Shorncliffe State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Shorncliffe State School has played an integral role in the education of students in the Bramble Bay District since 1919. We are a small community-oriented school who believes our students benefit from the 'connectedness' of being a member of a caring and nurturing learning environment. An environment where the spirit of support and challenge works in harmony and where close relationships bring the community together. Shorncliffe State School delivers a diverse education promoting each student's academic, social and personal development. Our goal is to develop students who have the skills that enable them to become life-long learners who are able to adapt in a rapidly changing society and contribute responsibly to our global community. We offer quality programs to grow our students academically, socially and emotionally to high standards using innovative teaching practices. Our motto *Persevere and Progress* underpins all that we do from the classroom to the Arts to the sporting fields.

The staff of Shorncliffe State School are committed to:

¨ Nurturing academic, cultural and sporting excellence;

¨ Creating respectful and caring learning environments;

¨ Ensuring high standards in literacy and numeracy;

¨ Fostering strong partnerships with parents and the wider community;

¨ Utilising digital technologies and design thinking to build critical and creative thinkers.

School progress towards its goals in 2018

A year's worth of growth for every student, every year by implementing a systematic whole school approach to data informed teaching and learning.

Explicit Improvement Focus	Description	Progress
Reading	Refine and reengage our whole school approach to the explicit teaching of reading	Implemented
	Investigate and trial Text Dependent Questioning as a strategy to extend and enrich the learning of our high performing students	Ongoing
	Strategic use of data to target teaching to meet the needs of all students	Implemented
Writing	Implement a whole school process for the collection and analysis of student writing data	Implemented
	Expand teacher knowledge and understanding of effective research-based pedagogies for teaching writing	Ongoing
	Enhance teacher use of descriptive feedback to differentiate instruction and extend our high performing learners	Ongoing
	Development of a whole school evidence-based approach to the teaching of spelling	Ongoing
Learning Culture	Embed STEM within inquiry-based learning approach focussing on critical and creative thinking	Ongoing
	Introduce a high-quality Arts specialist program aligned to the Australian Curriculum	Implemented
	Introduce Age Appropriate Pedagogies in Prep to provide students to enhance student agency and engagement	Ongoing

Outstanding Achievements

• Winner of 2 categories in the 2018 STEM Convention

Future outlook

Priorities	Actions
Curious and Powerful Learners	• Develop a shared vision of how we teach and how our students will learn that is captured in our Pedagogical Framework • Build student efficacy as learners using bump it up walls and feedback protocols
Inquiring Learners	• Develop curious learners through engagement in open ended guided inquiry learning encompassing STEM and digital technologies • Connect student learning to the real world through the development of purposefully connected units of work • Design open ended inquiry learning projects, tasks and units of work
Critical and Creative Readers	• Continue to refine research-based practices to develop critical readers • Use Text Dependent Questions and the critical and creative thinking continuum to develop higher order thinking • Explicit teaching of rich vocabulary - STRIVE • Continue building a culture of continuous professional learning through intentional conversations focused on student learning, peer coaching, watching others work and collaborative planning
Critical and Creative Writers	• Develop a whole school writing framework that articulates research-based teaching practices to develop critical and creative writers • Develop protocols and expectations for the use of "Bump it Up" Walls to make learning visible for students, set individual learning goals and provide opportunities for teacher, peer and self-feedback

2019 is an important year at Shorncliffe as we celebrate our centenary. We have many community events planned. We will be investigating BYOD program options to enhance digital technology access for all students. Our students will again have the opportunity to engage in a range of extra curricula enrichment opportunities including Readers Cup, STEM Convention, Minecraft Tournament and our Sailing Program.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	333	340	345
Girls	158	152	166
Boys	175	188	179
Indigenous	4	4	4
Enrolment continuity (Feb. – Nov.)	98%	96%	97%

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

Shorncliffe State School is located in Brisbane Metropolitan Region. The school has an Enrolment Management Plan with most students residing within catchment in the local Shorncliffe area. Shorncliffe State School had a total full-time enrolment of 345 students in 2018 across 14 single and multi-age classes from Prep to Year 6.

In 2018, less than 1% of our student population had a language background other than English and 1% identified as Indigenous. We have an enrolment continuity of 97%.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	23	22
Year 4 – Year 6	24	27	28
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

Shorncliffe State School implements the Australian Curriculum using C2C units as a resource to collaboratively plan units of work that meet the needs of our students. In 2018, we prioritised the development of inquiry-based STEM learning opportunities by employing a STEM Coach. Our STEM Coach and Head of Curriculum led the professional development of staff through collaborative planning and co teaching of these units. Age Appropriate Pedagogies was also introduced in our Prep classrooms.

The implementation of the curriculum is made distinctive to Shorncliffe through community partnerships supporting classroom and school activities. Shorncliffe State School organises these community partnerships in four categories.
- Social / Cultural History,
- Sustainable Lifestyle,
- Active Recreation / Sport,
- Creative Endeavours / Arts.

At Shorncliffe State School, we work in partnership with organisations and local businesses to value add to our curriculum offerings and enhance learning outcomes for our students. We have strong connections with our fellow local primary and high schools, the local Historical Society, RSL, Brisbane City Council, Nudgee Beach Environmental Centre, Bramble Bay Sports, Sandgate Swimming Club, local recreational clubs, and local artists.

We have a strong focus on Literacy and Numeracy and the integration of ICT in our Whole School Curriculum Plan.
Our distinctive curriculum offerings are:
- Literature Enrichment through Literature Circles (Teacher Librarian)
- STEM Coach (Co planning/teaching units of work across the school)
- Arts Program (Specialist Teacher delivering lessons aligned to the Australian Curriculum)

- Japanese Language Studies (introduced from Prep to year 6 in 2018)
- Sports Program which includes interschool sport, sailing and canoeing and a learn to swim and lifesaving program
- You Can Do It! Social and personal capability skill development program aligned to the Australian Curriculum General Capabilities
- Leadership program including Ecomarines and National Young Leaders Day

Co-curricular activities

- Concert Band Program Years 5 to 6 (Woodwind, Brass and Percussion)
- Strings Program Year 3 to 6
- Creative Industry Dance Program
- School Play
- Inter house Athletics Carnival
- Programs with Nudgee Beach EEC
- Student Lunchtime Clubs – Writer's Collective, Coding Club, Playground Support
- Outdoor education opportunities and camps
- Sailing and Canoeing Program
- Junior and Senior Choir
- Student Council
- Minecraft Interschool Tournament
- STEM Convention Enrichment Program
- Lego League Robotics
- Optiminds
- Readers Cup
- Deadly Choices

How information and communication technologies are used to assist learning

At Shorncliffe State School the integration of ICTs into learning is a priority. The ability to undertake learning using ICTs at home, at school, and in different environment is a necessity.

Our students work with a range of devices allowing greater diversity for learning and enhancing interactivity between individual students and teachers. Each classroom at Shorncliffe State School is equipped with an interactive whiteboard or television which are used as a tool for teaching and learning. We have a computer lab with a class set of desktop computers accessible to all year levels, as well as computers and laptops within classrooms. A range of technology devices, such as Beebots and Lego Robotics, are used by students and teachers for the delivery of the Digital Technologies curriculum in the classroom and lunchtime Maker's Space. Teachers also utilise class sets of iPads as a resource to enhance student learning.

Social climate

Overview

Shorncliffe State School is a school that values diversity and has close ties to the local community. Our students and families are well known to each other and our staff. Staff members work collaboratively to create an environment that is safe, supportive and conducive to learning. Our students interact across year levels through their regular school day. Our classrooms are characterized by high achieving, motivated, responsible and respectful learners. Our local community strongly supports our school and are active contributors.

Shorncliffe State School is a Positive Behaviour for Learning School. We have three behavior expectations of: Be Safe, Be Responsible and Be Respectful. These expectations are elaborated upon in our Behaviour Expectations Matrix. Students are explicitly taught the expectations through

weekly classroom lessons. The school has collaboratively developed a flow chart to respond to behavior as part of our Responsible Behaviour Plan.

Student behavior is positively acknowledged through our House Shield Competition. Students receive 'Gotchas' when teachers see an expected behavior. Each 'Gotcha' a student earns goes towards their house's points tally. At the end of each term the house with the most 'Gotchas' earns an afternoon of activities with Principal and Deputy Principal.

Other positive initiatives implemented in 2018 include fortnightly Principal afternoon teas and our PlayPals program to support the social and emotional capabilities and self regulation of our students through play.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	94%	97%
• this is a good school (S2035)	97%	97%	99%
• their child likes being at this school* (S2001)	94%	98%	95%
• their child feels safe at this school* (S2002)	100%	97%	97%
• their child's learning needs are being met at this school* (S2003)	94%	95%	93%
• their child is making good progress at this school* (S2004)	97%	92%	93%
• teachers at this school expect their child to do his or her best* (S2005)	97%	95%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	88%	93%
• teachers at this school motivate their child to learn* (S2007)	94%	88%	92%
• teachers at this school treat students fairly* (S2008)	94%	94%	96%
• they can talk to their child's teachers about their concerns* (S2009)	91%	97%	100%
• this school works with them to support their child's learning* (S2010)	94%	92%	97%
• this school takes parents' opinions seriously* (S2011)	94%	92%	96%
• student behaviour is well managed at this school* (S2012)	97%	87%	92%
• this school looks for ways to improve* (S2013)	97%	95%	99%
• this school is well maintained* (S2014)	100%	97%	95%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	96%	99%
• they like being at their school* (S2036)	97%	97%	90%
• they feel safe at their school* (S2037)	95%	97%	90%

Percentage of students who agree# that:	2016	2017	2018
• their teachers motivate them to learn* (S2038)	97%	91%	96%
• their teachers expect them to do their best* (S2039)	99%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	89%	97%
• teachers treat students fairly at their school* (S2041)	94%	88%	80%
• they can talk to their teachers about their concerns* (S2042)	94%	92%	87%
• their school takes students' opinions seriously* (S2043)	93%	89%	86%
• student behaviour is well managed at their school* (S2044)	91%	84%	76%
• their school looks for ways to improve* (S2045)	97%	95%	96%
• their school is well maintained* (S2046)	97%	96%	89%
• their school gives them opportunities to do interesting things* (S2047)	98%	96%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	95%	95%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	86%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	95%	95%	93%
• staff are well supported at their school (S2075)	85%	90%	89%
• their school takes staff opinions seriously (S2076)	70%	90%	92%
• their school looks for ways to improve (S2077)	85%	100%	100%
• their school is well maintained (S2078)	100%	100%	93%
• their school gives them opportunities to do interesting things (S2079)	95%	91%	93%

* 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 integral partners in our students' learning. Parental access to the school and involvement in the many learning experiences of students is encouraged and valued. Our parents contribute to student learning in many ways including attendance on excursions, volunteering in classrooms, guest speaking in areas of expertise. They are strong supporters of our extracurricular program and the smooth running of our whole school events.

Shorncliffe State School has an active P&C. The P&C and the parent body work with staff to provide a range of experiences that enhance student learning. In 2018, our P&C supported the introduction of our Arts Program by providing the funding for a specialist arts teacher.

In 2018, we joined the Brisbane City Active School Travel program. Each term to promote this program we hold a community walk and breakfast in collaboration with our P&C.

Communication with parents occurs weekly through our school assembly, newsletter, the school's website and Facebook page. All classes have an email address that teachers use to communicate class information. Reporting to parents occurs through both Parent / Teacher interviews (Term 1 and 3) and written reports (end of Semester 1 and 2). Teachers or parents may request other times to meet to discuss student progress.

During 2018, the school continued the successful Coffee & Connect sessions giving parents an opportunity to meet informally with the school leadership team to discuss school progress and priorities. A major achievement from this collaboration was the establishment of our school values.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Respectful relationships are promoted in the school through our Parent Handbook, school website, newsletter, visual displays and P&C Meetings. Students are taught the knowledge and skills to engage in respectful relationships through the 'You Can Do It' school values program and keys to success. The school actively participates in the National Day of Action against Bullying and Violence and students learn about appropriate behaviours through our Positive Behaviour for Learning program.

The Daniel Morcombe Health Curriculum units are taught across the school to educate students to recognise, react and report when they, or others, are unsafe. The school supports the Daniel Morcombe Foundation through Day for Daniel to further promote these safety messages.

Through our social and emotional capabilities program, our Health curriculum and the school's focus on Positive Behaviour for Learning we explicitly teach our students appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	3	8
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

Shorncliffe State School works to reduce its environmental footprint. In 2018, we continued to be aware of the school's environmental footprint and efforts have been undertaken to reduce water and electricity usage across the school. The installation of tanks and the solar energy cells assist the school to achieve reductions.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	90,992	78,384	93,296
Water (kL)	206	1,010	258

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

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

Note:

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

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	28	12	0
Full-time equivalents	23	8	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	27
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $45 000

The major professional development initiatives are as follows:

- Unpacking the demands of the Australian Curriculum English, Science and Digital Technologies to develop teacher knowledge and understanding
- Broadening teacher knowledge of research-based pedagogies in reading and writing
- Peer and instructional coaching

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.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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	95%	95%	94%
Attendance rate for Indigenous** students at this school	91%	96%	87%

* 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.

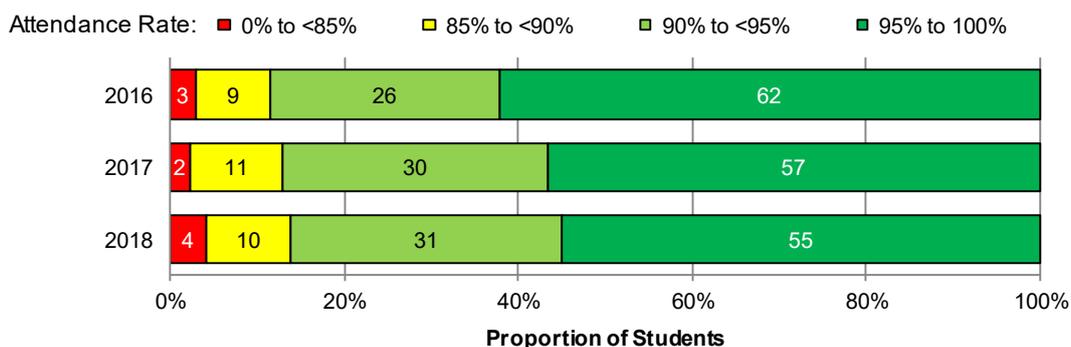Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	95%	96%
Year 1	94%	94%	94%
Year 2	95%	96%	94%
Year 3	96%	95%	95%
Year 4	96%	95%	95%
Year 5	95%	95%	94%
Year 6	97%	94%	94%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

2016: 3 | 9 | 26 | 62
2017: 2 | 11 | 30 | 57
2018: 4 | 10 | 31 | 55

Proportion of Students

Description of how this school manages non-attendance

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

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

Class rolls are marked twice a day after the first bell and again after second break. Students require a late slip if they arrive after the morning roll is marked. Parents/Caregivers are responsible for reporting absences with reasons using the student absence line, a note to the class teacher or an email to our administration staff. Department of Education form letters are used to highlight, discuss and resolve excessive absences with parents/caregivers in line with legislation.

In 2018, we continued to use a text-messaging alert for all unexplained absences. This is conducted daily after the morning roll mark at 9am. Parents are messaged regarding student absence and are required to respond within thirty minutes. No response results in a further message sent and then phone call by a member of the administration staff.

At Shorncliffe we follow up recurring non-attendance of students by following these steps:
1. Contact is made with the family after three days of unexplained absence
2. Teachers report to the Principal any students with high incidence of absence
3. Principal or Deputy Principal makes contact with family
4. Referrals made to Guidance Officer, Chaplain or outside agency to support student and/or family
5. Promotion of high expectations for student attendance through assemblies and newsletters

NAPLAN

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

How to access our NAPLAN results

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

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

> View School Profile

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

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

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.