Principal’s foreword

Introduction

The Queensland Government has specific requirements about the way schools report on student outcomes and school performance. This ensures Queensland parents receive the information they need to help their children throughout their schooling and make informed choices about schools.

All schools must publish a set of information for parents and the community to read. This publication is also available on our school’s website.

The information includes:

- The school’s progress towards its goals
- The future outlook
- Our school’s profile
- Total enrolments and year levels offered at the school
- Distinctive curriculum offered at the school
- Opportunities for the involvement of parents
- Extra-curricular activities
- Staff development priorities
- Social climate of the school, including pastoral care programs
- Strategies used for involving parents in their child’s education
- How information and communication technologies (ICT) are used to assist learning
- How the school is reducing its environmental footprint
- Literacy (Reading, Language Conventions, Spelling and Writing) and Numeracy results for the Years 3, 5 and 7 NAPLAN Tests for 2012
- General absence (including how non-attendance is managed) and
- School Disciplinary Absence information

All state schools provide this information to their communities through a variety of forums and publications such as the fortnightly newsletter, reports to the P&C Association’s monthly meeting, the School Annual Report or the Prospectus (Parent Handbook).

This report provides community members and parents of students from Peregian Springs SS and prospective parents and community members with the required information as detailed in the points above.

Parents are invited to seek further information about the school, its programs and priorities or about their own child. Please don’t hesitate to contact the school office to discuss any of the contents of this School Annual Report.

The staff and community members of Peregian Springs SS are justifiably proud of the outcomes they have achieved in their first few years.

Gwen Sands
Principal
School progress towards its goals in 2012

Peregian Springs SS opened its doors for learning on Wednesday 27 January 2010. 264 children were enrolled to start. At the beginning of 2013 712 children were enrolled.

Throughout 2012 staff and parents continued to work on the key goals identified in 2011. These included:

- Implementing and solidifying our vision for learning and school community development
- Continuing to implement plans to achieve the identified critical success factors, i.e. The things we absolutely have to get right to create a quality school environment
- Knowing our students well and formulating goals for their learning
- Creating strong social connections between all stakeholders (students, staff, community)
- Establishing ways of working and processes for operating the school, i.e. ensuring everyone knows what to do when
- Reviewing key communication structures for all school community members in light of the increased growth in the school
- Developing key curriculum programs in English, Mathematics, Science and History (Australian Curriculum) and curriculum programs for HPE, The Arts, LOTE and SSSE (Queensland Studies Association syllabi)
- Developing key social programs in social and emotional literacy, behavior support and lunch clubs
- Developing a common pedagogical framework underpinned by the Art and Science of Teaching (Marzano)

Staff and parents worked progressively towards these goals throughout the year and as a result were in a position to start 2013 with solid programs and operational procedures in place that would take account of our new school members.

Future outlook

The staff, students and community of Peregian Springs SS are justifiably proud of their school and the range of outcomes for students they are achieving together. In this ‘new and growing’ school environment close attention is being paid to the development and implementation of policies, procedures and programs that will continually improve outcomes in learning, social climate and physical environment.

This annual report contains a snapshot of these outcomes achieved in our first year.

In keeping with our school’s Vision of ‘Learning for Today and for Tomorrow’ developed in consultation with students, parents and staff throughout 2010, we invested significant time and resources in ensuring we are creating the most supportive and ‘learningful’ school for families as possible.

We are focusing on the development of a high quality and broad curriculum, assessment and reporting strategies. In particular, our focus is on the curriculum areas of Mathematics, English and Science, especially ensuring that the literacies and information and communication technology (ICT) demands of these curriculum areas are taught well and with integrity. Our commitment to ensuring that students develop literate and numerate skills to their highest potential is second to none. Teachers are supported in this with comprehensive Whole School Curriculum, Literacy and Numeracy Plans.

We believe that the only way to achieve such outcomes is through continually building the capability of teachers and other staff members such as our invaluable Teacher Aides, office staff and grounds and facilities staff. To this end, we ensure that professional development in key areas and in individual interest areas is planned and remains a budget priority. Teachers working with each other and learning from each other, is a key model for professional development in our school.

The key areas for improvement as defined in the School Operational Plan for 2012 are:

- Implement our early years strategy
- Review our curriculum programs in the light of the Australian Curriculum
- Implement the mLearning Program in Years 5-7 (student one-to-one laptop program)
- Provide professional development for staff in English, Mathematics and Science and in embedding ICT across the curriculum
- Provide professional development in the implementation of the Australian Curriculum using the C2C resources developed by Education Queensland.
- Provide professional development for teachers in catering for diversity in the classroom
- Develop resources for implementing Whole School Literacy and Numeracy Plans that focus on improving student outcomes and the provision of professional learning for staff.
- Develop a whole school pedagogical framework underpinned by the Art and Science of Teaching that focuses on a common language of instruction

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7
Total student enrolments for this school:
Performance of our students

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>296</td>
<td>145</td>
<td>151</td>
<td>93%</td>
</tr>
<tr>
<td>2011</td>
<td>477</td>
<td>229</td>
<td>248</td>
<td>95%</td>
</tr>
<tr>
<td>2012</td>
<td>591</td>
<td>290</td>
<td>301</td>
<td>93%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Peregian Springs SS is situated in a new estate at the northern end of the Sunshine Coast south of Noosa and west of Peregian Beach. Homes in the area are generally owner-occupied. There are a growing number of rental properties available. Accommodation in the area is in high demand from families with school age children. The school is enrolment managed and currently experiences a growing high reputation in the community.

The majority of students come from Anglo-Australian families; many have migrated to the area from interstate or from England. There are a small number of students representing other cultures such as the Philippines, Holland, Germany, Fiji, France, Serbo-Croatia and Japan. Many of these children have English as their second language. There is a very small percentage of indigenous students.

The parents of our students demonstrate a high level of social capability and are actively and positively involved in their children’s education. There are many large families (i.e. three or more children) in the school and many younger siblings to come. Many families have both parents working in either full-time or part-time work, and many parents run small businesses from home or in the local business areas.

As Peregian Springs is a new estate there are few community facilities and families rely on the school as a place to network and make friends. At all times of the day parents are present in the school volunteering in classrooms, the Resource Centre or the Tuckshop, meeting with teachers or simply socialising with each other.

Parents have high aspirations for their children and this assists the school in establishing and maintaining high expectations in learning and social outcomes.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>22</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>2</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings

Peregian Springs State School’s learning and teaching program is organised around the core learning outcomes of eight Key Learning Areas (KLAs). The core learnings are delivered in an integrated unit approach planned by teams of teachers who share content and pedagogical knowledge on a regular basis. This is common in many primary schools.

Teachers plan intended units of work using an integrating device. This might be a special theme (e.g. the Olympic Games or a novel the
Performance of our students

class is reading) or an investigative question that the class wishes to learn about, or discover an answer to. Once this integrating device has been decided on teachers plan how to create learning experiences for students that encourage active involvement and investigation of the concepts and content determined by the syllabus. To do this, they often integrate the outcomes from some of the Key Learning Areas. Many of our integrated units of work are centred on the skills and concepts from English, SOSE (Studies of Society and Environment which includes learnings in Social Studies, History and Geography), Science or Health and Physical Education. Other key learning areas such as The Arts and Technology are used as vehicles of expression for the work that students complete.

Teachers usually include the names of the units of work taught during the semester in student reports, which are issued at the end of every semester. This provides parents and caregivers with the context in which most learning in the unit of work took place.

Other distinctive curriculum offerings include:

Variations to School Routine through camps, excursions, incursions and visiting performances. These are planned to coincide with and enhance particular units of work.

Japanese is taught to all students from Years 3 to 7. The emphasis is on cultural understanding and awareness and grows towards speaking and writing in Japanese as students progress through the program.

Swimming lessons as part of Health and Physical Education (HPE). Students participate in swimming lessons, which include a focus on technique in swimming and on water safety in Terms 1 and 4. In 2010 children swam at the Good Shepherd Lutheran College Swimming Pool and were taught by the Brian Stehr Swim School and our HPE Teacher.

Robotics for Years 5 to 7. This program is offered to a selected group of students in these year levels who show an aptitude for or interest in technology and science. A teacher who has won a Peter Doherty Award for excellent teaching in Science for his work in this area works with the students.

Social and Emotional Literacy is taught in every classroom for at least one hour per week. These lessons cover a range of topics including courteous and respectful behaviour, how to make friends, cybersafety, road safety, human relationships education and more.

Project Compassion – once per term a charity or community event to support is selected; and the fund raising is coordinated throughout the school. Some examples include Royal Flying Doctors, Eumundi Wildlife Park, Anaphylaxis Awareness Week; Day for Daniel, the Wishing Tree Appeal at Christmas, and the RSPCA. Plans are underway to participate in a Twin School Project with Fiji.

The mLearning Program complements our approach to embedding ICT in learning by encouraging parents to purchase for their child in Years 5-7 their own MacBook laptop for use at school. 60% of our families participate in this program and student learning has been greatly enhanced as a result. Students without their own laptops use school-owned machines.

The Prep to Year 4 iPad Program has up to 6 iPads per year levels circulating in the classrooms. Apps are specifically chosen to support learning objectives.

Performing Arts is offered to students in all year levels (instead of classroom music) and incorporates music, dance, drama and media studies throughout the year. Students in Prep to Year 4 study these disciplines in an integrated approach. Students in Years 5-7 study discrete units focusing on skills in each of the areas.

Sounds to Letters is our unique program in phonological awareness, which assists students in reading, spelling and writing. It is taught extensively from Prep to Year 3 using a whole school program and in Years 4-7 on and as needed basis.

Extra curricula activities

Sing Groups – Sing Groups are operated by our Performing Arts Teacher (Sofia Hobson). Students from Years 1-7 attend practice in school time and in lunch times. They are encouraged to perform at Assemblies and at community events. Participation in the Sing Group is voluntary but is supported strongly by classroom teachers.

Rock Band, Band Jam, Radio Club, Film Fanatics and Drama Club are other lunch clubs operated by our Performing Arts Teacher. Students have the opportunity to spend their lunch times creating, socialising, providing fun for others and having fun themselves. They perform for the rest of the school and submit their work to competitions.

Dance Club – One lunch time per week students are invited to attend Dance Club. A teacher takes students through some popular dance moves or just lets kids groove the lunch time away.

Skipping Group – Skipping Group runs in the lunch time. Students are able to learn some tricks or just come and get some more physical exercise.

Tech Club – Our Year 7 teacher operates Tech Club and skills up students to solve the technical problems experienced by other students and even staff members. They are also becoming software experts and are learning about web development with a view to eventually taking care of the school’s website.

Instrumental Music – children from Years 5 to Year 7 have the opportunity to learn a brass or woodwind instrument from a qualified instrumental music teacher whom we share with other local schools. Students are selected for the program at the end of Year 4. Newly enrolled students who have accessed an Instrumental Program at another school or who are learning to play an instrument are also considered for inclusion in the program. Students can also join the Concert Band and participate in performances and competitions. Our school owns an impressive array of instruments, which were purchased with a grant from the Community Benefit Fund. These are available for student loan in Year 5, after which students are required to own their own instrument.

Student Leaders Program – a number of students apply to be Student Leaders at the end of Year 5 and 6. A rigorous selection
Performance of our students

The data generated by the results from the testing for teachers and parents. Behaviour is taught explicitly in each classroom using a matrix of Learning Difficulties, programs for Students with Disabilities, and student leaderships.

Our Deputy Principal's role is to coordinate all programs in behaviour support, education for Students with Disabilities, and ongoing assessment of student needs. Works closely with teachers who have children with low incidence disabilities in their classes. These students require individual Learning Plans and ongoing assessment.

A comprehensive management plan was written in late 2011 in consultation with Interim P&C. A qualified Guidance Officer (1.5 days per week) is responsible for students with behaviour needs through counselling. He also works closely with teachers who have children with low incidence disabilities in their classes.

The school experiences a relatively high degree of transience, that is, children moving to the school during the year and children moving away to other areas for works. This factor carries with it the challenge of constantly changing dynamics in a classroom situation, and the added challenge of catering for students with diverse social needs.

The school has invested heavily in state of the art resources in this area to enable teachers to design and implement high quality, engaging and intellectually stimulating activities that produce strong learning results. Technologies available for teacher and student use include iMacs in every classroom and in specialist areas (e.g. Resource Centre, Japanese Room and Performing Arts), trolleys of MacBook lap tops for each block, easy speak microphones for recording voice, iPads, iPods, Bee Bots, document cameras, digital movie cameras, digital cameras, and interactive whiteboards.

Teachers are working together to transform learning practices for modern children with the emphasis on ‘anywhere, any time’. They are constantly assessing whether they are teaching the way modern children learn. As such, the majority of teachers operate a Virtual Classroom which students can access from home and school and a class web page attached to the main school website. Students are encouraged to use digital technologies to complete assignments and homework and communicate with their teachers and others from whom they learn.

We have chosen to use Apple computers and related technologies across the school for the user-friendly media-rich software in which students can create, share and transform their knowledge.

Students in Years 5-7 have the opportunity to participate in the mLearning Program in which student-owned MacBook laptops are encouraged to be brought to school every day and used for learning across a variety of disciplines.

Students in Years 4-6 also have an opportunity to vote for the students based on who they would like to see represent them. In 2012 our Student Leaders worked closely with a classroom teacher and school leaders and ran a variety of projects focused on student welfare and fun throughout the year. They also represented the school in formal occasions and were visible to other students through Assemblies and other school gatherings such as our ANZAC Day Commemoration.

**Active After School Communities** – twice a week Active After School Communities programs are offered to interested students. Each term two different sports are offered. These activities are coached and supervised by qualified staff. All students can participate free of charge. Afternoon tea is provided. Activities provided in 2010 included Hip Hop, Athletics, Cooperative Games and Hockey.

**AusKick** – Auskick was offered during Term 2 after school one afternoon per week and was attended by approximately 40 children.

**How Information and Communication Technologies are used to assist learning**

Using Information and Communication Technologies to transform learning and gain greater improvement in learning outcomes is an aspect of the curriculum our school specialises in. The school has invested heavily in state of the art resources in this area to enable teachers to design and implement high quality, engaging and intellectually stimulating activities that produce strong learning results. Technologies available for teacher and student use include iMacs in every classroom and in specialist areas (e.g. Resource Centre, Japanese Room and Performing Arts), trolleys of MacBook lap tops for each block, easy speak microphones for recording voice, iPads, iPods, Bee Bots, document cameras, digital movie cameras, digital cameras, and interactive whiteboards.

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The school has integrated wireless and fast speed Internet throughout enabling students and staff to learn ‘anytime, anywhere’

**Social climate**

Students at Peregian Springs SS are well behaved, self-managed, respectful and supportive of each other and the staff of the school. The school focuses on a culture of care and concern for self and others and lives through its Code of Cooperation which encourages:

- Be safe
- Be responsible
- Be respectful
- Be courteous

A complete list of indicators for this Code is available to interested parents.

The school experiences a relatively high degree of transience, that is, children moving to the school during the year and children moving away to other areas for works. This factor carries with it the challenge of constantly changing dynamics in a classroom situation, and the added challenge of catering for students with diverse social needs. The following resources assist us support students experiencing a difficult phase in their lives.

A comprehensive management plan focused on helping students develop positive learning relationship. This management plan is called the Responsible Behaviour Plan for Students and is based on the Code of School Behaviour; an Education Queensland document guiding school practices. Our Responsible Behaviour Plan for Students is constantly applied across the school in classroom and non-classroom settings and is geared towards positive encouragement and the teaching of strategies for self-management. A copy of our Plan and the related Procedures is available from the school office and on the school’s website. Our current Plan was written in late 2011 in consultation with Interim P&C.

A qualified Guidance Officer (1.5 days per week). Our GO assists students with behaviour needs through counselling. He also works closely with teachers who have children with low incidence disabilities in their classes. These students require Individual Education Plans and ongoing assessment.

A Deputy Principal (5 days per week) is a classified position and is funded through the school’s staffing allocation. A major component of our Deputy Principal’s role is to coordinate all programs in behaviour support, learning support for Students with Learning Difficulties, programs for Students with Disabilities, and student leadership.

Behaviour is taught explicitly in each classroom using a matrix of expectations, which has been developed by the staff with input from parents.

The data generated by the results from the Client Opinion Surveys of 2012 are extremely pleasing and indicative of how our
Performance of our students

community feel about our school and the confidence they have in the work of all staff. These results have reinforced the high regard with which our school is held in the Peregian Springs community and the surrounding area.

Parent, student and staff satisfaction with the school

The overall satisfaction of parents, students and staff with all performance areas at Peregian Springs State School is very high. Parents report high levels of satisfaction in Student Outcomes, Curriculum, Pedagogy, Learning Climate, School-Community Relations, and Resources with the scores all falling in the Very Satisfied range and being above State and Like School Means.

The data collected on student opinion is of the same levels of high satisfaction.

Staff members (both Teaching and Non-Teaching) report very high levels of satisfaction in all the areas of Physical Work Environment, Relationships, School Operations, Staff Morale, Support, Resources and Training, Work Roles, and Work Value and Recognition.

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>97.5%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>97.5%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>100.0%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>100.0%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>97.5%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>98.7%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>94.8%</td>
</tr>
</tbody>
</table>
Performance of our students

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>they feel safe at their school*</td>
<td>98.7%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>97.4%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>97.4%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>98.7%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>88.3%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>94.8%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>89.7%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>98.7%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>98.7%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>97.4%</td>
</tr>
</tbody>
</table>

Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>100.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>99.3%</td>
</tr>
</tbody>
</table>

*Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

Involving parents in their child’s education

Peregian Springs State School exercises many strategies for involving parents in their child’s education. Parents are involved in their child’s education in many forums throughout the school. Some of these include:

P&C Association – many parents participate in the running of the P&C, which meets once per month. Our P&C operates the Tuckshop and the Uniform Shop. They work throughout the year to raise much needed funds for the school. Their current goal is to raise funds for building multi-purpose courts.

Parent Link – Each class has a volunteer parent who acts as link between the class teacher and the parents of students in that class. The parent shares information about what is happening in the class and the wider school. He or she also coordinates social events for the class to attend outside hours. The program assists families new to our school to become part of the community and to know what is going on.

Classroom volunteers – a veritable army of parents assist teachers in classrooms with everything from administrative assistance to taking reading, maths, writing or art groups.

Volunteers in other areas – some parents feel more comfortable helping out in areas other than their child’s class. These parents are encouraged to assist in our Tuckshop, Resource Centre, Learning Support, and the playground.

Parents are encouraged to attend Assemblies. These are held every Friday morning for the whole school. Classes take turns to present work or small performances at Assemblies. Parents also attend special assemblies throughout the year to celebrate such occasions as Book Week and State Education Week. Our Student Leaders run Assembly each week.

Parent Information sessions and Parent Forums are held approximately once per term or on an as needed basis on an aspect of the curriculum, for example, helping beginner readers or helping parents understand what teachers are doing in the classroom and to give parents strategies they can use at home.

Parents also attend special days activities throughout the year. These include sports days, swimming carnivals, commemorative
Performance of our students

assemblies, Student Leader Induction, Band performances, Year 7 Graduation, Under 8’s Day, Book Week celebrations, etc.

Parents are encouraged to comment on school practices through surveys and requests for information that are sent home through our fortnightly newsletter or email distribution list. All parents are kept informed of school events and operations through the newsletter, email distribution list, Parent Link, the P&C, the website, our Twitter feed, our Facebook page, class newsletters and paper notes that go home.

Reducing the school’s environmental footprint

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

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns. These are provided to the school by Aspire Schools who manage our facilities and grounds.

Peregian Springs State School has a 4 Star Green Rating awarded by the Green Building Council Australia in December 2009. The school is built with features that encourage staff and students to use less electricity with lights and fans, to conserve water and to mitigate use of non-renewable resources by utilising water tanks and solar panels.

- Peregian Springs State School is one of seven SEQ Public Private Partnership (PPP) Schools project schools (http://education.qld.gov.au/seqschoolspartnership/). The school was built to maximise use of natural daylight and natural ventilation;
- adoption of the ‘3 Rs’ approach, maximising the use of renewable, recyclable and where appropriate, recycled materials;
- minimisation of energy and resource consumption;
- minimisation of air pollution/emissions from the buildings;
- conservation of water wherever possible;
- minimisation of the project’s impact, and the maintenance/re-establishment of biodiversity and natural ecosystems onsite; and
- monitoring and reviewing of strategies to reduce the environmental impact during the design, construction, demolition and deconstruction stages of the project.

Our facilities and grounds are managed on a daily basis by Aspire Schools.

Our curriculum emphasises the building of knowledge and skills in living a more sustainable life. Students are encouraged to learn how to live sustainably through conserving our resources, monitoring energy use through Solar Net (http://www.eq.solarschools.net/profile.aspx?id=362), growing food and flowers in the school gardens and through consuming food from our Tuckshop (who supplies locally procured produce and ‘home-cooked’ meals).

Our water and power usage has been effected by continued construction on the school site and extreme weather conditions of our region. The water usage has been particularly effected by the increased watering of the oval post the use of fertiliser.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>1688.5</td>
<td>395.2</td>
</tr>
<tr>
<td>2010-2011</td>
<td>4488.5</td>
<td>1093</td>
</tr>
<tr>
<td>2011-2012</td>
<td>164 650</td>
<td>7661</td>
</tr>
</tbody>
</table>

Please note there seems is a discrepancy in the quantities of consumption for electricity for the 2009-2010 and 2010-2011 years as the amounts detailed are too low. LCPL Services acknowledges that they provided these details in the past but it appears the meter readings or invoice details are not accurate. More accurate information will be provided in the School Annual Report for 2013.

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>37</td>
<td>21</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>33.1</td>
<td>12.6</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>
Performance of our students

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>33</td>
</tr>
<tr>
<td>Diploma</td>
<td>12</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $43,489.00

The major professional development initiatives are as follows: The staff members at Peregian Springs State School have a strong commitment to their professional learning. They spend many hours a year in school time, before and after school and on weekends, and in school vacations learning about new programs, technologies and improvements in education.

Activities undertaken in 2012 include (and are not limited to):

- Implementation of the Australian Curriculum: English, Maths, Science History
- Implementation of C2C resources
- Senior First Aid and CPR
- Student Health Care, e.g. diabetes, anaphylaxis, epi pens
- Use of new technologies, e.g. bee bots, virtual classrooms, pod casting, media creation, EdStudio
- Use if software – e.g. iWeb, iMovie,
- Phonological Awareness
- eLearning and ‘Smart Classrooms’ implementation
- Reading strategies – comprehension, inference
- Assessment in reading, e.g. making professional judgements, running records
- Number Sense – developing students’ understanding of number
- Digital Pedagogical Licence and ICT Certificates
- Code of Conduct and Student Protection
- Curriculum Risk Management
Performance of our students

- Writing English Programs and implementing literature studies
- Teaching Students with Disabilities, e.g. Hearing Impaired Students, ASD students
- Use of technology for Hearing Impaired Students, e.g. Red Cats and FM Receivers
- Communications software – SharePoint
- CyberSafety
- Fire Safety
- Writing Book Raps
- Using the Learning Place to enhance student learning
- Restorative Justice

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance</td>
<td>97.5%</td>
<td>97.3%</td>
<td>97.6%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.6% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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 says “Search by school name”, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes.

The overall attendance rate for the students at this school (shown as a percentage).

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>93%</td>
<td>96%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>97%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>95%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>94%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>96%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% to &lt;85%</td>
<td>5</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>85% to &lt;90%</td>
<td>11</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>90% to &lt;95%</td>
<td>24</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>95% to 100%</td>
<td>59</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

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

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At Peregian Springs SS attendance is considered to be of great importance. We regularly circulate the message that if children are not at school we can’t teach them. The research behind attendance and achievement is discussed and shared with parents and we encourage parents to ensure their children are at school every day of the school year. We also monitor lateness and early leavers as these situations account for large numbers of interruptions to learning every day.

The class roll is marked electronically shortly after the first bell in the mornings. If parents arrive after this bell they must sign their children in at the office and collect a late slip to present to the class teacher. Students who arrive after 9.00am are marked absent for that session. The roll is marked again after lunch and all absences are recorded centrally.

Parents are encouraged to ring the school in the morning of an absence using the Student Absence Hotline. Absences of three days or more without an explanation are investigated. Absence is recorded on student’s reports at the end of each semester. Children receive commendations for attending school more than 95% of days. Poor attenders are issued a letter with their Report Cards noting absence and requesting that parents make an appointment to discuss how the school can help.

We have a relatively large number of families who take family holidays during term time. This is a big disruption to the learning of children on holiday and also to those who remain behind as teacher’s time is consumed trying to ‘catch’ children up with key content they have missed. Families taking more than a week’s holiday during term time are encouraged to apply for leave using an Application.
Performance of our students

for Exemption form. These are available from our office

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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 says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the Internet, please contact the school for a paper copy of our school’s NAPLAN results

Achievement – Closing the Gap

In 2012 we had five Indigenous children enrolled. Their attendance rate was 98.9%. Other data is withdrawn as there are so few children they could be identified.