Drayton State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Drayton State School, on the southern outskirts of Toowoomba, caters for Prep to Year 6 with approximately 303 students and 12 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 Annual Implementation Plan. We are proud of our school's history in being the second oldest school in Queensland whilst also delivering a 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. As at 2018, Drayton State School follows an Enrolment Managed Process.

Our school motto is 'Honour and Success' and this enacted through our three school values of Being Safe, Respectful and Responsible.

School progress towards its goals in 2018

Our initiatives in 2018 have established a sound platform from which to further develop effective teaching practices into 2019 and beyond. A significant number of goals from our Annual Implementation Plan were achieved throughout the year. Our improvement priorities/school goals from 2018 include:

•The improvement of student outcomes in reading

•Embedding the Positive Behaviour for Learning (PBL) model

The school improvement agenda priorities from 2018 targeted Investing for Success Funding to support a whole-of-school approach to reading through the purchase of resources, collaborative teacher planning and professional development.

A schedule of collaborative planning, peer observations and collegial feedback has embedded a shared understanding of the Australian Curriculum and reading pedagogy along with opportunities to improve teaching practices.

The analysis of student data at individual and cohort level through moderation and at teacher planning meetings has prioritised monitoring student performance. This way of working informs teaching practice and prompts early intervention to ensure that differentiation occurs for all students.

Successful practices are shared across classrooms and at staff meetings and success is celebrated with the school community in newsletters, social media and on weekly parades.

We are committed to improving our students' performance in the NAPLAN tests for Years 3 and 5 in Reading and have tailored our reading instruction to meet the needs of students at all levels to primarily improve oral language and comprehension.

Outcomes:

- 100% of students in year 3 attained National Minimum Standard in reading.
- Our PBL School-wide evaluation score was 92%
- In November 2018 we undertook a very successful school review which guides our strategic planning for the next 4 years.

Future outlook

Our improvement priorities for 2019 remain firmly focussed on the improvement of reading for all students through building an expert teaching team and the use of quality pedagogical practices.

Our targets are to;

- Increase the number of students in the Upper 2 Bands in NAPLAN
- Increase the number of student receiving an A-C result in English
- Ensure 100% of students attain National Minimum Standard in reading
- Ensure 100% of students attain the DDSW region reading benchmarks

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	309	321	303
Girls	157	164	151
Boys	152	157	152
Indigenous	39	41	38
Enrolment continuity (Feb. – Nov.)	94%	92%	95%

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

Approximately 13% of our students are indigenous, 4% have a disability and ASD is the major disability category within the school.

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	21
Year 4 – Year 6	24	25	23
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

We deliver the Australian Curriculum across all year levels. Student achievement is assessed against the Standards of Achievement for each learning area and this is monitored through regular pre and post moderation of assessment. We offer English, Math, Science, Health, Physical Education, HASS, The Arts and Design and Digital Technology from Prep to Year 6 and LOTE (Indonesian) is taught to Years 5 and 6. Curriculum is complemented by an instrumental music program offered to students in years 3 and above.

Co-curricular activities

- Swimming program
- Sports days
- Instrumental music
- Camps and excursions

How information and communication technologies are used to assist learning

ICT is integrated into the P-6 curriculum to ensure that skill development continues to grow to meet the requirements of other learning areas. A focus of the Digital Technology subject is the development of higher order and algorithmic thinking.
Every classroom has a high definition television screen or an interactive white board used to engage students in learning in additional to our computer lab and ipads which are used as an integral part of key programs including phonics, spelling and reading.

Social climate

Overview

Positive Behaviour for Learning (PBL) introduced in 2017 is our school-wide approach used to create and maintain a safe, supportive and disciplined learning environment which actively responds to bullying and ensuring inclusive approaches are implemented to support the diverse range of students. Strategies used to respond to bullying include the teaching of explicit lessons on parade and in class as a way of supporting students to resolve conflict and other issues appropriately.

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%	89%	94%
• this is a good school (S2035)	94%	91%	100%
• their child likes being at this school* (S2001)	94%	98%	100%
• their child feels safe at this school* (S2002)	91%	95%	100%
• their child's learning needs are being met at this school* (S2003)	94%	82%	94%
• their child is making good progress at this school* (S2004)	94%	84%	94%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	89%	97%
• teachers at this school motivate their child to learn* (S2007)	88%	89%	94%
• teachers at this school treat students fairly* (S2008)	88%	80%	85%
• they can talk to their child's teachers about their concerns* (S2009)	100%	93%	97%
• this school works with them to support their child's learning* (S2010)	94%	86%	91%
• this school takes parents' opinions seriously* (S2011)	87%	77%	79%
• student behaviour is well managed at this school* (S2012)	74%	75%	85%
• this school looks for ways to improve* (S2013)	91%	89%	97%
• this school is well maintained* (S2014)	100%	93%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	96%	95%
• they like being at their school* (S2036)	98%	87%	89%
• they feel safe at their school* (S2037)	95%	89%	87%
• their teachers motivate them to learn* (S2038)	99%	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)	100%	95%	97%
• teachers treat students fairly at their school* (S2041)	98%	88%	93%
• they can talk to their teachers about their concerns* (S2042)	95%	75%	88%
• their school takes students' opinions seriously* (S2043)	95%	82%	88%
• student behaviour is well managed at their school* (S2044)	95%	81%	78%
• their school looks for ways to improve* (S2045)	99%	94%	95%
• their school is well maintained* (S2046)	99%	95%	94%
• their school gives them opportunities to do interesting things* (S2047)	96%	94%	96%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	92%	86%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	96%	88%
• students are encouraged to do their best at their school (S2072)	97%	97%	100%
• students are treated fairly at their school (S2073)	90%	94%	100%
• student behaviour is well managed at their school (S2074)	90%	83%	92%
• staff are well supported at their school (S2075)	95%	92%	92%
• their school takes staff opinions seriously (S2076)	95%	89%	91%
• their school looks for ways to improve (S2077)	97%	97%	100%
• their school is well maintained (S2078)	97%	83%	96%
• their school gives them opportunities to do interesting things (S2079)	97%	91%	96%

Percentage of school staff who agree# that:	2016	2017	2018

* 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

Fortnightly newsletters, parades, parent teacher evenings and parent information sessions are all strategies which we use to involve parents in their child's education.
Stakeholder meetings are held to ensure consultation regarding the adjustments made to assist students with diverse needs to access and participate fully at school. Our intervention team consists of the Head of Special Education, Support Teacher Literacy and Numeracy, our Guidance Officer, Special Education Teacher and referring teachers. The purpose of this team is to identify students requiring support early and implement appropriate interventions.

Respectful relationships education programs

We have implemented a whole school approach to respectful relationships education through our Positive Behaviour for Learning Program, that uses the curriculum and school practices to build a culture that seeks to prevent violence, through the building of appropriate, respectful, equitable and healthy relationships.

Our programs focus on personal safety and awareness, including identifying and responding to abuse and violence, gender equality and developing students' knowledge and skills to be able to resolve conflict without violence and to report when they, or others, are unsafe.

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	21	34	26
Long suspensions – 11 to 20 days	1	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

School budget expenditure on utilities is monitored across the course of the year to ensure they are not exceeding previous years and is proportionate to enrolment numbers.

The school is working with the P&C to investigate installation of insulation and solar energy to further reduce costs associated with power.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	15,921	41,011	72,193
Water (kL)	1,529	1,113	5

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.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

School leaders and staff employed at the school as at the end of Term 4 2108 included:

- 1 x Principal
- 1 x Deputy Principal
- 1 x Cluster Head of Special Education Services
- 1 x Support Teacher Literacy and Numeracy
- 1 x Special Education Teacher
- 1 x Teacher Librarian

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	33	16	<5
Full-time equivalents	27	11	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	4
Graduate Diploma etc.*	4
Bachelor degree	24
Diploma	1
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 $11,040.00

The major professional development initiatives are as follows:

- Positive Behaviour for Learning (PBL)
- The teaching of reading
- Regular sharing of effective practices /pedagogy and resources across year level teams.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Individual Professional Development Plans for all staff are enacted through the Developing Performance Framework and aligned to the National Professional Standards for Teachers.

Quality feedback on teaching strengths and challenges is provided through lesson observations each term with a view to supporting and enhancing individual capabilities and develop high quality teaching practices.

All staff participate in targeted PD aligned to our priority improvement area of reading.

Staff attendance and retention

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%	94%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	93%	92%	93%
Attendance rate for Indigenous** students at this school	90%	88%	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.

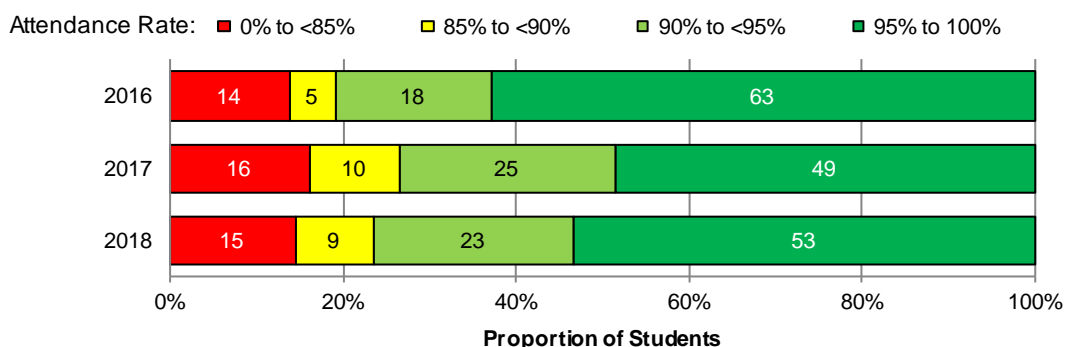Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	92%	94%
Year 1	92%	92%	92%
Year 2	95%	90%	93%
Year 3	92%	91%	91%
Year 4	96%	89%	94%
Year 5	93%	94%	91%
Year 6	92%	93%	94%

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%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	14	5	18	63
2017	16	10	25	49
2018	15	9	23	53

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.

Our student attendance rates in 2018 for all but two cohorts, either meets or exceed sthe overall Queensland state Primary schools rate of 92%.

- Rolls are marked twice per day (am and pm) by class teachers
- Absences are followed-up by a same day phone call to parents seeking an explanation
- Absences of 3 days or more are follow-up with a letter to parents seeking an explanation
- Outstanding absences are referred to the principal for follow-up and the contact is recorded in One School
- When a student does not meet the attendance requirements of the compulsory schooling or compulsory participation phase, for a part of a day or for longer periods a warning letter is sent to parents requesting a meeting with the principal. Departmental policy is then followed to enforce attendance.

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