



Scarborough State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education



Queensland  
Government

## Contact information

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<b>Contact person</b>	Stephen McGoldrick, Principal

## From the Principal

### **Our vision**

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Our school is committed to providing all students with the required curriculum through the implementation of the national curriculum with reference to Curriculum to the Classroom (C2C).

In delivering our curriculum we will assess, monitor and capture student achievement while encompassing high expectations for each student and responding effectively to their current levels of achievement and differing rates of learning. We prepare students to exit our school with the foundation for successful lifelong learning and participation in the next phase of their schooling journey.

We keep parents and students informed of their child's achievement throughout their schooling.

### **School overview**

Our school has been offering a quality education experience to the students of Scarborough and surrounds from 1925.

Scarborough State Primary School, 'Pride of The Peninsula', has high expectations for all of its staff and students. We are a large metropolitan primary school with an excellent reputation and we offer educational programs and opportunities for boys and girls from the Preparatory Year to Year 6.

Our school's purpose is to work in partnership with students, parents and the wider community to ensure that all our students receive a quality education appropriate to their individual needs within a safe and supportive learning environment. Our practices are aligned to our vision and purpose. Our staff are committed to achieving excellence in teaching practice and actively reflect on their work to ensure our students achieve the best possible learning outcomes. They strive to achieve a safe, supportive and effective learning environment through the building of positive relationships with all students, parents, colleagues and the community and through encouraging all students to become self-directed, lifelong learners.

The school plays an important role in the community by providing a range of quality facilities for student and community use. These facilities include a hall, multi purpose courts, adventure playgrounds, swimming pool, large ovals, an air conditioned Resource Centre, air conditioned Computer Laboratories, Music Centre and a Student Support Centre.

Some unique features of the school include a wide variety of curriculum programs and extra-curricula opportunities. Curriculum offerings include the eight key learning areas of Mathematics, English, Science, Technology, Health and Physical Education, the Arts, Languages (Japanese), and HASS.

Additional educational opportunities include Instrumental Music in Strings, Woodwind, Brass and Percussion instruments, and the School Choir. Students have extensive leadership opportunities through the Student Council, Peer Mediators Program, Sports Houses and Cultural and Service programs.

Students in Years 5 and 6 participate in our Friday Options Program. The range and variety of these opportunities allows our students to develop and fulfil our motto 'Cresco - I Grow'.

## School progress towards its goals in 2018

Throughout 2018 our sharp and narrow improvement focus was based on reading. We:

- Continued to deliver oral language activities that target phonological and phonemic awareness i.e. Jolly Phonics P to 1 and Jolly Grammar Year 2
- Continued to implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these
- Embedded our balanced reading program
- Continued to embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. 1. Reading aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.
- Continued to maintain Guided and Modelled reading as the core focus of the balanced reading program
- aligned reading framework to Pearson's Gradual Release of Responsibility Model (Refer to the Scarborough State School Framework for the Teaching of Reading)
- Continued to embed comprehension strategies e.g. STARS, CARS and PQRS
- Continued to use the guided and modelled reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback
- Continued to ensure the 5 aspects of reading are explicitly addressed i.e.: 1. Fluency; 2. Broad and Deep Vocabulary; 3. Active Comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World
- Continued the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference e.g.: Cars and Stars; PQRS, Sheena Cameron Comprehension Strategies
- Implemented Words Their Way as a word study program assisting in the acquisition of reading skills

## Future outlook

Our schoolwide focus for 2019 will be high expectations for, and the attainment of, academic achievement in literacy, specifically writing. We will have high expectations for, and attainment of, quality pedagogical practice through informed differentiation in English. To achieve this we will:

- Undertake regular reading data discussions (5 Week Sprint Cycles), based around Lexiles, to inform improvement, guide teaching and prompt an early consistent response to intervention
- Develop teacher expertise in data analysis informing effective teaching, learning and feedback
- Implement both proactive and reactive strategies to increase student average daily attendance to 93%
- Provide effective and efficient financial support to enable sustained school improvement
- Fund the full time position, Head of Curriculum
- Provide additional support to teachers in the embedding of the technologies curriculum
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, UNSW testing, Lexia Support Program, Scholastic Learning Zone, Robotics and Optiminds)
- Embed differentiation strategies, based on Maker Model, across all year levels using diagnostic assessment processes and ACARA recommendations
- Nominate and participate in NAPLAN Online 2019
- Develop a NAPLAN action strategy with a focus on improving writing and U2B
- Embed English, Mathematics, Science, HASS and Digital Technology (National Curriculum) using the C2C resource ensuring alignment with community expectations and in line with roll out protocols
- Continue to embed a balanced reading program

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	763	773	751
Girls	357	371	376
Boys	406	402	375
Indigenous	54	54	61
Enrolment continuity (Feb. – Nov.)	91%	90%	91%

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

Scarborough State School draws its student population from a broad cross section of the community. High income and low-income families are equally represented, as are traditional and non-traditional family structures.

Approximately 8% of the student population identifies as indigenous. There are in excess of 30 separate cultural backgrounds represented through the students and their families with approximately 4% of the student body identified as requiring support in having English as an Additional Language or Dialect

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	23
Year 4 – Year 6	25	27	26
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

- Literacy and Numeracy remain priority learning areas within the school curriculum. Literacy and Numeracy teaching and learning blocks (uninterrupted learning time) feature in each class timetable.
- Throughout 2018, with the assistance of our Head of Curriculum (HoC), ongoing review and refinement of the ways we deliver our learning programs has been undertaken in line with the requirements of the Curriculum to the Classroom and the National Curriculum (ACARA).
- Reporting practices have been further refined to comply with the national education reporting requirements.
- Further refinement of our school-wide intervention and support programs to assist students engage with the curriculum more successfully.

### Other features of our school include:

- A school staff that is dedicated and committed to improving student learning throughout the school;
- High community involvement, including an active Parents & Citizens' Association.
- Quality Information and Communication technologies. Excellent classroom music programs including a ukulele tuition program in year 6.
- Highly successful Instrumental Music programs in Brass, Woodwind, Percussion and Strings; Concert Band, Stage Band and Ensembles as well as Recorder Band (year 4).
- School Choirs.
- A comprehensive Leadership Program for upper primary students.
- Inclusive Learning Support Programs that are student centred and provide additional support for students with learning difficulties.

### Co-curricular activities

Not only do we strive to provide the best possible learning opportunities for our students we also provide additional activities that create a distinctiveness to our school – The Pride of The Peninsula. These include:

- Student Leadership Program through Student Council,
- School, House, Arts and Mediator Captains,
- Student Mediation Program – Cool Schools;
- Highly successful Instrumental Music programs,
- Highly successful Friday Options Programs (years 5 and 6).
- Robotics and Coding programs
- Extensive supervised activities and clubs operate at morning tea and lunch breaks

### How information and communication technologies are used to assist learning

Teachers plan cooperatively and collegially to ensure ICTs are an integral component of the teaching and learning experiences developed for each and every child.

While specific teaching and skill development occur within the ICTs for Learning curricula, the emphasis is on the use of the technologies in the context of the full range of curriculum experiences i.e. as a learning tool – content consumption, content creation and content exposure.

The ICT infrastructure continues to be improved with the introduction of an Interactive Whiteboard rollout program. All teaching spaces have this technology.

A significant focus in 2018 was the implementation of the Wireless Upgrade process, enabling connectivity across the school campus.

Significant system-wide roll out of information management and analysis software continued throughout 2018. Teachers will continue learning as they become familiar with it and begin to use it efficiently.

## Social climate

### Overview

We encourage and acknowledge the positive behaviour of our students through our behaviour recognition programs. This deliberate and purposeful positive approach has proven to be a great success and well received by students, staff and parents.

In 2018 the school further embedded its implementation of Positive Behaviour for Learning gaining local and district recognition.

Coupled through our school's expectations that all students own their own behaviour (YOYOB – You Own Your Own Behaviour) and the choices they make about that behaviour the emphasis on the recognition of positive behaviour choices and our students and community have responded positively to this initiative. School programs that assist and enhance our work in achieving a safe supportive school environment are:

LET'S CONNECT - A beginning year / semester unit that focus' on building positive relationships between students, teachers and parents, on understanding that choices have consequences and those choices affect how people feel, learn and work.

COOL SCHOOLS - Helping students to resolve conflict peacefully, to provide students with strategies to assist them in the playground if issues arise and to place student mediators into the school playground as part of that peaceful resolution.

YOYOB - 'YOU OWN YOUR OWN BEHAVIOUR' – Developing within our students, positive self- management skills, raising awareness of rights, responsibilities, choices and consequences.

SAY NO TO BULLYING - School-wide anti bullying program incorporating the High Five (Talk Friendly, Away, Report) VALUES PROGRAM - Developing a deeper understanding of how values inform our actions.

LIFE EDUCATION – Specialised lessons in key areas of nutrition, personal health and social interaction

TALK ABOUT IT – Specialised program for students in years 5 and 6

SUPPORTED PLAY – School-wide

BOYS GROUP/GIRLS GROUP – Specialised program for students in years 3 and 4

## 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)	79%	91%	79%
• this is a good school (S2035)	84%	89%	82%
• their child likes being at this school* (S2001)	89%	91%	90%
• their child feels safe at this school* (S2002)	86%	89%	89%
• their child's learning needs are being met at this school* (S2003)	81%	87%	79%
• their child is making good progress at this school* (S2004)	84%	89%	79%
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	88%	84%
• teachers at this school motivate their child to learn* (S2007)	86%	87%	87%
• teachers at this school treat students fairly* (S2008)	79%	85%	76%
• they can talk to their child's teachers about their concerns* (S2009)	91%	89%	90%
• this school works with them to support their child's learning* (S2010)	81%	80%	79%
• this school takes parents' opinions seriously* (S2011)	72%	80%	73%
• student behaviour is well managed at this school* (S2012)	80%	85%	76%
• this school looks for ways to improve* (S2013)	85%	89%	87%
• this school is well maintained* (S2014)	91%	91%	92%

\* 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)	98%	96%	98%
• they like being at their school* (S2036)	97%	91%	96%
• they feel safe at their school* (S2037)	97%	92%	95%
• their teachers motivate them to learn* (S2038)	98%	96%	98%
• their teachers expect them to do their best* (S2039)	98%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	95%
• teachers treat students fairly at their school* (S2041)	96%	84%	88%
• they can talk to their teachers about their concerns* (S2042)	97%	88%	89%
• their school takes students' opinions seriously* (S2043)	94%	92%	91%
• student behaviour is well managed at their school* (S2044)	95%	81%	87%
• their school looks for ways to improve* (S2045)	100%	96%	96%
• their school is well maintained* (S2046)	94%	86%	94%
• their school gives them opportunities to do interesting things* (S2047)	98%	96%	96%

\* 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%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
• they receive useful feedback about their work at their school (S2071)	95%	95%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	94%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	98%	96%	99%
• student behaviour is well managed at their school (S2074)	96%	93%	99%
• staff are well supported at their school (S2075)	100%	96%	100%
• their school takes staff opinions seriously (S2076)	93%	93%	100%
• their school looks for ways to improve (S2077)	98%	98%	100%
• their school is well maintained (S2078)	95%	96%	99%
• their school gives them opportunities to do interesting things (S2079)	96%	96%	97%

\* 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

Parents at Scarborough State School have high expectations for their children in terms of behaviour and academic achievement. School Opinion Survey results indicate that they appreciate the opportunities provided by the school to be involved in both classroom and school activities and the decision-making processes of the school. Both students and parents value the productive relationships formed with all staff, especially their classroom teacher.

The diversity of learning experiences provided by our school is also seen to be an asset by members of our local community.

Parents expect to be kept well informed about how their child is progressing through the school's reporting processes. Parents of students identified as requiring additional support through our Response to Intervention program are invited to meet with the Support Teachers Literacy and Numeracy to take an active role in the development of the tailored support program.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Students undertake explicit lessons in non-violent conflict resolution. Mechanisms are in place to support students reporting unsafe situations.

Scarborough State School is a signatory to, and an active participant in the Redcliffe Respectful Behaviours project.

Specific opportunities for reinforcement of our respectful education programs are actively promoted e.g. Harmony Day, Bullying. No way!, Life Education, White Ribbon.

## 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	40	62	43
Long suspensions – 11 to 20 days	0	2	1
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

In 2018 our school actively implemented programs and processes to minimise electricity and water wastage. We actively increased our recycling and reusing strategies in consultation with the Moreton Bay Regional Council.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	270,372	239,330	250,566
Water (kL)	8,448	1,717	7,247

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.

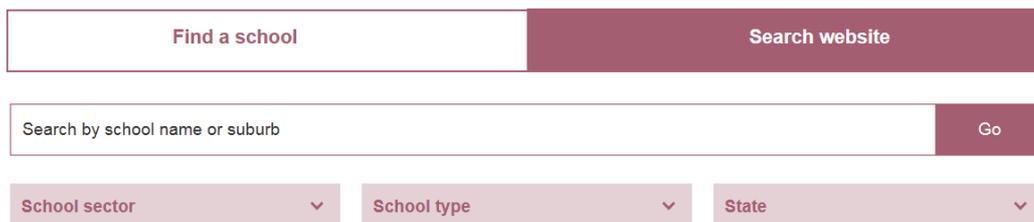
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	53	33	<5
Full-time equivalents	49	20	<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	7
Graduate Diploma etc.*	4
Bachelor degree	40
Diploma	2
Certificate	0

\*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 \$60 492

The major professional development initiatives are as follows:

- Words Their Way – Coaching support
- Curriculum and Pedagogical Support
- Staff Wellbeing
- Reading support and coaching

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.	96%	95%	95%

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

From the end of the previous school year, 92% 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%	91%	91%
Attendance rate for Indigenous** students at this school	89%	87%	88%

\* 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%	92%	92%
Year 1	91%	90%	89%
Year 2	91%	91%	88%
Year 3	92%	91%	91%
Year 4	92%	92%	91%
Year 5	93%	91%	92%
Year 6	92%	90%	91%

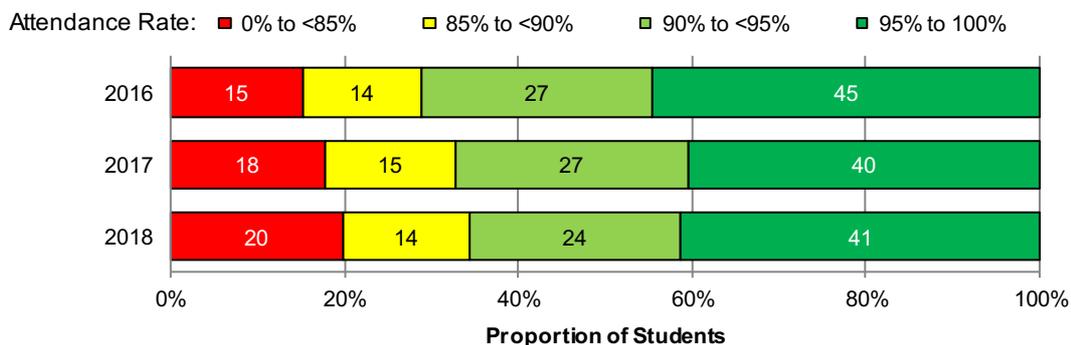
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

In 2018 we continued the implementation of the 'Same Day Notification' processes using a third party provider to notify parents by SMS of unexplained absences.

Scarborough State School actively monitors the attendance of students Prep to Year 6. Rolls are marked twice daily (morning and afternoon). Students absent without excuse or notification are referred to the administration for follow up. This follow is usually by direct contact with the parent(s) by text message, telephone or in writing.

Proactive strategies are implemented to increase attendance include our 'Every Day Counts' message promoted in classrooms, assemblies, and through the newsletter. Classes have kept their own data relating to attendance and have used this for graphing and statistical purposes in their own classrooms. Teachers and administration regularly review the data to inform them of trends and patterns that are occurring across our school population to attain our targets.

Every term parents of students at attendance risk receive a letter outlining the school's expectations.

## 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.

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.