

# Clontarf Beach State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This Annual School Report offers an overview of Clontarf Beach State School's strategic direction and operations through 2015. It includes information about the school profile, priorities, values, trends and school highlights.

Clontarf Beach State School provides a quality education for all students. We provide excellence in education by maintaining high expectations, reflecting on practice and nurturing student development in a supportive school environment. We develop strong partnerships to engage with parents and the community. Our core business is the development of the academic, social, emotional and physical potential of each student. Our school values the diversity in our student population and recognises the need to ensure success for all our students. We believe that all students are competent and capable learners.

### School progress towards its goals in 2015

Clontarf Beach School Priorities as outlined in the 2015 Annual Improvement Plan:

- Implementation of the Australian Curriculum
- Implementation of key Literacy and Numeracy strategies including: Whole School Reading Program, Whole School Phonics Program and Numeracy Pedagogy
- High quality teaching, collaborative practices and evidence based decision making
- Effective alignment and use of financial, human, facilities and learning resources
- Productive partnerships with school community stakeholders

Clontarf Beach State School continues to make significant gains in all areas. Public confidence in our school as an excellent option for local children's education is evidenced by our growing enrolments. Community confidence is reflected by strong School Opinion Survey outcomes and an overall increase in enrolments of 11% from January 2013 to January 2015 despite Year 7 students relocating to High School campuses.

A focus on pedagogy and teaching practice ensured consistency of teaching and learning. Significant successes included the support of the Master Teacher addressing early intervention literacy strategies thereby minimising potential gaps in learning and the implementation of the Whole School Phonics (L.E.M.) Program. Whole staff professional learning, focused on the implementation of a Balanced Reading Program, L.E.M. Phonics, Back-to-Front Maths and the use of data to personalise early intervention responses. Clontarf Beach State School continued to embed a safe, supportive and disciplined learning environment with the implementation of Whole School Positive Behaviour Lessons. These priorities were partially completed.

The school also reviewed its student leadership program to address the needs of Year 6 students as our new school leadership cohort.

Strong parent and community partnerships continued to be a focus including collaborative learning forums, school community events and fostering a range of effective and modern communication strategies. Due to the continued growth of our school population, we have continued a program of classroom refurbishment to ensure our students are learning in welcoming, engaging learning environments. This priority was partially completed.

Clontarf Beach State School has a strong learning culture forged through professional best practice and partnerships with families and the wider community and is well placed to continue to grow and thrive in 2016.

### Future outlook

Clontarf Beach State School Priorities for 2016:

- Consistent implementation of Whole School Reading Program including all elements of a highly effective reading program.
- Consistent implementation of Whole School Phonics (L.E.M.) Program including explicit structure of a L.E.M. lesson.
- Effective use of reading and phonics data to personalise responses to students' learning needs.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	389	174	215	18	89%
2014	425	188	237	22	92%
2015	426	193	233	25	90%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Clontarf Beach State School is situated in the Redcliffe Peninsula and has no enrolment boundary so is able to draw from a wide geographical area including Clontarf, Humpybong, Redcliffe, Kippa Ring and Scarborough. Approximately 6% of our students identify as Indigenous, 3% have a language other than English spoken at home and students are frequently proficient in the spoken form of that second language. We focus on a culture of inclusion and valuing diversity.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	24	22
Year 4 – Year 7 Primary	28	28	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	27	33	29
Long Suspensions - 6 to 20 days	3	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

Students engaged in learning within the subject areas of English, Mathematics, Science, History and Geography in the Australian Curriculum and The Arts, Languages Other Than English (LOTE – Japanese Years 5-6), Health and Physical Education and Technology from the Queensland Curriculum. Students also engaged in programs to support their social and emotional development which instill skills for life and quality citizenship.

An Academic Talent Development program for high achieving students included opportunities for students to work across Redcliffe and Clontarf Beach State High School campuses.

The school continued to work towards providing a learning environment which maximises outcomes for all students. Human resources, teacher aides and specialist teachers were deployed to maximize in-class support for all classrooms. This mechanism allows support for students; with disabilities, learning difficulties, Indigenous and EAL/D students to be provided in the classroom.

To support this strategy, on-going professional dialogues occur with staff focused on differentiating the curriculum in diverse classrooms. The school continued to embed an extensive volunteer program focused on ensuring all students in the early years developed successful reading skills.

### Extra curricula activities

- Representative senior leaders, school captains, sports and music captains. Each year the student body elects school and house captains for Year 6. A music captain was selected from the students participating in the Instrumental Music Program.
- Leadership Program (Senior Leaders) for aspirant student leaders in Year 5. 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 Game Programs. Students requiring additional support to manage their behaviour during break times were offered supported play sessions by staff. A range of lunchtime games and clubs were also offered to engage students during play time.
- Camps. Year 6 Leadership Camp- students prepare themselves to be role models for other students by undertaking leadership training in conjunction with team building exercises. Year 5 students attend a two day outdoor education camp and Year 4 students undertake an overnight camp at Underwater World. Early years students participate in a twilight camp at school.
- Sport. Students from Year 5 and 6 have the opportunity to participate in school based, interschool and representative sport. Representative teams include netball, boys and girls soccer, rugby league, softball and volleyball. Students also have the opportunity to participate in representative swimming.
- Instrumental Music Program. Lessons are provided by visiting music teachers and opportunities are provided for students to participate in the School Band.
- Strings Program. Students from Year 4 to 6 have the opportunity to participate in lessons with a visiting music teacher and can participate in the School Strings Ensemble.
- Choir. Students are invited to participate in our school choir.

### How Information and Communication Technologies are used to improve learning

Information and Communication Technologies (ICT) are an integral part of the curriculum at Clontarf Beach State School. Each curriculum unit identifies a specific ICT focus. 100% of teaching staff offer students opportunities to engage in a variety of ICT experiences as part of the teaching and learning cycle. All teaching staff utilise school based laptops and interactive whiteboards to support and enhance students' learning.

Students interact with a wide variety of resources, namely student laptops, iPads, iPods, interactive whiteboards, voice recorders. Information and Communication Technology competence is presented as an important capability to be developed across

curriculum areas in the Australian Curriculum and the units of work. Staff have used their skills to negotiate and deliver an online curriculum. Staff engage in the production of EdStudios to supplement teaching resources and personalise learning for students.

## 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 recognized 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 2015, the implementation of the Positive Behaviour Learning Program was continued with a review of the reward processes following parent community feedback. This research based program provides a specific focus on developing and maintaining a school environment that is safe, tolerant, academic, respectful and supportive of all students and staff. This program is directly linked to the school's Responsible Behaviour Plan outlining clear school's expectations and school rules. A rule of the week is taught in all classrooms and is reinforced through fortnightly celebration assemblies. It is an expectation all students and staff at Clontarf Beach State School understand 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 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 State School 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". A minor number of 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 2015, 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 is well received by the whole school community. Our Chaplain also runs a playgroup for our prePrep students one morning a week.

Children requiring additional pastoral care support were able to access the services of volunteers from, Kids Hope, our Chaplain, and the school 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
- Involvement in activities which represent our school: ANZAC Day marches, Fanfare and Interschool Sport.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	85%	85%	71%
this is a good school (S2035)	95%	93%	71%
their child likes being at this school (S2001)	100%	98%	71%
their child feels safe at this school (S2002)	100%	95%	71%
their child's learning needs are being met at this school (S2003)	90%	83%	86%
their child is making good progress at this school (S2004)	90%	85%	64%
teachers at this school expect their child to do his or her best (S2005)	100%	87%	93%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	84%	87%	79%
teachers at this school motivate their child to learn (S2007)	95%	88%	71%
teachers at this school treat students fairly (S2008)	84%	95%	69%
they can talk to their child's teachers about their concerns (S2009)	100%	92%	79%
this school works with them to support their child's learning (S2010)	90%	90%	79%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	85%	87%	75%
student behaviour is well managed at this school (S2012)	90%	87%	79%
this school looks for ways to improve (S2013)	84%	92%	67%
this school is well maintained (S2014)	95%	98%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	100%	95%
they like being at their school (S2036)	96%	100%	88%
they feel safe at their school (S2037)	89%	98%	91%
their teachers motivate them to learn (S2038)	97%	100%	94%
their teachers expect them to do their best (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	96%	96%	93%
teachers treat students fairly at their school (S2041)	98%	98%	81%
they can talk to their teachers about their concerns (S2042)	92%	92%	88%
their school takes students' opinions seriously (S2043)	92%	96%	86%
student behaviour is well managed at their school (S2044)	85%	96%	78%
their school looks for ways to improve (S2045)	97%	98%	97%
their school is well maintained (S2046)	94%	100%	92%
their school gives them opportunities to do interesting things (S2047)	95%	96%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	100%
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)	87%	85%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	89%	87%
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)	97%	91%	96%
staff are well supported at their school (S2075)	92%	82%	96%
their school takes staff opinions seriously (S2076)	89%	73%	93%
their school looks for ways to improve (S2077)	100%	97%	100%
their school is well maintained (S2078)	97%	85%	89%
their school gives them opportunities to do interesting things (S2079)	97%	88%	100%

# '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

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 2015, 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 included fortnightly newsletters, annual parent/teacher evenings, 1<sup>st</sup> and 3<sup>rd</sup> term parent/teacher interviews, individual class term newsletters, Semester 1 and 2 Report Cards, Skoolbag and our School Facebook Page.

Volunteer parent helpers are inducted, then support teachers in their work. A large number of volunteers support our reading intervention program. Swimming lessons and excursion support are other key areas for parent assistance. Parent involvement opportunities include Tuckshop, P&C Association, participation on school committees such as Behaviour, Publicity, Workplace Health and Safety. Parents are also invited to join us for special events, including Education Week, Book Week, Sports Carnivals, Music Performances, Showcase, Grandparent's Day, to name a few.

## Reducing the school's environmental footprint

Clontarf Beach State School is committed to reducing its carbon footprint. All staff and students are encouraged to recycle paper and cardboard which is collected by a paper recycling company on a regular basis. Curriculum units have an environmental focus on topics such as clean water, climate change and diminishing natural resources. Staff and students are encouraged to print only when necessary and to report dripping taps, leaking toilets, etc.

Solar panels assist in the reduction of electricity usage and a solar blanket is used to warm the school pool. Water tanks are also used to recycle water for the gardens.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	133,823	1,064
2013-2014	140,022	3,349
2014-2015	143,882	635

\*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.

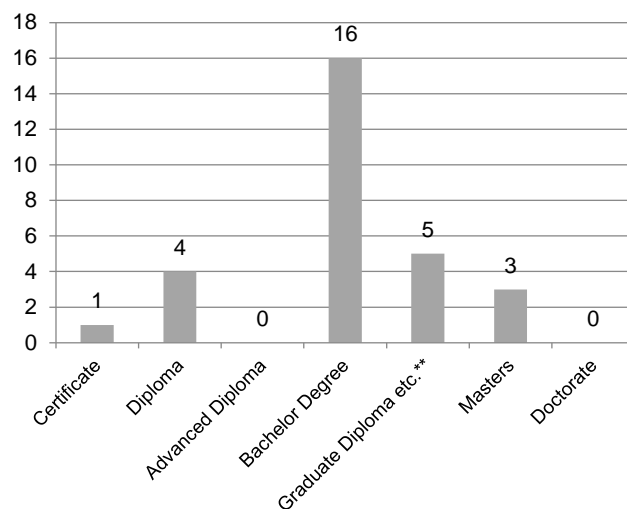
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	21	0
Full-time equivalents	27	13	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	4
Advanced Diploma	0
Bachelor Degree	16
Graduate Diploma etc.**	5
Masters	3
Doctorate	0
<b>Total</b>	<b>29</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$28 585.00.

The major professional development initiatives are as follows:

- Coaching development program
- LEM Phonics
- Back to Front Maths
- Leadership development.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2015 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

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Sector:

Government

Non-government

SEARCH

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	85%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)													
	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
2013	91%	91%	92%	94%	93%	89%	92%	89%					
2014	93%	93%	92%	93%	90%	94%	88%	94%					
2015	92%	91%	91%	90%	93%	90%	93%						

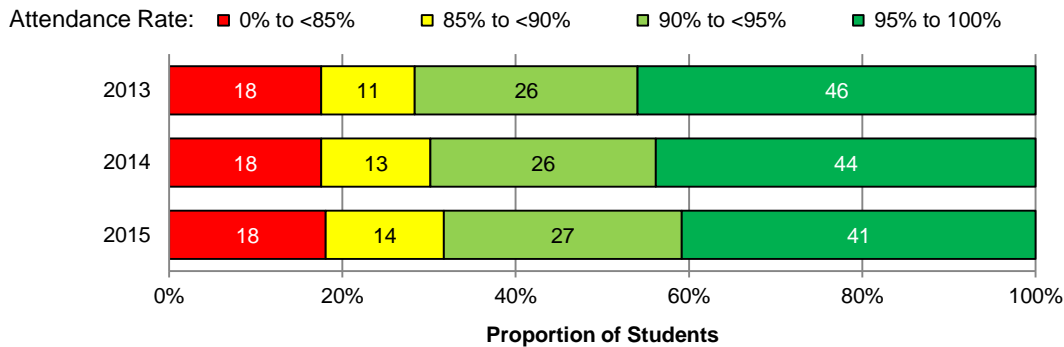
\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total 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 DET 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.

All class rolls are marked twice per day in accordance with DET policies and Clontarf Beach State School's attendance Policy. Late arrivals and early departures are recorded through the front office with explanations recorded in line with policy requirements.

Rolls are checked daily by Office staff. Regular analysis of attendance data is monitored for 'at risk' attendance. Phone calls are made to parents after three consecutive unexplained absences or where a pattern of non attendance is evident. If there is no satisfactory explanation given 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. All communication with parents regarding absences are recorded on OneSchool. All families are supported on an individual basis to assist with any issues they are experiencing which contributes to their child not attending school.

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. Brochures have been developed to visually inform parents of issues which may be experienced by children when not attending school on a regular basis.

Class teachers work with their students around setting attendance goals and follow up on any unexplained absences.

## 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.

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School NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.