



Peregian Springs State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	191 The Avenue Peregian Springs 4573
Phone	(07) 5351 2222
Fax	(07) 5471 2699
Email	principal@peregianspringsss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Gwen Sands (Principal)

School overview

Peregrin Springs State School opened for learning in January 2010 with 264 students. Over these 9 years, the school has played a vital role in its local community in providing a high quality public education within the Peregrin Springs and Peregrin Beach areas. Our enrolment is currently 1116 students with continued growth expected throughout 2018-19. Peregrin Springs State School provides an education centre for approximately 600 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 a lot of time each year to their own professional development and 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.

School progress towards its goals in 2018

Peregrin Springs State School opened its doors for learning on Wednesday 27 January 2010. 264 children were enrolled to start. At the beginning of 2018, 1041 children were enrolled.

Throughout 2018 staff and parents continued to work on the key goals identified in the latter half of 2017. 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 and changing 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), The Arts (Australian Curriculum, Languages (Japanese), Health and Physical Education, and Technologies using the Australian Curriculum
- Reviewing our continually developing Wellbeing Framework and its associated programs (preventative and responses)
- 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 2018 with solid programs and operational procedures in place that would take account of our new school members – staff and students.

Future outlook

Peregrin Springs State School continues to be future focused. 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 ninth 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 Explicit Improvement agenda in 2018 is focused on WIN

W- Words- writing and spelling

I- Inquiry Learning

N- Numeracy

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	961	1025	1041
Girls	449	486	502
Boys	512	539	539
Indigenous	11	18	22
Enrolment continuity (Feb. – Nov.)	96%	95%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 Peregian 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. Parents/carers and the community are supportive of our stance on issues such as behaviour, uniform and using common courtesies.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	25	23	23
Year 4 – Year 6	26	26	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Peregian Springs State School's learning and teaching program is organised around the core content descriptions of eight learning areas, seven general capabilities and three cross-curriculum priorities. Collaboratively in year level teams, teachers develop yearly and termly unit plans including assessment overviews based on the Australian Curriculum achievement standards and content descriptors. 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 use the collaboratively developed curriculum and assessment plans and adapt them to suit the individual learners and classroom context.

In order to provide students with opportunities to promote their capabilities, a balance is needed between child initiated and adult initiated learning experiences. Teachers aim to achieve balance in terms of spontaneous (arise at any time, motivated by children's interest in an incident, story or event) and planned (organised in advance) learning experiences.

As a result of the School Review 2015 staff and community members developed a document detailing the school's use of distinctive 'signature' pedagogies from Prep to Year 6. This document acts as an anchor for induction and professional development planning.

Co-curricular 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. The program grows towards speaking and writing in Japanese as student's progress through the program.

Swimming lessons as part of Health and Physical Education (HPE). Students in Prep – Year 4 participate in swimming lessons at Coolum 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 1 and 4.

Social and Emotional Learning 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), Australia Zoo Animal Shelter, CANTEEN – Bandana Week, Food Awareness Week, Day for Daniel, the Wishing Tree Appeal at Christmas, and the Rural Fire Brigade.

The mLearning Program complements our approach to embedding ICT in learning in all year levels by encouraging parents to purchase a device for their child. In Prep to Year 4 all students are encouraged to have their own iPad. In Years 5-6 students bring their own MacBook laptop for use at school. This program is strongly supported by our P&C and the School Council. Students without their own laptops or iPads use school-owned devices whilst at school.

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 specialist lessons each year 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 Teachers. 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.

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.

Lego Club – A number of lego clubs run as lunch clubs throughout different areas of the school, allowing students across Year 1 to 6 to create and build lego creations whilst maintaining and building friendships.

Gardening Club – Teachers and teacher aides encourage our students to develop green thumbs with lunch clubs and in class curricular activities in our kitchen garden.

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 2018 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, Library Leaders and STEM.

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 and Performing Arts), trolleys of MacBook Air laptops, trolleys of iPads, easy speak microphones for recording voice, digital cameras, document cameras, interactive data projectors, robotic equipment (Bee Bot, Pro Bot, Ozobots, Edison, Sphero, Makey Makey, Lego Robotics, Hummingbird Kits, Raspberry Pi), Osmo for iPad, Parrot drones and 3D printers.

In the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. This involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment. Students develop capability in

using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision-making, communication, creative expression, and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others. Teachers explicitly support and guide students so that they learn how to:

- apply social and ethical protocols and practices when using ICT
- investigate with ICT
- create with Digital Technologies
- communicate with ICT
- manage and operate ICT

At Peregian Springs State school, 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. The school has integrated high speed wireless Internet throughout all buildings enabling students and staff to learn 'anywhere, any time'.

We 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 Prep – 6 have the opportunity to participate in the *mLearning* Program in which student-owned MacBook laptops and/or iPads may be brought to school every day and used for learning across a variety of disciplines.

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/carers.

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 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 reviewed in Term 1 2017 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: Student and Staff 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: Student and Staff 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 2018 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

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, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	96%	97%
• this is a good school (S2035)	97%	96%	96%
• their child likes being at this school* (S2001)	98%	99%	97%
• their child feels safe at this school* (S2002)	97%	99%	98%
• their child's learning needs are being met at this school* (S2003)	93%	95%	95%
• their child is making good progress at this school* (S2004)	97%	96%	94%
• teachers at this school expect their child to do his or her best* (S2005)	98%	95%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	94%	95%
• teachers at this school motivate their child to learn* (S2007)	96%	94%	98%
• teachers at this school treat students fairly* (S2008)	96%	98%	97%
• they can talk to their child's teachers about their concerns* (S2009)	97%	95%	98%
• this school works with them to support their child's learning* (S2010)	96%	95%	96%
• this school takes parents' opinions seriously* (S2011)	90%	94%	92%
• student behaviour is well managed at this school* (S2012)	94%	94%	95%
• this school looks for ways to improve* (S2013)	95%	96%	95%
• this school is well maintained* (S2014)	99%	98%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	96%	98%
• they like being at their school* (S2036)	98%	97%	95%
• they feel safe at their school* (S2037)	98%	98%	95%
• their teachers motivate them to learn* (S2038)	98%	99%	94%
• their teachers expect them to do their best* (S2039)	99%	100%	98%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	98%
• teachers treat students fairly at their school* (S2041)	94%	89%	91%
• they can talk to their teachers about their concerns* (S2042)	91%	92%	88%
• their school takes students' opinions seriously* (S2043)	95%	90%	88%
• student behaviour is well managed at their school* (S2044)	92%	84%	83%
• their school looks for ways to improve* (S2045)	98%	94%	98%
• their school is well maintained* (S2046)	98%	93%	91%
• their school gives them opportunities to do interesting things* (S2047)	97%	93%	96%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	99%	99%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	99%
• they receive useful feedback about their work at their school (S2071)	95%	95%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	96%	97%
• students are encouraged to do their best at their school (S2072)	100%	98%	99%
• students are treated fairly at their school (S2073)	100%	98%	99%
• student behaviour is well managed at their school (S2074)	97%	95%	100%
• staff are well supported at their school (S2075)	98%	95%	95%
• their school takes staff opinions seriously (S2076)	99%	95%	93%
• their school looks for ways to improve (S2077)	100%	98%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	98%	100%	100%

* 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 adventure playgrounds.

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 enhancement.

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 2018 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, SpringX (our version of Maker Fair) 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 education 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 2018 the school continues to implement the *Respectful Relationships* program (primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence).

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	6	4	8
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 affected by continued construction on the school site and extreme weather conditions of our region. The water usage has been particularly affected 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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	186,198	294,829	297,842
Water (kL)		12,127	12,271

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	74	40	<5
Full-time equivalents	65	25	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	3
Graduate Diploma etc.*	9
Bachelor degree	58
Diploma	3
Certificate	

*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 2018 were **\$335 405**

The staff members at Peregrin 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 Sydney)
- Age Appropriate Pedagogies (Prep Teachers)
- Reggio Emilia (Italy) course
- Implementation of the Australian Curriculum: English, Maths, Science, HASS

- 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
- Wellbeing programs such as Rock and Water, Choice Theory, Secret Agent Society

The proportion of the teaching staff involved in professional development activities during 2018 was **100%**

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	95%	94%
Attendance rate for Indigenous** students at this school	93%	92%	94%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

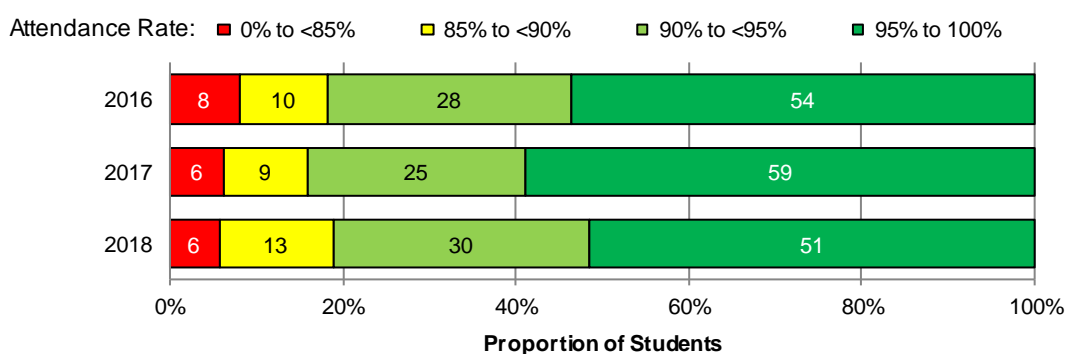
Year level	2016	2017	2018
Prep	94%	94%	94%
Year 1	94%	94%	94%
Year 2	94%	94%	94%
Year 3	94%	95%	95%
Year 4	94%	95%	94%
Year 5	93%	95%	94%
Year 6	93%	94%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

School Procedures

At Peregion 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 emphasize 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 (8.45a.m.) 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 2.30p.m. 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
 2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.