (S2012)  | 100% | 89%  | 86%  |
| • this school looks for ways to improve* (S2013)   | 100% | 89%  | 91%  |
| • this school is well maintained* (S2014)  | 100% | 89%  | 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)                               | 100% | 93%  | 100% |
| • they like being at their school* (S2036)  | 94%  | 83%  | 95%  |
| • they feel safe at their school* (S2037)   | 92%  | 93%  | 98%  |
| • their teachers motivate them to learn* (S2038)                                    | 92%  | 93%  | 100% |
| • their teachers expect them to do their best* (S2039)                              | 96%  | 95%  | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 91%  | 95%  | 95%  |
| • teachers treat students fairly at their school* (S2041)                           | 85%  | 83%  | 98%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 88%  | 83%  | 82%  |
| • their school takes students' opinions seriously* (S2043)                          | 87%  | 81%  | 93%  |
| • student behaviour is well managed at their school* (S2044)                        | 83%  | 57%  | 80%  |
| • their school looks for ways to improve* (S2045)                                   | 96%  | 90%  | 95%  |
| • their school is well maintained* (S2046)  | 94%  | 93%  | 98%  |
| • their school gives them opportunities to do interesting things* (S2047)           | 94%  | 90%  | 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 5: Staff opinion survey

| Percentage of school staff who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069)   | 97%  | 89%  | 91%  |
| • they feel that their school is a safe place in which to work (S2070)   | 97%  | 89%  | 87%  |
| • they receive useful feedback about their work at their school (S2071)  | 91%  | 83%  | 87%  |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 89%  | 90%  |
| • students are encouraged to do their best at their school (S2072)   | 97%  | 94%  | 96%  |
| • students are treated fairly at their school (S2073)  | 97%  | 88%  | 96%  |
| • student behaviour is well managed at their school (S2074)  | 91%  | 61%  | 74%  |
| • staff are well supported at their school (S2075)   | 88%  | 65%  | 82%  |
| • their school takes staff opinions seriously (S2076)  | 94%  | 62%  | 82%  |
| • their school looks for ways to improve (S2077)   | 97%  | 88%  | 91%  |
| • their school is well maintained (S2078)  | 91%  | 87%  | 100% |
| • their school gives them opportunities to do interesting things (S2079)   | 97%  | 88%  | 86%  |

\* 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
- Every child has a student diary for daily communication.
- Twice yearly parent teacher interviews in Term 1 and Term 3
- 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 use of student diary.
- Homework Club every Wednesday afternoon
- 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.

We are very proud of the **consultation processes** in our school. In 2018 we expended funds on a diverse learner's coordinator who engages daily with parent and student support needs. This '**champions program**' has been recognized in our region as best practice.

## Respectful relationships education programs

Slade Point State School has a whole school approach to **respectful relationships education**, that uses the curriculum, school practices (including the use of pastoral care programs and/or specialised programs) and the school community to build a culture that seeks to prevent gender based violence, through the building of respectful relationships.

The school has developed and implemented a program that focus on appropriate, respectful, equitable 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 participates in a yearly student safety presentation called 'Circus Quirkus' from the local police and university performing arts students. Our teachers have specific curriculum health units which focus on respectful relationships and in 2018 we had an administrative team leader appointed to looking after the student services area. In 2018, we had our students undertake a cyber-safety program delivered by an approved provider.

## 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    | 12   | 14   | 25   |
| 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

As a 'Reef Guardian School', during 2018 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 reducing our environmental footprint and to provide for a more safe and supportive work environment.

In 2018, our year 3 class has been very active in reducing food waste using the school compost bin and worm farm. This was used by all year levels in 2018. They also studied environmental units using the local school community as a learning resource with the Pacific Ocean on our doorstep.

We have a very active garden project team consisting of volunteer parents, staff and student groups. The planting of our **school forest stage three included** several hundred more plants. Our students are actively involved with annual **environmental projects such as tree planting day; clean up Australia Day; eco grant submissions, walk and ride your bike to school day.**

Our water consumption had **decreased dramatically** this past year due to our investigations revealing a **faulty measuring device**, which was replaced in early 2018.

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 127,409   | 121,945   | 135,437   |
| Water (kL)        | 2,238     | 2,575     | 879       |

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.

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

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

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

Slade Point State School continued to employ a Community Education Support Officer to assist our indigenous students and families. In 2018, we employed a large number of teacher aides (10) to deliver extra support for our students requiring extra support and to extend our students. Our school continued to employ specialist teachers in physical education, music, instrumental, Japanese, Learning Support, Early years Literacy Support and Special Needs.

Table 8: Workforce composition for this school

| Description           | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts            | 13              | 16                 | <5                 |
| Full-time equivalents | 12              | 10                 | <5                 |

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate                      | 0                        |
| Masters                        | 0                        |
| Graduate Diploma etc.*         | 1                        |
| Bachelor degree                | 10                       |
| Diploma                        | 2                        |
| Certificate                    | 0                        |

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$5,381.84

##### The major professional development initiatives are as follows:

- \* DET 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
- \* One school development and assessment
- \* Cluster support and HOC meetings
- \* Teacher aide training in numeracy and literacy strategies.



In 2018, our team also delivered to ALEA Mackay teachers – an **Early Years Oral Language presentation**

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%  | 98%  |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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     | 91%  | 91%  | 91%  |
| Attendance rate for Indigenous** students at this school | 89%  | 90%  | 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       | 92%  | 91%  | 94%  |
| Year 1     | 91%  | 89%  | 91%  |
| Year 2     | 94%  | 91%  | 90%  |
| Year 3     | 89%  | 93%  | 92%  |
| Year 4     | 92%  | 94%  | 90%  |
| Year 5     | 92%  | 90%  | 90%  |
| Year 6     | 88%  | 92%  | 91%  |

Notes:

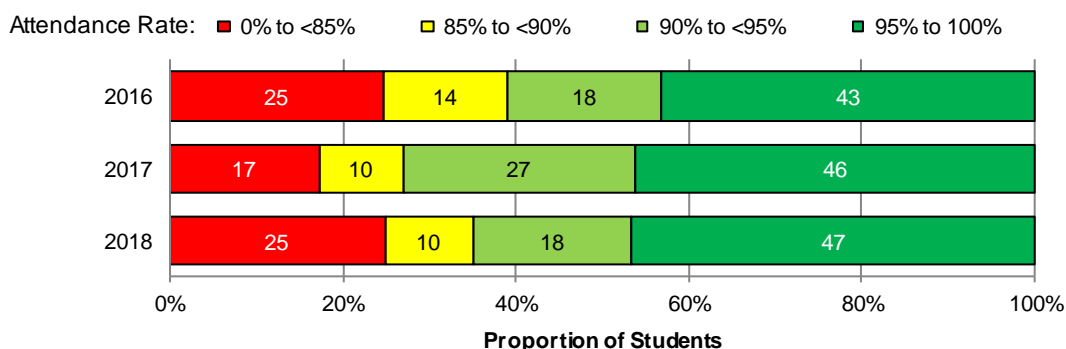
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW =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





## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how our school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

### ***Our school believes in 'Every student succeeding' and that 'Every day counts.'***

Electronic Roll marking is used twice daily by classroom teachers through 'oneschool.' Parents phone absences in to a dedicated number, emailed to the office email address or information is provided directly by parents to the office. Rolls are checked by 9.30am and an SMS is sent to any parents regarding 'unexplained absence.' The A02 then contacts parents directly if no further notice is received of student whereabouts. If there is no contact and all efforts to contact fail, a referral is made to the Principal or Student Welfare Officer. Absence that are not of a reasonable nature are referred to the Principal for an appropriate course of action.

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

Slade Point has a strategic approach to promote high attendance above our school target of 95%.

\* Student attendance below 85% are discussed at staff meeting and processes to follow up such as home visits and use of our CEC staff member are planned.

\* Students who show increases in absence, lateness or early departure, pattern of absences or extended absence are identified by class teaches and Student Welfare officer. For further follow up, administration is contacted for the 'CEC officer' to action. All staff are provided with regular reports to monitor class absence levels and to notify administration of any anomalies.

\* Newsletter articles and reminders on assembly are provided to encourage school attendance. Posters are placed in all classrooms and in the office – "Everyday counts" to encourage daily, on-time attendance at school. Data is shared with the community regarding absence.

\* Each week students who meet the school target of 95% attendance for the week have their name included in each classes 'super three pick' on Monday's parade to win an ice-block. You must be present for the draw. They are also invited to attend the "Attendance 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.

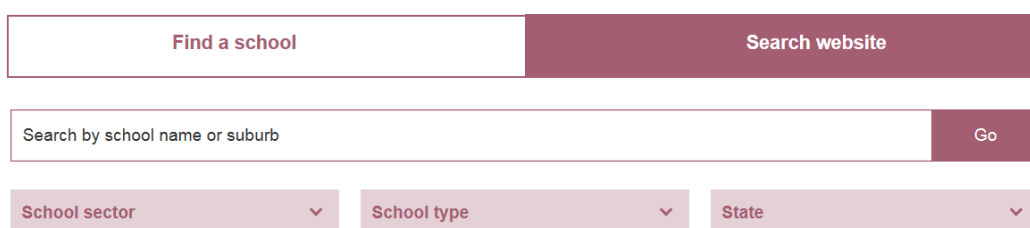
\* **Students who have left remain active on our school roles until they re-enrol.** This is to prevent students going off the radar and being not being followed up on but it does dramatically affect the overall school attendance data.

## 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.



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



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



#### 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.

