



Stafford Heights 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>	The Principal

## School overview

Stafford Heights State School is a co-educational state primary school situated in a peaceful location 5 km north of Brisbane overlooking the City. We were 55 years old in 2012. Stafford Heights is characterised by students of great diversity and encompasses a broad range of ethnic and cultural heritages including Aboriginal and Torres Strait Islander people and students from Asian, Pacific and African countries. We aim to set realistic goals and expectations for our students within a school culture that values Education through everyone striving to do the very best they possibly can to achieve success. The expression “Success for All” encompasses our aspirations for all students. This philosophy reflects a school culture that promotes teaching of skills which lead to the growth and development of self-sufficient, resilient learners by nurturing and coaching the notion of self-belief, consistent effort and persistence. Teachers and children value Learning, Respect and Safety in order to achieve these goals and become active citizens who make meaningful contributions to society. Our school provides an enriching sporting and cultural program where students are encouraged to achieve excellence. At Stafford Heights State School we believe that essential to effective learning is a safe, supportive and disciplined environment that respects The rights of all students to learn. The rights of all teachers to teach. The rights of all to feel safe and valued. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour: At Stafford Heights State School; We are learners, We are respectful, We are safe.

## School progress towards its goals in 2018

In 2018 the Explicit Improvement Agenda focus centred on literacy improvement, in particular reading. This was led by the Master Teacher and Principal. Based on review of NAPLAN data and other diagnostic measures an opportunity for the school to reflect on current practices and develop a detailed action plan was devised. This plan included:

- the implementation of a school wide pedagogical framework for explicit instruction utilising the Gradual Release of Responsibility Model; which also includes a school wide literacy block four times a week, supported by two teacher aides in all classrooms.
- the development of a comprehensive suite of professional development materials for the organisation of literacy block and the explicit teaching of reading comprehension and decoding skills in P-6.
- development of staff capacity to use assessment tools to collect student accuracy and comprehension reading data, reading conferences to assess fluency and extended vocabulary knowledge and reading pathways to identify next steps in learning.
- Develop staff capacity to analyse the following student reading data
- Embed a systematic and collaborative approach to use interrogated student data and plan next steps in learning.
- Embed a case management process with whole staff.

## Future Outlook

In 2019 Stafford Heights State School, will continue to implement the Explicit Improvement Agenda of literacy; consolidating the clear focus on the consistent high-quality teaching practices for reading. This year will also include a focus on a collaborative planning process to plan for the teaching of writing that reflects the gradual release of responsibility model. A focus will also be on strengthening staff members' capacity to use the curriculum to plan writing blocks that maximise student engagement, learning and well-being.

Stafford Heights SS will use Positive Behaviour for Learning framework to embed consistent whole school, evidence based approaches. A data plan will be created to capture and analyse behaviour both in the classroom and in the playground to inform operational decisions.

# 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	137	133	134
Girls	68	68	67
Boys	69	65	67
Indigenous	22	24	22
Enrolment continuity (Feb. – Nov.)	88%	88%	92%

#### 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

Stafford Heights State School is a co-educational primary school situated in a quiet street off a main road. Our school predominately services the suburbs of Stafford Heights, Stafford, Everton Park, Chermside and Chermside West.

Students at Stafford Heights State School are energetic and friendly and come to us from a wide variety of cultural and socio-economic backgrounds. We have a multi-cultural population, as well as a percentage of our students identifying as Aboriginal or Torres Strait Islander.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	20
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

- English, Mathematics, Science, Humanities and Social Science, Technology, LOTE (Language Other Than English), HPE (Health and Physical Education), The Arts.
- Pedagogical Framework – Gradual Release of Responsibility model.
- Differentiated learning experiences.
- Literacy Blocks with specialized Teacher Aides.
- Reading Eggs and Mathletics software funded for P-6.
- Instrumental Music for students in Years 4-6.

### Co-curricular activities

- Choir
- School Bands
- Readers Cup and Premiers Reading Challenge
- Dance Lessons
- Year Level Excursion Program
- Talent Quest
- Walk-A-Thon
- Christmas Concert, ANZAC Assembly
- Swimming, Cross Country, Athletics Carnival
- Book Week, Book Club and Book Fairs

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

Our school encourages students and teachers to use ICT consistently. All learning areas are connected to the internet and all classrooms have interactive whiteboards. The school uses iPads for teaching/learning and for group work from P-6. Stafford Heights SS has a computer lab for whole class and/or small group instruction.

## Social climate

### Overview

The school slogan “Big enough to cater, small enough to care” underpins the schools pride in our ability to cater for all students and provide them with the best possible opportunities for learning. Being a smaller school allows us to create a caring school environment and family atmosphere as the hub of the local community.

Our school Responsible Behavior Plan for Students is embedded in practice and is reviewed regularly. Our behavior expectations grid was implemented, making explicit to students what is required of them in each area of the school. These expectations are arranged under our four rules that apply to all members of our school community – Respect for Learning, Self, Others and Property.

Our school mascot “Staffie” reinforces our school expectations, with playground and whole school and classroom reward systems is a regular and eagerly anticipated part of our weekly assemblies.

Our Welfare Officer is very active and plays a large role in supporting our student's well-being. Breakfast Club is held once a week.

## 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 <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	92%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	85%	92%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	92%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	92%	92%
• student behaviour is well managed at this school* (S2012)	67%	85%	92%
• this school looks for ways to improve* (S2013)	100%	100%	92%
• this school is well maintained* (S2014)	89%	85%	100%

\* 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 <sup>#</sup> that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	100%	95%
• they like being at their school* (S2036)	92%	89%	97%
• they feel safe at their school* (S2037)	86%	89%	93%
• their teachers motivate them to learn* (S2038)	96%	96%	98%
• their teachers expect them to do their best* (S2039)	96%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	100%	97%
• teachers treat students fairly at their school* (S2041)	90%	95%	93%
• they can talk to their teachers about their concerns* (S2042)	87%	92%	95%
• their school takes students' opinions seriously* (S2043)	88%	87%	88%
• student behaviour is well managed at their school* (S2044)	66%	76%	90%

Percentage of students who agree <sup>#</sup> that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	98%	98%	97%
• their school is well maintained* (S2046)	87%	94%	90%
• their school gives them opportunities to do interesting things* (S2047)	94%	92%	95%

\* 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 <sup>#</sup> that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
• they receive useful feedback about their work at their school (S2071)	86%	100%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	91%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	96%
• students are treated fairly at their school (S2073)	86%	100%	96%
• student behaviour is well managed at their school (S2074)	71%	100%	96%
• staff are well supported at their school (S2075)	71%	100%	96%
• their school takes staff opinions seriously (S2076)	71%	100%	96%
• their school looks for ways to improve (S2077)	90%	100%	100%
• their school is well maintained (S2078)	67%	95%	96%
• their school gives them opportunities to do interesting things (S2079)	76%	95%	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.

## Parent and community engagement

Parents are invited to attend a Parent/Teacher information session at the start of each year so that they are aware of teacher expectations and curriculum content and have the opportunity to ask any questions. Parent/Teacher interviews are conducted twice a year at the end of terms one and three, with written reports provided at the end of terms two and four.

Parents receive information about school activities, events and news through a fortnightly newsletter. The school website is kept up to date with a calendar and school documents. The Stafford Heights State School Facebook page provides the wider Stafford Heights community with information about the school.

Throughout the year parents and community are invited to special events including school leader inductions, special assemblies and celebrations and sports carnivals. Our P&C Committee is active and supportive of our school, their fundraising to enhance resources and opportunities is greatly valued.

Our Community Education Program continues to provide opportunities for community engagement and learning. Four evenings a week a wide range of adult courses are held on our school facilities.

Parents of students with verified disabilities and learning difficulties are consulted and actively participate in the writing of individual learning plans and learning goals.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. As part of our Positive Behaviour for Learning framework, students follow the four expectations of Respect for learning, self, others and property. These expectations are embedded in Stafford Heights SS through explicit lessons to teach our students the importance of respect.

## 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	31	16	13
Long suspensions – 11 to 20 days	0	0	0
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

At Stafford Heights State School we create opportunities to enhance the challenges of environmental education through integrating curriculum, resource management, grounds management, whole school planning and school community to inspire active, participatory and lifelong environmental citizenship. Our school has energy efficient lighting, solar panels, signage to reduce energy consumption around turning off lights and power points, paper recycling, water tanks connected to toilets and solar heating for our swimming pool.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	166,228	156,150	159,785
Water (kL)	406	1,553	169

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](http://www.myschool.edu.au/) 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	14	14	0
Full-time equivalents	10	8	0

\*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	
Graduate Diploma etc.*	
Bachelor degree	13
Diploma	1
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 \$25 000

The major professional development initiatives are as follows:

- Teaching of Reading
- Mandatory Training
- Coaching and watching others work in Reading
- English unit collaborative planning
- Data conversations and differentiation planning

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%	96%

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

From the end of the previous school year, 97% 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	89%	90%	88%
Attendance rate for Indigenous** students at this school	78%	84%	85%

\* 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

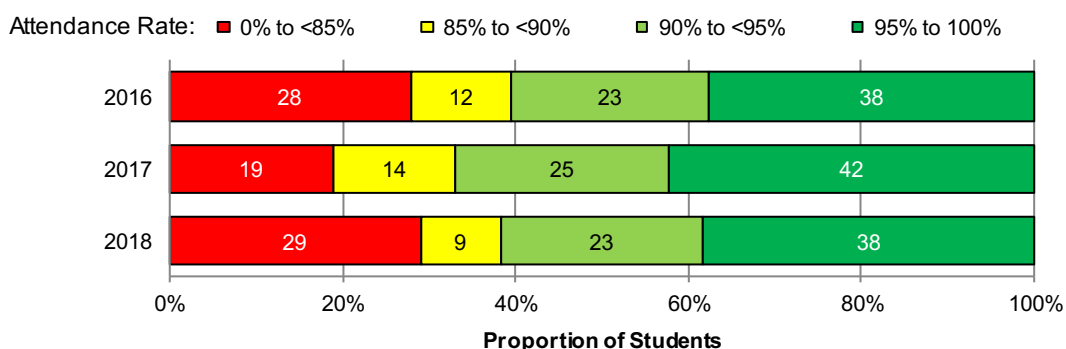
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	89%	81%	85%	Year 7			
Year 1	88%	90%	82%	Year 8			
Year 2	88%	94%	90%	Year 9			
Year 3	89%	89%	89%	Year 10			
Year 4	90%	92%	89%	Year 11			
Year 5	89%	91%	92%	Year 12			
Year 6	88%	95%	88%				

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.

Roles are marked twice daily and absences are monitored daily by administration staff. Any unexplained absence is noted and parents/carers are contacted by SMS or phone requesting an explanation. Communication with parents/carers occurs when patterns of absence through phone calls and later following DET processes. Regular notices to parents/carers about schools' hours and Every Counts are placed in newsletters and on school sign.

## 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

Go

School sector
▼

School type
▼

State
▼

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