



Stafford State School

Independent Public School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training*



Queensland
Government

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School Overview

Staff, students and parents working together towards teaching, learning and life.



At Stafford State School, our school purpose is to provide a quality meaningful education within a safe and supportive learning environment. With a further focus on high performance and effective leadership, it is the goal of our school to prepare all learners to be successful on their journey through life.

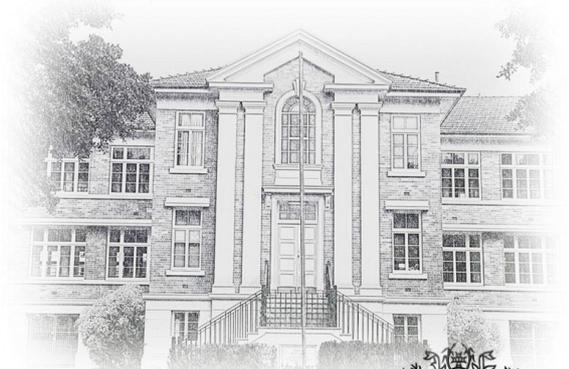
Stafford State School has an active and supportive community that is proud of its diversity and inclusive culture. Our culture and community spirit ensure the school is able to adapt to meet the changing demands and expectations of students, parents and the wider community.

Our school continues to grow from strength to strength, we believe these attributes drive our excellent reputation and assist our learners to become active, informed citizens of the 21st Century.

The school's motto, "Strive, Persevere, Succeed" reflects this charter. Our facilities have been redeveloped to provide an enhanced learning environment, with large classrooms; interactive whiteboards, laptops, iPads and air-conditioning to meet the needs and challenges of the 21st century.

Stafford State School's five greatest assets are its:

- Dedicated and enthusiastic teachers demonstrating excellent pedagogy
- Students at the centre of a purposeful curriculum
- Wonderful, tolerant and diverse school community
- Outstanding facilities
- Student engagement in a futures driven agenda where they develop their knowledge, understanding and skills.



Principal's Forward

Introduction

The 2016 School Annual Report highlights the achievements of Stafford State School in terms of the School and Staff Profile, Curriculum Offerings and Social Climate. The report also includes a snapshot of Student Performance through a summary of NAPLAN results as well as an overview of School Community satisfaction using data from the School Opinion Survey and goals and aspirations for 2017.

Stafford State School is proudly part of a quality public education system in which the overarching objective is to provide opportunities for all students to achieve learning outcomes and reach their potential. Our school purpose is to provide a quality meaningful education within a safe and supportive learning environment. With a further focus on high performance and effective leadership, it is the goal of the school to prepare all learners to be successful on their journey through life.

School Progress towards its goals in 2016

Our key school priorities for 2016:

- Increase in NAPLAN results – 95% of all eligible students are at or above the NMS in Reading and Numeracy
- 35% of Year 3 Students and 30% of Year 5 Students in the Upper 2 Bands in Reading
- 35% of Year 3 and Year 5 Students in the Upper 2 Bands in Numeracy
- Continued implementation of Explicit Teaching and Warm-Ups
- Working with John Fleming to refine our practice
- Use Data to inform teaching practice
- Continued implementation of Developing Performance Framework with all teaching staff, linked to school's Explicit Improvement Agenda.

Stafford State School successfully completed many of its intended goals for 2016 including:

- 100% of all Year 3 Students met NMS in Reading
- 46.2% of Year 3 Students and 30% of Year 5 Students in the Upper 2 Bands in Reading
- 48.7% of Year 3 Students in the Upper 2 Bands in Numeracy
- Intensive Teaching Initiative
- Refining Reading and Numeracy Warm Ups and Explicit Teaching through I Do, We Do, You Do
- Implementation of 'Read it Again' – Oral Language Program in Prep and Year 1.

Future Outlook

Our major focus of our school's development in 2017 is to build on the successes of 2016. So we can continue to maximise the performance of our students, our focus is:

- Making explicit the expectations around planning with the Australian Curriculum. Focus on understanding what needs to be assessed, the curriculum intent and varying the learning pathway by differentiating for individuals and or groups of students
- Maintaining an unrelenting focus in our priority of Reading, then Numeracy by:
 - Continued Refinement and implementation of the school's Explicit Instruction model, used by all staff based on Warm-Ups / I Do, We Do, You Do
 - Embedding and continued refinement of Warm-Ups
 - Using Feedback / Mentors / Data Analysis
 - Setting Benchmarks and Targets as drivers of ongoing school improvement
- Refining Reading Hierarchy, Writing Hierarchy and introduce General Knowledge Warm Up
- Refining Prep –Year 1, Year 2-3 and Year 4-6 Literacy Blocks

- Continue with Numeracy Warm-Ups and the focus of the automatic recall of number facts and mental computation strategies – Recite, Recall and Apply
- Whole School approach to Polya’s Problem Solving See, Plan, Do, Check underpinned by Explicit Instruction
- Continue to highlight and focus on productive partnerships with parents and our Diverse Community
- Continue to engage in High Expectations
- Gifted Education Mentor to work with all staff.

In 2017 our school will continue to work with John Fleming by having him mentoring and give feedback to teachers each term. This initiative focusses on enhancing Explicit Teaching across all year levels and raising standards and minimum benchmarks in a range of curriculum areas, in particular Reading and Comprehension.

Our School at a Glance

School Profile

Co-educational or single sex: Co-educational
Independent Public School: Yes
Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	266	128	138	32	90%
2015*	273	131	142	39	90%
2016	271	124	147	32	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Stafford State School is a Band 7 Primary School located in the Brisbane North Region. The current P-6 enrolment at Stafford is around 273 students. We are an ideal size school; big enough to have excellent resources, yet small enough that all children and families are well known to staff and the broader school community.

Students are from a broad range of socio-economic and cultural backgrounds. Twenty-five nationalities are represented; therefore there is a high degree of tolerance of difference in the school. We are very proud of our learning community which celebrates tolerance and diversity. The school also caters for increasing numbers of students who have English as a second language. We also have 13 hearing impaired students and 19 students with disabilities, that find significant success within the mainstream and special education classes.

Presently there are 11 fulltime and 2 part-time classroom teachers. There are also 13 specialist teachers who visit the school for various periods on a weekly basis. These include: Teacher- Librarian, Music, LOTE, Physical Education, STLD, 2 Instrumental Teachers, EALD, Guidance Officer, AVT’s. Classroom and Specialist Teachers are supported by 20 very experienced and well trained teacher aides.



The student population presents a diverse blend of socio-economic and cultural backgrounds. Students are organised in both single year levels and multi-age class groupings. Students, parents and community members are encouraged to contribute to the school's decision-making process through the Parents & Citizens Association and school committees.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	22
Year 4 – Year 7	25	28	28

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Stafford State School celebrates the importance of the early years education through a high quality Preparatory Program – designed to give children the best foundations for future success. We provide a dynamic educational experience for students that enable them to become independent, creative and connected lifelong learners. Our academic programs are focussed on building students' foundational skills, attitudes and values to ensure they achieve their individual potential.

The engagement of students in quality learning is vital to the success of the school. Curriculum offerings have been designed to enhance student learning and include:

- High Expectations with an unrelenting focus on individual achievement for all students – Focus and Explicit Instruction of Reading, Numeracy, Safety, Effort, Respect and Responsibility
- Support Teacher Literacy and Numeracy (STLaN) – Intervention & Extension Programs / Intensive Teaching Programs
- Instrumental Music program of woodwind, brass and percussion is offered to students in Years 4-6. Strings are offered to students in Years 3-6. Music Camps are offered at various intervals
- LOTE - A program in Chinese is offered to students in Years 3, 4, 5 and 6
- SEP program with a strong focus on inclusion and social development
- Physical Education - Interschool Sport for Years 4-6, Sports Days for all students and a school swimming pool for the instruction of a comprehensive swimming program for all students
- Music - Choir Program with the opportunities for performance at parades and special events
- Library - The Teacher Librarian supports teachers and students with research and borrowing / Readers Cup
- Excursions (Prep – Year 6) – relating to the curriculum
- Advisory Visiting Teachers for Visually Impaired, Physically Impaired and Autistic Spectrum Students
- Guidance Officer – Learning and counseling support
- Additional learning opportunities are obtained by students participating in the Year 5 and 6 Canberra Trip.
- A Chaplaincy Program to support the emotional well-being of the school community
- Differentiating the curriculum to provide opportunities to maximize student achievement
- Regional Auslan Coach

Our Approach to Curriculum Delivery

The Stafford State School we teach, plan and assess using the Australian and Queensland Curriculum. Specific outcomes for students with special needs are developed and delivered through Individual Support Plans. Our aim is to develop continuity of curriculum, purposeful commitment to the School Learning Culture and uniform pedagogical practice across Prep – Year 6.

The outcome of establishing a 'United School Culture' has been:

- A clear direction and common purpose
- School consistency
- Improved Student Behaviour
- Student Engagement
- Increase in Student Self Esteem
- School Pride
- Ownership of Learning

Our Pedagogical Framework is underpinned by Explicit Instruction using the Teaching Outline of:

Warm-Up / I Do / We Do / You Do / Review

- Teachers need to check for understanding throughout the stages to gauge the level of understanding and give feedback to students. The aim is to achieve the learning of concepts in a systemic, sequential and repetitious manner, teaching targets, automaticity of skills and deeper thinking.

Warm Up

- The purpose of the Warm-Up is to consolidate and automatise skills developed in the I Do, We Do, You Do from previous lessons. Facilitating facts to go from short term memory to long term memory.

The curriculum at Stafford State School focuses on maximising learning by collaboratively developing programs reflective of the needs, interests and abilities of students. The staff plans with the Head of Curriculum to help determine the focus and outcomes for each year level.

English:

- In English, teachers are expected to timetable Literacy Rotations, Reading and Writing Warm-Up, Explicit Teaching of one C2C Unit per Term. (can be modified) During the teaching of English, the focus is on Vocab, Punctuation, Grammar, Editing, Sight Vocab, Spelling, Comprehension Strategies, Formal Handwriting, Formal Speaking and Listening and Oral Language.

Mathematics

- In Mathematics, we have developed our own school program based on the Australian Curriculum and supporting materials. A Mathematics Lesson includes: Warm-Ups, Maths Mentals, and Explicit Teaching of Mathematical Concept. The program consists of Maths Lesson Outline, Warm-Up Checklist, Content Descriptors, Assessment and Weekly Mathematical Concepts.

Assessment:

- The School Assessment Schedule is refined to reflect Metro standards and targets. Key data is tracked on a school data wall and used to identify teaching and learning decisions and students requiring additional support. Internal Mid-Year and End of Year Moderation processes ensure greater alignment between planning and assessment.

Co-curricular Activities

The school prides itself on the extensive range of extra-curricula activities offered to students and the excellent facilities to support these additional experiences. A significant number of students are involved in:

- Academic extensions through a range of local/state/national competitions, IMPACT – Literacy and Numeracy Projects, Solid Pathways Initiative
- Student Leadership Roles – School Captains / House Captains and Student Council Representatives. Students are provided with the opportunity to enhance leadership skills by attending an annual Leadership Camp
- The Arts through – Instrumental Programs (Strings and Brass, Woodwind and Percussion) Choir and annual whole school and specialist concerts / Honours Camp / Music Count Us In
- Sport through – An interschool program which includes soccer / netball / rugby league / cricket / softball / touch / tennis, swimming / athletics and cross country. The school also has a Swimming Club
- Community Events – Anzac Day March and Ceremony / School Disco and Skate Night / Fun Run / Under 8's Week, Education Week / NAIDOC activities / Literacy and Numeracy Week / Supporter Reader Program / Annual Awards Ceremony
- Lunchtime Clubs – Singing / Cooking / Art / Soccer / Computers / Mathletics / Auslan

How Information and Communication Technologies are used to Assist Learning

Stafford State School integrates the use of computers and other digital technologies into the curriculum by developing the digital pedagogies of its teachers. The school has a number of teachers who are technologically literate.

Our facilities have been redeveloped to provide an enhanced learning environment to enhance student engagement across all curriculum areas to meet the needs and challenges of the 21st century. Student engagement in a futures driven agenda where they develop their knowledge, understanding and skills needed for learning and working in today's digital world.

ICT'S utilised at Stafford State School:

- Fully networked Computer Lab with Interactive Whiteboard / All teachers part of 'Computers for Teachers' Program
- Mobile Laptop Trolley used in the networked Library also with 2 Interactive Whiteboards
- Interactive Whiteboards available in all classrooms to enhance student engagement
- Class sets of iPad's available for classroom use for 21st century learning.

Social Climate

Overview

Stafford State School serves a community with mixed socio-economic and cultural backgrounds. Parents and community members place high importance on the education of their children. Classes also have a buddy system which provides opportunities for the senior students to assist the younger children in the classrooms.

We foster a strong emphasis on diversity due to our diverse community and formed a Diversity Committee and workshop to:

- Assist the school in identifying the different communities that exist within the school
- Identify whether these communities feel they are adequately represented in the school eg. engagement with staff, school events, school policies, P&C
- Identify the initiatives the school has in place which are effective, as well as any barriers parents have in engaging the school
- Brainstorm strategic initiatives that the school could adopt and implement, to ensure that Stafford continues to be known for its diversity and inclusiveness.

The chaplaincy program provides the school community with a support person who will act as a coach in providing mentoring to students and liaise with parents and teachers to best support our children. With the additional support of the chaplain, we will be better equipped to address the social needs of the students and have an enhanced cooperative approach to developing active and informed citizens in today's society.

Stafford State School High Expectations

Over the last couple of years, in consultation with parents and the P&C, we have talked through the need to raise more expectations at our school. **Dress Code, Attendance, Manners and Work Ethic.** Raising our expectations in many parts of our school play an important role in developing all children. At Stafford State School, staff, students and parents all work together to help the students find success in addressing these expectations and we have merged our High Expectations with our 4 School Rules of **Safety, Effort, Respect and Responsibility.**

Our High Expectations document and School Rules can be found on the Stafford State School Website.

Playgroup

Stafford State School has a Playgroup which operates every Wednesday morning out of our School Hall. Our Playgroup is Encouraging School Readiness from Babies through to pre-prep age. This has been a very successful program to engage Mums and Dads to socialise with other parents, meet new friends and encourage school readiness for their child while interacting in a safe manner with other children their own age.

Encouraging School Readiness:

- Learning through Play
- Art & Craft
- Everyday Experiences
- Gross Motor Skills
- Early Literacy
- Routines
- Music & Movement
- Obstacle Course

Swimming

Stafford State School operates a learn to swim program in our school pool which operates on Wednesday mornings in terms one and four. This program is for babies through to pre-prep age children.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	96%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school* (S2001)	93%	100%	96%
their child feels safe at this school* (S2002)	92%	100%	100%
their child's learning needs are being met at this school* (S2003)	86%	100%	88%
their child is making good progress at this school* (S2004)	93%	100%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	90%	88%
teachers at this school motivate their child to learn* (S2007)	86%	90%	88%
teachers at this school treat students fairly* (S2008)	92%	80%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	85%
this school works with them to support their child's learning* (S2010)	93%	90%	85%
this school takes parents' opinions seriously* (S2011)	92%	89%	96%
student behaviour is well managed at this school* (S2012)	92%	78%	96%
this school looks for ways to improve* (S2013)	92%	90%	92%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	100%	100%
they like being at their school* (S2036)	97%	91%	98%
they feel safe at their school* (S2037)	99%	88%	100%
their teachers motivate them to learn* (S2038)	99%	100%	98%
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%	98%	100%
teachers treat students fairly at their school* (S2041)	95%	91%	93%
they can talk to their teachers about their concerns* (S2042)	96%	98%	100%
their school takes students' opinions seriously* (S2043)	94%	97%	98%
student behaviour is well managed at their school* (S2044)	91%	94%	98%
their school looks for ways to improve* (S2045)	97%	98%	100%
their school is well maintained* (S2046)	99%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	96%	95%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97%	100%	98%
they receive useful feedback about their work at their school (S2071)	94%	95%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	90%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	98%	96%
student behaviour is well managed at their school (S2074)	97%	100%	84%
staff are well supported at their school (S2075)	97%	100%	93%
their school takes staff opinions seriously (S2076)	94%	95%	95%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	97%	95%	100%
their school gives them opportunities to do interesting things (S2079)	94%	95%	96%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Stafford has an active P&C that takes pride in the school and its achievements. The P&C and the parent body work collaboratively with staff to provide a range of experiences that enhance student learning. The P&C are very supportive of the school staff and have a genuine interest in working with the school to make the school a better place for students. The P&C also provides input and feedback on school policies, procedures, plans and practices.

Strong relationships with parents are highly valued at Stafford State School and parents and the school community. Parents expect a well disciplined, well organised and caring learning environment that caters for the needs of their children. The school encourages parents to become active participants in their child's learning.

Stafford State School implements a range of strategies to keep parents informed and involve parents in our school. These include:

- Parents & Citizens Association / Tuckshop / Uniform Shop / Stafford Stingers Swimming Club
- Open Days / Parent Information Sessions / Parade / Class Celebrations / Parent Representatives / Class Volunteers
- Annual End of Year Awards Ceremony / Canberra Fundraising BBQ's / Disco and Skate Nights
- Book Week / Easter Bonnet Parade / Anzac Day Ceremony and Parade / Sports Days / Bush Dance
- Stafford State School Playgroup and learn to swim / Under 8's Morning / Prep Interviews
- Parent/Teacher interviews in Terms 1 and 3 / Report Cards issued at the end of Term 2 and 4
- Informative School Website / Fortnightly Newsletters / School and Prep Handbook
- Parent Master Classes / Parent Life Education Information
- Pancake Breakfast / Diversity Committee / Instrumental Music Concerts & Camps
- Fete Committee / Mother's and Father's Day Craft / Working Bees

Respectful relationships programs

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

Stafford State School has adopted and implemented a cyber safety program in conjunction with the local police station offering support and information to students, parents and staff. The school participates in Day for Daniel, Bullying No Way and Harmony Day. Chaplaincy services also offer a variety of services. The school has implemented a growth mindset and well being program and also offers a Rock and Water program.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	2	6	8
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

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

The reduction of our environmental footprint at Stafford State School was achieved through:

Water Savings:

- 260,000 litre water tank for irrigation of the oval.
- All male toilets, including male staff, have waterless urinals installed - 7 waterless urinals in total
- All taps retrofitted with water saving devices.
- All toilets updated to dual flush.

Electricity Savings:

- 2Kw Solar panels installed on Hearing Impaired Unit generating solar energy.
- Replacement of all fluorescent tubes with energy efficient tubes in A Block to reduce electricity consumption.

Paper and Food Recycling:

- Designated bins throughout school for paper and food (compost) recycling by students and staff.

The Solar and Energy Efficiency in State Schools Program offers an opportunity for young people to learn about this technology and what they, and their school communities, can do to help combat climate change. Advantages are:

- Increasing the use of green energy to help meet energy needs;
- Leading environmental change by building an understanding of alternative renewable energy technologies;
- Identifying methods of energy reduction and in turn greenhouse gas savings; and
- Moving towards a sustainable future for both schools and their communities.

Stafford State School is now connected to this program. You can see our solar generation statistics: www.solarschools.net

- Home
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 Find School by Map

 Find School by Name:

14945
kWh

Lifetime Generation

413
kWh

Average daily consumption

12.9
tonnes

Lifetime CO₂ Savings

20-Dec-10
13 kWh

Highest producing day.

1354.49
kg

Today's CO₂ Savings

Stafford State School

On behalf of the Stafford State School Community we would like to extend a warm welcome to you and your family. Starting at a new school is a very important and exciting time for both children and parents. We believe that it is our responsibility to ensure the transition for you and your children is as smooth as possible. Therefore please don't hesitate to contact the school if you have any questions so we can support you as much as possible.

An essential aspect of successful schooling is developing a positive relationship between the home and school. We would like to invite and encourage parents to actively participate in their child's education as much as possible. Throughout the year there are many opportunities and areas where parents can become involved. Our Parents' and Citizens' Association meets monthly and actively participates in the school's decision making process. Parents can also assist in classroom activities, tuckshop, uniform shop and through many and varied activities throughout the school year. Hopefully you will be able to become an active member of your school community.

Solar system details

Inverter Model: SMA SB 1700



Mostly Cloudy
temp. 17°
Last Updated on June 11, 8:00 PM AEST

ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
2013-2014	211,744	4,241
2014-2015	172,300	487
2015-2016	212,216	3,472

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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

GO

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	29	34	<5
Full-time Equivalents	22	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	7
Bachelor degree	17
Diploma	3
Certificate	0

*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 2016 were \$26 349.93

The major professional development initiatives are as follows:

- John Fleming workshops at Stafford State School – Refinement of School's Pedagogical Framework (1 day per Term)
- Lyn Sharratt Workshop – Putting Faces on the Data
- GEM
- Problem Solving
- STEM (coding)
- Staff Well Being: Artist-in-Residence (Staff Murals)
- Year Level Collaborative Data Audits – (1 day per Semester)
- Refinement of Warm-Ups / I Do, We Do, You Do / Explicit Instruction
- Moderations of Student tasks and Differentiation
- First Aid / CPR
- Attending Professional Development Network Cluster meetings and Conferences. (TLN)
- Professional discussions through Early Phase / Middle Phase and Priority Team meetings. Sharing of ideas and resources to enhance teaching and learning practices.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	94%

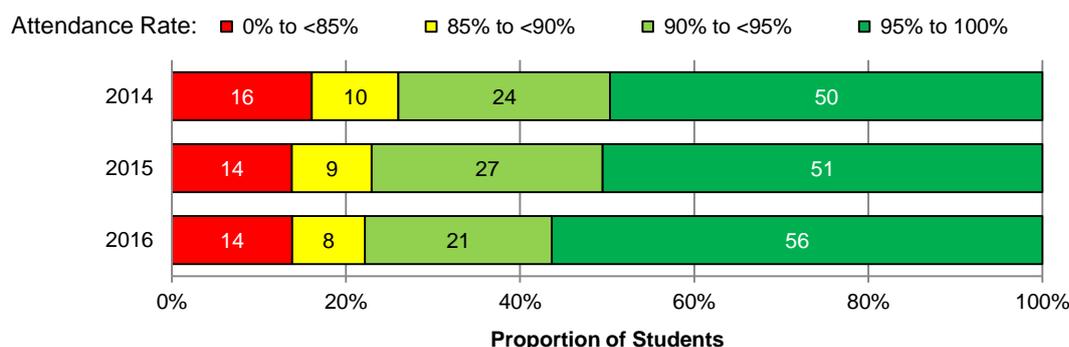
*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 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
2014	94%	91%	91%	92%	93%	92%	94%	90%
2015	93%	92%	92%	92%	93%	92%	94%	
2016	94%	93%	94%	91%	92%	94%	93%	

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 DET 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.

At Stafford State School we consistently record and follow up unexplained student absences on a regular basis. We

- Electronic class rolls are marked twice daily. The first marking is at 9am and the second marking at 1:45pm, following second break.
- Monitor the school's attendance data to identify absenteeism trends and individual students with high levels of absenteeism
- Expect all parents to contact the school absentee line or call the school to record a student absence
- Monitor student absence without explanation or watch for a pattern of absences
- Unexplained absences are followed up with a SMS from a member of the administration team to enquire on the welfare of the absent student.

All efforts are made by the school to build stronger partnerships with parents to support student attendance. Proactive strategies that are being used to increase attendance:

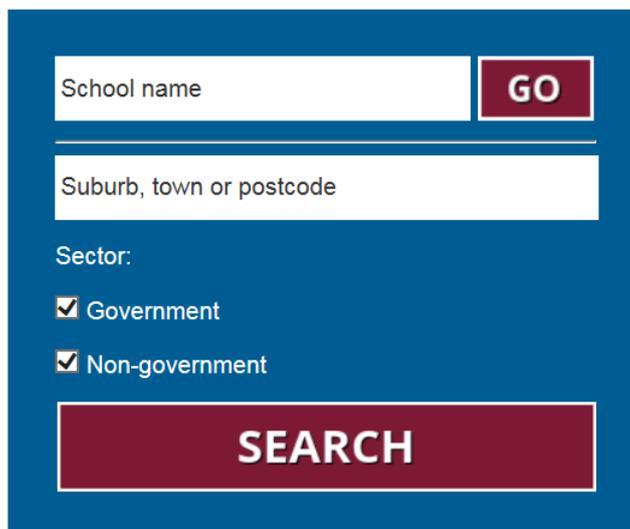
- Promoting High Expectations for School Attendance to the school community by communicating that higher school attendance is associated with higher student achievement (school newsletter, school website and assembly)
- Stafford State School Playgroup – Encouraging School Readiness and valuing school
- Stafford State School Attendance Policy / Signage up around the school promoting attendance – Every Day Counts
- Weekly Class Attendance Certificates.

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



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

- A text input field labeled "School name" with a "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 "SEARCH" button at the bottom.

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.