



Clontarf Beach State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 3225 Clontarf DC Clontarf 4019
Phone	(07) 3897 5888
Fax	(07) 3897 5800
Email	principal@clontarfbeachss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Liam Hackwood - Principal

From the Principal

School overview

Clontarf Beach State School provides a Prep to Year 6 learning environment fostering individual academic excellence, social responsibility, community pride and respect for self and others. These core values are captured in the school motto of 'Learning Together for a Lifetime'. The Clontarf Beach State School community believes every child can learn and has a place in our learning community, education is for lifelong learning, there is an innate joy in learning and student learning outcomes improve through high expectations.

We value a productive, efficient, flexible educational environment and understand the vital link between home and school in maximising children's learning potential. Our school achieves this vision by providing a strong and dedicated teaching team who are well trained, accountable and committed to ongoing professional learning and meeting the learning needs of our children. Teachers and School Leaders work together to provide a quality curriculum based upon data informed decisions to ensure the best possible outcomes for all students. Clontarf Beach has a strong focus on Literacy, Numeracy and Oral Language as the essential foundations for learning.

We provide for the needs of individuals through clearly defined learning goals and measurable outcomes and maintain a well-equipped school that caters for both curricular and extra-curricular needs. Clontarf Beach enjoys a well-designed physical education program, with focus around our school pool in the summer months. Our music program provides classroom music for all classes, instrumental music from Year 4, an award winning strings program from Year 3, an active choir and an accomplished school band.

Clontarf Beach has a strong sense of school pride and pride ourselves on a clean and tidy school environment. The school plays an important role in the community by being involved with local community organisations and a close association with our neighbouring schools as an active participant in the Peninsula Education Precinct which focuses on providing opportunities for our students to become dedicated and distinctive community members. We believe in a constructive and enthusiastic culture based on mutual respect and cooperation, incorporating a positive behaviour management program.

At Clontarf Beach all members of the community strive to become Clontarf Stars - Safe, Tolerant, Academic, Respectful and Supportive. Our senior students are encouraged to become Senior Leaders who influence the younger students in a positive manner. These leaders provide a clear student voice to school administration at regular meetings, striving to implement improvements for the benefit of all. Clontarf Beach has an explicit improvement agenda which involves all stakeholders. The school is proud of the achievements of all members of our community.

School progress towards its goals in 2018

Explicit Improvement Priorities	Progress																								
<p>Writing: Develop a deep knowledge of sentence structure (simple/compound/complex), text cohesion and building quality noun groups.</p>	<p>Significant progress. Results below.</p> <table border="1"> <thead> <tr> <th>Sem 2 2018</th> <th>English 'C or above'</th> <th>Maths 'C or above'</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>78%</td> <td>92%</td> </tr> <tr> <td>Yr 1</td> <td>80%</td> <td>88%</td> </tr> <tr> <td>Yr 2</td> <td>71%</td> <td>78%</td> </tr> <tr> <td>Yr 3</td> <td>71%</td> <td>77%</td> </tr> <tr> <td>Yr 4</td> <td>85%</td> <td>75%</td> </tr> <tr> <td>Yr 5</td> <td>68%</td> <td>65%</td> </tr> <tr> <td>Yr 6</td> <td>64%</td> <td>74%</td> </tr> </tbody> </table>	Sem 2 2018	English 'C or above'	Maths 'C or above'	Prep	78%	92%	Yr 1	80%	88%	Yr 2	71%	78%	Yr 3	71%	77%	Yr 4	85%	75%	Yr 5	68%	65%	Yr 6	64%	74%
Sem 2 2018	English 'C or above'	Maths 'C or above'																							
Prep	78%	92%																							
Yr 1	80%	88%																							
Yr 2	71%	78%																							
Yr 3	71%	77%																							
Yr 4	85%	75%																							
Yr 5	68%	65%																							
Yr 6	64%	74%																							
<p>Mathematics: Embed a deep understanding of number concepts through warm ups and building a positive attitude to Mathematics through improved confidence and fluency.</p>																									
<p>Data: Is used efficiently to ensure success for all students: a year's worth of progress.</p>	<p>Significant progress.</p>																								

Future outlook

Goals for 2019 are as follows

Priorities	Actions
Writing: Develop the essential skills for high quality written texts	<ul style="list-style-type: none"> Implement the Clontarf Beach State School Writing Policy and Program. Develop vocabulary as part of lesson routines across all subject areas.
Teacher Data Literacy: Embed the analysis of Early Start Literacy and Numeracy data to inform targeted teaching programs responsive to students' learning needs in Prep – Year 2. Sustain the use of diagnostic reading and NCR Mathematics data to inform differentiated instruction.	<ul style="list-style-type: none"> Effective use of Early Start data across Prep – Yr 2. Embedded sustained use of NCR Mathematics data. Use of AEDC and Early Start to inform focus improvement areas. Analyse attendance data and implement improvement strategies.
Students' Assessment Literacy: Embed 'bump up' learning walls and feedback in Writing aligned with pre-moderation	<ul style="list-style-type: none"> Writing success criteria through implementation of pre-moderation. Use of 'bump up' walls with annotated writing samples across the school. Writing data tracked through the Literacy Continuum.

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	471	482	451
Girls	233	249	230
Boys	238	233	221
Indigenous	32	36	37
Enrolment continuity (Feb. – Nov.)	89%	89%	90%

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

Clontarf Beach State School is situated in the Redcliffe Peninsula and has no enrolment boundary so is able to draw from a wide geographic area including Clontarf, Humpybong, Redcliffe, Kippa Ring, Margate and Scarborough. Approximately 9.5% of our students identify as Indigenous, 10% have a language other than English spoken at home and students are proficient in the spoken form of that second language. We focus on a culture of inclusion and valuing diversity. Well over 90% of students continuously meet behaviour expectations by demonstrating our school values of being safe, tolerant, academic, respectful and supportive.

Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	23	23	23	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.
Year 4 – Year 6	25	25	27	

Curriculum delivery

Our approach to curriculum delivery

Clontarf Beach State School offers a diverse range of learning opportunities for students.

- ❖ We have a well-developed core curriculum focused on eight learning areas: English, Mathematics, Human and Social Sciences, Science, The Arts, Technology, Health and Physical Education and Languages Other than English (Japanese)
- ❖ P-6 Clontarf Culture program targeting skill development for quality citizenship, understanding and enacting the school values of being safe, tolerant, academic, respectful, supportive and personal wellbeing.
- ❖ Academic Talent Development Program for high achieving students including partnership programs with local high schools.
- ❖ Clontarf Beach State School embraces information technology throughout the school including STEM, Coding and Robotics.
- ❖ Enrichments to school routine through camps (P-3 in school Twilight camps and Yr 4-6 off campus camps), excursions, incursions and visiting performances. These are planned to enrich particular units of work and learning skills.
- ❖ Japanese is taught to students in Years 5 and 6.
- ❖ Swimming lessons are part of Health and Physical Education (HPE) for all students in Term 4 and Yr 1-6 students in Term 1.

Co-curricular activities

Clontarf Beach State School encourages children to participate in a wide variety of extracurricular programs in addition to the regular curriculum. These include:

- ❖ Senior Leader Program commencing Semester 2 Year 5
- ❖ School choir
- ❖ Instrumental music program
- ❖ School Concert Band
- ❖ String Ensemble
- ❖ Interschool sport competitions

- ❖ Lunchtime, before and after school interest clubs (chess, arts and craft, board games, coding, robotics, study)
- ❖ Visiting user-pays programs such as Swimming lessons and squad, Busy Beats (dance), Tennis, Boot Camp and Auskick.

How information and communication technologies are used to assist learning

Information and Communication Technologies (ICTs) are an integral part of the curriculum at Clontarf Beach State School. Each curriculum unit embeds a specific Technology focus where the use of technology can deepen, enrich students' learning experience. 100% of teaching staff offer students opportunities to engage with a range of digital resources to provide enriched and engaging learning experiences. Students interact with a diverse range of ICT resources, namely student laptops, iPads, iPods, interactive screens and voice recorders.

All teachers at Clontarf Beach State School had a strong commitment to working digitally through their use of virtual portals including:

- ❖ One School: C2C units, mark books, reporting and student management
- ❖ Computers for Teachers: all curriculum programs, induction packages, behaviour and student support resources are accessed through One Note.
- ❖ Use of Smart TVs and interactive projectors to deliver quality lessons
- ❖ School Website: established and maintained through Websites for School Program.

Social climate

Overview

Clontarf Beach State School has developed a supportive culture 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 adapt very easily to the school's routines and expectations. Teachers maintain child-centred and supportive classroom environments focused on the social and emotional development of their students.

Our five values are:

- ❖ Safe – ensuring the safety of self and others, including physical and virtual safety
- ❖ Tolerant – everyone has a place in our school
- ❖ Academic – being the best learner you can be
- ❖ Respectful – treating self and others with kindness, care and compassion
- ❖ Supportive – helping others within our school community.

These values underpin all decisions at Clontarf Beach State School and are the foundation for our way of working. We explicitly teach a range of positive behaviours and clear expectations. We are committed to ensuring all students, staff and members of our community can attend Clontarf Beach State School and be treated with respect and consideration. Some of the strategies in place include:

- ❖ Clontarf Culture Program – explicitly taught in every classroom and reinforced at fortnightly assemblies. Understanding of basic neuroscience and self-regulation strategies.
- ❖ Explicit teaching of anti-bullying approaches and conflict resolution – High 5, Bucket Filling, Kind words and Listening ears, Circle Time
- ❖ Stellar Star Awards for behaviour demonstrating the school values
- ❖ Celebration events for students who have met whole school expectations during each term
- ❖ Clontarf Cares Program – empowering our future leaders through philanthropic practices
- ❖ Clontarf Champions – engaging with local external adults to support the emotional health and wellbeing of our students
- ❖ Clear and consistent processes for unacceptable behaviour.

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)	94%	91%	91%
• this is a good school (S2035)	97%	88%	89%
• their child likes being at this school* (S2001)	94%	97%	94%
• their child feels safe at this school* (S2002)	97%	97%	96%
• their child's learning needs are being met at this school* (S2003)	88%	91%	89%
• their child is making good progress at this school* (S2004)	87%	86%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	85%	91%
• teachers at this school motivate their child to learn* (S2007)	94%	88%	91%
• teachers at this school treat students fairly* (S2008)	93%	88%	87%
• they can talk to their child's teachers about their concerns* (S2009)	91%	91%	91%
• this school works with them to support their child's learning* (S2010)	83%	88%	91%
• this school takes parents' opinions seriously* (S2011)	87%	84%	86%
• student behaviour is well managed at this school* (S2012)	81%	69%	83%
• this school looks for ways to improve* (S2013)	97%	94%	96%
• this school is well maintained* (S2014)	94%	94%	89%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	85%	91%
• they like being at their school* (S2036)	93%	85%	92%
• they feel safe at their school* (S2037)	92%	87%	85%
• their teachers motivate them to learn* (S2038)	97%	92%	94%
• their teachers expect them to do their best* (S2039)	99%	96%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	89%	94%
• teachers treat students fairly at their school* (S2041)	88%	79%	82%
• they can talk to their teachers about their concerns* (S2042)	88%	83%	80%
• their school takes students' opinions seriously* (S2043)	83%	83%	86%
• student behaviour is well managed at their school* (S2044)	81%	69%	76%
• their school looks for ways to improve* (S2045)	96%	96%	94%
• their school is well maintained* (S2046)	92%	80%	86%
• their school gives them opportunities to do interesting things* (S2047)	94%	89%	93%

Percentage of students 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	94%	98%
• they feel that their school is a safe place in which to work (S2070)	97%	91%	98%
• they receive useful feedback about their work at their school (S2071)	92%	94%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	89%	92%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	89%	94%	90%
• student behaviour is well managed at their school (S2074)	79%	88%	73%
• staff are well supported at their school (S2075)	95%	91%	88%
• their school takes staff opinions seriously (S2076)	95%	94%	85%
• their school looks for ways to improve (S2077)	100%	97%	96%
• their school is well maintained (S2078)	89%	91%	98%
• their school gives them opportunities to do interesting things (S2079)	97%	97%	90%

* 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

As their child's first educator parents are critical to their child's learning success. Clontarf Beach State School embraced parent and community engagement through:

- ❖ Parent, student, teacher learning conferences, verification meetings, individual support plan and stakeholder meetings for students requiring personalised planning to support access to learning
- ❖ Parent surveys and forums: feedback on key school initiatives and identified focus areas for improvement
- ❖ Parent information sessions: cyberbullying, successful transitioning to Prep, bully proofing CBSS, how to support your child with reading and spelling
- ❖ Volunteer programs: curriculum, social/emotional, extra curricula, leadership and community outreach programs and P&C meetings and events.

Respectful relationships education programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. The Clontarf Culture program systematically teaches students the concepts of: Respecting oneself and others, Friendship, Accepting diversity and Conflict resolution and Self Regulation. Clontarf Culture in conjunction with High 5 and Circle Time provide a whole school foundation for a strong school culture of safety, tolerance and acceptance.

At Clontarf Beach State School all students are taught to use their High 5 to solve any problems arising at School. The High 5 processes are:

- ❖ Talk friendly – state the behaviour that needs to change in a pleasant manner
- ❖ Talk firmly – state the behaviour that needs to change
- ❖ Ignore – don't respond to the inappropriate behaviour (if you feel this is a safe strategy)

- ❖ Walk away towards an adult – move yourself into a safe location with adult support
- ❖ Report – inform the nearest adult (duty staff, classroom teacher, Office, Administrator), immediately report to a staff member at any time when your safety is threatened.

The school has developed and implemented a program that focus on appropriate, respectful, equitable and healthy relationships.

Other key programs such as Clontarf Champions and Clontarf Cares were designed to build emotional resilience and strategies for students along with teaching the students of the future philanthropic behaviours for the greater good of the community.

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	15	26	36
Long suspensions – 11 to 20 days	2	2	2
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

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. The CBSS Staff implemented a recycling program in the Staff Room.

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	143,955	161,775	167,181
Water (kL)	3,620	3,218	1,986

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

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	36	25	<5
Full-time equivalents	31	14	<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	0
Masters	4
Graduate Diploma etc.*	5
Bachelor degree	22
Diploma	4
Certificate	1

*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 \$35,000.

The major professional development initiatives are as follows:

- Pedagogical approaches for the effective teaching of phonics.
- Coaching: The preferred model for professional growth and development at Clontarf Beach State School.
- Teacher collaboration: For consistent, whole-school curriculum implementation and moderation practices.
- Pedagogical approaches for the effective use of digital technologies to enrich learning experiences.
- Pedagogical approaches for the effective teaching of reading.
- Professional development opportunities around neuroscience, trauma, regulation and co-regulation.

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	92%	92%	91%
Attendance rate for Indigenous** students at this school	92%	90%	86%

* 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

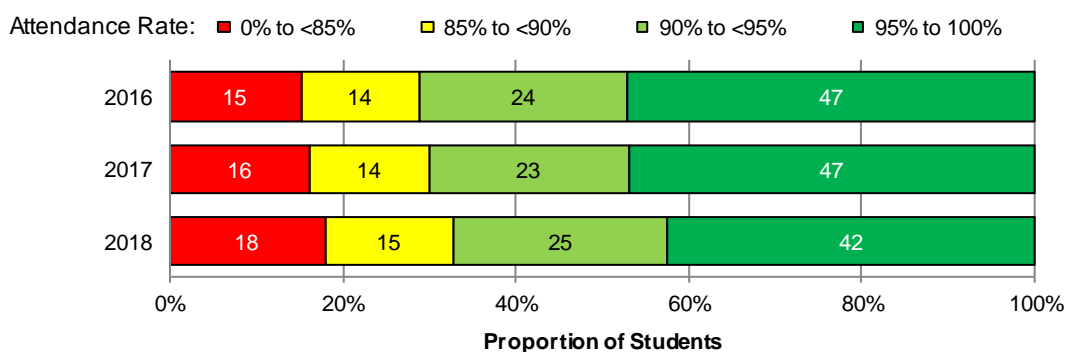
Year level	2016	2017	2018
Prep	92%	94%	92%
Year 1	94%	91%	92%
Year 2	93%	93%	91%
Year 3	93%	93%	92%
Year 4	91%	94%	92%
Year 5	92%	90%	90%
Year 6	90%	90%	89%

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



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.

All class rolls were marked twice per day in accordance with DoE policies and Clontarf Beach State School's Attendance Policy. Late arrivals and early departures were recorded through the Office with explanations recorded online with policy requirements. The school used Same Day SMS for student absences.

Rolls were checked daily by Office staff. Regular analysis of attendance data was monitored for 'at risk' attendance. Attendance letters were sent home to parents for unexplained absences and parents contacted after three consecutive unexplained absences or where a pattern of non-attendance was evident. If there was no satisfactory explanation provided by parents or carers, letters were sent home and these were followed-up by members of the school administration. At times, the Guidance Officer was involved in this process. All communication with parents regarding absences was recorded in OneSchool. All families were supported on an individual basis to assist with any issues they were experiencing which contributed to their child not attending school.

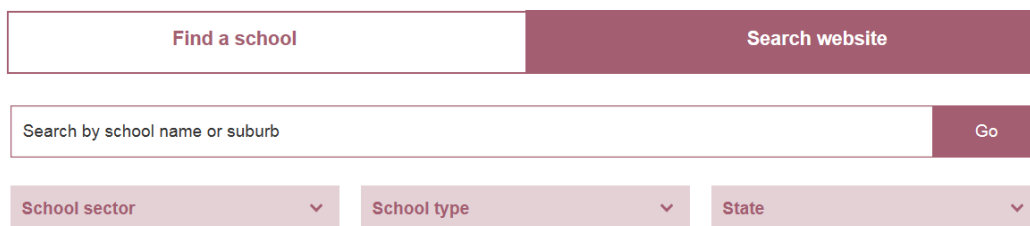
Attendance certificates were sent home on a five week cycle highlighting the school's attendance target and their child's attendance rate during the last five week cycle. Regular communication regarding the expectations of "Every child at school attending every day" was made through the school newsletter and on assembly. Class teachers worked with their students to set attendance goals and follow up any unexplained absences.

NAPLAN

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

How to access our NAPLAN results

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



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.