



PEREGIAN SPRINGS STATE SCHOOL

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



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School Overview

Peregian Springs State School opened for learning in January 2010 with 264 students. The school plays a vital role in its local community in providing a high quality public education within the Peregian Springs and Peregian Beach areas.

Our enrolment is currently 1026 students with strong growth expected throughout 2017. Peregian Springs State School provides an education centre for approximately 670 families in the area. The school has a very positive school climate that is focused on learning complemented with a caring and supportive culture. The local community has a high level of confidence in their school and its future. Parents and citizens speak highly of the school and its innovative programs. The teachers of the school are professional and dedicated to the students and their learning. They commit much time each year to their own professional development both in and out of school hours and they work hard to implement innovative practices into the classroom. Teachers are supported by a team of professional non-teaching staff who work in direct contact with students and assist in the development of each child's potential.

As a relatively new school we have a bright and positive future ahead.

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 state schools must publish annually a set of information for parents and the community to read. The information includes:

- The school's progress towards its goals;
- The future outlook;
- The 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 and Numeracy results for the Years 3 and 5 NAPLAN Tests;
- General absence (including how non-attendance is managed); and
- School Disciplinary Absence information.

All state schools provide this information to their communities throughout the year using a variety of forums and publications such as the fortnightly newsletter, reports to the P&C Association's monthly meeting and reports to the School Council periodically. The School Annual Report provides community members and parents of students from Peregrian Springs State School and prospective parents and community members with a snapshot of the required information as detailed 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 Peregrian Springs State School are justifiably proud of the outcomes they have achieved.

Gwen Sands
Principal

School Progress towards its goals in 2016

Peregrian Springs State School opened its doors for learning on Wednesday 27 January 2010. 264 children were enrolled to start. At the beginning of 2016, 975 children were enrolled.

Throughout 2016 staff and parents continued to work on the key goals identified in the latter half of 2015. These included

- Solidifying and communicating our vision for learning and school community development with established members of our community and to those who are new to our community
- 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 and professional connections between all stakeholders (students, staff, community)
- Reviewing and improving ways of working and processes for operating the school – especially in the light of our continuously growing community, i.e. ensuring everyone knows who everyone is and what to do when
- Reviewing key communication structures for all school community members in light of the increased growth in the school and the prolific use of social media
- Developing key curriculum programs in English, Mathematics, Science, Humanities and Social Science (HASS) and The Arts (Australian Curriculum) and curriculum programs for LOTE (Japanese), Health and Physical Education, and Technology (Queensland Curriculum and Assessment Authority syllabi)
- Reviewing our continually developing Wellbeing Framework and its associated programs
- Implementing key social programs in social and emotional literacy, behaviour support and lunch clubs
- Developing and implementing a common pedagogical framework underpinned by the main pedagogies used across the school in response to students' learning styles

Staff and parents worked progressively towards these goals throughout the year and as a result were in a position to start 2016 with solid programs and operational procedures in place that would take account of our new school members – staff and students.

Future Outlook

The staff, students and community of Peregrin Springs State School are justifiably proud of their school and the range of outcomes for students they are achieving together. In this growing school environment close attention is 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 seventh 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 have continued to invest 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 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 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.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2016: Prep Year - Year 6

Independent Public School: Yes

Total student enrolments for this school: 1026

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	815	383	432	4	95%
2015*	879	416	463	13	96%
2016	961	449	512	11	96%

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://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Peregrin Springs State School is situated in a developing estate at the northern end of the Sunshine Coast, south of Noosa and west of Peregrin Beach. Homes in the area are generally owner-occupied; however, there are a growing number of rental properties available, including affordability housing. Accommodation in the area is in high demand from families with school-age children. The school is enrolment managed, and enjoys an excellent reputation in the community. The majority of students come from Anglo-Australian families; many have migrated to the area from interstate or from England and other parts of the UK. There is a small percentage of indigenous students throughout the school. There are a small number of students representing other cultures such as the Philippines, Holland, Germany, Italy, Spain, Fiji, France, Serbo-Croatia, Brazil, Korea, India, China and Japan. Many of these children have English as their second language.

The parents of our students demonstrate a relatively 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. Fly in and fly out (FIFO) employment is also very common.

As Peregrin Springs is a relatively new estate there are few community facilities (beyond a small shopping centre) 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. Parent and the community are supportive of our stance on issues such as behaviour, uniform and using common courtesies.

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	19	23	25
Year 4 – Year 7	21	26	26
Year 8 – Year 10			
Year 11 – Year 12			

*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

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings

Peregrin 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. Teacher's planning is supported by the Department of Education's resources called Curriculum into the Classroom. This approach is common in many primary schools in Queensland.

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 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 assess the key concepts to be developed and then 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, HASS (Humanities and Social Science), 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.

As a result of the School Review 2015 staff and community members are working on a new document detailing the school's use of distinctive 'signature' pedagogies from Prep to Year 6.

Extra curricula activities

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

Japanese is taught to all students from Years 2 to 6. 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 in Prep – Year 4 participate in swimming lessons at Coolool Pool, which include a focus on technique in swimming and water safety in Terms 1, 3 or 4.

Surf Awareness lessons as part of Health and Physical Education (HPE). Years 5 and 6 students attend 8 Surf Awareness lessons at Noosa Main Beach in Term 4.

Social and Emotional Literacy is taught in every classroom for at least one lesson 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 – at least once per term a charity or community event to support is selected; and the fund raising is coordinated throughout the school. Some examples include REAP (food rescue), Royal Flying Doctors, Guide Dogs Queensland, Anaphylaxis Awareness Week, Day for Daniel, the Wishing Tree Appeal at Christmas, and the RSPCA.

The mLearning Program complements our approach to embedding ICT in learning in all year levels by encouraging parents to purchase for their child in Years 5-6 their own MacBook laptop for use at school. In 2016 95% of our families participated 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 mLearning Program has shared trolleys of MacBooks across all classes and a set of at least 4 iPads in each classroom. Apps are specifically chosen to support learning objectives. In 2016 the school introduced a number of BYO one to one iPad classes in Prep and Year 3 and 4. The school also supported some classes with one iPad to two students to assist the development of teachers' skills with these digital technologies. This continues to be a strategy for building teachers' skills.

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 3 study these disciplines in an integrated approach. Students in Years 4-6 study discrete units focusing on skills in each of the areas.

Sounds to Letters is our unique program in phonological awareness and phonics, which assists students in reading, spelling and writing. It is taught extensively from Prep to Year 6 as a whole school program.

Visual Art is taught by all classroom teachers and the program is supplemented by up to three specialist lessons per term with an artist who specialises in multimedia. These specialist art lessons are conducted in the Science and Technology building and are available to students who have paid their Student Resource Scheme for the year.

Art Master Classes are offered as an extra to identified Years 5 and 6 over a two-week period in Term 3.

Sing Groups – Sing Groups are operated by our Performing Arts Teacher (Sofia Hobson). Students from Years 1 – 6 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 and 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 lunchtime 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 lunchtime. Students are able to learn some tricks or just come and get some more physical exercise.

Robotics Club – The very popular Robotics Club runs as a lunch club, allowing students across Year 1 to 6 to create friendships and to develop their coding skills, through a range of robotic devices, Minecraft and other programs.

Tech Club – A Year 6 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 can often troubleshoot software problems for staff.

Instrumental Music – Children from Years 4 to Year 6 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 3. 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, where capacity allows. 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 4, after which students are required to purchase their own instrument.

Strings Program – Children from Year 3 to Year 6 have the opportunity to learn a strings instrument (violin, cello, double bass) from a qualified Strings Teacher. Students are selected for the program at the end of Year 2. Newly enrolled students who have accessed a Strings Program at another school are also considered for inclusion in the program, where capacity allows.

Student Leaders Program – Large numbers of students apply to be Student Leaders at the end of Year 5. A rigorous selection process involving a speech and an interview with teachers and members from the school administration team determines who will be selected. In 2016 our Student Leaders worked closely with the 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. Our student leadership program extends to other areas of our school, including Sports, Earth Smart, Performing Arts and Library Leaders.

How Information and Communication Technologies are used to improve 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 and Performing Arts), trolleys of MacBook laptops for each block, easy speak microphones for recording voice, digital cameras, document cameras, interactive data projectors, iPads, iPods, robotic equipment (Bee Bot, Pro Bot, Edison, Sphero, Makey Makey, Raspberry Pi), Osmo for iPad, Parrot drones and 3D printers.

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, many teachers operate a Virtual Classroom, edStudio or online portfolio using the SeeSaw app, which students can access from home and school. 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.

All students in Years 5 – 6 have the opportunity to participate in the *mLearning* Program in which student-owned MacBook laptops may be brought to school every day and used for learning across a variety of disciplines. The school is gradually introducing BYO iPad classes in Prep – Year 4, in which parents can express an interest for their child to join. The school has integrated wireless and fast speed Internet throughout all buildings enabling students and staff to learn 'anytime, anywhere'.

Social Climate

Overview

Students at Peregian Springs State School 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 their parents to access work. 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 relationships. This management plan is call 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 reviewed in Term 4 2015 in consultation with P&C and school community. In August 2013 the school participated in a Discipline Audit in which all domains were rated as Outstanding. The report on this Audit is available on the front page of our school's website.

A qualified Guidance Officer (3 days per fortnight). Our Guidance Officer assists students and families with counselling and support. She works closely with teachers to support students with learning needs that may require further assessment or referral to outside agencies.

A Head of School: Wellbeing and a **Head of School: Diverse Learners** are classified positions funded through the school's staffing allocation. A major component of these roles is to co-ordinate all programs in behaviour support, learning support, health and wellbeing support, support for students with disabilities, and student leadership. The Heads of School: Wellbeing and Diverse Learners are assisted in this role by a Deputy Principal and together they provide a range of support for classroom teachers and Teacher Aides in coaching, classroom profiling and management of emerging issues.

A Self-Management Support Teacher (5 days per fortnight) is a teaching position and is funded from the school's staffing allocation for Learning Resources. The Self-Management Support Teacher provides a range of preventative programs including essential skills for classroom management, Rock and Water, and Choice Theory Parenting Courses.

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

The data on social climate generated by the results from the Client Opinion Surveys of 2016 are extremely pleasing and indicative of how our 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 or higher levels of high satisfaction.

Staff members (both Teaching and Non-teaching) report very high levels of satisfaction in all areas of the School Opinion Survey

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)	99%	96%	97%
this is a good school (S2035)	97%	89%	97%
their child likes being at this school* (S2001)	100%	94%	98%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child feels safe at this school* (S2002)	100%	96%	97%
their child's learning needs are being met at this school* (S2003)	99%	91%	93%
their child is making good progress at this school* (S2004)	100%	92%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	91%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	85%	96%
teachers at this school motivate their child to learn* (S2007)	99%	94%	96%
teachers at this school treat students fairly* (S2008)	99%	90%	96%
they can talk to their child's teachers about their concerns* (S2009)	99%	85%	97%
this school works with them to support their child's learning* (S2010)	94%	85%	96%
this school takes parents' opinions seriously* (S2011)	88%	79%	90%
student behaviour is well managed at this school* (S2012)	91%	87%	94%
this school looks for ways to improve* (S2013)	93%	92%	95%
this school is well maintained* (S2014)	100%	100%	99%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school* (S2036)	98%	98%	98%
they feel safe at their school* (S2037)	99%	96%	98%
their teachers motivate them to learn* (S2038)	98%	100%	98%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	98%
teachers treat students fairly at their school* (S2041)	98%	94%	94%
they can talk to their teachers about their concerns* (S2042)	96%	91%	91%
their school takes students' opinions seriously* (S2043)	99%	94%	95%
student behaviour is well managed at their school* (S2044)	98%	90%	92%
their school looks for ways to improve* (S2045)	99%	97%	98%
their school is well maintained* (S2046)	99%	97%	98%
their school gives them opportunities to do interesting things* (S2047)	100%	93%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	97%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	98%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	97%
staff are well supported at their school (S2075)	100%	97%	98%
their school takes staff opinions seriously (S2076)	100%	95%	99%
their school looks for ways to improve (S2077)	100%	99%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	97%	98%

* 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

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:

School Council – a School Council has been in operation since the beginning of 2013 when the school became an Independent Public School. The School Council includes representatives from the community and the staff and the Principal and the President of the P&C. It meets 4-6 times a year as business is required.

P&C Association – many parents participate in the running of the P&C, which meets twice per term. Our P&C operates the Tuckshop and the Uniform Shop. They work throughout the year to raise funds for special projects in the school. Their current goal is to raise funds for building a senior adventure playground.

Classroom volunteers – an 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 and Learning Support.

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. Our Student Leaders lead Assembly each week.

Parent Information sessions and Parent Forums are held approximately once per term or on an as needs 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. During 2016 our Self-Management Support staff also offered a range of parenting programs.

Parents also attend **special day activities** throughout the year. These include sports days, swimming carnivals, commemorative assemblies, Student Leader Induction, Band and Strings performances, Year 6 Graduation, Under 8's Day, Book Week celebrations, ANZAC Day, Remembrance Day, Maker Faire etc.

Parents are encouraged to comment and provide feedback 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, the P&C, the website, our Twitter feed, our Facebook page, class newsletters and paper notes that go home.

SafeST meets each term and comprises of members from the school, P&C, Central Office, Queensland Department of Transport and Main Roads, Sunshine Coast Regional Council, Coolool Police, and local councillors. The committee works to improve road safety and Travel Smart behaviours throughout the community.

Respectful relationships programs

The school has developed and implemented a range of programs that focus on appropriate, respectful, and healthy relationships. This includes weekly Social and Emotional Learning across all classes, focused group programs, and intensive 1:1 support.

All students participate in whole class, Social and Emotional Learning delivered through the *Bounce Back* program. Targeted class and student learning is also accessed through a variety of intervention programs such as *Rock and Water*, *Secret Agent Society (SAS)*, pro-social skills groups, and *MPower*. In 2016 the school implemented the *Respectful Relationships* program (primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence).

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	8	4	6
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

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/seqschoolsproject/>). 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 Ventia.

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.

Our school is working towards a 5 star rating for sustainability with Green Schools Australia. In 2013 we were awarded with two stars. The banner is displayed on our front school fence. Our school's Earth Smart Committee continues to work on initiatives in this area. In 2016 the school was a finalist at the Premier's Sustainability Awards - http://www.ehp.qld.gov.au/premiersawards/2016-finalists-winners.html#sustainability_in_education_award

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	191,998	0
2014-2015	132,110	
2015-2016	186,198	12465kl

The consumption data is compiled by Ventia using sources including ERM, Ergon reports and utilities data. 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	64	40	<5
Full-time Equivalents	56	23	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	6
Bachelor degree	63
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 \$282 237.00

The staff members at Peregrine 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.

The major professional development initiatives are as follows:

- Classroom Visit Program
- Peer Coaching
- Edutech (in Brisbane)
- High Performing Teams (Leadership Team)
- Implementation of the Australian Curriculum: English, Maths, Science, HASS
- Implementation of C2C resources
- Senior First Aid and CPR
- Student Health Care, e.g. diabetes, anaphylaxis, epipens
- Use of 'new' technologies, e.g. robotics
- New pedagogies – MakerEd, SOLE
- Differentiation for diverse learners
- Use of software – e.g. Apple software, Scratch, iPad apps (e.g. Explain Everything)
- Phonological Awareness (Sounds to Letters)
- eLearning and 'Smart Classrooms' implementation
- Reading strategies – comprehension, inferencing
- Assessment in reading, e.g. making professional judgements, running records
- Number Sense – developing students' understanding of number
- Code of Conduct and Student Protection
- Curriculum Risk Management
- Writing English Programs and implementing literature studies
- Literacy Intervention Programs – MiniLit, Rip it Up Reading
- Seven Steps to Writing Success
- Use of classroom assistive technology e.g. Sound Field systems
- Communications software – SharePoint, OnePortal
- CyberSafety
- Fire Safety
- Using the Learning Place to enhance student learning
- Well-Being programs such as Rock and Water, Choice Theory, Secret Agent Society

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, 95% 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).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	91%	93%

*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%.

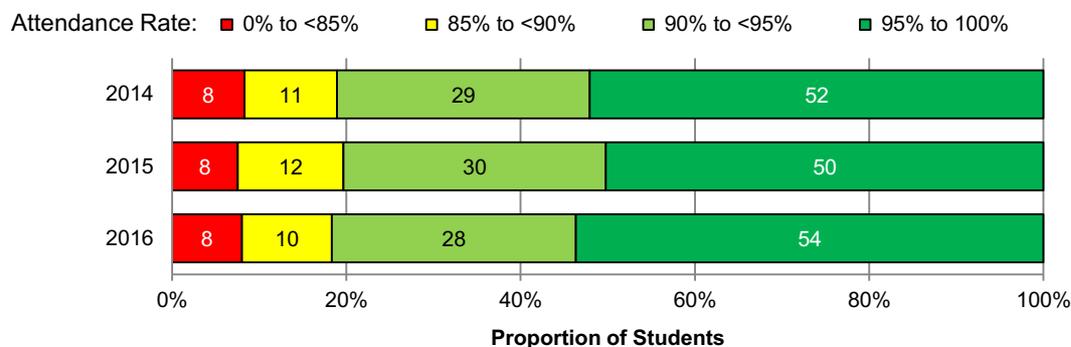
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	93%	94%	94%	93%	93%	94%					
2015	94%	93%	94%	94%	94%	95%	94%						
2016	94%	94%	94%	94%	94%	93%	93%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

Policy

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

School Procedures

At Peregrin Springs State School attendance is considered to be of great importance. We regularly circulate the message that 'every day counts' and that if children are not at school we can't teach them in the same way we could if they were present. We emphasise the fact that students need to be at school learning every day.

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 (8.45am) in the mornings. If students arrive after this bell they must sign 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. If students leave before 2.30pm the absence is recorded for the whole session.

Parents are encouraged to ring the school in the morning of an absence using the Student Absence Hotline on 5351 2266.

Before 10.00am each day all staff receive a list of absences for the day from the office. Teachers also receive a list of unexplained absences. An automated SMS is sent to parents of students with unexplained absence requesting they contact the school. Class teachers are also encouraged to investigate reasons for unexplained absences.

The school Leadership Team further investigates absences. Contact with parents is recorded on OneSchool.

Absences are recorded on student's reports at the end of each semester. Students receive commendations for attending school more than 95% of days.

Students on holidays

A relatively large number of families take family holidays during term time. This is very disruptive to the learning of all students; those who are absent and also to those who remain behind as teachers' time is consumed trying to 'catch' children up with key content, skills and knowledge they have missed. Families taking up to 10 days of absence complete a notification form available from the office. Families taking more than ten days of holidays during term time are encouraged to apply for leave using an Application for Exemption form. These forms are available from our front office.

Holiday absences are also recorded in students' reports with a comment detailing the effect of these absences on learning. Holiday absences may also be considered with selection for teams, special projects, programs and extra curricular activities.

Key strategies used to increase attendance are

- Recognition of excellent attendance through certificates and in the Report Card
- Individual class targets – Is everyone here today?
- Personalised parent/carer contact

NAPLAN

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

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

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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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.