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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 2012 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 2013.

This report contains information and data relating to the performance of Clontarf Beach State School for the calendar year of 2012. Whilst the smallest of the state schools on the Redcliffe Peninsula (approximately 380 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 2012 national assessment program – NAPLAN.

School progress towards its goals in 2012

The focus on school improvement work in 2012 included:

Priority	Progress Made	Implemented
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.	<ul style="list-style-type: none"> ➤ Curriculum goals established for all year levels and diagnostic assessment plan enacted to collect data on student outcomes ➤ Class profiles developed to support differentiation and intervention - tracking student data ➤ Explicit focus on the teaching of reading at CBSS resulting in a whole school consistent approach with improvements resulting in student outcomes ➤ YuMi Maths strategies a focus on mathematics lessons – Coach training commenced ➤ Lesson learning intent explicitly communicated at the beginning of lessons to inform students of what they are learning and how they will know they have learnt it 	<ul style="list-style-type: none"> ➤ Embedded and Ongoing ➤ Embedded and Ongoing ➤ Embedded and Ongoing ➤ Introductory stage – further development in 2013 ➤ Introductory stage – further development in 2013
Giving Children a Flying Start All children will have access	<ul style="list-style-type: none"> ➤ Playgroup program continued and growing from strength to strength ➤ Introduction of Brigance testing and SPAT-R to assist in the 	<ul style="list-style-type: none"> ➤ Embedded and Ongoing ➤ Embedded and



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.	<ul style="list-style-type: none"> ➤ identification of weaknesses of Prep students and to inform intervention ➤ Prep teachers professional development – providing release time to visit other schools' Preps and build early years networks 	<ul style="list-style-type: none"> ➤ Ongoing ➤ Commenced and Ongoing
<p>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.</p>	<ul style="list-style-type: none"> ➤ Teachers supported through the implementation phase of ACARA – refinement of processes established ➤ Performance Development Plans introduced with clear goals on building teacher capability around ACARA ➤ Professional discussions' protocols established and supported by staff – used throughout 2012 ➤ Data Team established to interrogate data around student outcomes ➤ Moderation with neighbouring school ➤ Whole school review of how reading is taught at CBSS and teachers and teacher aides upskilled in First Steps in Reading support program. ➤ Leadership Coaches upskilled in YuMi Maths program and working with staff in a mentoring role across the school ➤ 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. 	<ul style="list-style-type: none"> ➤ Ongoing ➤ Commenced and ongoing ➤ Commenced and ongoing ➤ Commenced and ongoing ➤ Commenced and ongoing ➤ Commenced and ongoing ➤ Commenced and ongoing ➤ Commenced and ongoing ➤ Commenced and ongoing
<p>Improve student attendance and punctuality Improve attendance rates and decrease late arrivals and early exits of students towards increased student engagement with learning</p>	<ul style="list-style-type: none"> ➤ School Welfare Officer position introduced to follow up on attendance issues ➤ Attendance Policy written and circulated indicating clear steps on the process ➤ Partnership with the CPIU for students with extreme attendance issues ➤ Positive reward and acknowledgement system introduced to reinforce high expectations of student attendance ➤ Semester letters sent to parents comparing student's attendance percentage with that of our school's goal. 	<ul style="list-style-type: none"> ➤ Embedded and ongoing ➤ Completed ➤ Established ➤ Ongoing ➤ Ongoing
<p>Closing the Gap Improve the outcomes of Indigenous students and close the gap between outcomes of Indigenous and non-Indigenous students.</p>	<ul style="list-style-type: none"> ➤ Individual Learning Plans written highlighting strengths and weaknesses of Indigenous students ➤ Intervention programs implemented to support ➤ Curriculum units embedded with ATSI perspectives ➤ Attendance issues followed up and parent communication established ➤ Chaplain (Indigenous) support 	<ul style="list-style-type: none"> ➤ Completed ➤ Completed and ongoing ➤ Completed and ongoing ➤ Ongoing ➤ Embedded
<p>Student Wellbeing Promote social-emotional wellbeing of students through school-wide positive behaviour support and promotion of 'personal best' goals and targets</p>	<ul style="list-style-type: none"> ➤ SWPBS program ➤ Kid's Hope program ➤ External agencies support (CYMHS, EdWrap) – supporting at-risk kids ➤ Responsible Behaviour Plan reviewed and rewritten to support processes of school ➤ Lunchtime Clubs program introduced to support student behaviour during lunch breaks ➤ Reach for the Stars reward program introduced 	<ul style="list-style-type: none"> ➤ Embedded and ongoing ➤ Commenced and ongoing ➤ Commenced and ongoing ➤ Completed ➤ Commenced and ongoing ➤ Introduced and ongoing



Future outlook

Getting Ready for Secondary School

Establish a working party to continue to plan for students entering high school in Year 7 with clearly identifiable junctures at the end of primary school for 2015 students

Build partnerships with local high schools to create opportunities for staff to work collaboratively across sectors to better equip the transition into junior secondary

Support parents around the understanding of the early transition to high school

Pre-Prep, Prep and Parent Engagement Strategy

Build relationships with day care centres to assist in the transition from day care to Prep

Provide opportunities for prePrep parents to engage with the primary school prior to entry to Prep through invitations to guest speakers around identified topics

Continue to build Playgroup at the school

Implement the Australian Curriculum

Develop curriculum goals and targets for all year levels

Develop individual personal learning goals in Literacy and Numeracy and introduce a tracking system across the school

Embed the YuMi Maths strategy in the curriculum

Sharp and narrow focus on reading, consistency of delivery of core school programs, planning and differentiation

Embed the use of data as a basis for differentiation and tracking of progress

Develop teacher capability around the rigorous implementation of ACARA

Develop and enact a pedagogical framework based on Art and Science of Teaching

Participate as part of the Phase B implementation in the enacting of ASoT

Embed the practices of ASoT throughout the school

Introduce a Leadership Coaching program and identify and train key teachers to coach staff in building teacher capability

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	363	172	191	89%



2011	382	178	204	90%
2012	373	172	201	91%

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

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.

In 2012, at Clontarf Beach State School, 201 boys and 172 girls made up the student enrolments. While our students came from a broad range of cultural backgrounds, Aboriginal and/or Torres Strait Islander backgrounds predominate. 7% of students had Aboriginal and/or Torres Strait Islander backgrounds. There were 14 students in the Years P-7 special education program.

From February 2012-November 2012 enrolment continuity was 91%. The average class size in Prep-Year 3 was 21 students while in Years 4-7 it was 22 students. The majority of classes have been under target in 2012.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	20	23	21
Year 4 – Year 10	27	25	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	29	16	20
Long Suspensions - 6 to 20 days	6	5	0
Exclusions	0	2	0
Cancellations of Enrolment	0	0	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
- Optiminds (P-7)

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 senior leaders 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 5 students attend a 2 day camp at Maranatha. Year 4 students undertake an overnight camp at Underwater World. Early years students participate in a twilight 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
- *Junior Master Chef – PEP initiative*



Clontarf Beach State School is continuing to work towards full implementation of the OneSchool suite. 100% of teaching staff obtained their ICT Certificate by the end of 2012. This has resulted in increased confidence in offering students opportunities to engage in a variety of ICT experiences as part of the teaching and learning cycle.

All teaching staff are now able to utilise school based laptops and interactive whiteboards to support and enhance students' 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. Staff engaged in the production of EdStudios to supplement teaching resources. This upskilling has been supported by the neighbouring high school staff.

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 2012 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.

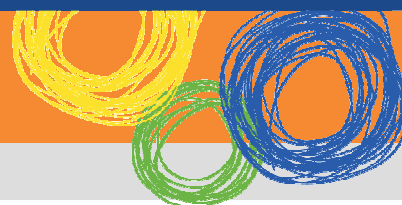
In line with Education Queensland's Code of School Behaviour the school is guided by the *Responsible Behaviour Plan for Students*. At Clontarf Beach mutual respect is the premise upon which effective relationships are based. We operate on an approach where children are assigned a level of behaviour 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 2012, 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.

Those children requiring additional pastoral care support were able to access the services of volunteers from Kids Hope, our Chaplain, adopt-a-cop, CYMHS focused social and emotional counselling and Guidance Officer.

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.

Parent, student and staff satisfaction with the school

An impressive rise in the satisfaction levels of parent, student and staff from 2011 to 2012 was evident. However, data from parents indicate that they would prefer to have their opinions heard more. This will be a focus in 2013 in building our school's culture and climate. Areas that students feel could be improved is how behaviour is managed, the updating of facilities, and once again opinions being heard more. Staff data indicates that most members are happy with our school, but would like to see more involvement in decision making.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	90.9%
this is a good school	95.5%
their child likes being at this school*	95.5%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	90.9%
their child is making good progress at this school*	95.5%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	95.5%
teachers at this school motivate their child to learn*	90.9%
teachers at this school treat students fairly*	90.9%
they can talk to their child's teachers about their concerns*	95.5%
this school works with them to support their child's learning*	95.5%
this school takes parents' opinions seriously*	85.7%
student behaviour is well managed at this school*	90.9%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%



Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	97.4%
they like being at their school*	90.9%
they feel safe at their school*	94.8%
their teachers motivate them to learn*	93.5%
their teachers expect them to do their best*	98.7%
their teachers provide them with useful feedback about their school work*	96.1%
teachers treat students fairly at their school*	88.3%
they can talk to their teachers about their concerns*	86.5%
their school takes students' opinions seriously*	86.7%
student behaviour is well managed at their school*	82.7%
their school looks for ways to improve*	90.9%
their school is well maintained*	85.5%
their school gives them opportunities to do interesting things*	93.5%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	92.1%
with the individual staff morale items	91.7%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 2012 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.

Reducing the school's environmental footprint

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

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. As a whole school we are consciously working to reduce paper consumption.

During 2012, as part of our lunchtime club program, the Worminators group commenced the recycling of food scraps through worm farms and compost bins. The fertiliser produced from this program supported the eight vegetable gardens built as part of a Year 6 project.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	166,672	1,979
2010-2011	155,040	2,184
2011-2012	130,224	567

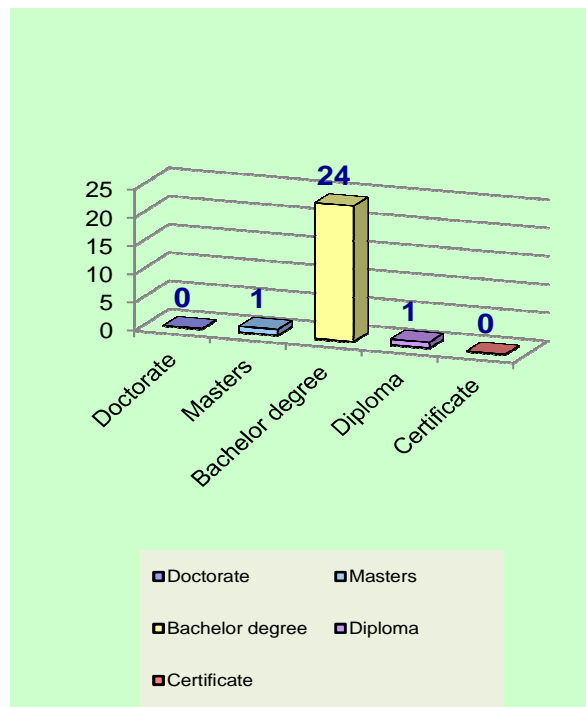
Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	16	0
Full-time equivalents	24.2	9.8	0



Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	24
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$4100.

The major professional development initiatives are as follows:

- Whole staff professional development in First Steps in Reading
- Teaching staff engaged in data literacy / analysis
- OneSchool suite
- Art and Science of Teaching workshops
- Purchase of Art and Science of Teaching books for all staff – professional reading
- YuMi Mathematics coaches training
- SWPBS and behaviour management upskilling
- WHS

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.



Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.5%	95.5%	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86.8% of staff was retained by the school for the entire 2012 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

GO

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

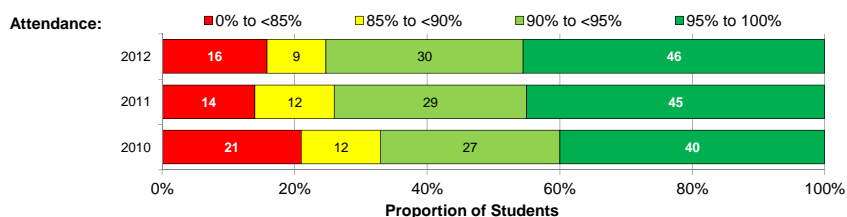
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	89%	93%	92%	90%	90%	89%	90%					
2011	95%	91%	92%	95%	91%	93%	91%					
2012	91%	95%	93%	92%	94%	89%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

In 2012, electronic roll marking was introduced across all year levels. 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 late (no penalty) on rolls if the student arrives within 2 hours of the scheduled school day. Students who leave early but within the final 2 hours of scheduled schooling are recorded as early (no penalty). 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 daily by office staff and a school administrator. A Student Welfare Officer position was introduced to follow through on student absences. 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. The school has also partnered with the CPIU for those cases where police intervention is required to bring about a change in student attendance. All families are supported on an individual basis to assist with any issues they are experiencing which contributes to their child not attending school.

Performance of our students

Letters are sent to parents at the end of each semester highlighting the school's attendance goal and their child's attainment of this goal in comparison. Regular communication regarding the expectation of "Every child at school attending every day" is made through our school newsletter and on parades. Students make individual personal goals around their attendance data.

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 an orange "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 an orange "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 2011 and 2012 NAPLAN results, there have been some decreases in results in Reading and Numeracy. Writing was comparable to non-Indigenous students. However, this data is based on 2 students. In 2012 attendance rates of Indigenous students was 86.9%, 5.9% below non-Indigenous students. This represents a decrease of 2.1% on 2011 figures.