Edens Landing State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

The focus of Edens Landing State School is 'Excellence in Education'. This is evident through a curriculum that has intellectual quality and promotes confident individuals. The Australian Curriculum forms the basis of the curriculum and is organised through integrated studies, with the core focus on development of literacy and numeracy. Science, Technology, Engineering, Arts and Mathematics (STEAM) form a strong focus for the school as a basis to equip students with an overall problem solving phliosphy that will enable them to function into the future as successful members of our community. Individual student differences are catered for through differentiated learning with specific focus on addressing individual learning through out Personalised Learning Centre (PLC) staff. We have a strong focus on ensuring that learning is indivdualised through the reallocation of traditional roles within the school to create a whole learner service model through the PLC. Student leadership and extra-curricular activities are offered to provide extended learning opportunities within the school and local community. Since the school's opening in 1997, we consistently recognise our school's strength lies in the combined efforts of our school community where a dedicated, professional team of educators work collaboratively with parents and the wider community. Our active Parents and Citizens Association fosters cohesion within the school providing advice and additional resources to support high quality education for all our students.n

We focus on the "Edens Landing Family" to foster community growth that benefits our core business – our children.

Principal's Forward

Introduction

School Progress towards its goals in 2016

Edens Landing State School continued to maintain a strong focus on individual advancements for every child in Literacy and Numeracy throughout 2016.

We reviewed our curriculum organisation, planning and implementation, subsequently offering a range of high quality learning experiences for all students. In conjunction with this focus, the school also engaged a comprehensive review of curriculum and planning within the school to align the core needs of students from Prep to Year Six. Importantly we also reviewed the school's structures for streaming students and disbanded these to support better student outcomes in reading, behaviour and student and staff welfare.

Whole staff professional development aligned to the agreed Priority School Review focus areas of reading and behaviour to ensure our staff were highly skilled, focused and supported in the development of their own skills as well as the outcomes of their students.

In 2016 we ensured a relentless focus on positively engaging our community in the school with a focus on our respective roles in educating "The Edens Landing Family". We deliberately focused engaging parent and student participation in behaving according to the culture of "The Edens Landing Family". This was a key community engagement structure that allowed us to specifically focus on school culture and positive engagement.

Our staff enacted a number of initiatives to boost parent and community confidence and engagement within our school. These initiatives included: full school assemblies ("The Edens Landing Family"), whole school parent teacher interview process, differentiated student reward days, helicopter landings, student discos, a school musical, radio station broadcasts from our school, changes to inclusive parent reporting arrangements, school band and choir performances, making strong links to our local aged care facilities (hosting and visiting), a focused advancement of the Stephanie Alexander Kitchen Garden Program and our largest arts extravaganza ("Every Child an Artist") showcasing the talent of staff/ students and our community.

We have also enjoyed advancing various school and local business relationships this year. These businesses have included: Bunnings, Subway Holmview, Bendigo Bank, YMCA, Local Retirement Villages and Akwika Plant Hire.

Additional focus on student's leadership and extra-curricular activities was offered to provide extended learning opportunities within the school and local community.

Our key focus areas in 2016 were literacy, numeracy; quality differentiated learning, improved student attendance and enhancing family and community engagement in our school.

We established a goal for 92% of our students to achieve at or above the national benchmarks in NAPLAN in reading.

We achieved the following results:

NMS Reading Achievement for 2016   Y3 90%   Y5 90%

In 2016 our school focused on continuing to increase the upper 2 bands (U2B) results. We achieved the following outcomes:

Reading U2B NAPLAN improvement Yr3/5 –

2015 result:	Y3(39%)	Y5(19%)
2016 result:	Y3(45%)	Y5(28%)

Other significant highlights of 2016 included:

- Enjoyed Excellent results in our School Opinion Surveys e.g. Parents positive response to "This school looks for ways to improve" – 2015= 91.7%; 2016 =100%. "This school encourages me to take an active role in my child's education" – 2015 =88%; 2016=94.6%. "This is a good school" – 2015 =88%; 2016=94.6%. 2016 SOS– staff response: "This school encourages me to take responsibility for my work." =100%; "I enjoy working at this school."=97%.
- Renewed a focus on "Kids Matter" as a framework for social and emotional wellbeing of our students - Data showed students and parents feel cared for at our school.

KidsMatter Student Survey 4-7	Score Overall
1. I feel that I belong at this school.	87.98%
2. Teachers and students at my school respect each other.	82.08%
3. My school knows how to deal with bullying and harassment problems.	83.17%
4. I feel safe at this school.	88.69%
5. My school cares about me as an individual.	84.30%
6. Students at this school get along with each other.	73.79%
7. My teachers listen to me and value my opinions.	86.87%

KidsMatter Student Survey P-3	Score Overall
1. I like this school.	91.97%
2. I look forward to coming to school.	85.47%
3. I feel happy at school.	89.83%
1. My teachers care about me.	94.63%
2. I feel safe at this school.	91.06%
3. If I have a problem I can talk to my teacher.	91.47%

KidsMatter Parent Survey	Score Overall
1. The school respects and values my family's beliefs and wishes	83.70%
2. The school provides a safe and caring environment for my child	88.21%
3. I feel that I can participate in decisions that affect my child at school	79.84%
4. I am satisfied with the way the school communicates with me	80.16%
5. I feel welcome when visiting my child's school	88.35%
6. I feel that my child's teacher cares about my child	88.76%
7. I am comfortable talking to my child's teacher about my child	89.11%
8. I know how to help my child do well in school	80.81%

- Trialled exclusive use of iPads in 2 classrooms using a research based strategy for student learning;
- Hosted a successful international study tour group from Kinki University Elementary School in Japan. School families invited our Japanese student visitors into their homes for a real "at-home" Australian experience;
- Expanded our Stephanie Alexander Kitchen Garden program (SAKG) which grew in its significance with the great work of our kitchen and garden specialist to include classes P-6;
- Engaged a curriculum review to explicitly link the outcomes and experiences in the SAKG to classroom programs in Science, Mathematics, Health, Arts and English;
- Continued offering of two homework clubs to advance student learning and expanded Indigenous Homework club to invite local elder to teach students cultural dances and stories;

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- Our students participated in the Beenleigh ANZAC Day parade, Under 8s Day, Book week parades, NAIDOC celebrations, Beenleigh Arts Competitions, The AB Paterson Public Speaking Competition Japanese Speaking Competition conducted by MLTAQ;
- Students, staff and community members participated in and completed the Kokoda Challenge Program 15/30 Km (The only primary school in Queensland allowed to do this as a result of the extensive skills of our students past and present);
- Continued to engage an excellent rate of parent volunteers in our classrooms and extra-curricular activities;
- Engaged further facility works programs to enhancement of classroom wireless capacity supporting wireless connectivity throughout the school;
- Our school continued the traditional end of year Christmas Carols Concert
- Engaged a further opportunity to hear our student voice through leadership programs and student council activities;
- Teachers used data to inform teaching practice through establishment and regular monitoring of benchmarks and individual goals and targets for students;
- We engaged in collaborative planning times each term to ensure that we had complete alignment with the school improvement agenda from Prep to Year 6.

Future Outlook

Our Future Improvement Agenda includes:
Our immediate agenda is influenced by the recent Priority School Review undertaken in March 2015 where two main areas were highlighted for concentrated improvement. Whilst significant gains have been made in these areas in 2016 which has been confirmed in the School Review process, the need for ongoing attention to these areas to ensure they are embedded in the school is apparent.

1. Reading
- Continue to develop and implement robust curriculum demands around the reading agenda;
- Specifically outline the expectations for reading within our school;
- Continue with the additional allocation of a Deputy Principal to assist with developing staff capability, managing positive behaviour processes, investigating and implementing student welfare (Kids Matter);
- Implement the Levelled Literacy Intervention (LLI) Booster Program for students with potential to be in the upper two bands (U2B) (Year2/3/4/5);
- Implement the Levelled Literacy Intervention (LLI) Booster Program for students with potential to be achieving at National Standard in reading (Year 2/3/4/5);
- Focus on mapping children's achievements through the reading continua from P-6 to identify potential U2B students early and ensure we are achieving high standards for those children with targeted teaching and learning programs, especially in the early years
- Continue to use the development of the PLC as a way of supporting differentiated student learning programs to cater for individual learning needs;
- Review planning within the IMPACT framework and growth mindset in teaching and learning to ensure that we deliver a responsive high quality learning program for all students;

2. Behaviour - Positive Behaviour for Learning (PBL)
- Implement the behaviour researched program associated with PBL within the school to assist with encouraging appropriate behaviours conducive to learning;
- Seek to move the school from tier 2 to tier 3 in the PBL framework;
- We will ensure that appropriate behaviour standards are maintained and that a data based program with proactive and reactive strategies is put in place by the PBL committee;
- We will continue to develop personailsed programs including Stay, Play and learn project, Better Choices Program, Rock and Water for boys program, Extension groups afternoons, social skills classes, additional SLP to support early intervention for oral language, EALD targeted support and specific support for SWD to proactively target individual children's needs and influence positive behaviour data/ results.

3. Writing

Our data analysis would indicate that this area should be prioritised as a focus for 2017. We will:

- Enact a review of current writing pedagogy through the school P-6;
- Review and record our findings to inform a best practice model;
- Investigate high performing school's locally to develop an understanding of the critical success factors for cutting edge writing pedagogy and outcomes;
- Investigate a common classroom strategy for writing P-6 through the Fountas and Pinnell Writers Workshop materials to align with the principles of the Fountas and Pinnell 3 block literacy strategy;
- Provide a comprehensive training program in writing for all staff using an agreed set of common tools and researched programs across the school;
- Develop an "Edens Landing Toolkit" for writing that outlines the various tools that can be used for writing and makes clear the tools for writing and the common pedagogical approach to the workshop sessions;
- Implement rigorous writing procedures and common planning frameworks for delivery of focused writing sessions every day in every classroom across multiple subject areas;
- Develop systems for regular review and moderation of writing standards and outcomes (minimum termly) using the literacy continua to inform fluid class grouping strategies.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	739	361	378	41	93%
2015*	773	393	380	48	93%
2016	746	372	374	48	90%

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

Edens Landing State School's student population of comes from a largely urban setting and is very multi-cultural, with over 35 nationalities being represented within our student body. Our students have a broad range of socio economic backgrounds. Our indigenous student population is approximately 6% and we have a significant number of Pacifica students. A significantly large number of our students come from single families. A number of students come for neighbouring suburbs and by-pass several local schools to attend our school. We have a growing number of English as an Additional Language or Dialect (EALD) students who are assisted by an on-site EALD Teacher through our Personalised Learning Centre (PLC).

Our school supports students with diagnosed disabilities through specialised in class programs through an inclusive model of education for all students. This service is delivered through our Personalised Learning Centre and is overseen by or Head of Personalised Learning. (Formerly known as the Head of Special Education Services, HOSES) We have a range of school based support mechanisms to support all students with their individual academic, music/arts and sporting outcomes.

Our staff comprises of 55 teachers who range in experience from graduates to experienced senior teachers. These teachers work with students in a variety of roles including classroom teachers, support teachers literacy and numeracy (through the PLC), music and instrumental teachers and physical education teachers. 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	2014	2015*	2016
Prep – Year 3	23	24	24
Year 4 – Year 7	23	24	25

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Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016, Edens Landing State School continued our implementation of the Australian Curriculum. All students from Prep to Year 6 engage in weekly PE and Music lessons conducted by our full time physical education and music specialists.

1. Our focus is on maintaining high standards in literacy and numeracy. We offer strong Prep programs and oral language programs in our lower school which build on each child's strengths and prepare them to take their place in the world. We have provided a further allocation of Speech Language Services in our school to build teacher capacity to address the growing speech needs of our student population through our general early years programs.
2. Edens Landing State School has a clear focus on delivering outstanding educational outcomes for all students. The school has clear reading and writing target benchmarks which ensure quality levels of academic achievement are evident throughout the school. The school has a Head of Curriculum who supervises and quality assures curriculum and pedagogical implementation in classrooms. The school has an explicit teaching agenda focused on advancing the reading skills of every child in the school. In 2014 we welcomed a Master Teacher to our staff to assist teachers to improve their pedagogical practice in the classroom. After extensive recruitment processes, this resource has been delivered again late in 2016 to focus on reading pedagogy.
3. We continue to provide a School chaplain to assist with student and community needs.
4. Personalised Learning is a whole school goal so we are able to formulate individualised student goals. We have made progress on this area in Reading and are restructuring our internal services to support the PLC. Students who require an individual curriculum program have one that is collaboratively developed with their class teacher and specialist teachers. We offer targeted programs for students across P-6 to concentrate on their individual learning needs. This tailored approach, supports our goals of personalised learning, differentiated programming, high expectations, on-task behaviour and focused teaching.
5. Our newly established Personalised Learning Centre (PLC) specifically supports students with disabilities through an inclusive approach with our special education teachers working with students in the classroom environment. This service is also assisting any student where we see a need for a tailored program to leverage increased student results.
6. Our LOTE program is Japanese and was taught to our eligible students.
7. We offer an annual Learn to Swim program to students of our lower school and are investigating this being a whole school program.
8. i-Pads were used across many KLA's to encourage higher order thinking, research skills, Reading and comprehension development. All classrooms have access to the internet and are equipped with wireless technology.

Co-curricular Activities

Extra curricula school activities in 2016 included:

- Our annual whole school Art show was very well attended and we look forward to this continuing to be an annual community, business and feeder high school event
- Instrumental Music (Brass, Woodwind, Percussion and Strings), Percussion band and Choirs
- Interschool Sport Gala Days for Years 6 students; annual cross country and fun run activities; Kokoda hiking training for dedicated students and their families each weekend during Term 2;
- Computer club, Musical, Chess Club, Gardening Club, Robotics Club, , Playground Pals, Student Council (with representative students from Years 3-6);
- Literacy and Numeracy games (lunch time activity), Gardening club, art club, art/craft club, running club, Ipad club
- Two homework clubs with our indigenous Homework Club also offering cultural activities for our indigenous students;
- Athletics Carnivals;
- Under 8s Day celebrations;
- Mathletics program – online Maths program which is also accessible by all students from home;
- RAZ Kids Program – online reading program which is also accessible by all students from home and aligns with F & P reading program;
- G&T cluster days; many students also participated in University of NSW competitions in Maths, Science, English and computers and extension days at local High Schools;
- NAIDOC and Book week celebrations;
- Student leadership programs in the Senior School;
- Chaplaincy program and breakfast program;
- Active After-School Sports programs which provides free sports coaching in a wide variety of activities for 90 students each term;
- Our annual visit of students from Kinki University Elementary School with our visitors living with some of our students during their stay;
- Kokoda Challenge;
- SUPA club;

How Information and Communication Technologies are used to Assist Learning

Students at Edens Landing State School are 21st century learners living in a digital world. Information and communication technology is embedded across our curriculum, empowering students for future learning with digital technology extending learning beyond the classroom to make connections with the real world. Students are connected with online learning tools, simulations and applications and are provided with real life context for learning.

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Through their exposure to ICTs for learning, we enhance student engagement with the curriculum, increase participation in learning activities and provide numerous opportunities to demonstrate learning and achievement. Our facilities include: Interactive whiteboards, interactive data projectors, interactive Television screens or data projectors, two computer laboratories with 28 computers in each with additional computers in classrooms (80 in total); an addition fleet of 35 mobile laptops and 350 i-pads across the school. We have invested significantly in 2016 with ICT products and pedagogical innovation to inform future programs. We have spent over $70,000 this year in equipping a new mobile lab with 24 laptop machines, an integrated Science Technology Engineering and Maths (STEM) centre and extensive training of 2 staff through Griffith University in STEM. A co-contribution from our P&C of $18,000 made the project for the STEM centre and the mobile lab possible and is testament to the ongoing commitment to our students in ensuring they have the latest tools available to them.

Our school is fortunate to have a school-based ICT Champion who enhances our school program, regularly manages our school website and provides effective systems management as required. A number of our staff have been accredited in their use of ICT within the classroom. We have a number of staff developing and trialling research based initiatives to compliment student learning outcomes using ICT and associated tools as a learning resource.

All teachers have their own laptop to assist them with their classroom programming. ICT forms an integral part of the classroom curriculum planning process and is used as one tool to enhance teaching and learning in every classroom on a regular basis.

Teachers employ a wide range of school strategies to advance student learning. These can include: publication of student work, student presentations (e.g. Powerpoint, MovieMaker, Garage Band, Study Ladder, Spelling City) internet research, web quests, digital photographs (Microsoft Photo Editor, Publisher), student blogs, wikis, graphing, email, class forums, Claymation and excel. A number of our staff have developed virtual classrooms and Ed Studios for online direct student learning and access to their classroom curriculum.

In 2016 we continued to support the introductions of iPads to all classes for extensive student use in drill activities, to enhance creative expression, to support personalised learning, to advance literacy skills.

Social Climate

Overview

At Edens Landing State School, our priority is the positive health and well-being of every student. Our pastoral care program includes the teaching of values based on positive behaviours for learning, and the school rule of "As a Learner, I am Safe, Respectful and Responsible" is known across our school. Our Family philosophy has been significant in creating a family focused school environment that values treating one another with respect and dignity at all times.

Closely linked to our pastoral care programs are the knowledge each classroom teacher has of individual children in their class so they can advocate for their individual learning and be able to guide them in their next steps and goals.

Our school values a safe and supportive learning environment in order to optimise the academic and social success of every student. Our school community regularly reviews and updates our Responsible Behaviour Plan ensuring that strategies to prevent and manage student misbehaviour remain appropriate and positive. Our School Wide Positive Behaviour Support program gives our students explicit weekly lessons in social skills and regularly reinforces our school's expectations of behaviour. We explicitly teach students resiliency and anti-bullying strategies (e.g. High 5 strategy.)

Our teachers are friendly, approachable and highly skilled and have been eager to participate in numerous professional development activities (many in their own time), reflective practices, year level discussions and intensive school reviews to ensure they maintain this high standard.

The learning and well-being needs of students are carefully monitored by the Student Support Services (SSS) committee, consisting of the Principal, Deputy Principals, Guidance Officer, Head of Personalised Learning, Speech Language Pathologist and Support Teachers (Literacy and Numeracy). Support programs are provided to students where applicable through learning reviews by the SSS and referrals are made for relevant support services when required. Our Guidance Officer offers support for students who require assistance as screened by the SSS.

Our targeted programs offer intensive ongoing support for students with social and friendship difficulties. Our school capability to support our students is enhanced by a range of intervention strategies such as: Buddy bench Project, lunch time activity clubs, Kids Matters program, SUPA Club and our breakfast program. The Chaplaincy Service provides ethical, personal and spiritual support to students and their families.

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%	92%	97%
this is a good school (S2035)	97%	88%	95%
their child likes being at this school* (S2001)	95%	100%	95%
their child feels safe at this school* (S2002)	95%	96%	100%
their child's learning needs are being met at this school* (S2003)	97%	88%	92%
their child is making good progress at this school* (S2004)	97%	92%	95%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	92%
teachers at this school motivate their child to learn* (S2007)	95%	100%	92%
teachers at this school treat students fairly* (S2008)	95%	92%	76%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	100%
this school works with them to support their child's learning* (S2010)	100%	96%	94%
this school takes parents' opinions seriously* (S2011)	84%	80%	80%
student behaviour is well managed at this school* (S2012)	73%	88%	83%
this school looks for ways to improve* (S2013)	89%	92%	100%
this school is well maintained* (S2014)	84%	92%	95%

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%	93%
they like being at their school* (S2036)	96%	98%	97%
they feel safe at their school* (S2037)	93%	98%	95%
their teachers motivate them to learn* (S2038)	99%	99%	93%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	93%
teachers treat students fairly at their school* (S2041)	92%	98%	84%
they can talk to their teachers about their concerns* (S2042)	93%	97%	81%
their school takes students' opinions seriously* (S2043)	91%	100%	79%
student behaviour is well managed at their school* (S2044)	87%	98%	74%
their school looks for ways to improve* (S2045)	94%	100%	91%
their school is well maintained* (S2046)	96%	100%	79%
their school gives them opportunities to do interesting things* (S2047)	95%	98%	90%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	86%	97%
they feel that their school is a safe place in which to work (S2070)	93%	92%	94%
they receive useful feedback about their work at their school (S2071)	86%	78%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	93%	88%
students are encouraged to do their best at their school (S2072)	98%	94%	97%
students are treated fairly at their school (S2073)	91%	86%	88%
student behaviour is well managed at their school (S2074)	68%	72%	82%
staff are well supported at their school (S2075)	80%	72%	85%
their school takes staff opinions seriously (S2076)	74%	69%	82%
their school looks for ways to improve (S2077)	89%	89%	97%
their school is well maintained (S2078)	93%	97%	91%
their school gives them opportunities to do interesting things (S2079)	86%	89%	88%

* 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 school strives to build on the knowledge and skills our children possess prior to their entry to formal schooling. We work in partnership with parents to support student development, growth and well-being whilst at school. At Edens Landing State School we value and encourage parental involvement in all aspects of our school and especially in our classrooms as we know that a student's education is much more effective when students, parents and teachers work together. We acknowledge the great work our parents do with academic support for our students. We also greatly appreciate the time our parents take to attend our many school functions to support their children and to support our school.

We have focused on ensuring that we are involving parents in "The Edens Landing Family" as a cultural leverage for positive school and community reflections on our core work with children.

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. These skills are actively discussed and taught using "The Edens Landing Family" as a mantra and our existing PBL framework and weekly lessons.

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	54	95	114
Long Suspensions – 6 to 20 days	0	0	4
Exclusions	0	0	1
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.

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Environmental Footprint

Reducing the school's environmental footprint

Our SAKG program focuses on sustainable practices in our school and supports discussion about our environmental footprint as a school community. We can attribute the additional electricity use below to an increase in classes and therefore more air conditioned learning spaces. Water conservation is a priority with several strategies implemented to reduce consumption including dual flush toilets and waterless hand sanitisers for learning areas.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	172,708	
2014-2015	170,645	
2015-2016	179,018	27,645

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.**

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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	56	32	<5
Full-time Equivalents	45	21	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	8
Bachelor degree	39
Diploma	5
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 $76,000

The major professional development initiatives are as follows:

- Reading pedagogy – all staff
- How to teach reading coaching- all teaching staff
- Growth Mindset in the classroom – all staff
- IMPACT – our pedagogical Framework
- General staff team development – all staff
- Principal and executive team coaching
- Quadrennial School Review - executive team workshop
- Resilience Coaching – all staff
- Administrative Officers development
- Essential Skills training for all teacher Aides
- Kids Matters Training for all staff

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

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Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	86%	84%

*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.

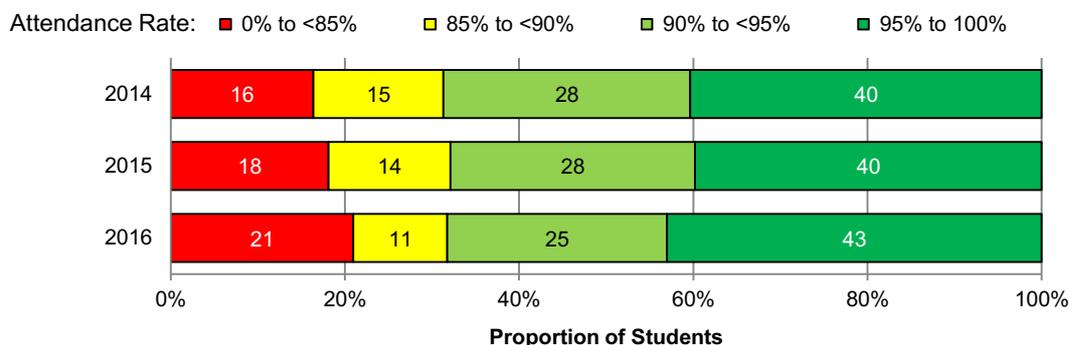The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	92%	93%	91%	90%	92%	N/A	N/A	N/A	N/A	N/A	N/A
2015	90%	90%	93%	89%	93%	91%	91%	N/A	N/A	N/A	N/A	N/A	N/A
2016	91%	90%	90%	94%	89%	94%	90%	N/A	N/A	N/A	N/A	N/A	N/A

*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:

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	16	15	28	40
2015	18	14	28	40
2016	21	11	25	43

Proportion of Students (0% to 100%)

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.

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Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMSPR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Edens Landing State School endorses the Everyday Counts strategy. (we need "every child in every class learning and achieving every day".) Our expectation is that all students arrive on time and are in classrooms at 8.50am and remain until 2.50pm each day. This is communicated to our community frequently through enrolment information, open days, and school newsletters. We also incorporate student attendance into the school reward days.

As per departmental requirements, we mark the student attendance roll twice per day, normally at approximately 9.00am and 2:00pm each day. Absences and reasons for absences are recorded using OneSchool codes and processes. The school's attendance policy requires teachers to make contact with parents following an unexplained absence of three consecutive days.

For continued unexplained absences and/or irregular attendance, the school administration works with parents to support the attendance of the student. This is achieved through phone communication, face to face meetings, letters, home visits and, where necessary, official notifications. Our focus is always on ensuring that every child has the opportunity to maximise their achievement by maximising their attendance. Time at school in front of their teacher is critical to the success of all students. It is the parent's responsibility to ensure students attend school at every possible opportunity.

Our school uses a same day SMS notification service for student absences and unexplained late arrivals and also sends fortnightly letters home to get confirmation on a reason for recorded unexplained absences.
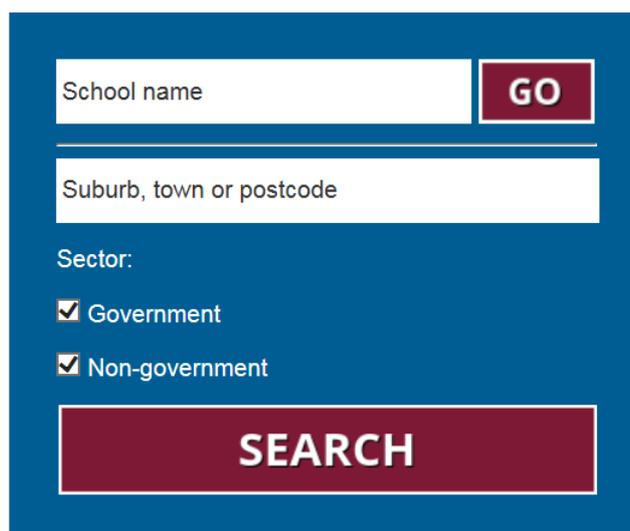
Attendance data is showing improvement with a 16.52% improvement on term 2015 outcomes.

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.**

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.