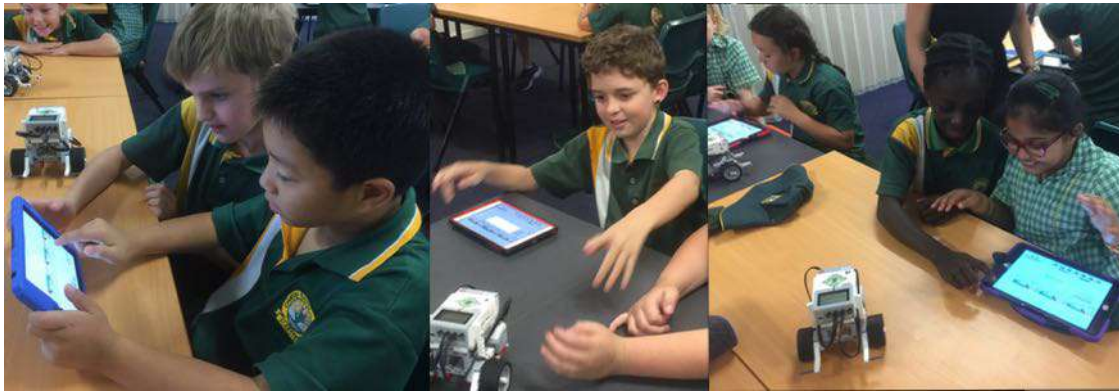




## Algester State School



# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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# School Overview

Alger 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 offers transformative learning and not just replacements for pen and paper; Schoolwide STEM Program offering Digital Technologies, Robotics and Coding; and Quality Intervention Programs.

Alger 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. Alger 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 this area and we are part of their Transformational Program.

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 Programs;
- 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.

Alger Primary School strives to improve its practice and has a vision for:

***Creating Futures Together for every child, every day.***

## Principal's Foreword

### Introduction

Alger Primary School is proud of its partnerships with parents and the wider community. We are equally proud of the reputation we have for excellence in the academic, sporting and arts fields. Our high quality, educational programs equip students with the knowledge, skills and attributes necessary for the future, and enables them to participate in, and contribute to, the greater society. Success at school reflects our motto *Creating Futures...Together* and empowers our students and sets a foundation from which they can strive for future goals.

This Annual Report for 2017 summarises school achievement of systemic and local goals. It details a range of educational opportunities our students could engage in throughout the year and provides parents and the wider community with an insight into the achievements of Alger Primary School during the 2017 academic year.

On behalf of the school staff I would like to say we are very proud of the achievements of Alger Primary School, our students and parent/community perspectives as outlined in this report. We plan to maintain our commitment towards continual improvement and look forward to even greater success in 2018.

*Colin Torr*

Mr Colin Torr  
Principal



## School Progress towards its goals in 2017

The school continued its rollout of the Australian Curriculum throughout the year consolidating its work in English, Maths, Science, History and Geography. The key pedagogical areas were Reading, Writing and Numeracy. The school also expanded its digital pedagogies to include enhanced use of technological resources and professional support for teachers. In 2017, for the first time in recent years, it added targets around internal academic reporting based on report card grades for all year levels to supplement its existing NAPLAN targets for Years 3 & 5.

School Targets	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
90% of students achieve C or above in English Sem 1	61%	72%	78%	79%	83%	79%	84%
90% of students achieve C or above in English Sem 2	72%	74%	81%	87%	77%	84%	89%
90% of students achieve C or above in Maths Sem 1	85%	87%	85%	88%	86%	91%	85%
90% of students achieve C or above in Maths Sem 2	86%	87%	89%	94%	82%	90%	91%

40% of students achieve A or B in English Sem 1	29%	41%	37%	22%	32%	45%	44%
40% of students achieve A or B in English Sem 2	45%	43%	41%	31%	34%	47%	54%
40% of students achieve A or B in Maths Sem 1	48%	58%	41%	42%	44%	57%	47%
40% of students achieve A or B in Math Sem 2	56%	66%	61%	47%	46%	59%	49%

90% of students achieve year level reading benchmark Sem 1	60%	64%	70%	83%	80%	80%	83%
90% of students achieve year level reading benchmark Sem 2	70%	78%	74%	85%	78%	88%	90%

100% of students in Prep have achieved PM 4 by the end of the year	75%
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40% of students achieving in the upper two bands of NAPLAN - Reading				52%		44%	
40% of students achieving in the upper two bands of NAPLAN - Writing				46%		18%	
40% of students achieving in the upper two bands of NAPLAN - Spelling				54%		37%	
40% of students achieving in the upper two bands of NAPLAN - Grammar & Punctuation				71%		43%	
40% of students achieving in the upper two bands of NAPLAN - Numeracy				37%		36%	

Key:

Achievement of Target	Achievement Close to Target	Achievement below target

The school was particularly pleased with achievements in the percentage of students achieving As and Bs and in the upper two bands for NAPLAN. Current work for future improvement in the other areas includes the redevelopment of the Guide To Making Judgements to align them more closely with the Achievement Standards from the National Curriculum and enhanced moderation practices within the school to ensure more consistency in the attribution of student grades for reporting.

The school had numerous achievements for its students in the Arts, Sporting and Cultural pursuits. The school has a strong student leadership program and many students were involved in its music, art, instrumental and sporting programs. The Performance Arts Showcase Evening, Harmony Day, Academic Parade and Lapathon were all significant school community events held throughout the year. The P&C had another positive year helping with donations towards our technology program, general school maintenance and completing the air-conditioning of our classrooms. The Multifest continues to be the highlight of the P&C community and fundraising ventures and helped raise valuable funds for the school.



## Future Outlook:

## School Improvement Agenda 2018



Creating Futures Together

### School Key Priorities:

- Upper Two Bands
- Reading
- Numeracy

### School Maintenance Priorities:

- Writing & Spelling
- Digital Pedagogies
- Behaviour

### Classroom Targets:

- 90% of students achieving C or above in academic reporting for English, Mathematics & Science each Semester.
- 40% of students achieving in the top two grades (Eg. A,B) in each class per Semester in English and Maths each Semester.
- 90% of students achieve the year level semester reading benchmark as outlined in the School's Assessment Framework each Semester.

## Pedagogical Framework: Quality Differentiated Teaching & Learning

### High Effect Strategies

Informed by the research of Geoff Masters (2010) , John Hattie (2012) & Lyn Sharratt (2012)

<b>High Expectations and Clarity</b> <ul style="list-style-type: none"> <li>• Direct, intensive teaching through <i>Gradual Release of Responsibility</i></li> <li>• Student goal setting</li> <li>• Student Feedback</li> <li>• School Goals &amp; Targets</li> <li>• Differentiated Teaching &amp; Learning</li> <li>• Learning Intentions—WALT</li> <li>• Learning Outcomes—WLF</li> </ul>	<b>Data Analysis</b> <ul style="list-style-type: none"> <li>• Regular collection and analysis of student learning data (Assessment Framework)</li> <li>• Guides to Making Judgements (Reporting Framework)</li> <li>• Moderation</li> <li>• One School Data analysis</li> <li>• Case Management</li> <li>• Data Walls</li> <li>• Data Conversations</li> <li>• Annual STAR Day (Mini Review)</li> </ul>	<b>Positive, Interactive School Culture</b> <ul style="list-style-type: none"> <li>• Optimal classroom climate which is positive and reflects the <i>Keys To Success</i></li> <li>• Self-regulated learning and behaviour</li> <li>• Positive student-teacher learning relationships</li> <li>• Student voice and Accountable Talk</li> <li>• School Responsible Behaviour Plan</li> <li>• Non Violent Crisis Intervention</li> <li>• Essential Skills for Classroom Management</li> </ul>
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Our Main Goals: Consistency of practice and alignment to the school improvement agenda.

School Wide Tools	School Wide Pedagogies	School Wide Assessment
<ul style="list-style-type: none"> <li>• Literacy Tools (Comprehension &amp; Decoding Strategies)</li> <li>• Question, Answer &amp; Relationships Strategy</li> <li>• Maths Problem Solving Toolkit</li> <li>• Rule of the Week &amp; Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Gradual Release of Responsibility Model</li> <li>• Seven Steps to Writing Success</li> <li>• Guided Reading &amp; Vocabulary Development</li> <li>• Words Their Way Spelling</li> <li>• Digital Pedagogies</li> <li>• Growth Mindset</li> </ul>	<ul style="list-style-type: none"> <li>• PM Benchmarking for Reading</li> <li>• PROBE2 for Reading Assessment</li> <li>• Guides to Making Judgements (Adapted C2C resources)</li> <li>• Matrices to guide reporting</li> <li>• Words Their Way Inventories</li> </ul>

## Alger's Key Instructional Strategies

Literacy Tools: (Comprehension Strategies)	Literacy Tools: (Decoding Strategies)	Question, Answer & Relationships Strategy (QAR)	Maths Problem Solving Toolkit	Tools for Differentiated Learning & U2Bands
<ul style="list-style-type: none"> <li>• Inferring</li> <li>• Predicting</li> <li>• Determining Importance</li> <li>• Making Connections</li> <li>• Creating Images</li> <li>• Scanning</li> <li>• Self-Questioning</li> <li>• Consulting a reference</li> <li>• Skimming</li> <li>• Summarising</li> <li>• Synthesising</li> <li>• Using Analogy</li> </ul>	<ul style="list-style-type: none"> <li>• Eagle Eye</li> <li>• Stretchy Snake</li> <li>• Chunky Monkey</li> <li>• Tryin' Lion</li> <li>• Fluent Fly</li> <li>• Skippy The Frog</li> <li>• Punctuation Panda</li> <li>• Careful Caterpillar</li> <li>• Flippy Dolphin</li> <li>• Lips The Fish</li> </ul>	<p>In the book:</p> <ul style="list-style-type: none"> <li>• Right There</li> <li>• Think &amp; Search</li> </ul> <p>In your head:</p> <ul style="list-style-type: none"> <li>• Author &amp; You</li> <li>• On your own</li> </ul> <p>Sequencing</p> <p>Curriculum Intent</p> <p>Making Judgments</p> <p>Feedback</p> <p>Assessment</p>	<ul style="list-style-type: none"> <li>• Draw a diagram</li> <li>• Break into manageable parts</li> <li>• Make a table</li> <li>• Make a model</li> <li>• Work backwards</li> <li>• Act it out</li> <li>• Guess and check</li> <li>• Seek exceptions</li> <li>• Solve a simpler problem</li> <li>• Test all possible combinations</li> <li>• Use Patterns</li> <li>• Think Boards</li> </ul>	<p>Varied levels of questioning:</p> <ul style="list-style-type: none"> <li>• Blank's 4 Level Guide: <ul style="list-style-type: none"> <li>• Recognition</li> <li>• Description</li> <li>• Sequencing</li> <li>• Problem Solving</li> </ul> </li> <li>• Bloom's Taxonomy: <ul style="list-style-type: none"> <li>• Remembering</li> <li>• Understanding</li> <li>• Applying</li> <li>• Analysing</li> <li>• Evaluating</li> <li>• Creating</li> </ul> </li> </ul>
Vocabulary Development	Digital Technologies	Accountable Talk	Growth Mindset	7 Steps to Writing Success
<ul style="list-style-type: none"> <li>• 3 Word Tiers</li> <li>• Vocabulary Word Walls (charts)</li> <li>• Word of the Day</li> <li>• Explicit vocabulary instruction</li> <li>• Building connections</li> <li>• Contextualising</li> <li>• Word Clines</li> <li>• Wow stamp to acknowledge word use</li> <li>• Vocabulary journal/ scrapbook</li> </ul>	<ul style="list-style-type: none"> <li>• Documenting learning</li> <li>• Researching using the Internet</li> <li>• Creative Expression</li> <li>• Authoring Text</li> <li>• Organisation</li> <li>• App Smashing</li> <li>• Student Voice and Choice</li> <li>• Collaborative learning</li> <li>• Sharing</li> <li>• Drill Activities</li> <li>• Open Ended Learning</li> <li>• Substitution/ Augmentation/ Modification/ Re-definition (SAMR Model)</li> </ul>	<ul style="list-style-type: none"> <li>• Careful listening</li> <li>• Paraphrasing and seeking clarification</li> <li>• Using and building on each other's ideas</li> <li>• Respectful disagreement</li> <li>• Sentence stems &amp; anchor charts</li> <li>• Seeking evidence</li> <li>• Justifying statements</li> <li>• Building arguments</li> <li>• Challenging questions</li> </ul>	<ul style="list-style-type: none"> <li>• Growth v's Fixed Mindsets</li> <li>• Mistakes are part of learning</li> <li>• The power of 'yet'</li> <li>• Challenges help me grow.</li> <li>• Effort determines success</li> <li>• Practice makes my brain strong</li> <li>• Learn from feedback</li> <li>• Inspired by the success of others</li> <li>• A positive attitude makes the difference</li> </ul>	<ul style="list-style-type: none"> <li>• Plan For Success</li> <li>• Sizzling Starts</li> <li>• Tightening Tension</li> <li>• Dynamic Dialogue</li> <li>• Show, Don't Tell</li> <li>• Ban the Boring Bits</li> <li>• Exciting Endings</li> </ul>

The school will continue its work contained within its 4 year Strategic Plan around Reading, Comprehension, Decoding, QAR, The 7 steps to Writing Success, Tools for Differentiated Learning and our Maths Problem Solving Kit.

New focus areas for 2018 include vocabulary development, digital technologies, growth mindset and accountable talk. New school wide tools include the proactive teaching a rule of the week and the introduction of zones of regulation to support students requiring additional behaviour support.

# 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 2017:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1004	468	536	27	95%
<b>2016</b>	968	444	524	24	94%
<b>2017</b>	990	458	532	31	97%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Algester Primary School is located in the south west corridor of Brisbane Metropolitan Region. Our school has a happy, family culture and caters for students in Prep to Year 6 in traditional year level classes. We are seen as a school of choice within our area and have a stable student population. Algester has an Enrolment Management Plan in place limiting enrolments to our immediate catchment area in the first instance. Most of our students are drawn from our surrounding suburbs of Algester, Parkinson, Calamvale, Hillcrest, Stretton and Acacia Ridge.

Approximately 3% of our students identify as Indigenous. Around 17% of our student identify as having an ESL (English as a Second Language) background. These students represent a range of cultures from around the world and are welcomed to the Algester community. The school celebrates its diversity each year on Harmony Day.

In terms of socio-economic status we are classified as above the National Average with an ICSEA rating of 1035.

Our staff includes 68 teachers who range in experience from graduates to experienced senior teachers with over 40 years teaching experience. Our staff provide education to 39 classes in a variety of roles including: classroom teachers, support staff who help students with additional programs in the educational, cultural and sporting domains and teachers who support fellow teachers with their own professional development. Each year our teachers undertake ongoing learning and training to maintain their currency in educational practice.





## Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	24
Year 4 – Year 6	27	26	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Algester Primary 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 and digital projectors. The school subscribes to two online learning programs, Mathletics & Reading Eggs, that children can access at school and home.

### Co-curricular Activities

- 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 – Yrs 2 – 5
- Interschool Futsal Competitions
- The Rugby League Metropolitan Cup
- The Touch Football Queensland Primary All Schools Championships
- Annual Cross Country Competition
- Annual Athletics Competition
- Bookweek Activities
- Camping Yrs 4 - 6
- Instrumental Music – Yrs 3 – 5
- Annual Karawatha Music Camps
- Annual School Leadership Program
- School Christmas Concert
- Clubs – Art, Science & Coding
- Choirs – Junior & Snr
- Annual SingFest Competition
- Annual Lapathon 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
- Interschool Digital Printing competition

## How Information and Communication Technologies are used to Assist Learning

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 NXT 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 school also intends to move into the coding of drones in 2018.

Algester State School created a Makerspace in 2017. 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.



## Social Climate

### Overview

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.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	98%	94%
this is a good school (S2035)	97%	98%	96%
their child likes being at this school* (S2001)	100%	100%	99%
their child feels safe at this school* (S2002)	100%	98%	97%
their child's learning needs are being met at this school* (S2003)	98%	96%	94%
their child is making good progress at this school* (S2004)	97%	96%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	91%	93%
teachers at this school motivate their child to learn* (S2007)	95%	96%	94%
teachers at this school treat students fairly* (S2008)	97%	95%	94%
they can talk to their child's teachers about their concerns* (S2009)	97%	96%	97%
this school works with them to support their child's learning* (S2010)	97%	89%	91%
this school takes parents' opinions seriously* (S2011)	95%	91%	94%
student behaviour is well managed at this school* (S2012)	98%	93%	90%
this school looks for ways to improve* (S2013)	98%	93%	97%
this school is well maintained* (S2014)	100%	96%	97%



## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	98%
they feel safe at their school* (S2037)	100%	100%	98%
their teachers motivate them to learn* (S2038)	100%	100%	99%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	99%
teachers treat students fairly at their school* (S2041)	91%	100%	96%
they can talk to their teachers about their concerns* (S2042)	100%	99%	98%
their school takes students' opinions seriously* (S2043)	91%	97%	98%
student behaviour is well managed at their school* (S2044)	91%	100%	98%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	99%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	96%	91%
they feel that their school is a safe place in which to work (S2070)	100%	96%	94%
they receive useful feedback about their work at their school (S2071)	100%	93%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	97%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	98%	96%
student behaviour is well managed at their school (S2074)	100%	98%	83%
staff are well supported at their school (S2075)	100%	94%	87%
their school takes staff opinions seriously (S2076)	100%	91%	83%
their school looks for ways to improve (S2077)	100%	100%	93%
their school is well maintained (S2078)	94%	100%	94%
their school gives them opportunities to do interesting things (S2079)	100%	96%	93%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.



## Parent and community engagement

Parents play a critical role in our teaching and learning program and are involved in several ways 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.
- Special Events Team's monthly meetings for fundraising activities
- Parents meet with the School Administration on a monthly basis to plan the annual school Multi-fest carnival.
- 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.
- The school also introduced the QParents App allowing parents to access considerable online information about their child and pay invoices.
- 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.

## Respectful relationships programs

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

Algester Primary School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. A Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Algester Primary School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process. Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

Our school culture is built on our values of:

- Respect of self;
- Respect for others; and
- Respect for place.



At Algester Primary School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards through the use of the *Essential Skills for Classroom Management* program.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Consequences are applied within the context of a proactive support system that focuses on prevention and instruction.

Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan. For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, are applied consistently, calmly, firmly and without prejudice towards individual children. The level of a student's behaviour is assessed against a continuum from minor to major consequences. Staff and students are aware of the progression of consequences for continued disruptive or dangerous behaviour through the use of a School Behaviour Flowchart.

If a student's behaviour continues to infringe upon the rights of others in the classroom, an Individual Responsible Behaviour Plan is developed by the teacher, student and Administration member. The plan is a daily reflective chart containing expectations, consequences, goals and rewards. Parents/carers are contacted throughout the process and informed of weekly accomplishments until the plan is no longer required. The student may be referred to Administration for internal withdrawal suspensions if inappropriate behaviour continues. Incidents of inappropriate behaviour are recorded in OneSchool. If additional support is required the student may be referred to the school's Student Services Team.

Suspension and Exclusion is used where the behaviour is serious and/or persistent. Serious or persistent inappropriate behaviour is that which threatens the good order of the school and/or safety of people within the school. Suspension and exclusion is only be used where other processes have been put in place previously or the incident is of a serious nature. Consideration is given to the specific circumstances in each case. Where suspensions occur, an appropriate re-entry plan is used.

At Algester Primary School we believe that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind. Bullying, violence and harassment are not tolerated because they infringe on our fundamental rights to safety and fair treatment.

At Algester Primary students take part in an Anti-Bullying Program. The Program is based on providing students with information about:

- definitions of bullying,
- types of bullying, (including cyber-bullying as outlined below)
- effective strategies for dealing with bullying,
- using High 5 Strategy Hand
- appropriate avenues to report cases of bullying.

The Bullying Prevention Program is based on the *Bullying No Way!* Whole school strategies. The strategies focus on levels of action:

- Building a safe and supportive school environment and preventing bullying,
- Knowing when bullying is happening, acting to stop it and supporting those involved,
- Managing incidents that have serious impact on individuals and/or the school.





The school uses the High 5 Strategy to help students combat bullying:

- It is an effective selection of strategies to develop the problem-solving ability of our students in social situations.
- It is a whole school approach that supports anti-bullying and assists with conflict resolution.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived conflict or bullying incidents. (Ignore, Talk Friendly, Walk Away, Talk Firmly, Report)

The strategies will be used to assist students to develop social skills and build resilience.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	47	29	43
Long Suspensions – 11 to 20 days	1	1	1
Exclusions	0	1	1
Cancellations of Enrolment	0	0	0



## Environmental Footprint

### Reducing the school's environmental footprint

The school is currently rolling out its 'cool school' program or air conditioning project which has impacted on its electricity usage. A number of measures have been undertaken to ensure that the units are used as efficiently as possible and that they are turned off when not required. Improved weather conditions have permitted a reduced need to water the school oval.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	256,953	13,892
2015-2016	292,883	6,290
2016-2017	304,257	9,858

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

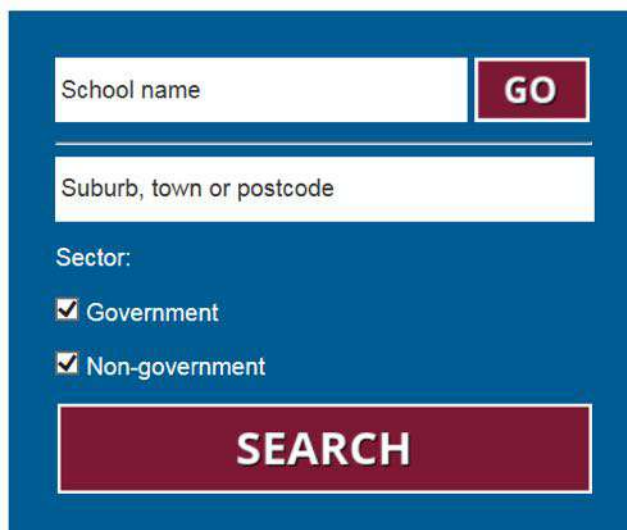
## School Funding

### 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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school



The image shows a search form titled "Find a school" on a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH".

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.



## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	68	39	<5
Full-time Equivalents	61	24	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	1
Bachelor degree	58
Diploma	6
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2017 were \$228 300.

The major professional development initiatives are as follows:

- Curriculum Development and Planning
- Leadership Development
- Coaching & Mentoring Program
- Information & Communication Technologies Development
- Seven Steps for Writing Training
- Words Their Way Spelling Program
- The Teaching Of Reading
- Comprehension Strategies
- Age Appropriate Pedagogies
- Vocabulary Development
- English Unit Plans
- Maths Unit Plans
- Reading Benchmarking
- Digital Technologies including Apple Joint Venture Program
- Beginning Teachers Mentoring Program
- One School Training
- Behaviour Management Training
- Developing Performance Planning
- Growth Mindsets
- The teaching of Coding

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.



## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	94%	94%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	93%	94%	94%	94%	92%						
2016	94%	94%	93%	95%	94%	94%	94%						
2017	93%	94%	94%	93%	94%	93%	94%						

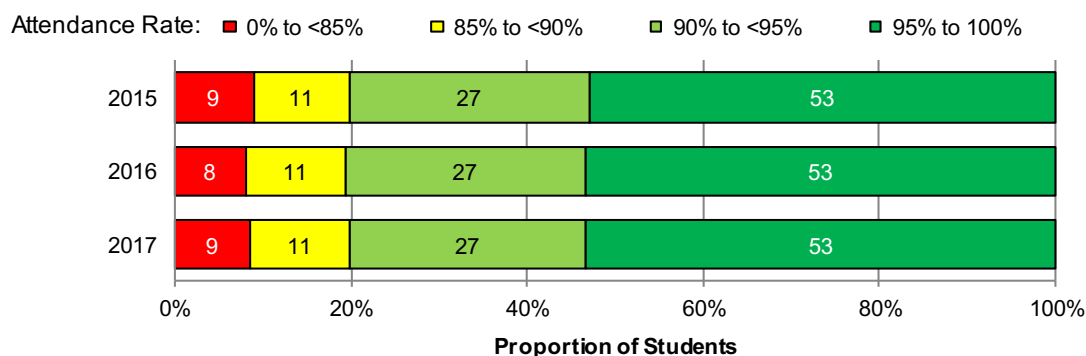
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.



## Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

After an unexplained absence the school makes contact with the family. Attendance is then monitored by the class teacher and Admin and any future absences followed up. If a child continues to be absent from school we try to work with the family and support agencies to ensure the child returns. In these cases the required notification to authorities is made and the formal department procedures are also enacted. The importance of full attendance is highlighted in school newsletters and parade and community forums.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school

School name

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Conclusion

Algester Primary School is proud of its achievements and excited about its innovations for the future. We invite you to find out more information about our school from our website:

[www.algesterss.eq.edu.au](http://www.algesterss.eq.edu.au)

