



Caboolture State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
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### School overview

Caboolture State School has served the Caboolture district for 129 years. It is a co-educational state school with a current enrolment of 515 students. The focus of our school is to foster children's learning in a supportive, creative and harmonious environment, preparing them to become lifelong learners and responsible contributing members in our society. As a staff we value the development of each individual. The school has a very strong community link and students have access to a range of sporting and cultural activities, including choir and instrumental music. We offer our students a diverse and sequential curriculum program with ICTs embedded from Prep to Year 6. Staff provide support programs which cater to the individual needs of our students. These include programs for students with disabilities and/or learning difficulties, and extension programs for gifted and talented students. We have the services of a school chaplain who works at the school 3 days per week. The chaplain also runs a breakfast program which is sponsored by local businesses and churches. The staff of the school is a highly dedicated team who provide educational programs which allow each individual to achieve his/her maximum potential. Visit the school website for further information. [www.cabooltuss.eq.edu.au](http://www.cabooltuss.eq.edu.au).

Areas covered by this report include our school profile, the curriculum offerings including extra curricula activities and the use of computers to assist learning, the social climate of the school, parental involvement, a staff profile, the performance of our students measured against state and national benchmarks and several other key outcomes.

Noteworthy achievements during 2018 include the following:

- The 2018 school year saw the continuation of Investing for Success funding. Under this program the school received an extra \$363 740 in funding. This funding was used to employ additional teacher aides and Support Teachers for literacy and numeracy. This enabled the school to provide additional support to teachers and students.
- Rewards days were continued to encourage students to follow the school's expectations.
- All staff were involved in planning units of work related to the Australian Curriculum in English, Mathematics, Science and Humanities and Social Sciences.
- A Stephanie Alexander garden and kitchen were fully operational and students in years 5 and 6 were involved in this program.
- The concept of Fly in Squads which is an intensive guided reading program was continued in all year levels. This led to improved reading results in all year levels.
- Fly in Squads were continued for numeracy, enhancing overall student achievement in maths.
- The school's sports teams were successful in winning premierships at the District Gala Days in the following sports:
  - ✓ Junior Boys Softball B Schools
  - ✓ 11 year old Boys Rugby League B Schools (Overall 11 year old Boys Winners)
  - ✓ 10 year old Boys Rugby League B Schools
  - ✓ Junior Boys Touch B Schools
  - ✓ 12 year old Girls B/C Schools Rugby Union (Overall 12 year old Girls Winners)

We also finished as runners up in:

- ✓ Junior Boys Softball (Overall)
- ✓ 12 year old Girls Rugby Union (Overall)

Caboolture State School was placed second in B schools at the Caboolture District Athletics Carnival.

## School progress towards its goals in 2018

All areas outlined in the 2018 Explicit Improvement Agenda were actioned. The following areas were highly successful:

- Embedding explicit teaching of oral language in all classrooms
- Implementing STEM in all year levels
- Improving the pedagogy of mathematics lessons through professional development and coaching
- Implementing Higher Order Thinking in all curriculum areas
- Student writing measured through pre and post testing
- Student responsibility for their learning using learning goals
- Improving students' reading through fly in squads
- Student understanding of place value

The following area will remain a focus for 2019:

- Improving student attendance rates > 91%

## Future outlook

Key areas for improvement as outlined in the 2019 Operational Plan are:

- Embedding explicit teaching of oral language in all classrooms
- Improving student attendance rates > 91%
- Integrating Age Appropriate Pedagogies into the P – 2 curriculum
- Systematically monitor and evaluate the effectiveness of school programs

We will focus on maintaining:

- Student responsibility for their learning using learning goals
- Implementing Higher Order Thinking in all curriculum areas
- Implementing STEM in all year levels

# 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	632	558	515
Girls	306	275	253
Boys	326	283	262
Indigenous	99	102	99
Enrolment continuity (Feb. – Nov.)	90%	87%	85%

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

The student population is drawn from the local area which is classified as low socio-economic. Approximately 20.9% of the students are Indigenous and a further 10% are Pan Pacific Islanders. There are a consistent number of students enrolling from Asian backgrounds.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	26	25	22
Year 4 – Year 6	27	29	28
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 school's curriculum delivery process is outlined in the Curriculum Framework which is available on the school's website.
- The Assessment Framework is also available on the school's website.
- The Stephanie Alexander Kitchen and Garden program was continued with weekly lessons timetabled for students in years 5 and 6.
- Support-A-Reader is provided to Indigenous students. Additional learning support staff have been employed to provide this program.
- All students are exposed to the High Five strategy to reduce the incidence of bullying within the school. Weekly lessons are taught to students to ensure they are fully aware of the school's expectations in relation to behaviour.
- Before school tutoring for cusp students and extension programs with a literacy/numeracy focus were provided to identified students.
- The Chaplain organises and runs a number of programs aimed at improving student relationships and values.
- Read-it Foundation Q was provided to a number of students identified with speech and language difficulties.
- The school's language curriculum was changed from Chinese to the Indigenous language Kabi Kabi. Students in years 4 to 6 and prep were involved in the study of the Kabi Kabi language.

### Co-curricular activities

- Interschool sport for years 4, 5 and 6 students. Sports offered include: AFL, Soccer, Rugby League, Rugby Union, Basketball, Netball, Cricket and Softball.
- Students in years 4 – 6 were able to access the school's Instrumental Music Program which involves percussion, woodwind, brass and bass guitar. Students in this program then become involved in the Concert Band.
- A school choir performed for the general public at a number of venues.
- The school offers Active After School Hours activities which are aimed at encouraging student fitness and sporting skills.
- Our students entered a number of academic competitions such as the International Competitions and Assessments for Schools (ICAS) competitions which are run annually.
- Our students participated in a range of community events such as the local ANZAC Day March.

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

- The use of computers is embedded in the school’s curriculum and teaching units across all year levels.
- The production of Pod Casts by students under the guidance of Learning Support staff.
- All classrooms have been fitted with digital projectors.
- All year levels have access to 30 laptops across the year level.

## Social climate

### Overview

At Caboolture State School we have the services of a Chaplain who supports students through social skilling programs, the running of lunch time activities, in class support and individual counselling. The Chaplain is a member of the school’s Student Services Committee which reviews referrals from staff in relation to student behaviour, social issues and academic achievement. As a result of this process students are referred to the Chaplain, Guidance Officer, Learning Support and/or external agencies for additional assessment and individual or small group support. Our school also received support from a qualified counsellor two days a week through Act for Kids.

There was a continuation of positive responses in the results of the School Opinion Survey in 2018 which indicates that the school’s pastoral care programs have been successful.

The school operates a social justice fund which enables students to access extra-curricular activities such as excursions and camps. We accessed the services of St Vincent de Paul to support socio-economically disadvantaged students.

We also gained support from a number of local businesses such as Coles and Woolworths. A local motorcycle club (the Brisbane American Motorcycle Club Australia) supported ten of our students with provision of uniforms and other school requirements.

Lunch time activities such as computer club and teacher run activities provide opportunities for social skilling and “safe” play areas for students.

All students receive classroom instruction in the use of the High Five strategy and school developed lessons relating to the school’s expectations of behaviour on a weekly basis. A special social skilling and conflict resolution program called Highway Heroes was introduced across Year 4 classes.

### 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%	96%	100%
• this is a good school (S2035)	97%	96%	90%
• their child likes being at this school* (S2001)	100%	96%	100%
• their child feels safe at this school* (S2002)	97%	96%	90%
• their child's learning needs are being met at this school* (S2003)	100%	96%	100%

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	100%	96%	90%
• 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%	96%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	96%	100%
• teachers at this school treat students fairly* (S2008)	92%	100%	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)	97%	96%	100%
• this school takes parents' opinions seriously* (S2011)	94%	95%	100%
• student behaviour is well managed at this school* (S2012)	95%	91%	80%
• this school looks for ways to improve* (S2013)	97%	96%	100%
• this school is well maintained* (S2014)	95%	100%	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.

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)	99%	92%	93%
• they like being at their school* (S2036)	97%	94%	91%
• they feel safe at their school* (S2037)	92%	94%	89%
• their teachers motivate them to learn* (S2038)	98%	95%	99%
• their teachers expect them to do their best* (S2039)	99%	96%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	91%
• teachers treat students fairly at their school* (S2041)	91%	91%	91%
• they can talk to their teachers about their concerns* (S2042)	95%	90%	91%
• their school takes students' opinions seriously* (S2043)	97%	87%	89%
• student behaviour is well managed at their school* (S2044)	82%	68%	77%
• their school looks for ways to improve* (S2045)	98%	90%	97%
• their school is well maintained* (S2046)	93%	85%	89%
• their school gives them opportunities to do interesting things* (S2047)	97%	93%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree <sup>#</sup> that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	93%

Percentage of school staff who agree <sup>#</sup> that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	97%	100%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	81%
• students are encouraged to do their best at their school (S2072)	100%	100%	93%
• students are treated fairly at their school (S2073)	97%	88%	86%
• student behaviour is well managed at their school (S2074)	100%	88%	83%
• staff are well supported at their school (S2075)	100%	100%	97%
• their school takes staff opinions seriously (S2076)	97%	100%	93%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	96%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	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 and carers are involved in the decision making processes and the setting of strategic direction for the school through:

- The P & C Association
- The Indigenous Parent Group
- The School Wide Positive Behaviour Committee
- Parent Liaison Officers

Parents and carers are welcomed into the school on a daily basis and are involved in the following activities:

- Classroom organizational support such as organizing home readers, homework etc.
- Support for individual students in the literacy block by helping them with reading and writing.
- Reading intervention organized through the Learning Support Team.
- Assistance on and with excursions, camps and competitions.
- Assisting with sporting competitions and coaching school teams, and
- Involvement in school based professional development programs such as Support-A-Reader and Behaviour Management training.
- For the first time in 2018 a pre-prep program was run each fortnight during Semester 2. This program provided an opportunity for our 2019 prep cohort to explore our school environment prior to commencing school.

## Respectful relationships education programs

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

## 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	5	0	12
Long suspensions – 11 to 20 days	2	0	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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has endeavoured to reduce its environmental footprint through educational programs for students. Updates on expenditure for staff as well as discussions on ways to reduce expenditure are conducted regularly.

There was a slight decrease in electricity use in 2018 compared to 2017. There was an increase in water use from 2017 to 2018 due to significant water leaks through broken pipes.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	112,541	113,512	110,989
Water (kL)	3,926	3,423	5,166

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	39	39	<5
Full-time equivalents	34	27	<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	2
Graduate Diploma etc.*	0
Bachelor degree	37
Diploma	0
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 \$ 9 177.58.

The major professional development initiatives are as follows:

- Behaviour Management
- Mathematics: Coaching, Building Term Diagnostics
- English
- Higher Order Thinking Skills
- Read to Learn
- Australian Curriculum – Technology, HASS, Science, Mathematics
- Data: Literacy
- Age Appropriate Pedagogies
- Oral Language

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, 91% 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	90%	89%	88%
Attendance rate for Indigenous** students at this school	88%	88%	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	88%	88%	87%
Year 1	89%	86%	87%
Year 2	89%	89%	87%
Year 3	90%	89%	88%
Year 4	90%	90%	88%
Year 5	90%	90%	91%
Year 6	91%	90%	91%

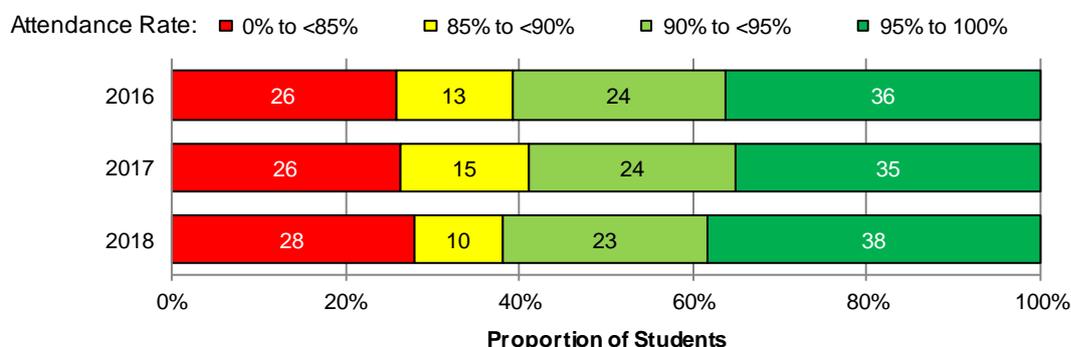
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Class rolls are marked twice daily at 9.00 am and 2:50 pm. This data is then entered onto OneSchool. When students are absent contact is made by a designated school attendance officer. This is to ascertain reasons for absence. Chronic absenteeism is addressed by the principal in writing and/or by phone contact.

Key strategies to increase student attendance are listed below:

- Daily monitoring of absence lists to ascertain regular absenteeism,
- Contact with parents of students who have high absenteeism,
- Use of flexible learning plans to encourage students to improve attendance, and

- A rewards system for students who have improved attendance rates.

## 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.

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.

## Conclusion

Continuing high levels of satisfaction in relation to the School Opinion Survey results for all stakeholders is an achievement of which our school community is extremely proud. As a school community we are also very proud of the improvements in school based data particularly in relation to writing, and the number of students achieving a C or better in English and Maths.