

Queensland State School Reporting – 2011

Clontarf Beach State School (0162)



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Principal's foreword

Introduction

The School Annual Report provides parents and the wider community with an insight into the achievements of Clontarf Beach State School during the 2011 academic year. We are proud of the growth in our students and would like to thank our students, staff and parent groups for their continued commitment to our school, where the focus is on *Learning Together for a Lifetime*. We plan to maintain our commitment towards continual improvement in 2012.

This report contains information and data relating to the performance of Clontarf Beach State School for the calendar year of 2011. Whilst the smallest of the state schools on the Redcliffe Peninsula (approximately 370 students), we are proud of the range of programs we offer for all our students. We have a strong record for developing the talents of every individual in our school and building community partnerships.

Outlined will be an account of our journey in the areas of student outcomes and progress towards our academic goals, the school climate and support programs provided to students, the use of information and communication technologies in teaching and learning, parent, student and teacher satisfaction with the school and our results in the 2011 national assessment program – NAPLAN.

School progress towards its goals in 2011

The focus on school improvement work in 2011 included:

- Participating in the National School Partnership - Numeracy – continuing the numeracy coach program to assist teachers to build their teaching capability through ongoing professional development in Maths.
- Aligning school planning documents with the National Curriculum in English, Maths and Science for implementation in 2012.
- Implementing strategies to continue the improvement in NAPLAN outcomes and closing the gap for Indigenous students.
- Improvement of school facilities – 100% of classrooms with interactive whiteboards to improve student engagement.



Future outlook

Giving Children a Flying Start

All children will have access to quality early childhood education and care through investigation and partnership with pre-Prep programs in the community, screeners and early identification processes in Prep, and early years oracy program.

In the Pursuit of Excellence

Implementing the Australian Curriculum in English, Maths and Science, and raise awareness of History for implementation in 2013, as well as continuing the QCAR Essentials in the remaining curriculum areas. Implementing QCATs in Years 4&6 with associated moderation processes.

Laying strong educational foundations

Improve literacy and numeracy achievement through an emphasis on explicit teaching and differentiated curriculum to suit the needs and learning styles of students.

Improve internal monitoring and tracking of student progress

Effectively use data to track student progress across the school and inform personalised learning approaches in classrooms.

Closing the Gap

Improve the outcomes of Indigenous students and close the gap between outcomes of Indigenous and non-Indigenous students.

Improve student attendance and punctuality

Improve attendance rates and decrease late arrivals and early exits of students towards increased student engagement with learning

Parent and Community Engagement

Use e-learning to build parent/school relationships and give students and parents access to learning beyond traditional school hours.

Build Leadership Capacity

Build leadership capacity of staff through mentoring and coaching, dedicated professional development and the use of Developing Performance Framework

Staff Wellbeing

Improve staff performance, resilience and morale through the development of school organisational changes and ongoing professional development.

Student Wellbeing

Promote social-emotional wellbeing of students through school-wide positive behaviour support and promotion of 'personal best' goals and targets

Our staff profile

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
382	178	204	90%

Characteristics of the student body:

Clontarf Beach State School is located on the Redcliffe Peninsula, which has areas of socio-economic disadvantage. Clontarf Beach draws students from a range of diverse backgrounds, both socially and culturally, including Aboriginal and/or Torres Strait Islander. Some of our students have a language other than English spoken at home and students are frequently proficient in the spoken form of that second language. There is a high proportion of single parent families within our community. Our school is proud of the fact that we are part of such a diverse community and good relationships exist amongst all students within the school and all groups within the community.

At Clontarf Beach State School, 204 boys and 178 girls make up the student enrolments. While our students come from a broad range of cultural backgrounds, Aboriginal and/or Torres Strait Islander backgrounds predominate. 7% of students have Aboriginal and/or Torres Strait Islander backgrounds. There are 14 students in the Years P-7 special education program.

From February 2011-November 2011 enrolment continuity was 90%. The average class size in Prep-Year 3 is 23 students while in Years 4-7 it is 25 students. The majority of classes have been on or under target in 2011. The average class size overall was 24.1 students.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.3
Year 4 – Year 10	25.1
Year 11 – Year 12	
All Classes	24.1

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	16
Long Suspensions - 6 to 20 days	5
Exclusions	2
Cancellations f Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Our school's curriculum offers a strong and explicit curriculum based on the eight key learning areas. Special activities are tailored to meet the needs of students and provide opportunities for all. These include:

- Whole school embedded guided reading program
- Support programs such as Support-a-Reader, Support-a-Writer, Support-a-Talker, Perceptual Motor
- Interactive whiteboards in all classrooms
- Marine Studies for Year 5 students in partnership with our local high school
- Extension programs for more able students run in partnership with our local high school
- Maths Fiestas
- Jamath (Year 6 - music and maths combined program in partnership with QUT)
- Optiminds (P-7)
- Art Exhibition

Extra curricula activities

These curricula offerings are designed to enhance the learning engagement of students and give them the opportunity to choose activities. They include:

- *Representative student council and school captains and sports and music captains.* Each year the students elect school captains and house captains from Year 7. A Music captain is also selected from students participating in the instrumental program.
- *Leadership program (Senior Leaders) for aspirant student leaders in Year 6.* Students aspiring to be school leaders the following year are mentored by staff and undertake leadership training to fit them for selection as student leaders.
- *Supported play and lunchtime games activities.* Students requiring additional support to manage their behaviours during break times are offered supported play sessions by staff.
- *Camps - Year 6/7 leadership camp -* students prepare themselves to be role models for other students by undertaking leadership training in conjunction with team building activities. Year 4/5 students attend a 2 day camp at Maranatha. Early years students participate in a mini camp at school.
- *Interschool sport.* Students from Years 6 to 7 participate in interschool sport and district representative sport. Representative teams include Netball, Boys and Girls Soccer, Rugby League, Softball and Volleyball.
- *Instrumental music program* – lessons are provided by visiting music teachers and opportunities are provided for students to participate in the school band.
- *Choir* – students are invited to perform in the school choir
- *Whole school musical*
- *Junior Master Chef*

How Information and Communication Technologies are used to assist learning

Clontarf Beach State School is continuing to work towards a whole school focus on the Information and Communication Technologies Professional Development Framework. As a result, all staff are working towards attaining their ICT Certificate, having set a goal for attainment by the end of 2012.

All teaching staff are now able to utilise school based laptops and interactive whiteboards to support and enhance students' learning.

Clontarf Beach State School has seen an expansion of technology to include a new second computer lab for online teaching and learning.

Information and Communication Technology competence is presented as an important capability to be developed across curriculum areas in the Australian Curriculum and the C2C units. The staff have used their skills to negotiate and deliver an online curriculum.

Social climate

Clontarf Beach State School has developed a culture that is very supportive of all groups – students, parents, staff, volunteers and visitors. We are recognised 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-centred and supportive of the social and emotional development of their students.

During 2011 we continued the implementation of the School-wide Positive Behaviour Support Program. This research based program provides a specific focus on developing and maintaining a school environment that is safe and supportive of all students. This program is directly linked to the school's behaviour management program with the school's expectations having a direct link to our school rules. We have a rule of the week which is taught in all classrooms and is reinforced through our weekly celebration assemblies. It is expected that all students at Clontarf Beach know our school's expectations, can provide examples of school rules linked to these expectations and continually model our expectations in all school settings. Our students strive to become Clontarf Beach Stars – Safe, Tolerant, Academic, Respectful and Supportive.

In line with Education Queensland's Code of School Behaviour the school is guided by the *Responsible Behaviour Plan for Students*. At Clontarf Beach mutual respect is the premise upon which effective relationships are based. We operate on an approach where children are assigned a level of behaviour support. The majority of students are classified as either "merit", "responsible" or "monitored". Only a few students require a higher level of support and fall into the "targeted" or "intensive" support category. The school implements individual plans and strategies for these students to ensure they can access an education without impinging on the rights of others. Student successes are celebrated at Behaviour Parades each term.

During 2011, the school continued to employ a chaplain with the support of Federal and State Government funding. The chaplain provides support to students, staff and parents. The chaplain worked three days a week at the school and she is well received by the whole school community. Our Chaplain also runs a playgroup for our pre-Prep students one morning a week.

Other initiatives which strengthen our positive school climate are:

- School discos, instrumental music evenings and school musical evenings are well attended by parents
- Highly effective transition programs with local high schools
- Sports programs and games times promote cooperation and school pride
- Student and parent satisfaction with aspects of the annual school opinion survey referring to school climate are equal to state average. Students and parents see that students are treated fairly and that they are happy to go to this school.

Our staff profile

In the 2010 School Opinion Survey 86% of parents surveyed were satisfied their child was happy to go to school.

Parent, student and teacher satisfaction with the school

Parents, students and teachers had good relationships across the school. Whilst there is room for improvement with the satisfaction levels of students and parents, there is strong support for teachers. Staff are happy with the level of professional development offered.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	64%
Percentage of students satisfied that they are getting a good education at school	68%
Percentage of parents/caregivers satisfied with their child's school	64%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	79%
Percentage of staff members satisfied with morale in the school	88%

DW – Data withheld

Involving parents in their child's education

It is our belief that being a strong partner in their children's education is one of the greatest gifts a parent could give their child. At Clontarf Beach during 2011 we again provided parents with a vast number of opportunities to be involved in the life of our school and in their children's education. Parent communication strategies include fortnightly newsletter, annual parent/teacher evening, 1st and 3rd term parent interviews, individual class newsletters, 2nd and 4th term report cards and various classroom special events. Volunteer parent helpers are inducted, then support teachers in their work. A large number of volunteers support our guided reading program. Parent involvement opportunities include Tuckshop, Parents and Citizens' Associations, participation on school committees such as Behaviour, Publicity, WHS, Education Week, Book Week, Sport Carnivals, Music Performances and Fete. We also have a large number of parents attend our school parades. The Safest Travel Committee also coordinated the 'Look Out' program to ensure student/parent safety after school.

Our staff profile

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The new amenities block was designed to reduce our environmental footprint through the use of tank water and dual flush toilets. All classes were involved in caring for their own class garden.

All staff and students are encouraged to recycle paper and cardboard which is collected by a paper recycling company on regular basis. Curriculum units have an environment focus on topics such as clean water, climate change and diminishing resources. Staff and students are encouraged to print only when necessary and to report dripping taps, leaking toilets etc

Staff are required to turn off lights and fans when their rooms are not in use. Solar panels have been installed as part of the National Solar Schools Program. As a whole school we are consciously working to reduce paper consumption.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	155,040	2,184
2010	166,672	1,979
% change 10 - 11	-7%	10%

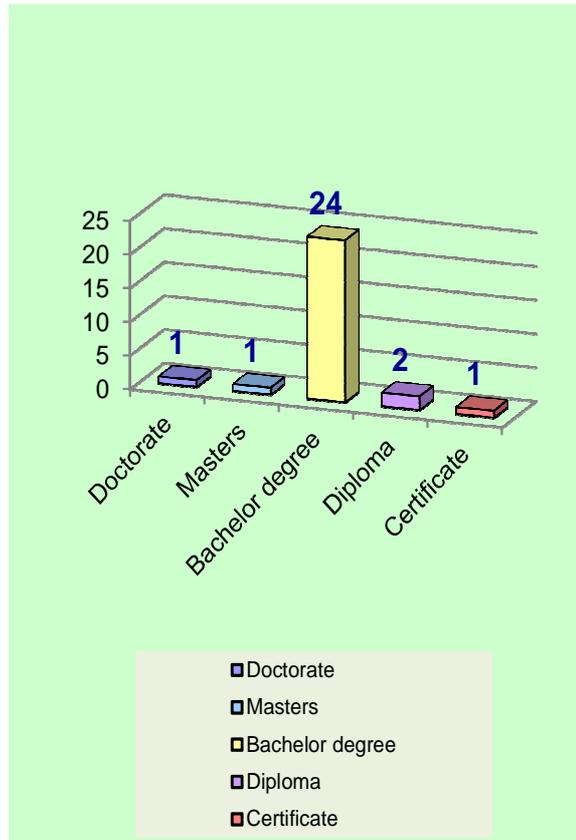
Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	29	20	0
Full-time equivalents	25	11	0

Our staff profile

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	1
Bachelor degree	24
Diploma	2
Certificate	1



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$3192.

The major professional development initiatives are as follows:

- YuMi Deadly Maths Program
- Jamaths
- SWPBS
- ACARA
- Peer mentoring program was established throughout the school
- Teaching of Reading
- Spelling
- Numeracy Coach – Maths
- Data Analysis

The proportion of the teaching staff involved in professional development activities during 2011 was 100%

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Our staff profile

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being given access to the school's My School entry web page. School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

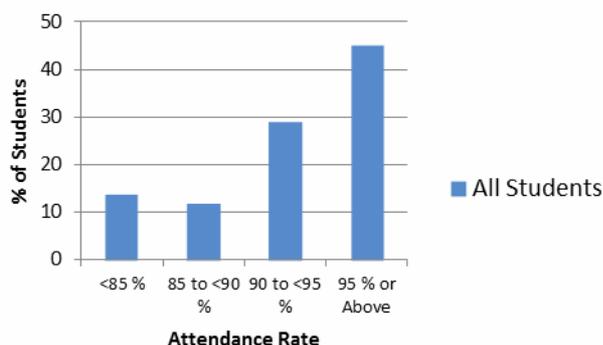
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95%	91%	92%	95%	91%	93%	91%					

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

All class rolls are marked twice per day in accordance with DET policies. Students arriving late to school are signed in at the office and this is recorded as a half-day absence on rolls if the student arrives after 9:30am. Students who leave before 2:30pm are recorded as a half-day absence also. A full day absence is recorded if the student is not in attendance for both roll markings. The type of absence is recorded in line with policy requirements.

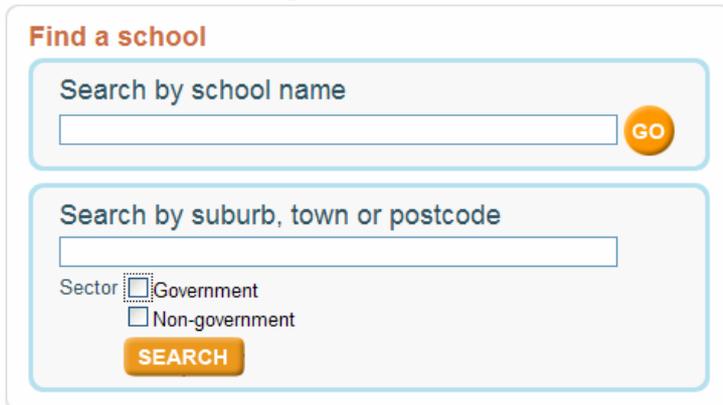
Rolls are checked weekly by office staff and a school administrator and phone calls are made to parents after three consecutive unexplained absences. If there is no satisfactory explanation given by parents or guardians, letters are sent home to parents and these are followed-up by members of the school administration. At times, the Guidance Officer is involved in this process.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

With regard to the gap between the performance of Year 3 Indigenous and Non-Indigenous students, comparing 2010 and 2011 NAPLAN results there have been marked increases in results in Reading, Writing and Numeracy. Year 3 Indigenous students' mean scale scores in reading were higher than non-Indigenous students and Queensland State Schools. Mean scale scores in writing indicates the gap closing but below regional and state schools averages. Mean scale scores in numeracy were above regional and state school averages.

In 2011 attendance rates of Indigenous students was 89%, 3.6% below non-Indigenous students. This represents an increase of 5.3% on 2010 figures.