



Drayton State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



Contact Information

Postal address:	55 Brisbane Street Drayton 4350
Phone:	(07) 4637 7444
Email:	principal@draytonss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mrs Carol Ann Coonan, Principal.

School Overview

Drayton State School, on the southern outskirts of Toowoomba, caters for Prep to Year 6 with approximately 320 students and 14 classroom teachers. The school operates on a belief that learning is collaborative and includes students, teachers and parents working together to achieve the educational goals articulated in our school Explicit Improvement Agenda. We are proud of our school's history of being the second oldest school in Queensland, and communicate this through many of our programs and events whilst also delivering a contemporary curriculum that reflects the needs and aspirations of the current student population. At Drayton State School we are determined to work in partnership to create a culture of high expectations. Our school prides itself on its practices of implementing inclusive education and recognising the increasing diversity of our student population. Policies, practices and decision making will continue to be guided by the principles of equity and excellence and the development of a safe, supportive, disciplined learning environment.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

- **Improvement in Literacy** - Case management; daily, sustained focus on literacy instruction; explicit teaching of reading, writing, spelling. Improvement of students' literacy standards is ongoing and will continue to be the school priority in 2018. Support for literacy improvement is enhanced through the use of I4S funds, expertise of a Master Teacher, and professional learning by all staff.

Future Outlook

- **Capability Development: Teaching.**
Explicit Instruction is our embedded pedagogy. Teaching of reading & writing is explicit.
- **Collaborative work: Data.** Purposeful use of data drives our focus for lifting student expectations.
- **Consistency of practice: Culture.** A coaching & feedback culture is developed to enhance practice. PBL is our systematic approach to teaching expected behaviours.
- **2018 Targets: Achievement (end of year)**

READING	Prep	Y1	Y2	Y3	Y4	Y5	Y6
PM	6-8	15-16	20-22	24-26	27-28	29-30	
PROBE				8.5 yrs - 9.5 yrs	9.5 yrs - 10.5yr	10.5 yrs - 11.5 yrs	11.5 yrs- 12.5 yrs

NAPLAN	U2B	NMS
Reading	45%	100%
Writing	35%	100%
Spelling	35%	100%

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	310	146	164	44	89%
2016	309	157	152	39	94%
2017	321	164	157	41	92%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Our student population is drawn from families within both urban & semi-rural settings; as at 2018, Drayton State School will be Enrolment Managed. Being the second oldest school in the state, Drayton holds strong to traditions however the community is changing to reflect a wider and more diverse demographic. Approximately 13% of students are of Aboriginal &/or Torres Strait Islander origin; 3% English as an Additional Language or Dialect, 5% of the student cohort have a recognised disability.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	25	23
Year 4 – Year 6	27	24	25

Curriculum Delivery

Our Approach to Curriculum Delivery

The Drayton State School Curriculum Plan specifies the intent for learning by all students. The Australian Curriculum is the key reference source for the development of studies and learning development in English, Maths, History and Science, with "Curriculum to the Classroom" being the primary resource used to deliver intended curriculum. Specific outcomes for students who present with additional needs are developed via modified or Individual Curriculum Plans or through curriculum/pedagogical adjustments. Priority is given to the explicit teaching of literacy.

Co-curricular Activities

- Access to the Amaroo Environmental Education Centre for all students
- Student Leadership Program focused upon team building and peer support
- Year 6 Leadership Workshops
- Water Safety Awareness and Swimming lessons at the Glennie Aquatic Centre
- ANZAC & Remembrance Day Community ceremonies/observances

- School Camps and Excursions
- Cultural events – Empire Theatre
- Creativity Expo
- Book Club
- Safe Cycling Programs
- Instrumental Music Tuition and Competitions
- Life Education Program
- Indigenous Culture Awareness Days
- Middle School & Junior Secondary Transition Activities arranged in partnership with Harristown SHS
- Specialised skills development clinics for particular sports
- Specialised presentations such as SEAT, Anti-Bullying, Footsteps Dance & Arts Council Presentations
- Biennial Year 5/6 Camp to Canberra
- Kindy to Prep Transition

How Information and Communication Technologies are used to Assist Learning

One computer lab accommodates full classes of students with one to one access to workstations; a second mini computer lab positioned in the Resource Centre provides 12 computers for student access, whilst a third mini lab is available in A-Block to the students of our upper primary school classes. All classrooms have data projectors &/or TVs.

Teachers are encouraged & supported in ensuring Information and Communication Technologies is integral to student learning. An ICT Committee drives innovation and other reforms in ICT as planned.

Drayton State School received a wireless upgrade in 2017 which will allow for greater access and use of digital resources and devices by all stakeholders.

Social Climate

Overview

Our commitment is to ensure that every day, in every lesson, every student is learning and achieving within a safe, supportive and disciplined environment. To do this, everyone works together and adopts a whole-school approach to promote positive behaviour and learning.

Drayton State School community began the initial implementation of Positive Behaviour for Learning (PBL) in 2017 and will progress this further from 2018 - 2022. This evidence based whole-school approach to creating a safe and supportive school environment, provides schools with a framework for improving student learning, wellbeing and behaviour.

The PBL Leadership Team, in consultation with staff, parents, students and DDSW Region, refined the school values, developed a "Behaviour Expectations Matrix", formalised behaviour referral processes including logical consequences, and implemented a positive rewards system.

Drayton State School Values are: "Be Safe", "Be Respectful", "Be Responsible".

Collaboration between all stakeholders is valued, and celebrations of student learning are held often: community members are invited to the school for a range and variety of learning celebrations including weekly Parade, Open Days, Creativity Expo, Sporting events, Cultural events and more.

Drayton State School has implemented an Outside Hours School Care programme through Camp Australia; supervision is provided for children catching buses until 4.00pm daily. The school hosts a School Chaplain (Scripture Union) and holds daily Breakfast Club.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	91%	97%	89%
this is a good school (S2035)	97%	94%	91%
their child likes being at this school* (S2001)	94%	94%	98%
their child feels safe at this school* (S2002)	97%	91%	95%
their child's learning needs are being met at this school* (S2003)	89%	94%	82%
their child is making good progress at this school* (S2004)	89%	94%	84%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	88%	89%
teachers at this school motivate their child to learn* (S2007)	89%	88%	89%
teachers at this school treat students fairly* (S2008)	85%	88%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	93%
this school works with them to support their child's learning* (S2010)	85%	94%	86%
this school takes parents' opinions seriously* (S2011)	82%	87%	77%
student behaviour is well managed at this school* (S2012)	86%	74%	75%
this school looks for ways to improve* (S2013)	94%	91%	89%
this school is well maintained* (S2014)	100%	100%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	99%	96%
they like being at their school* (S2036)	96%	98%	87%
they feel safe at their school* (S2037)	99%	95%	89%
their teachers motivate them to learn* (S2038)	100%	99%	99%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	100%	95%
teachers treat students fairly at their school* (S2041)	97%	98%	88%
they can talk to their teachers about their concerns* (S2042)	96%	95%	75%
their school takes students' opinions seriously* (S2043)	97%	95%	82%
student behaviour is well managed at their school* (S2044)	96%	95%	81%
their school looks for ways to improve* (S2045)	99%	99%	94%
their school is well maintained* (S2046)	100%	99%	95%
their school gives them opportunities to do interesting things* (S2047)	99%	96%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	97%	100%
they feel that their school is a safe place in which to work (S2070)	97%	97%	100%
they receive useful feedback about their work at their school (S2071)	85%	92%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	92%	96%
students are encouraged to do their best at their school (S2072)	100%	97%	97%
students are treated fairly at their school (S2073)	97%	90%	94%
student behaviour is well managed at their school (S2074)	73%	90%	83%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
staff are well supported at their school (S2075)	91%	95%	92%
their school takes staff opinions seriously (S2076)	88%	95%	89%
their school looks for ways to improve (S2077)	97%	97%	97%
their school is well maintained (S2078)	94%	97%	83%
their school gives them opportunities to do interesting things (S2079)	94%	97%	91%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Drayton SS, the partnership between the school, parents and the wider community is of paramount importance; we value the support of parents working with us to ensure each student achieves to his/her full potential. Open communication is the key to this partnership, with opportunities to meet teachers and to contribute to school activities. Parents have numerous opportunities to become involved in the life of the school through a range of activities such as: supporting their children in the classroom, key events such as social, cultural and sporting days, and through parent teacher interviews and information meetings.

Parents assist in their child's classroom in many aspects of our curriculum from literacy blocks and maths groups to ICT, art and drama activities. Our inter-house swimming, cross country and track and field events are always well supported by the school community. The P&C Association is particularly active and supportive of school activities and financially contributes to school initiatives. The P&C Association provides advice on key strategic and school based issues and meetings are generally held twice per term.

Parents & community members receive communication through various channels and are provided regular opportunities to be informed about, and to share in their child's learning and the life of the school, through online newsletters, social media, assemblies and learning celebrations.

Parents are invited twice yearly to formally meet with parents to discuss their child/children's academic achievements. Parents of a student with disability are extensively engaged through formal meetings, and development of ICPs.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. Drayton State School teaches the Department of Education's "Respectful Relationships Education" Program and the "Daniel Morcombe Curriculum" from Prep to Year 6, both of which focus on personal safety and awareness, identifying and responding to abuse and violence, preventing and responding to domestic and family violence and abuse, increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence, and to recognize, react and report when they, or others, are unsafe. The school community is building a culture that seeks to prevent gender based violence, through the building of respectful relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	10	21	34
Long Suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. A solar electricity system is installed and a future goal is to include the monitoring of energy consumption. Units & lessons focus upon energy conservation and recycling of waste materials. Use of natural light, rain water and energy saving features have been included in the building specifications of the more recently constructed BER Multipurpose Hall.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	110,517	774
2015-2016	15,921	1,529
2016-2017	41,011	1,113

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

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	35	18	0
Full-time Equivalent	28	12	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.**	1
Bachelor degree	23
Diploma	1
Certificate	0

*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 2017 were \$21 703.

The major professional development initiatives are as follows:

- "Faces on the Data" (DDSW Leading Literacy Program with Professor Lyn Sharratt)
- Creating Successful Writers
- LEM Phonics
- Team Approach to Teaching and Learning (TATAL) planning meetings with teachers
- Maximising Achievement Potential (DDSW Regional Project for Principals)
- Positive Behaviour for Learning (PBL)
- First Aid and CPR
- Special Educators Administrators

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	94%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	88%

*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 2017 for all Queensland Primary schools was 93%.

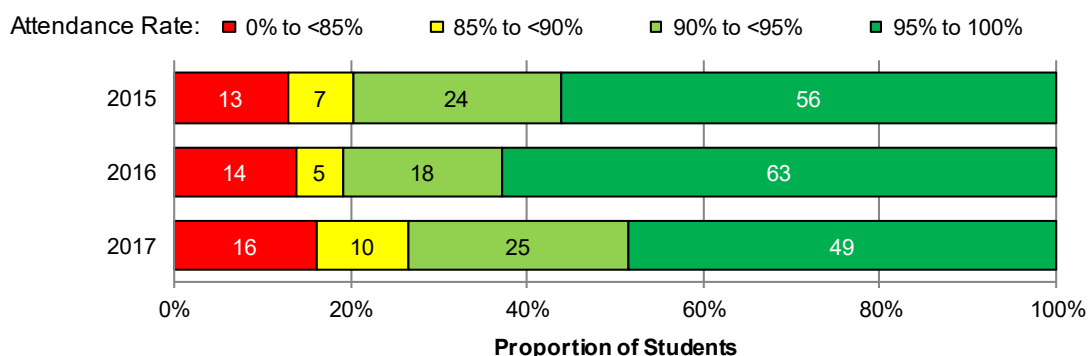
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	94%	93%	95%	94%	93%	94%						
2016	94%	92%	95%	92%	96%	93%	92%						
2017	92%	92%	90%	91%	89%	94%	93%						

*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

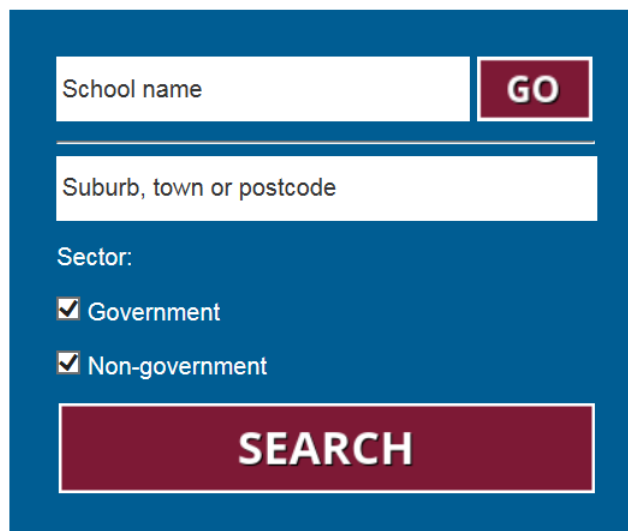
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. Teachers mark the roll twice daily. The school uses a "Same Day Absence Notification" system whereby parents are notified by 9:30am daily if their child is not in attendance. The Principal follows up with parents if there are ongoing unexplained absences. In order to increase attendance rates, the school focuses on accurate roll marking procedures, communication with parents, provision of information through the school newsletter regarding the importance of attending school every day, implementing the "Every Day Counts" initiative, rewarding student attendance through school rewards systems.

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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.

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