Camira State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Camira State School is a highly regarded public school that has been proudly servicing the students of Camira and other surrounding suburbs since 1974. The school is easily accessible and conveniently located on Old Logan Road. The school boasts attractive, expansive and spacious grounds and offers modern educational facilities and resources for all students. The staff, parents and the wider school community are all supportive and encouraging of our school and we strive to give the students of Camira State School the best possible primary school education.

The school has a strong strategic direction that is focused on achieving our vision:

School Vision: *Maximising Achievement for Every Child, Every Day*

The school also promotes the values that are shared by our school community:

School Values: Being *Respectful*, Being *Responsible*, Being *Safe*

The school is complex, interesting and diverse. Our focus areas for learning revolve around four key priorities: **Improving Reading**, **Improving Numeracy**, **Great Teaching** and building a culture of **High Expectations**.

We are committed to achieving the best for our students in academic, sporting, artistic and cultural fields. We strive purposefully to improve on the quality of education that we deliver through strategies that encourage continuous improvement in every student.

The primary years of schooling have a special place in the educational experience of children. These years are crucial in a child's development providing the foundation for success as life-long learners. We believe that such a foundation is built in a safe, happy and supportive environment where students remain enthusiastic, engaged and motivated learners. This is facilitated through positive relationships between teachers and students, programs that are responsive to the needs of our learners and teaching strategies and learning experiences that motivate students to learn.

We are committed to fostering a community of life-long learners that are willing and able to contribute to an active society. We provide a strong academic curriculum that develops a broad range of knowledge across a range of fundamental areas while we also successfully cater for students who either need to be extended or supported within a highly inclusive framework.

We hold high expectations for our students both in terms of their school work and behaviour. These expectations are complemented by our school values that guide our actions and behaviours throughout the school. Our values: Being **Respectful,** Being **Responsible** and Being **Safe** are shared across all parties in our school community and are visible and evident across our school.

School progress towards its goals in 2018

The tables below provide an outline of the improvement priorities and school goals described in our 2018 Annual Implementation Plan. The table indicates the timeframe for the improvement priority and the outcome of the goal as measured by our school leadership team.

Camira SS acknowledges the outstanding student and staff achievements during the 2018 school year.

Improving Reading – accelerating learning through a quality reading framework

Targets

1. Camira SS mean score in Year 3 & 5 NAPLAN reading equals or betters QLD mean score
2. 100% of students have an individualised reading goal targeted to their needs
3. Percentage of students above the National Minimum Standard in Year 3 and 5 NAPLAN is equal to QLD %
4. 95% of Camira students achieve at or above Metropolitan regional targets

Strategy: Embed a systematic and consistent approach to the explicit teaching of reading		
Actions	**Timelines**	**Progress**
Embed the delivery of a whole school approach to reading with further PD sessions to up-skill teachers in Camira Star Seven approach and associated teaching of reading essentials.	Term 4	**Achieved**
Support the rollout of a whole school approach to reading working through prioritised goals and making use of targeted human, physical and financial resources. (including PTT and P2P)	Ongoing	**Achieved**
Provide collegial coaching and mentoring for teachers to ensure a consistent and systematic approach to reading across the school. Monitor progress at key junctures throughout the year.	Ongoing	**Achieved**
Strategy: Effective planning to meet our students needs		
Actions	**Timelines**	**Progress**
Strengthen the collaborative approach to teacher planning and sharing across the school with an emphasis on reading. Build curriculum depth and understanding across year level cohorts.	Ongoing	**Progressing**
Refinement of whole school assessment plan to inform teacher practise and include the use of formative assessment to improve learning. In turn, track and monitor growth in student performance.	Ongoing	**Progressing**
Embed a collaborative approach to systematic curriculum delivery to engage students in developing proficiency in literacy (particularly in reading) and numeracy.	Ongoing	**Achieved**
Plan for the introduction of a whole school approach to literacy.	Ongoing	**Initial stages**
Strategy: Using data to grow student performance		
Actions	**Timelines**	**Progress**
Build and monitor teacher capacity in data literacy through PD and regular planned opportunities for individual and cohort data analysis with a focus on reading.	Term 3	**Achieved**
With precision, use the established electronic data walls to track individual student growth. Implement focused and intensive strategies through data conversations to address identified learning needs	Term 3	**Achieved**

Improvement Priority 3. Great Teaching - through clear, consistent and explicit pedagogy

1. 95% of parents are satisfied their child's learning needs are being met at Camira SS (Parent Opinion Survey S2003)
2. My teachers clearly explain what is required with my school work - 95% (Student Opinion Survey S2060)
3. A developing performance and coaching culture is embedded & visible across the school

Strategy: Implementing high quality evidence-proven pedagogical framework		
Actions	**Timelines**	**Progress**
Implement the school wide pedagogical framework. Focus on teaching staff developing an in-depth knowledge of the explicit instruction micro-skills and embedding these across the curriculum.	Ongoing	**Achieved**
Collaboratively develop a coaching framework designed centred on providing opportunities for teachers to self-identify areas for development and receive personalised coaching to improve.	Ongoing	**Initial stages**
Embed explicit instruction as the signature pedagogy for the school, being highly visible in all key lessons. Where appropriate, complement learning with other supporting pedagogies.	Ongoing	**Achieved**
Strategy: Differentiating our teaching practice to improve student outcomes		
Actions	**Timelines**	**Progress**
Lead the implementation of the differentiated class profiles in each class to ensure high quality differentiated teaching and learning is delivered to all students.	Term 3	**Progressing**
Implement a systematic process to monitor student growth through a facilitated data conversation process. Adjust high quality differentiated teaching and learning programs as the data evolves.	Term 3	**Progressing**
Provide high quality professional development focused on developing teachers' skills and capabilities in differentiated teaching practises.	Term 3	**Achieved**

Strategy: Building the capabilities of our teaching team		
Actions	**Timelines**	**Progress**
Embed a system of collegial coaching and modelling of effective practice for both the explicit instruction pedagogy and the explicit reading cycle.	Term 2	**Achieved**
Lead the implementation of a professional learning plan providing high quality PD to meet the needs of all teachers' APDP's.	Term 2	**Achieved**

Improvement Priority 4. High Expectations and a Positive Culture of Learning - through our embedded values.

1. Student attendance at Camira SS is equal to QLD student attendance rate
2. >95% of students and parents would recommend Camira SS to others
3. >90% of students and parents are satisfied that student behaviour is well managed at Camira SS
4. 80% of students receive and A or B for their behaviour and effort on their student report

Strategy: Embedding a strong culture of learning		
Actions	**Timelines**	**Progress**
Introduce a research based pastoral care program providing a proactive schoolwide approach to the explicit teaching of resilience and social and emotional skills and strategies to all students.	Term 2	**Achieved**
Continue to embed a clear and consistent approach to developing a culture of learning through positive and proactive student behaviour management. Review the Responsible Behaviour Plan for Students.	Term 2	**Achieved**
Strategy: Building a culture of high expectations with the belief every student can succeed		
Actions	**Timelines**	**Progress**
Promote positive attendance by individually managing every student with attendance < 85%. Implement a school-wide recognition system to further motivate students > 90% to achieve an improved result.	Ongoing	**Achieved**
Engage and motivate students through high quality differentiated teaching to lift the effort and behaviour results on end of semester reporting to be > 73%.	Ongoing	**Achieved**
Investigate and define a systematic and sustainable program of lunch time activities aimed fostering a positive spirit within our student body providing a worthwhile and productive activities.	Ongoing	**Achieved**
Strategy: Demonstrating our strong school values & professionalism		
Actions	**Timelines**	**Progress**
Further promote our school values so they are visible in all interactions across the school community and are integral to the day-to-day business of the school.	Term 4	**Achieved**

Future outlook

The Explicit Improvement Agenda for 2019 includes a sharp and narrow focus on the following four priorities with the associated strategies:

Priority: Improving Literacy	Priority: Improving Numeracy
Strategy	**Strategy**
• Embed a systematic and consistent approach to the explicit teaching of reading	• Embedding a consistent approach to the teaching of numeracy (incl. problem solving)
• Effective planning to meet our students needs	• Developing mastery of mathematical concepts
• Using data to grow student performance	
Targets/Timelines:	**Targets/Timelines:**
1. Camira SS mean score in Year 3 and 5 NAPLAN reading equals or betters QLD mean score.	1. Camira SS mean score in Year 3 and 5 NAPLAN mathematics equals or betters QLD mean score.
2. Percentage of students above the National Minimum Standard in Yr 3 and 5 NAPLAN is equal to or better than QLD%	2. Percentage of students above the National Minimum Standard in Year 3 and 5 NAPLAN is equal to or better than QLD%

3. 85% - 95% of Camira students achieve at or above Metropolitan regional targets. 4. Percentage of students in NAPLAN Upper Two Bands in Reading and Writing equals or betters QLD%. 5. 85% of students receive a C grade or higher in English.	3. Percentage of students in NAPLAN Upper Two Bands in Numeracy equals or betters QLD%. 4. 85% of students receive a C grade or higher in mathematics.
Priority: Great Teaching	**Priority: High Expectations**
<u>**Strategy**</u> • Implementing high quality evidence-proven pedagogical framework • Differentiating our teaching practice to improve student outcomes • Building the capabilities of our teaching team	<u>**Strategy**</u> • Embedding a strong culture of learning • Building a culture of high expectations with the belief every student can succeed • Demonstrating our strong school values & professionalism
<u>**Targets/Timelines:**</u> 1. 95% of parents are satisfied their child's learning needs are being met at Camira SS. (Parent Opinion Survey S2003) 2. My teachers clearly explain what is required with my school work - 95% (Student Opinion Survey S2060) 3. Learning intentions and success criteria are visible in all key lessons.	<u>**Targets/Timelines:**</u> 1. Student attendance is equal or better than QLD student attendance rate. 2. > 95% of students and parents would recommend Camira SS to others. 3. > 90% of students and parents are satisfied that student behaviour is well managed at Camira SS (S2012). 4. 80% of students receive an A or B for their behaviour and effort on their student report.

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	631	624	617
Girls	303	301	295
Boys	328	323	322
Indigenous	71	66	51
Enrolment continuity (Feb. – Nov.)	94%	95%	93%

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

Camira State School is situated in Camira, a suburb of the city of Ipswich within the Metropolitan Region. In 2018 the school had an enrolment of approximately 630 students from the Preparatory year through to Year 6. The student population is unique, combining a rich blend of socioeconomic and culturally diverse elements. The school currently comprises of approximately 10% of Indigenous students and students from 20 other cultural backgrounds.

At Camira we have a strong focus on an inclusive curriculum. In 2018, our school had a Deputy Principal (Inclusion) and several specialist teachers who support our students with special needs to successfully and other learning difficulties to access the school curriculum. Students are expected to participate in all school activities to the best of their ability.

Average class sizes

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

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

The salient features of our school's curriculum and assessment programs include:

- A strong focus on Literacy and Numeracy
- Specialised STEM program for all classes
- Early Intervention program for successful reading
- ICTs with a focus on robotics and Beebots
- Behaviour Support programs for identified students
- Inclusive Education with a major focus on Students with Disabilities mainstreamed in classes
- Dance, Drama and Music Program
- Physical Education
- Instrumental Music
- English as a Second Language Support
- School Excursions and Incursions
- Online U2B (upper 2 bands) Extension Program
- Chaplaincy Program
- Solid Pathways

Camira State School also provides the opportunity for children entering Prep to attend a Pre Prep program called 'Camira Croclings'. This program is conducted in Terms 3 and 4 each year and children are able to come for a 40 minute session with a Prep teacher each week. During these visits, parents are invited to attend parent information sessions outlining important and relevant information for the successful transition of their child into school. Some local early childhood centres choose to bring children in their care to the Pre Prep sessions also allowing access to this valuable program.

Co-curricular activities

- Outside School Hours Care
- Breakfast Club
- Ballet
- Dance Group – Hip Hop
- Robotics
- Art / Craft Club
- Sporting Clinics / Sports Days / Cross Country
- National Competitions

How information and communication technologies are used to assist learning

The staff and students of Camira State School are actively involved in using ICT's and digital pedagogies every day in their learning. All classrooms are equipped with interactive whiteboards to support high quality teaching and learning experiences. The equipment and infrastructure at Camira State School is continually being updated and upgraded to ensure that the students have high quality devices to assist their learning. Teachers are well trained in a range of pedagogies to assist learning through the use of information and communication technologies.

Each teaching block have their own bank of tablets to support learning and all classes have access to a school computer lab which houses a number of high quality devices. In addition, our school utilises a number of other devices to support student learning like iPads and other assistive technology.

Camira State School is committed to providing many opportunities for our students to expand their digital knowledge based on their eLearning needs. Another way in which ICT's are used to assist learning is the ongoing provision of staff training and capacity building.

Social climate

Overview

Camira State School is committed to providing a safe, respectful and disciplined learning environment where students have opportunities to engage in quality learning experiences and acquire values supportive of lifelong learning. Our Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the teaching and learning in our school can be effective and students can participate positively within our school community. Our plan is to develop responsible behaviour and foster a sense of pride in our school culture.

At Camira State School, we explicitly teach appropriate behaviours that reinforces our school expectations to ensure we have a strong and positive culture of learning. We issues consequences for poor behavioural choices and work to implement a range of proactive strategies that prevent behavioural incidents.

In addition, our school has school-wide approach to differentiating learning experiences for all of our learners. Our school has an inclusive approach to learning and uses a range of different strategies to support the diverse range of students. The school implements a number of programs to support student wellbeing including the Second Steps pastoral care program which is delivered across the school.

Our school has a number of strong strategies to engage parents and the community into the life of the school which are listed in our parent and community engagement framework.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	94%	98%
• this is a good school (S2035)	85%	97%	93%
• their child likes being at this school* (S2001)	94%	94%	95%
• their child feels safe at this school* (S2002)	91%	94%	93%
• their child's learning needs are being met at this school* (S2003)	91%	91%	98%
• their child is making good progress at this school* (S2004)	88%	94%	98%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	97%	100%
• teachers at this school treat students fairly* (S2008)	94%	94%	93%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	93%
• this school works with them to support their child's learning* (S2010)	88%	97%	93%
• this school takes parents' opinions seriously* (S2011)	72%	87%	90%
• student behaviour is well managed at this school* (S2012)	79%	91%	86%
• this school looks for ways to improve* (S2013)	81%	94%	89%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	88%	100%	98%

* 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)	96%	98%	97%
• they like being at their school* (S2036)	87%	88%	92%
• they feel safe at their school* (S2037)	87%	91%	90%
• their teachers motivate them to learn* (S2038)	97%	97%	100%
• their teachers expect them to do their best* (S2039)	99%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	99%
• teachers treat students fairly at their school* (S2041)	80%	83%	84%
• they can talk to their teachers about their concerns* (S2042)	89%	88%	92%
• their school takes students' opinions seriously* (S2043)	76%	87%	87%
• student behaviour is well managed at their school* (S2044)	63%	80%	82%
• their school looks for ways to improve* (S2045)	90%	93%	96%
• their school is well maintained* (S2046)	78%	89%	96%
• their school gives them opportunities to do interesting things* (S2047)	76%	91%	93%

* 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)	69%	90%	75%
• they feel that their school is a safe place in which to work (S2070)	80%	90%	92%
• they receive useful feedback about their work at their school (S2071)	52%	80%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	78%	73%
• students are encouraged to do their best at their school (S2072)	90%	94%	96%
• students are treated fairly at their school (S2073)	74%	88%	85%
• student behaviour is well managed at their school (S2074)	56%	80%	83%
• staff are well supported at their school (S2075)	44%	82%	72%
• their school takes staff opinions seriously (S2076)	52%	82%	65%
• their school looks for ways to improve (S2077)	72%	92%	92%
• their school is well maintained (S2078)	86%	90%	100%
• their school gives them opportunities to do interesting things (S2079)	66%	82%	79%

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

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Camira SS we are continually working with staff, parents and students to provide the best possible learning opportunities for all. We know that involving parents in their child's education provides for greater outcomes and increase confidence in the school.

Each year we analyse our school opinion survey data through collaboration with staff and plan for future improvements in terms of how we can engage with our parents and the community. Our 2018 School Opinion Data shows that our staff, students and parents are aiming to work together to ensure that we give our students the best possible opportunity to be successful. In 2020 and beyond, we endeavour to work to improve these standards as they help to create an excellent school culture to maximise the learning and achievement opportunities for every child, every day.

At Camira State School we believe that our success is dependent upon our relationship with our parents. We must ensure that parents feel welcome in our school and are an integral part of their child's education. In order to maximise parental input, we offer many and varied opportunities for parents to be actively involved. We invite parents to parent/teacher interviews biannually (Term 1 and 3) and provide written reports at the end of each semester to keep parents informed about their child's progress. We engage parents in less formal ways through culminating days, school parades, Principal's Morning Tea, parent helpers, P&C, parent education sessions as well as updating parents fortnightly in our newsletter. Finally, we have consultation processes with parents and outside agencies so that adjustments can be made to assist students with diverse needs to access and participate fully at school. All of these strategies help to build and maintain strong relationships with our parent body.

In regards to students with diverse learning needs, our school consults with parents on a regular basis providing an avenue to partner in their child's learning and regularly discuss their child's individual learning program.

Respectful relationships education programs

The school has developed and implemented a number of programs that focus on appropriate, respectful and healthy relationships.

At Camira SS, classroom teachers teach our school expectations and values of 'Be Respectful, Be Responsible and Be Safe'.

In 2018 students were rewarded for positive and safe playground and classroom behaviour through the use of a "Crocs" reward system. All staff complete the annual Student Protection training and are aware of their responsibilities and obligations for identifying and reporting suspected abuse.

In 2018 a strong emphasis was placed on teaching and using the High 5 strategy as a tool for students to respond to and report harassment and violence. The aim of this program was to focus on each students own personal safety and awareness, including identifying and responding to abuse and violence and developing their knowledge and skills to be able to resolve conflict without violence. All students were provided with skills to recognize, react and report when they, or others are unsafe. Specific targeted programs, such as Rock and Water, were implemented to further support students manage conflict. In addition, Camira SS recognised and celebrated 'Day for Daniel' to further reinforce for students and their families of our safe behavior messages.

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	129	64	65
Long suspensions – 11 to 20 days	3	2	10
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

Camira State School values its environment and has continued to undertake measures in 2018 to achieve environmental sustainability. Water tanks supply water to amenities blocks and we continue to maintain a whole school recycling program managed by the student leaders.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	125,593	148,873	139,521
Water (kL)	2,400	3,872	1,530

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	**Search website**
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	43	30	<5
Full-time equivalents	41	21	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	3
Graduate Diploma etc.*	6
Bachelor degree	34
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $35,252.

The major professional development initiatives are as follows:

- **Improving Reading**. Implementation of revised Camira Literacy Block framework. All staff were provided with a general overview of our literacy framework for 2018 on the pupil free days in 2018 and during our Term 1 staff meetings.
- **Consistent Literacy practice** (Breakfast PD series – throughout, 2018). The series explored the concepts of modelled, shared, guided and independent reading. The aim was to build consistency in our school reading program and learning more about the separate components of the literacy program & how they can be applied to improve literacy teaching.
- **LIteracy Goals for APDP identified teachers.** This series of workshops outlined how to create individualised literacy goals for students using data and a check in and sharing session were teachers learnt from each other in ensuring their literacy goals were SMART goals. This was based off the work during the previous year using reading goals.
- **National Collection of Data on School Students with a Disability.** Three mini-workshops outlining the purpose and the adjustments required and the collection of data for identified students was coordinated by the DP Inclusion.
- **Explicit Instruction** (Breakfast PD series – Term 1, 2018). The series explored some of the basic building blocks of an Explicit Instruction lesson.
- **Data Analysis**. NAPLAN. Teaching staff unpacked and reviewed the NAPLAN data wall at our Week 7 staff meeting.
- **Collegial Engagement coaching process**. All teaching staff engaged in the collegial coaching process to help shape & develop the implementation of consistent explicit instruction pedagogy across the school.
- **Data Analysis**. The Teaching & Learning committee unpacked the class dashboard and linked to the key data indicators from our data plan. Teacher expectation & benchmark document to be unpacked.
- **Explicit Instruction** (Breakfast PD series – Term 3, 2018). Aspirants led and worked through specific chapters of Explicit Instruction text (Archer & Hughes).
- **Differentiation Strategies.** A PD session that aligns to the CSS Differentiation Planner and gives teachers practical strategies on how to differentiate reading for all students was implemented.
- **DET Annual mandated training**. All teaching staff completed the: Code of Conduct, Student Protection, Health, Safety & Wellbeing, Asbestos & Fire Extinguisher and CARA training.
- **Responsible Behaviour Plan for Students (RBPS)**. This professional development activity was held each term and delivered on aspects of our RBPS. It provided for the upskilling of teaching staff in helping students meet our expected behaviour standards.
- **Essential Skills for Classroom Management.** This professional development provided teachers with a framework for developing core elements of effective teaching in the essential skills for classroom management.
- **Beginning Teacher.** A beginning teacher mentor process was coordinated for all beginning teachers in 2018.

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%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% 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%	93%	93%
Attendance rate for Indigenous** students at this school	91%	90%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

Table 12: Average student attendance rates for each year level at this school
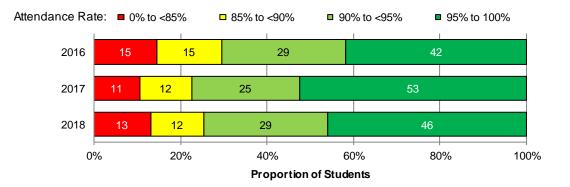
Year level	2016	2017	2018
Prep	93%	94%	93%
Year 1	92%	93%	94%
Year 2	92%	94%	93%
Year 3	91%	93%	92%
Year 4	92%	92%	93%
Year 5	93%	93%	93%
Year 6	91%	94%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	15	15	29	42
2017	11	12	25	53
2018	13	12	29	46

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

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Class rolls are marked by teachers twice each day. Camira SS has successfully migrated to a SMS notification system to notify parents of student absence if they are absent. Roll data is collected centrally each week and unexplained absences followed up with parents via telephone, email or a written letter.

If students do not attend school for three days without a parent/carer contacting the school, a phone call is made to the home to enquire the reason for the absence. If the absence is a genuine illness or family reason, then no further follow up is required unless the child is absent for three more days without acknowledgment from the parent.

If there are numerous unexplained absences over a period of time, a more formal approach is taken and a formal letter sent home outlining EQ and the Education Act's policies about student absences and truancy. A formal interview is sought with the parent/carer to encourage consistent patterns of attendance.

In 2018 the Engagement Committee initiated a range of key strategies to increase student attendance. These strategies included:

- Establishing a **Positive Attendance Plan** for all students with an attendance rate below 85%. Members of the Executive Leadership Team meet with parents/carers of each student to discuss the students attendance and collaboratively develop plans to support improvement
- Recognising and tracking of student attendance with **Positive Attendance Trackers** for all students with attendance between 85 and 90%. Students received weekly recognition for attendance.
- **Attendance recognition events** held at the conclusion of each semester, students with attendance above 90% recognised through whole school celebration
- Recognition of students with 100% attendance at the end of each semester and end of year. Certificates of recognition presented.
- **Attendance Mentors** engaged in developing positive relationships with students to improve their attendance.
- Class Attendance Trophy's presented on Assembly each week, classes with improved weekly attendance recognised and classes (lower and upper school) with highest improvement in attendance rate presented with trophy
- Attendance newsletter articles being prominent in every **school newsletter**, utilising research to inform importance, promoting attendance awareness and reshaping attendance culture in the school community.
- Highlighting positive attendance at every school **Assembly**, including the use and school attendance mantra of: being at school *ALL DAY EVERY DAY so that we can be LEARNING*

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.

| 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.

Conclusion

More information about our school can be found on our school website: www.camirass.eq.edu.au