

# Clontarf Beach State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Clontarf Beach State School provides a Prep to Year 6 learning environment fostering individual academic excellence, social responsibility, community pride and respect for self and others. These core values are captured in the school motto of 'Learning Together for a Lifetime'. The Clontarf Beach State School community believes every child can learn and has a place in our learning community, education is for lifelong learning, there is an innate joy in learning and student learning outcomes improve through high expectations. We value a productive, efficient, flexible educational environment and understand the vital link between home and school in maximising children's learning potential. Our school achieves this vision by providing a strong and dedicated teaching team who are well trained, accountable and committed to ongoing professional learning and meeting the learning needs of our children. Teachers and School Leaders work together to provide a quality curriculum based upon data informed decisions to ensure the best possible outcomes for all students.

Clontarf Beach has a strong focus on Literacy, Numeracy and Oral Language as the essential foundations for learning. We provide for the needs of individuals through clearly defined learning goals and measurable outcomes and maintain a well-equipped school that caters for both curricular and extra-curricular needs. Clontarf Beach enjoys a well-designed physical education program, with focus around our school pool in the summer months. Our music program provides classroom music for all classes, instrumental music from Year 5, an award winning strings program from Year 3, an active choir and an accomplished school band. Clontarf Beach has a strong sense of school pride and pride ourselves on a clean and tidy school environment.

The school plays an important role in the community by being involved with local community organisations and a close association with our neighbouring schools as an active participant in the Peninsular Education Precinct which focuses on providing opportunities for our students to become dedicated and distinctive community members. We believe in a constructive and enthusiastic culture based on mutual respect and cooperation, incorporating a positive behaviour management program. At Clontarf Beach all members of the Community strive to become Clontarf Stars - Safe, Tolerant, Academic, Respectful and Supportive. Our senior students are encouraged to become Senior Leaders who influence the younger students in a positive manner. These leaders provide a clear student voice to school administration at regular meetings striving to implement improvements for the benefit of all. Clontarf Beach has an explicit improvement agenda which involves all stakeholders. The school is proud of the achievements of all members of our community.

## Principal's Foreword

### Introduction

This Annual School Report offers an overview of Clontarf Beach State School's strategic direction and operations through 2016. It includes information about the school profile, priorities, values, trends and school highlights.

Clontarf Beach State School provides a quality education for all students. We provide excellence in education by maintaining high expectations, reflecting on practice and nurturing student development in a supportive school environment. We develop strong partnerships to engage with parents and the community. Our core business is the development of the academic, social, emotional and physical strengths of each student. Our school values the diversity in our student population and recognises the need to ensure success for all our students. We believe that all students are competent and capable learners.

### School Progress towards its goals in 2016

Clontarf Beach State School Priorities as outlined in the 2016 Annual Improvement Plan:

Explicit Improvement Priorities	Progress
Improve reading outcomes by focusing on teacher development to ensure a greater understanding of all the elements necessary to become a highly effective reader and implement successful pedagogical approaches to teaching reading.	Partially achieved. Further goals to be set to achieve higher results.
Improve spelling outcomes by focusing on teacher development to ensure a deep understanding of all the elements necessary to become a highly effective speller and implement successful pedagogical approaches to spelling.	Partially achieved. Further goals to be set to achieve higher results.
Improve oral language skills in Prep to Year 2 through targeted and timely early intervention.	Partially achieved. Further goals to be set to achieve higher results.

Other Priorities	Progress
Improve outcomes through the analysis of student data to inform improvement strategies.	Significant progress
Implement the Australian Curriculum and ensure consistent understandings of standards.	Significant progress
Develop partnerships with parents and the community to support improved learning opportunities.	Significant progress

- Clontarf Beach State School has a strong learning culture forged through professional best practice and pivotal partnerships with families and the wider community and is well placed to continue to grow and thrive in 2017.

## Future Outlook

Goals for 2017 are as follows:

Priorities	Actions
Developing successful learners by knowing and meeting their needs	<ul style="list-style-type: none"> <li>➤ Analysing student data and planning for improvement</li> <li>➤ Improving student attendance</li> <li>➤ Utilising Investing for Success Funding to support the needs of learners</li> </ul>
Ensuring teacher quality by developing professional knowledge, practice and engagement	<ul style="list-style-type: none"> <li>➤ Embedding Australian Curriculum</li> <li>➤ Focusing on reading and numeracy outcomes</li> <li>➤ Building staff capability through the use of the Master Teacher, Curriculum Co-ordinator and Performance Development Process</li> <li>➤ Moderating with other schools to ensure consistency of standards</li> </ul>
Leading teaching, learning improvement, innovation and change	<ul style="list-style-type: none"> <li>➤ Developing Professional Learning Communities</li> <li>➤ Embed coaching as the preferred model for professional learning</li> </ul>
High standards in performance by knowing the data and responding	<ul style="list-style-type: none"> <li>➤ Implementing an explicit improvement agenda focused on reading, phonics and 'A' Standards of Achievement</li> <li>➤ Continue to ensure a safe, supportive, engaging and disciplined learning environment</li> </ul>
Engaging partners	<ul style="list-style-type: none"> <li>➤ Develop successful transition from the early years to Prep and from Primary to Junior Secondary</li> </ul>

## 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 2016:</b>	Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	425	188	237	22	92%
<b>2015*</b>	426	193	233	25	90%
<b>2016</b>	471	233	238	32	89%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students



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included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Clontarf Beach State School is situated in the Redcliffe Peninsula and has no enrolment boundary so is able to draw from a wide geographical area including Clontarf, Humpybong, Redcliffe, Kippa Ring, Margate and Scarborough. Approximately 6% of our students identify as Indigenous, 5% have a language other than English spoke at home and students are frequently proficient in the spoken form of that second language. We focus on a culture of inclusion and valuing diversity.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	22	23
Year 4 – Year 7	28	27	25
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Clontarf Beach State School offers a diverse range of learning opportunities for students.

- We have a well-developed core curriculum focused on eight learning areas: English, Mathematics, History/Geography, Science, The Arts, Technology, Health and Physical Education and Languages Other than English (Japanese)
- P-6 Social and Emotional program targeting skill development for quality citizenship and personal wellbeing
- Academic Talent Development Program for high achieving students including partnership programs with local high schools.
- Clontarf Beach State School embraces information technology throughout the school.
- Variations to School routine through camps (4-6), excursions, incursions and visiting performances. These are planned to enrich particular units of work and learning skills.
- Japanese is taught to students in Years 5 and 6.
- Swimming lessons are part of Health and Physical Education (HPE) for all students in Term 4 and Yr 1-6 students in Term 1.

### Co-curricular Activities

Clontarf Beach State School encourages children to participate in a wide variety of extracurricular programs in addition to the regular curriculum. These include:

- Senior Leader Program commencing Semester 2 Year 5
- School choir
- Instrumental music program
- School Concert Band
- String Ensemble
- Interschool sport competitions
- Lunchtime interest clubs (chess, arts and craft, boot camp, board games, computer)
- Visiting user-pays programs such as Swimming lessons and squad, Busy Beats (dance) and Auskick

## How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies (ICTs) are an integral part of the curriculum at Clontarf Beach State School. Each curriculum unit embeds a specific Technology focus. 100% of teaching staff offer students opportunities to engage with a range of ICT resources to provide enriched and engaging learning experiences. Students interact with a diverse range of ICT resources, namely student laptops, iPads, iPods, interactive screens and voice recorders.

All teachers at Clontarf Beach State School had a strong commitment to working digitally through their use of virtual portals including:

- One School: C2C units, markbooks, reporting and student management
- Computers for Teachers: all curriculum programs, induction packages, behaviour and student support resources are accessed through One Note
- School Website: established and maintained through Website for School Program

## Social Climate

### Overview

Clontarf Beach State School has developed a culture that is very supportive of all groups – students, parents, staff, volunteers and visitors. We are recognized in the broader community for providing safe and supportive classroom and playground environments. Students new to the school, are welcomed and fit in very easily to the school's routines and expectations. Teachers maintain classroom environments that are child-centered and supportive of the social and emotional development of their students.

Our five values are:

- ☆ Safety – ensuring the safety of self and others, including physical and virtual safety
- ☆ Tolerance – everyone has a place in our school
- ☆ Academic – being the best learner you can be
- ☆ Respectful – treating self and others with kindness, care and compassion
- ☆ Supportive – helping others within our school community

These values underpin all decisions at Clontarf Beach and are the foundation for our way of working. We explicitly teach a range of positive behaviours and clear expectations. We are committed to ensuring all students, staff and members of our community can attend Clontarf Beach State School and be treated with respect and consideration. Some of the strategies in place include:

- ☆ Rule of the week: explicitly taught in every classroom and reinforced at fortnightly parades
- ☆ Explicit teaching of anti-bullying approaches
- ☆ Stellar Star awards for behaviour reflecting the school values
- ☆ Celebration events for students who have met whole school expectations at the end of each term
- ☆ Clear processes for unacceptable behaviour
- ☆ Engagement in the Positive Behaviour and Learning Program

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	85%	71%	94%
this is a good school (S2035)	93%	71%	97%
their child likes being at this school* (S2001)	98%	71%	94%
their child feels safe at this school* (S2002)	95%	71%	97%
their child's learning needs are being met at this school* (S2003)	83%	86%	88%
their child is making good progress at this school* (S2004)	85%	64%	87%
teachers at this school expect their child to do his or her best* (S2005)	87%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	79%	87%
teachers at this school motivate their child to learn* (S2007)	88%	71%	94%
teachers at this school treat students fairly* (S2008)	95%	69%	93%
they can talk to their child's teachers about their concerns* (S2009)	92%	79%	91%
this school works with them to support their child's learning* (S2010)	90%	79%	83%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	87%	75%	87%
student behaviour is well managed at this school* (S2012)	87%	79%	81%
this school looks for ways to improve* (S2013)	92%	67%	97%
this school is well maintained* (S2014)	98%	93%	94%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	95%	97%
they like being at their school* (S2036)	100%	88%	93%
they feel safe at their school* (S2037)	98%	91%	92%
their teachers motivate them to learn* (S2038)	100%	94%	97%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	94%
teachers treat students fairly at their school* (S2041)	98%	81%	88%
they can talk to their teachers about their concerns* (S2042)	92%	88%	88%
their school takes students' opinions seriously* (S2043)	96%	86%	83%
student behaviour is well managed at their school* (S2044)	96%	78%	81%
their school looks for ways to improve* (S2045)	98%	97%	96%
their school is well maintained* (S2046)	100%	92%	92%
their school gives them opportunities to do interesting things* (S2047)	96%	96%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	85%	93%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	87%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	89%
student behaviour is well managed at their school (S2074)	91%	96%	79%
staff are well supported at their school (S2075)	82%	96%	95%
their school takes staff opinions seriously (S2076)	73%	93%	95%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	85%	89%	89%
their school gives them opportunities to do interesting things (S2079)	88%	100%	97%

\* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016

# '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 Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

At Clontarf Beach State School all students are taught to use their High 5 to solve any problems arising at School. The High 5 processes are:

- ☆ Talk friendly – state the behaviour that needs to change in a pleasant manner
- ☆ Talk firmly – state the behaviour that needs to change
- ☆ Ignore – don't respond to the inappropriate behaviour (if you feel this is a safe strategy)
- ☆ Walk away towards an adult – move yourself into a safe location with adult support
- ☆ Report – inform the nearest adult (duty staff, classroom teacher, Office, Administrator), immediately report to a staff member at any time when your safety is threatened

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	33	29	15
Long Suspensions – 6 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Clontarf Beach State School is committed to reducing its carbon footprint. All staff and students are encouraged to recycle paper and cardboard which is collected by a paper recycling company on a regular basis. Curriculum units have an environmental focus on topics such as clean water, climate change and diminishing natural resources. Staff and students are encouraged to print only when necessary and to report dripping taps, leaking toilets, etc.

Solar panels assist in the reduction of electricity and a solar blanket is used to warm the school pool. Water tanks are also used to recycle water for the toilets and gardens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	140,022	3,349
2014-2015	143,882	635
2015-2016	143,955	3,620

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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

GO

Sector:

Government

Non-government

SEARCH

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

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	36	22	0
Full-time Equivalent	29	13	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	5
Bachelor degree	23
Diploma	4
Certificate	1

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$29,085.66

The major professional development initiatives are as follows:

- LEM Phonics
- Pedagogical approaches for the effective teaching of reading
- Common pedagogical approaches from The Art and Science of Teaching
- Mentoring for Beginning Teachers

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	85%	92%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

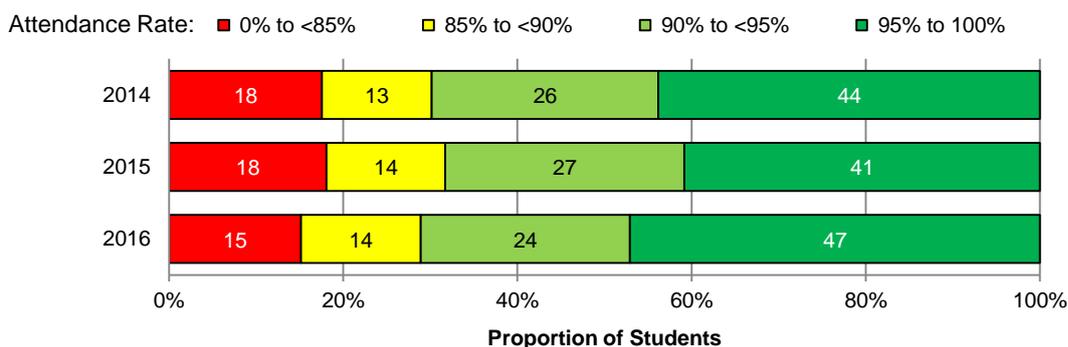
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	92%	93%	90%	94%	88%	94%					
2015	92%	91%	91%	90%	93%	90%	93%						
2016	92%	94%	93%	93%	91%	92%	90%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

All class rolls were marked twice per day in accordance with DET policies and Clontarf Beach State School's Attendance Policy. Late arrivals and early departures were recorded through the Office with explanations recorded online with policy requirements. The school commenced the use of Same Day SMS for student absences in Semester 2.

Rolls were checked daily by Office staff. Regular analysis of attendance data was monitored for 'at risk' attendance. Attendance letters were sent home to parents for unexplained absences and parents contacted after three consecutive unexplained absences or where a pattern of non-attendance was evident. If there was no satisfactory explanation provided parents or guardians, letters were sent home and these were followed-up by members of the school administration. At times, the Guidance officer was involved in this process. All communication with parents regarding absences was recorded in One School. All families were supported on an individual basis to assist with any issues they were experiencing which contributed to their child not attending school.

Letters were sent home on a five week cycle highlighting the school's attendance target and their child's attendance rate during the last five week cycle. Regular communication regarding the expectations of "Every child at school attending every day" was made through the school newsletter and on parade.

Class teachers worked with their students to set attendance goals and follow up any unexplained absences.

## NAPLAN

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

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

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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.

## Conclusion

The goal of Clontarf Beach State School was to equip all students with the learning and social skills essential for their future success in a positive, supportive and dynamic school community. As we reflect on our successes in 2016 we strive for continuous improvement in 2017 in partnership with our students, staff and parents.

