



Algester State School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



**Queensland**  
Government

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<b>Webpages</b>	<p>Additional information about Queensland state schools is located on:</p> <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>



# From the Principal

## School overview

Algester State School is a public school in the south-west suburbs of Brisbane with approximately one thousand students. Our school highly values respect for self, others and place and this is evident in our well mannered and polite students, our committed and supportive parents, our dedicated and approachable teaching staff and courteous and friendly office staff. They are displayed in the attitude towards our work, our sportsmanship, our courage to try new things and in our pride for our school and the way we care for each other. We actively teach the Keys to Success: Organisation, Confidence, Getting Along, Resilience and Persistence to support our students to achieve their potential at school. Our school is characterised by: Strong Academic results; Fine Sporting Achievements; Opportunities for Student Leadership; An Appreciation of the Arts; Extension Programs for gifted and talented students; BYOD iPad Program that offer transformative learning and not just replacements for pen and paper; Schoolwide STEM Program offering Digital Technologies, Robotics and Coding; and Quality Intervention Programs.

Algester Primary School takes pride in its many achievements including:

- Strong Academic Results;
- Fine Sporting Achievements;
- Opportunities for Student Leadership;
- An appreciation of the Arts;
- Quality Intervention Programs;
- Outstanding opportunities for high achievers; and
- STEM (Science, Technology, Engineering & Maths) Programs.



Some of our facilities include:

- Air conditioned classrooms;
- Performing Arts Centre;
- Large School Hall with a stage & cooling;
- Range of playground equipment;
- Large well stocked Library;
- Before and After School Centre;
- Outdoor amphitheatre;
- Two sports ovals;
- Outdoor netball and tennis courts;
- Outdoor cricket pitch and practice nets;
- Indoor basketball court;
- High density, high speed Wireless Internet Coverage;
- Electronic whiteboards in classrooms;
- STEM Classroom & Makerspace
- BYOD iPad Program; and a
- Dedicated Science Centre.



Our school uses the Australian Curriculum and develops Units of Work collaboratively with teachers to deliver appropriate programs for each student. Quality teaching and learning practices are a consistent feature in the school with a focus on evidence based, research backed programs in Literacy and Numeracy.



Our units of work have an inquiry focus and students learn to investigate solutions to real world issues and problems. Algester Primary School is at the cutting edge of pedagogical practices in these two areas:

- Digital Technologies across the school; and
- Age Appropriate Pedagogies in Prep.

We incorporate structured programs in the Design and Digital Strands of the Australian Curriculum including inquiry based investigations, robotics and coding. Our use of iPads to deliver teaching and learning on a 1:1 or shared basis for those students who do not provide an iPad (1:2) is a key feature of our school that differentiates us from other schools. We focus on using the devices for teaching and learning and augment and redefine traditional pen and paper approaches to learning. For example, students may take photos and videos of themselves doing a sum using Unifix cubes, annotate an explanation using text, create a voice over with a verbal explanation, collaborate with their peers, share it with their teacher for refinement and then share the finished product online with their parents to view. We are keen to share our learnings in these areas and other schools regularly visit us to see them in action. Apple Education is working in partnership with the school to improve our pedagogies. In 2019, the school was recognised as an Apple Distinguished School. The school also has a number of enrichment programs to extend students including:

- Visual Arts Program;
- Instrumental Music Program;
- School Snr & Jnr Choirs;
- Sport & Physical Education Program
- Robotics Program;
- Science Program;
- Coding Programs;
- STEM Programs;
- Digital Pedagogies;
- BYO iPad Program;
- Science, Coding & Art Clubs;
- Camping Program for Yrs 4-6;
- Student Leadership Programs; and
- Interschool Sport.



Here at Algester we have a vision to prepare each child with the skills they need for the jobs of the future. And this means equipping them with personal devices to enhance their learning. Our experience is that truly transformative teaching and learning practices occur when students have personal devices. This allows for learning to occur anywhere, any time and in ways that transcend traditional practices. iPads increase student motivation and engagement. They allow for deeper learning. They also promote collaborative learning, a feature of most modern workplaces. Group learning allows for greater problem solving, enhanced ideation and creativity and the development of negotiation skills. Students love using iPads for their learning.

Algester State School's Prep Program includes the latest research backed strategies known as Age Appropriate Pedagogies. These approaches to learning tailor the needs of the students and the requirements of the curriculum with proven strategies that engage children of this age in authentic learning tasks. Algester State School was one of the first schools in the Region to adopt this approach and we work closely with our allied day care centres to share our practices to ensure the best possible transition to formal schooling for students in our local area.

Some of the outstanding attributes of the school include:

- Individual learning goals;
- Student feedback;
- Well behaved and respectful students;
- Very strong parental satisfaction;
- Active and generous P&C Association;
- Focused Improvement Agenda;
- Future focused learning using the best tools available;
- A Supportive Community;
- Extensive use of digital technologies to deliver the curriculum;
- Targeted Intervention Programs to support struggling students;
- Variety of enrichment programs to support high achieving students; and
- Engaged, purposeful learning leading to success.



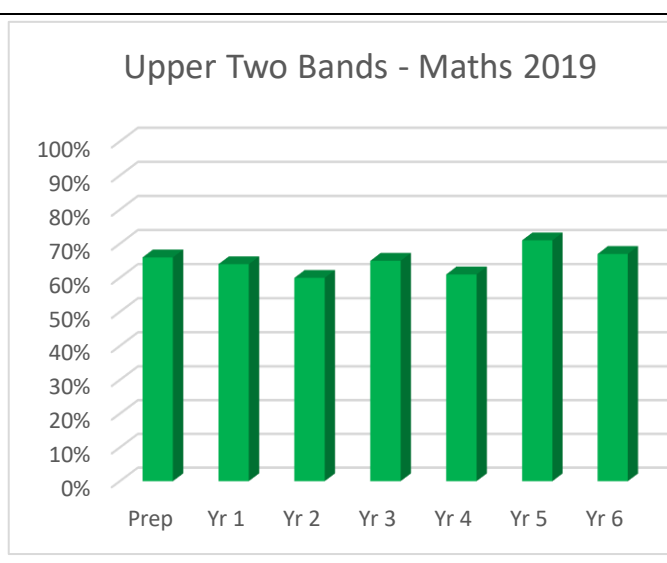
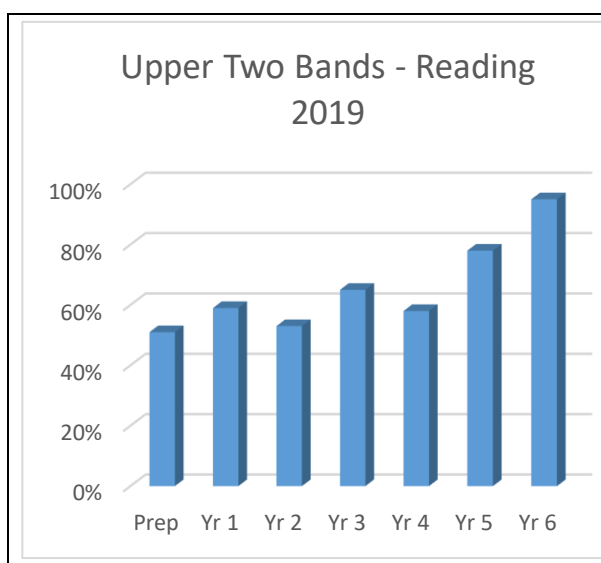
## Progress Towards our Goals in 2019

### Academic Achievement Targets

Academic Achievement Targets 2019										
Goal 1	50% of students achieving in the top two grades (eg. A,B) in each class per semester in English and Maths.									
Goal 2	90% of students achieving C or above in academic reporting for English each semester.									
Goal 3	90% of students achieving C or above in academic reporting for Mathematics.									
Key: G2 & G3	<80%		80 - 89%			Target				
Key: G1	<40%		40 - 49%			Target				
<b>Prep</b>										
<b>Sem 1</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Maths</b>		<b>Sem 2</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Math</b>
Class	Goal 1	Goal 2	Goal 1	Goal 3		Class	Goal 1	Goal 2	Goal 1	Goal 3
	44%	67%	55%	78%			54%	67%	55%	89%
	16%	44%	52%	88%			44%	84%	64%	92%
	35%	57%	47%	96%			48%	65%	60%	91%
	42%	75%	71%	96%			63%	88%	76%	96%
	21%	33%	29%	96%			38%	67%	54%	88%
	34%	75%	88%	100%			71%	88%	100%	100%
	40%	80%	32%	92%			40%	80%	52%	96%
<b>Targets Met</b>	<b>0%</b>	<b>0%</b>	<b>57%</b>	<b>71%</b>		<b>Targets Met</b>	<b>43%</b>	<b>0%</b>	<b>100%</b>	<b>71%</b>
<b>Year 1</b>										
<b>Sem 1</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Maths</b>		<b>Sem 2</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Math</b>
Class	Goal 1	Goal 2	Goal 1	Goal 3		Class	Goal 1	Goal 2	Goal 1	Goal 3
	37%	50%	46%	79%			43%	65%	61%	87%
	50%	82%	64%	91%			62%	75%	67%	88%
	50%	75%	63%	79%			63%	75%	81%	83%
	49%	70%	48%	74%			56%	70%	60%	74%
	59%	83%	75%	96%			52%	87%	69%	96%
	46%	67%	54%	88%			56%	78%	65%	87%
	29%	50%	28%	86%			48%	54%	46%	69%
<b>Targets Met</b>	<b>43%</b>	<b>0%</b>	<b>57%</b>	<b>29%</b>		<b>Targets Met</b>	<b>71%</b>	<b>0%</b>	<b>86%</b>	<b>14%</b>
<b>Year 2</b>										
<b>Sem 1</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Maths</b>		<b>Sem 2</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Math</b>
Class	Goal 1	Goal 2	Goal 1	Goal 3		Class	Goal 1	Goal 2	Goal 1	Goal 3
	32%	76%	40%	80%			35%	90%	53%	90%
	60%	80%	64%	96%			56%	76%	76%	96%
	37%	75%	42%	71%			39%	78%	48%	83%
	28%	72%	48%	80%			26%	71%	37%	79%
	64%	80%	68%	88%			56%	84%	76%	96%
	52%	80%	56%	88%			59%	79%	67%	88%
<b>Targets Met</b>	<b>50%</b>	<b>0%</b>	<b>50%</b>	<b>17%</b>		<b>Targets Met</b>	<b>50%</b>	<b>17%</b>	<b>67%</b>	<b>50%</b>

<b>Year 3</b>										
<b>Sem 1</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Maths</b>		<b>Sem 2</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Math</b>
Class	Goal 1	Goal 2	Goal 1	Goal 3		Class	Goal 1	Goal 2	Goal 1	Goal 3
	45%	95%	63%	91%			64%	95%	77%	95%
	32%	95%	54%	91%			45%	86%	59%	100%
	45%	73%	55%	82%			52%	81%	62%	100%
	34%	71%	57%	90%			32%	64%	50%	95%
	50%	90%	60%	95%			55%	95%	60%	95%
	55%	95%	75%	100%			43%	90%	84%	95%
<b>Targets Met</b>	<b>33%</b>	<b>67%</b>	<b>100%</b>	<b>83%</b>		<b>Targets Met</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>	<b>100%</b>
<b>Year 4</b>										
<b>Sem 1</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Maths</b>		<b>Sem 2</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Math</b>
Class	Goal 1	Goal 2	Goal 1	Goal 3		Class	Goal 1	Goal 2	Goal 1	Goal 3
	64%	93%	93%	93%			77%	100%	98%	100%
	39%	86%	46%	93%			54%	86%	68%	93%
	39%	81%	50%	88%			61%	88%	77%	92%
	40%	79%	39%	71%			36%	82%	43%	89%
	50%	85%	38%	85%			41%	78%	52%	81%
	26%	85%	37%	85%			30%	70%	26%	78%
<b>Targets Met</b>	<b>33%</b>	<b>17%</b>	<b>33%</b>	<b>33%</b>		<b>Targets Met</b>	<b>50%</b>	<b>17%</b>	<b>67%</b>	<b>50%</b>
<b>Year 5</b>										
<b>Sem 1</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Maths</b>		<b>Sem 2</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Math</b>
Class	Goal 1	Goal 2	Goal 1	Goal 3		Class	Goal 1	Goal 2	Goal 1	Goal 3
	36%	100%	63%	100%			36%	100%	63%	100%
	40%	72%	40%	80%			40%	72%	56%	80%
	57%	83%	65%	91%			54%	79%	79%	83%
	50%	92%	77%	92%			54%	92%	81%	96%
	52%	93%	41%	93%			67%	96%	74%	96%
<b>Targets Met</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>80%</b>		<b>Targets Met</b>	<b>60%</b>	<b>60%</b>	<b>100%</b>	<b>60%</b>
<b>Year 6</b>										
<b>Sem 1</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Maths</b>		<b>Sem 2</b>	<b>U2B English</b>	<b>English</b>	<b>U2B Maths</b>	<b>Math</b>
Class	Goal 1	Goal 2	Goal 1	Goal 3		Class	Goal 1	Goal 2	Goal 1	Goal 3
	68%	97%	75%	97%			69%	93%	76%	100%
	22%	70%	48%	85%			26%	85%	37%	70%
	41%	85%	52%	93%			54%	96%	73%	100%
	57%	86%	50%	96%			54%	89%	53%	89%
	71%	96%	87%	100%			65%	92%	96%	100%
<b>Targets Met</b>	<b>60%</b>	<b>40%</b>	<b>80%</b>	<b>80%</b>		<b>Targets Met</b>	<b>80%</b>	<b>60%</b>	<b>80%</b>	<b>60%</b>

## NAPLAN targets



## NAPLAN Targets 2019

40% of students are achieving in the upper two bands on the NAPLAN assessments in Reading, Writing, Spelling, Language Conventions and Numeracy in Yrs 3 & 5.

		% Upper Two Bands (U2B) — achievement										
		This school						Nation			QSS	Target Met
		2008	2016	2017	2018	2019	2008–19	2008	2018	2019	2019	
Year 3	R	20.2	48.1	52.1	58.2	56.2		39.5	53.2	52.9	48.1	
	W*	31.9	33.3	46.1	40.3	53.8		44.6	41.9	51.0	44.2	
	S	16.8	51.1	54.3	52.5	65.3		37.5	46.6	48.1	45.7	
	GP	20.2	51.1	70.7	52.5	55.4		40.5	53.1	56.5	50.3	
	N	11.8	32.3	37.1	48.6	42.0		33.5	39.2	39.8	32.5	
Year 5	R	23.6	31.0	44.2	44.2	42.2		27.4	38.6	37.0	33.1	
	W*	26.2	13.3	17.5	8.5	11.0		26.2	13.7	16.9	13.0	
	S	18.3	28.9	37.4	34.6	26.6		25.8	34.5	33.9	30.7	
	GP	27.5	35.2	42.6	48.5	47.7		33.3	35.5	34.1	35.7	
	N	10.1	26.8	36.0	32.6	30.3		20.6	27.6	29.1	25.1	

70% Targets Met



Groups of students visiting the Apple Carindale Store learning how to make Jump Cuts for video editing.



# 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 2019</b>	Prep Year - Year 6



## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	990	984	991
Girls	458	457	473
Boys	532	527	518
Indigenous	31	31	37
Enrolment continuity (Feb. – Nov.)	97%	96%	96%

#### 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 2019, there were no students enrolled in a pre-Prep program.





## Average class sizes

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



Phase of schooling	2017	2018	2019	Note: The <a href="#">class size</a> 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.
Prep – Year 3	24	24	23	
Year 4 – Year 6	26	27	27	

## Curriculum implementation

### Our approach to curriculum delivery

Algester State School uses the Australian National Curriculum as the basis for its curriculum. Units of Work for students are developed collaboratively by classroom teachers in consultation with the Head Of Curriculum, Master Teacher, Principal and Deputy Principals. The school seeks to fulfil the requirements of the National Curriculum covering the content descriptors and the national achievement standards. Some areas of the curriculum are integrated in school developed, Qld Curriculum and Assessment Authority approved, Purposely Connected Curriculum units of work that are inquiry based.

Algester also has prescribed programs that are used by all classroom teachers: Guided Reading, Words Their Way Spelling Program and Seven Steps to Writing Success. The school has an Assessment Framework to outline how the various areas are assessed within the school.

Our pedagogies are also influenced by some common instructional practices and include the Gradual Release of Responsibility Model, Maker's Model for Differentiation, a school set of comprehension strategies, Question Answer Relationships strategy, a school set of problem solving skills for numeracy and a list of school decoding strategies for Reading. It has also introduced vocabulary development and accountable talk to this set of skills.

The school has traditional year level class arrangements with a small number of composite classes to ensure class size targets are met. Some classrooms also have two permanent part-time teachers to meet the needs of a contemporary workforce.

The school utilises Information & Communication Technologies (ICT) to support classroom learning predominantly using home provided iPads, Apple TVs and digital projectors. The school subscribes to two online learning programs, Matific & Literacy Planet, that children can access at school and home.



*The intended curriculum at the school also includes the participation in community events like Bookweek.*

Some other intended curriculum events each year include the celebration of:

- Harmony Day
- ANZAC Day
- Easter
- Crazy Hair Day (fundraiser for the Leukaemia Foundation)
- International Talk Like A Pirate Day

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.



## Extra-curricular activities

Algester State School provides a rich array of extra-curricular activities for its students. These include:

- Art Show of Visual Arts, Dance, Music and Performing Arts from prep to year 6
- Interschool Sports – Yrs 5-6
- Intraschool Sports – Yrs 4 - 6
- Swimming Program – P-6 (varies)
- The Rugby League Metropolitan Cup
- The Touch Football Queensland Primary All Schools Championships
- Annual Cross Country Competition
- Annual Athletics Competition
- Bookweek Activities
- Camping Program Yrs 4 - 6
- Instrumental Music – Yrs 3 – 5
- Annual Karawatha Music Camps
- Annual School Leadership Program
- School Christmas Concert
- Clubs – Makerspace & Coding
- Choirs – Junior & Snr
- Annual SingFest Competition
- Annual Colour Run fundraiser
- Annual MultiFest School fete
- Annual Music Showcase
- School Camps and excursions
- School incursions eg. Science Show, Skylab
- Harmony Day celebration of diversity within our community
- ANZAC Day commemorative ceremony and march each year
- Remembrance Day commemorative ceremony each year
- ICAS English, Mathematics & Science Competitions
- Annual Readers' Cup
- Swimming Program, Yrs 3-4
- District Mathematics Challenge
- De Vinci Decathlon competition
- Enhancement Programs in Drama and the Visual Arts





Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

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

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

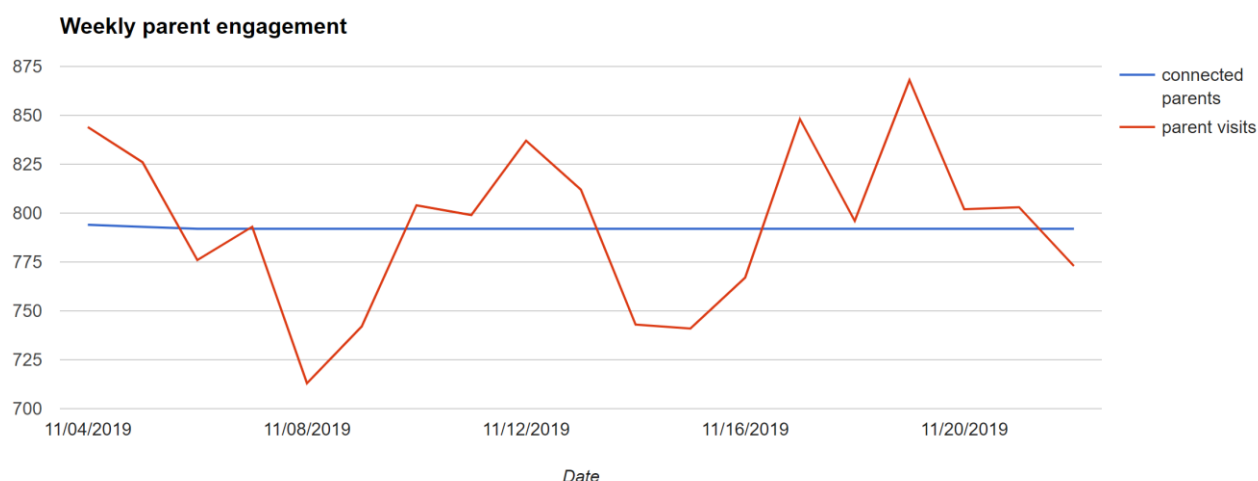
Algester Primary School is a BYOD iPad School. Students are encouraged to provide their own iPad for learning. Students who cannot provide their own iPad share school owned devices in a 1:2 ratio but cannot take them home. Our experience is that students who provide their own device take more responsibility for their learning and engage in learning anywhere, anytime which is very much a feature of modern approaches to technology and flipped learning which encourages students to prepare for their learning at home and the classroom becomes a space for sharing, collaboration and extended learning.

The use of iPads enables better communication between students, their teacher and the home. Student work is easily shared across devices which stimulates higher order thinking and reasoning. Teachers can monitor children's work much more broadly as they peruse videos demonstrating their development. Parents can see their children's work on their devices when they bring them home or log on to classroom sharing Apps. The school uses a home sharing App called 'See-Saw' which permits children to view each other's work in a safe teacher monitored environment and a special log in for parents so they can view the learning of their own children.

A substantial feature of iPads is the ability of teachers to tailor the learning tasks to suit students. Students can also choose how to express themselves using the huge number of Apps available to them. Learning becomes more open ended and creative with the use of iPads. Predictive text and spelling correction supports students with their learning and ensures their products are precise. iPads give students greater control of their learning. Student voice and choice is backed well by research for effective learning. Students personalise their devices to best support their learning.

iPads are a tool for learning. They are used across the curriculum to assist in all subject areas. They greatly enhance student's engagement in Literacy & Numeracy. But they are also specifically used at Algester for the teaching of robotics and coding. The teaching of robotics occurs very early at Algester Primary School. From the simple programming of Bee-BOTs in our Prep Classes to the sophisticated capabilities of our Lego MindSTORM robots, we cater for all ages. We use Lego We-DO Robots in our Year 2 classes and move to the versatile Lego EV3 robots in Year 4. Our robotics club also uses the Lego Spike robots. Students build the robots using the familiar Lego systems and learn to communicate with them using block code. Students experiment with all the elements of coding to both move their robots and test the conditions of the real world using specially designed sensors. The school also uses Spheroes, a ball like robot that can be programmed to move in a variety of ways, changing its colour and making sounds along its journey.

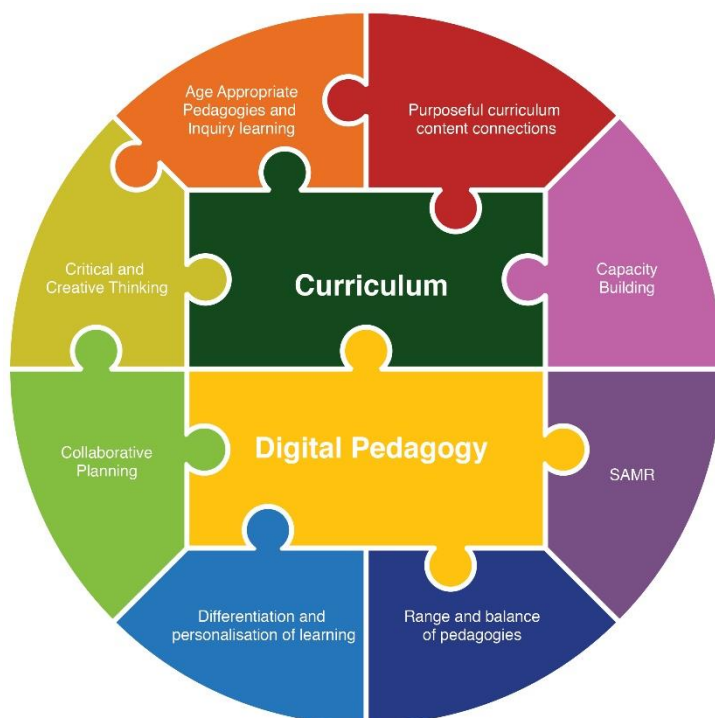
The school also has informal coding clubs and the formal teaching of coding in Years 5 & 6. Our students don't just play games, they make them! The coding app, 'Tynker' is used extensively throughout the school to teach block coding to students. The following graph displays the high level of engagement of the school community with their children's work through the sharing App SeeSaw:



Algester State School created a Makerspace in 2019. This is a place where students can create solutions to real world problems using traditional materials like cardboard and sticky tape and new technologies like sensing electronic devices, robots and circuit boards.



The school created a vision for digital pedagogies and shared this broadly with our school community. This vision was to develop students' knowledge and digital skills that they would require for the 21st Century workforce to become: Critical and creative thinkers; Collaborative learners; and Problem Solvers. There are 7 interconnected elements that make up our vision. We prepare our students for their future with technology as it is fast becoming a prerequisite, not an exception in our society. Students prefer to have a choice rather than being told specifically how they should complete tasks. Digital devices also allow for more personalised learning so learning is differentiated and able to cater for the specific needs of students. As students are more engaged in learning with iPads, their learning outcomes are also improving. iPads assist all students to collaborate, communicate and share in a safe and supportive environment. 21st Century Learning takes place 24/7, anywhere, anytime. Digital Citizenship is intrinsically part of our iPad program. The school also developed a new framework for embedding digital pedagogies into all aspects of its curriculum.



## Social climate

### Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our School Opinion Survey indicates that the vast majority of our parents and students are very satisfied with the school and the quality of education that is being provided.

- Our teachers are friendly, approachable and high quality and have been eager to participate in numerous professional development activities (many in their own time) to ensure they maintain this high standard.
- Our teachers are committed to providing a high quality education and regularly participate in reflective practices to improve their teaching by working with coaches in the areas of English and Maths.
- Our students are highly engaged in their learning and regularly demonstrate the school's core values.
- We implement Program Achieve from P –Yr 6 which focuses on our 5 Keys to Success of: Getting Along; Persistence; Organisation; Confidence; and Emotional Resilience.
- One core value (Respect) drives all our actions to become Respect for Self, Others and Place.
- We have a set of schoolwide rules to supplement the Respect system and have a rule of the week.
- School assemblies and weekly lessons reinforce the school rules.
- Our students are engaged in a number of leadership positions.
- The school also revised its School Responsible Behaviour Plan for Students and included clarity around minor and major behaviours as part of responding to students who didn't follow the school rules.
- The school has a part time Chaplain to assist students with their emotional well being.
- There is strong support by the community of the school's Bring Your Own Device program.
- Staff from the school are regularly involved in hosting visits by staff from other schools to learn about our digital pedagogies program.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website. Further information is also available at <https://www.qld.gov.au/education/schools/health>.



Positive Behaviour for Learning (PBL) is a whole-school framework which promotes positive behaviour across a school and helps schools to develop a safe and supportive learning environment. In a whole-school approach, all members of the school community work together to establish simple, clear and explicit expectations for behaviour.

Student behaviour improves when students know what is expected of them and when good behaviour is recognised.

When schools adopt the PBL framework all students are explicitly

taught the expected behaviours and clear and consistent boundaries are established. Schools take a proactive, preventative approach, ensuring that all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so that identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

Algester State School adopted PBL in 2019 and is currently implementing Tier 1 of the Program where we are developing consistency with our school wide programs. There are a number of components to PBL including setting high expectations for behaviour, actively teaching behaviour and acknowledging and rewarding good behaviour. The school has a Rule of the Week which is based on data gained from disciplinary incidents in the school. A Success Key Card in conjunction with a verbal acknowledgement is rewarded to students who exhibit



good behaviour. These cards are collected, collated and traded for various rewards from the School Rewards Shop. Certificates are also awarded to students who achieve the established benchmarks for excellent behaviour.

Success Key Cards are awarded to students to acknowledge their good behaviour. One Success Key Card is distributed per incident. However, there is no limit to the number of students that may be acknowledged at once for that incident, or on the number of incidents that can be acknowledged.

On special days double points are awarded. These are advertised in advance.

Students place their Success Key Cards in a receptacle in the classroom designed by the classroom teacher known as a Rewards Chart. These are collected and collated at the end of the week before being recycled. Success Key Cards awarded by specialist teachers, visiting teachers, teacher aides or administration staff are also placed in the classroom rewards chart.

Student award tallies are used to calculate Certificates of Achievement and special awards automatically.

#### Automatic Rewards:

Nickel Certificate	<b>50 Points</b>
Copper Certificate	<b>100 Points</b>
Bronze Certificate	<b>200 Points</b>
Silver Certificate	<b>300 Points</b>
Postcard posted home in the mail	<b>400 Points</b>
Gold Certificate	<b>500 Points</b>
Car Bumper Sticker send home in the mail	<b>600 Points</b>
Platinum Certificate	<b>700 Points</b>
Behaviour Pin (worn on uniform, green)	<b>800 Points (Awarded on School Assembly)</b>
Postcard 2 posted home in the mail	<b>1000 Points</b>
Distinguished Behaviour Certificate	<b>1200 Points</b>
Presentation of a School Water Bottle	<b>1400 Points</b>
Eminent Behaviour Certificate	<b>1600 Points</b>
Behaviour Pin (worn on uniform, bronze)	<b>1800 Points (Awarded on School Assembly)</b>



Student tallies are also redeemable for tangible and intangible awards. The intangible awards are known as the Redeemable Rewards. Students can trade their points for these rewards from the Rewards Shop and they will receive a Voucher detailing the reward. The teacher aide in the Rewards Shop makes the arrangements to enact the Reward.

Students may purchase tangible rewards with their points from the Rewards Shop. A tally of students' points is published and emailed to teachers each fortnight for children to peruse. The Rewards Shop is in the centre room

of D Block and accessible from the rear of the block through a sliding door. Year levels are allocated one lunch session a week for students to access the shop with Thursday being a catch up day for any year level.

Rewards ranging in value are available from the shop and students are encouraged to save for more expensive items. The Rewards Shop is very popular with our students.



## 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:	2017	2018	2019
• their child is getting a good education at school (S2016)	94%	92%	94%
• this is a good school (S2035)	96%	92%	91%
• their child likes being at this school* (S2001)	99%	94%	100%
• their child feels safe at this school* (S2002)	97%	97%	98%
• their child's learning needs are being met at this school* (S2003)	94%	92%	92%
• their child is making good progress at this school* (S2004)	96%	94%	92%
• teachers at this school expect their child to do his or her best* (S2005)	99%	95%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%	89%
• teachers at this school motivate their child to learn* (S2007)	94%	88%	91%
• teachers at this school treat students fairly* (S2008)	94%	88%	88%
• they can talk to their child's teachers about their concerns* (S2009)	97%	95%	91%
• this school works with them to support their child's learning* (S2010)	91%	92%	90%
• this school takes parents' opinions seriously* (S2011)	94%	89%	85%
• student behaviour is well managed at this school* (S2012)	90%	86%	86%
• this school looks for ways to improve* (S2013)	97%	92%	94%
• this school is well maintained* (S2014)	97%	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 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	93%	97%
• they like being at their school* (S2036)	98%	91%	98%
• they feel safe at their school* (S2037)	98%	92%	94%
• their teachers motivate them to learn* (S2038)	99%	93%	97%
• their teachers expect them to do their best* (S2039)	100%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	92%	93%
• teachers treat students fairly at their school* (S2041)	96%	83%	88%
• they can talk to their teachers about their concerns* (S2042)	98%	78%	90%
• their school takes students' opinions seriously* (S2043)	98%	83%	91%
• student behaviour is well managed at their school* (S2044)	98%	66%	74%
• their school looks for ways to improve* (S2045)	100%	96%	97%
• their school is well maintained* (S2046)	100%	85%	90%
• their school gives them opportunities to do interesting things* (S2047)	99%	93%	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:	2017	2018	2019
• they enjoy working at their school (S2069)	91%	92%	86%
• they feel that their school is a safe place in which to work (S2070)	94%	86%	85%
• they receive useful feedback about their work at their school (S2071)	87%	78%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	98%	98%
• students are encouraged to do their best at their school (S2072)	96%	97%	92%
• students are treated fairly at their school (S2073)	96%	88%	83%
• student behaviour is well managed at their school (S2074)	83%	70%	65%
• staff are well supported at their school (S2075)	87%	77%	82%
• their school takes staff opinions seriously (S2076)	83%	73%	76%
• their school looks for ways to improve (S2077)	93%	88%	88%
• their school is well maintained (S2078)	94%	92%	89%
• their school gives them opportunities to do interesting things (S2079)	93%	88%	86%

\* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Parents play a critical role in our teaching and learning program and are involved in several ways at Algester State School including:

- Parent information sessions offered to inform parents how the classroom will operate at the beginning of the year are well supported.
- Parents having input into the decision making processes at our monthly P & C Meetings.
- The Instrumental Music program has a Parent Support Group to offer support and advice.
- The tuckshop committee also offers support and advice and oversees the operations of our successful Tuckshop.
- Established an online ordering process for Tuckshop and the Uniform Shop to assist working parents access the facilities.
- Parent Information sessions on areas of the curriculum and our BYOD iPad Program.
- Parent Help Desk to support parents set up their children's iPads.
- Class excursions and class parent helpers.
- Parents receive information from the school via its regular notes home, school newsletters, school web site, QSchools and School Facebook Site.
- Parents assist as classroom helpers in a number of learning activities like reading and sport.
- Parents are invited to class interviews twice a year to discuss their child's progress.
- Parents are provided with written report cards via email at the end of each semester.
- Parents are invited to Principal's Afternoon Teas with selected children as a reward each month.
- An electronic billboard to further assist the school with communication to parents and the wider school community.
- Parents are engaged with their children through the sharing App, SeeSaw. The school also used this new communication tool to regularly inform parents about happenings within the school.



## Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	43	30	18
Long suspensions – 11 to 20 days	1	0	0
Exclusions	1	1	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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	304,257	295,728	293,927
Water (kL)	9,858	4,597	12,246

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

#### 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.

Search by school name or suburb	School sector	School type	State	Q
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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

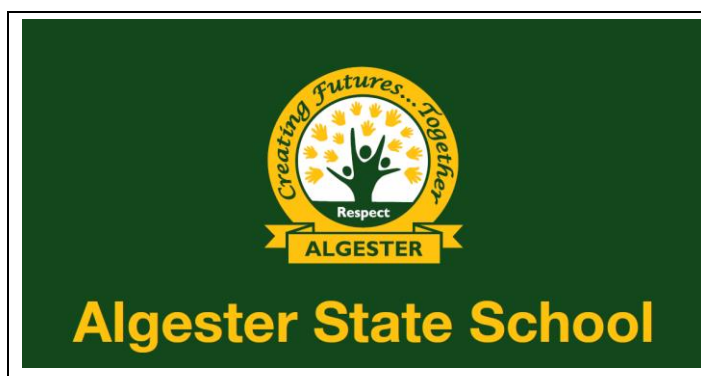
View School Profile

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
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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	68	36	<5
Full-time equivalents	61	23	<5

\*Teaching staff includes School Leaders.

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

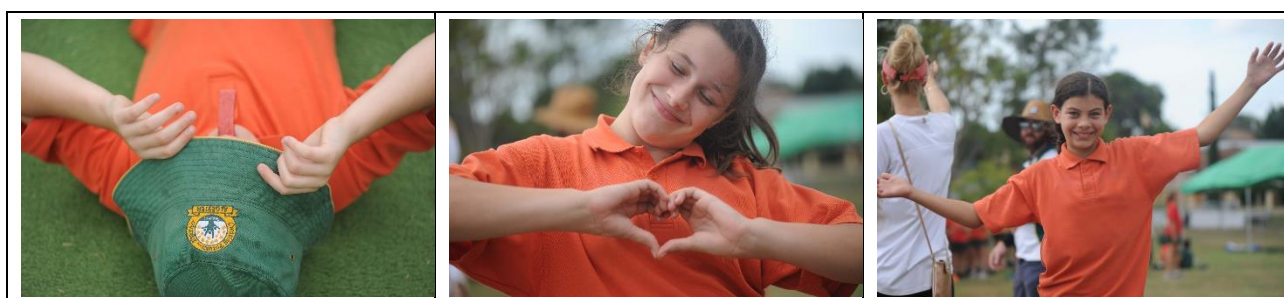
#### Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>



### Professional development

#### Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	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 2019.



# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	94%	93%	92%
Attendance rate for Indigenous** students at this school	94%	94%	86%

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

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

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep	93%	94%	94%
Year 1	94%	93%	92%
Year 2	94%	93%	92%
Year 3	93%	94%	92%
Year 4	94%	93%	92%
Year 5	93%	93%	91%
Year 6	94%	93%	92%

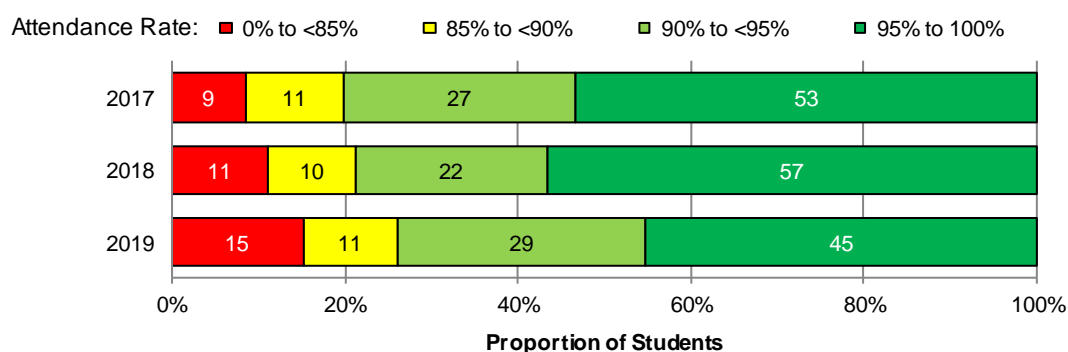
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.



## 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](http://www.myschool.edu.au/) 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	School sector	School type	State	Q
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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile
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4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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#### 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](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.



*MultiFest – the annual school fete held for the Algester Community by the P&C Association*