



Mount Cotton State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Mt Cotton School prides itself on keeping up with the times while maintaining an appreciation for the school's history and values. Our school aims to continually improve our operations so students learn in an educational environment of care and support. Staff work hard to ensure our curriculum meets needs of students and is engaging and relevant. We continue to experience growth as a result of new housing development over the past few years. Improving literacy and numeracy standards for all our students remains the highest priority of all staff members. The school curriculum incorporates the Australian Curriculum as the cornerstone of learning experiences for students. A hands-on approach to learning is engaged whenever possible. A wide range of extra-curricular activities are provided for our students. Provision of a differentiated curriculum for identified students is a priority.

School progress towards its goals in 2018

Throughout this year, we continued to enact our vision to grow Clever, Creative and Caring individuals. We are passionate about our school being a place where everyone reaches their potential and loves to learn.

Our Statement of Purpose reminds us, every day, of what we need to focus on to achieve our vision.

Every Student Counts – this ensures that every child is catered for, that every child reaches their potential and has an opportunity to embrace their unique skills and talents

Every Teacher Counts – this ensures that every teacher is aware of their role in reaching our vision and are accountable for all students across the school.

Every Minute Counts – this ensures that we support our parents in having their child attend school for the maximum amount of time, as well as ensuring that our teachers make the most of instructional time; that we do not miss an opportunity for learning to take place.

Mt Cotton Counts – this ensures that we are reminded on a regular basis that we support a community of learners and that our influence goes beyond the school gates.

To reach the highest standards of learning, especially in Literacy and Numeracy, to which we aspire for our students, we are investing in:

- Committed skilled teachers who are constantly striving to improve their teaching practice
- 21st Century Learning focusing on mobile technologies, 24 hour access to learning and flexible, differentiated curriculum delivery
- An engaged, involved school community committed to the school's continuing success and improvement

Our 2018 Explicit Improvement Agenda:

- Writing - embed a common language in the teaching of writing through our Mount Cotton writing non-negotiables.
- ACARA - The implementation of the Australian Curriculum with precision
- Mount Cotton Method – ensure a consistent approach to Learning Intentions and goal setting in every classroom.

An Explicit Improvement Agenda	
Actions	
Further embed the school's non-negotiables for curriculum, teaching and learning to ensure that they are evident in all teachers' planning and curriculum delivery. > <i>Review recommendation</i>	Completed in 2018 and continuing in 2019.
Monitor the implementation of all elements of the Explicit Improvement Agenda to ensure that agreed strategies are being implemented with consistency across the school. > <i>Review recommendation</i>	Completed in 2018 and continuing in 2019.
Utilise PLTs to drive school wide improvement in the areas of English, Maths, Supportive School Environment and Personalised Learning. > <i>2016 AIP</i>	Completed in 2018.

Analysis and Discussion of Data	
Actions	
Consistent use of the dashboard by all teachers.	Completed in 2018 and continuing in 2019.
Analyse and respond to SWD data relative to the Disability Review > <i>DET Priority - Disability Review</i>	Completed in 2018 and continuing in 2019.
Engage all staff in ongoing PD to enhance their confidence and skills in data literacy, within and across year level cohorts, to inform differentiated teaching practice and student assessment. > <i>Review recommendation</i>	Completed in 2018 and continuing in 2019.
Upskill teachers in the consistent delivery and recording of diagnostic tests. > <i>2017 AIP and English PLT.</i>	Completed in 2018 and continuing in 2019.
Implement the Mount Cotton Data Plan, ensuring regular data analysis to inform teaching practice and provide feedback to students. > <i>2017 AIP</i>	Completed in 2018.
From Team IQ data (5 week data cycles), identify and use the effectiveness of high yield strategies, with a writing and number focus > <i>2017 AIP</i>	Completed in 2018.
Continue to record, analyse and respond to OneSchool data including behaviour incidents, contacts and positive behaviours. > <i>SSE PLT</i>	Completed in 2018.
An Expert Teaching Team	
Actions	
Use the expertise of the leadership team to develop a formal classroom observation and feedback culture involving all teachers to provide support and advice on classroom practice in the priority areas and in areas for individual development. > <i>Review recommendation</i>	Ongoing in 2019.
Mentoring/coaching in Writing pedagogy across the school. > <i>English PLT</i>	Completed in 2018 and continuing in 2019.
Further develop the Mount Cotton Induction program for new staff members. > <i>2017 AIP</i>	Completed in 2018.
Implement the Mentoring Beginning Teachers Program. > <i>2017 AIP</i>	Completed in 2018.
Continue to embed the Annual Development Performance process (PDPs) for all staff members. > <i>2017 AIP and Review recommendation</i>	Completed in 2018.
Explore opportunities to continually develop the skills and abilities of school leaders. > <i>Review recommendation</i>	Completed in 2018 and continuing in 2019.
A Culture That Promotes Learning	
Actions	
Introduce YCDI program. School wide Personal and Social Education Program for students taught through fortnightly lessons with a whole school focus. > <i>SSE PLT</i>	Completed in 2018 and continuing in 2019. 2 year cycle
Embed 1:1 Learning Your Way Program in Year 4, 5 and Senior.	Completed in 2018 and continuing in 2019.
Explicit teaching of 3R's and 3C's – peer support, awards > <i>SSE PLT</i>	
Explore opportunities to further engage parents as partners in their child's education through regular parent education sessions. > <i>Review recommendation</i>	
Continue to embed whole school continuum of consequences for behaviour and to monitor RBPS. > <i>SSE PLT</i>	
Monitor and engage in activities to promote staff wellbeing. > <i>SSE PLT</i>	
Continue with our Springboard Program as a transition to high schools. > <i>2017 AIP</i>	

Differentiated Teaching and Learning	
Actions	
Implement a range of targeted writing strategies to cater for all students. >> <i>DET priority, English PLT, NAPLAN data</i>	Completed in 2018 and continuing in 2019.
Implement consistent use of higher order thinking skills (Bloom's Taxonomy) across the school > <i>Personalised PLT</i>	Ongoing in 2019.
Implement school wide processes for differentiation with a focus on the needs of highly able students. > <i>2017 to 2020 Strategic Plan and 2017 AIP</i>	Ongoing in 2019.
Review the Altitude enrichment program using the DET Inquiry Model to quality assure its design, delivery and impact in meeting its intended purpose and goals- > <i>Review recommendation</i>	Ongoing in 2019.
Embed use of surfboard in unit planning including levels of support and assessment items. > <i>Personalised PLT</i>	Completed in 2018 and continuing in 2019.
Embed a consistent school-wide approach for student learning goals in designated areas in order to build their capacity to monitor and build ownership of their own learning. > <i>Review recommendation, Personalised PLT and 2017 to 2020 Strategic Plan</i>	Ongoing in 2019.
Continue to embed targeted reading strategies to cater for students tracking towards the U2Bs. >> <i>Regional AIP</i>	Completed in 2018 and continuing in 2019.
Continue to embed a systematic approach to further support teachers in planning, implementing and regularly reviewing differentiated learning experiences for the range of student abilities in their classes. > <i>Review recommendation</i>	
Targeted Use of Resources	
Actions	
Implement access to appropriate digital technology infrastructure and devices across the school to support and enhance learning outcomes for students. > <i>Review recommendation</i>	Completed in 2018 and continuing in 2019.
Employ Instructional Coach (via Investing for Success Funding).	Completed in 2018.
Effectively utilize all facets of Mathletics. > <i>Maths PLT</i>	Completed in 2018 and continuing in 2019.
Continue to expand the English Curriculum documentation and resources (on One Note), in particular, with a focus on Writing and Speaking and Listening. > <i>English PLT</i>	
Systematic Curriculum Delivery	
Actions	
Provide opportunities for the teachers to collaboratively plan and review curriculum units, with the support of the HOC and their colleagues, to ensure there is a consistency of curriculum planning, assessment and moderation across all year levels. > <i>Review recommendation</i>	Completed in 2018 and continuing in 2019.
Embed the MCSS Operation (mental computation) strategies. > <i>Maths PLT</i>	Ongoing in 2019.
Develop a writing framework utilising the 7 Steps in Writing program across the school. > <i>DET priority; NAPLAN Data; English PLT</i>	Ongoing in 2019.
Further embed the school's non-negotiables for curriculum, teaching and learning to ensure that they are evident in all teachers' planning and curriculum delivery. > <i>Review recommendation</i>	Ongoing in 2019.
Expand the use of formal calibration and moderation processes within and beyond the school using the relevant year level Achievement Standards to build consistency and confidence in teacher judgement across all learning areas. > <i>Review recommendation</i>	Completed in 2018 and continuing in 2019.
Continue to embed Jolly Phonics and Jolly Grammar across the school. > <i>English PLT</i>	Ongoing in 2019.
Continue to monitor the implementation of STRIVE across the school. > <i>English PLT</i>	

Effective Pedagogical Practices	
Actions	
Provide detailed and timely feedback to students that makes clear what actions they can take to make further progress in relation to their learning goals and other areas of their learning. > <i>Review recommendation</i>	Ongoing in 2019.
Develop a scope and sequence for the teaching of digital technologies (including the skills to complete NAPLAN online). > <i>DET Priority</i>	Completed in 2018.
Provide opportunities to review the various elements of the school's pedagogical framework to ensure it reflects embedded practice and the explicit improvement agenda in curriculum planning and teacher practice. > <i>Review recommendation</i>	Ongoing in 2019.
<i>Encourage the use of C2C assessment pieces that ensure the embedding of Higher Order Thinking skills to support effective problem solving skills. > 2013 to 2016 Strategic Plan and 2017 AIP; (Review Recommendation – Modified)</i>	Completed in 2018 and continuing in 2019.
School Community Partnerships	
Actions	
Extend the community based early years network program to further enhance knowledge of on-entry Prep expectations (school readiness) and to assist in a smooth transition into Prep.	Completed in 2018 and continuing in 2019. New Pre-Prep centre opening in 2019.
Continue to provide opportunities for parents and carers to provide feedback to the school on key areas of school development. > <i>2017 AIP</i>	Completed in 2018 and continuing in 2019.
Develop broader networks with schools that are on similar education journeys and with organisations that will bring benefit to the learning of students and the professional practice of staff. > <i>Review Recommendation</i>	

Our 2018 Results:

A-E Targets	A = 17%	B = 33%	C = 38%	D = 10%	E = 2%
Eng – Sem 2 2017	A = 12.1%	B = 28.5%	C = 44%	D = 12.9%	E = 2.4%
Eng – Sem 2 2018	A = 14.9%	B = 28.7%	C = 42.8%	D = 13%	E = 0.7%
Maths – Sem 2 2017	A = 14.9%	B = 31.9%	C = 41.7%	D = 10.5%	E = 1%
Maths – Sem 2 2018	A = 17.4%	B = 38.6%	C = 33.4%	D = 9.8%	E = 0.7%
Science – Sem 2 2017	A = 13.2%	B = 30.5%	C = 49.3%	D = 6.9%	E = 0.2%
Science – Sem 2 2018	A = 12%	B = 33%	C = 47%	D = 7.3%	E = 0.5%
A-C Target	88%				
		2017		2018	
	English:	84.6%		86.4%	
	Maths	88.5%		89.4%	
	Science	93%		92%	
School Opinion Survey Targets	Staff: 95% - overall rating for all survey items.	2017		2018	
	Students: 95% - overall rating for all survey items.	96.5%		93.2%	
	Parents: 95% - overall rating for all survey items.	94.6%		92.4%	
		91.3%		93.6%	

Future outlook

School Improvement Priorities – 2019

Writing

Descriptive Feedback - Students ** Staff ** Our Community ** Lyn Sharratt and Gail Harild, 2014

Feedback for Staff	
An expert teaching team	Provide regular opportunities for all teachers to be involved in peer coaching, instructional coaching and mentoring processes within and beyond the school, including Writing pedagogy. > <i>Review recommendation</i>
	Use the expertise of the leadership team to develop a formal classroom observation and feedback culture involving all teachers to provide support and advice on classroom practice in the priority areas and in areas for individual development. > <i>Review recommendation</i>
Systematic curriculum delivery	Expand the use of formal calibration and moderation processes within and beyond the school using the relevant year level Achievement Standards to build consistency and confidence in teacher judgement across all learning areas. > <i>Review recommendation</i>
Feedback to parents and wider community	
A culture that promotes learning	Explore opportunities to further engage parents as partners in their child's education through regular parent education sessions. > <i>Review recommendation</i>
Community Partnerships	Continue to develop broader networks with schools that are on similar education journeys and with organisations that will bring benefit to the learning of students and the professional practice of staff. > <i>Review Recommendation</i>
	Continue to provide opportunities for parents and carers to provide feedback to the school on key areas of school development. > <i>2017 AIP</i>
Feedback for Students	
Differentiated teaching and learning	Continue to embed a consistent school-wide approach for student (individualised) learning goals in designated areas in order to build their capacity to monitor and build ownership of their own learning. > <i>Review recommendation, Personalised PLT and 2017 to 2020 Strategic Plan</i>
Effective pedagogical practices	Provide detailed and timely feedback to students that makes clear what actions they can take to make further progress in relation to their learning goals and other areas of their learning. > <i>Review recommendation</i>
	Continue to embed a common language when using learning intentions and success criteria in English lessons.

Mount Cotton State School

2019 - School Improvement Targets

Attendance	95%				
Behaviour Targets	Reduction in major incidents by 5% Reduction in minor incidents by 5% Reduction in physical misconduct by 5% Positive incidents exceed behaviour incidents				
A-E Targets <i>*Aligns with DOE</i> Headline Data Targets	A = 17% *14S	B = 33% *14S	C = 38%	D = 10%	E = 2%
Writing Data	A = 17%	B = 33%	C = 38%	D = 10%	E = 2%
A-C Target <i>*Aligns with DOE</i> Headline Data Targets	88%				
School Opinion Survey Targets	Staff: 95% - overall rating for all survey items. Students: 95% - overall rating for all survey items. Parents: 95% - overall rating for all survey items.				
Reading Levels 80% of cohort	Prep	PM Level 5			
	Year 1	PM Level 13			
	Year 2	PM Level 22			
	Year 3	PM Level 26 and Level 3 Prose			
	Year 4	Prose Level 4			
	Year 5	Prose Level 5			
	Senior	Prose Level 6			
PAT Tests	Stanine 4 and above				
NAPLAN Reading	Year 3	NMS	98%		
		U2B	60%		
	Year 5	NMS	99%		
		U2B	40%		
NAPLAN Writing	Year 3	NMS	98%		
		U2B	44%*14S		
	Year 5	NMS	95%		
		U2B	19.1%*14S		
NAPLAN Spelling	Year 3	NMS	98%		
		U2B	55%		
	Year 5	NMS	99%		
		U2B	30%		
NAPLAN Grammar & Punctuation	Year 3	NMS	98%		
		U2B	58%		
	Year 5	NMS	98%		
		U2B	40%		
NAPLAN Numeracy	Year 3	NMS	100%		
		U2B	38%		
	Year 5	NMS	100%		
		U2B	35%		

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	620	624	586
Girls	313	330	301
Boys	307	294	285
Indigenous	8	7	5
Enrolment continuity (Feb. – Nov.)	95%	97%	96%

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

Established in 1876, Mount Cotton State School has been providing quality education to generations of families and enjoys strong ties with its local community. Some students attending the school are descendants of the original families who settled the area.

The community holds high expectations for the learning and behaviour of students. The student body is predominantly of an Anglo-Saxon cultural background so the teaching of LOTE and associated cultural studies is an important aspect of a well-rounded education.

Mount Cotton State School operates a high quality Special Education Program for students with a range of disabilities. Students learn in mainstream classes with the support of a Special Education teacher and teacher aides.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	26	26	26

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

- Our Mount Cotton Method (Pedagogical Framework)
 - Setting Goals & Expectations
 - Instructional Approach
 - Personalised Learning
 - Supportive School Environment
 - Inquiry Modes
 - Assessment
 - 21st Century Learning
- Our Mount Cotton Non-Negotiables
- Team IQ – Collaborative inquiry
- Special Education program
- Vertical alignment through our Professional Learning Teams (PLTs)
- Early Years Literacy intervention program (ELF) targeting literacy in Year 1
- Support A Talker Program
- Altitude Extension Program
- Distinct Senior Springboard program for Year 6 students
- Japanese LOTE program for Year 4, 5 and 6 students
- 1:1 iPad programs – Year 4, 5 and Senior

Co-curricular activities

- Excursions and Incursion programs across Key Learning Areas
- Outdoor Education programs – camps for Years 4 – 6
- Altitude Extension Excursions – for example, STEM Challenges
- Mathematics Extension programs : Maths Olympiad
- English Extension programs: Readers Cup
- Science Extension program : Science Day of Excellence
- Participation in UNSW National testing for English, Maths, ICT and Science
- Inter School carnival days for sports such as touch football, European handball, netball and field hockey
- Performing Arts – including our Instrumental Music program and our school Choirs (Mount Cotton Voices and Mini Melodies) performing at competitions
- Elite Skipping Team – The Cottonhoppers

How information and communication technologies are used to assist learning

At Mount Cotton State School, we are committed to providing opportunities for all students to access a range of digital technologies to enhance learning. Teachers plan specific learning activities integrating ICT's within their units of work. All students access the Internet as well as a range of programs for online learning such as Mathletics, Wushka, Spelling City and Study Ladder.

The professional Development agenda is designed to focus on the enhanced integration of effective digital pedagogies. The use of Virtual Classrooms on the Learning Place as well as the use of digital learning objects has significantly enhanced opportunities for students at school and at home. Every classroom has an interactive whiteboard to support teacher instruction and student engagement in the learning process. Significant investment has been placed into purchasing iPads, laptops and a variety of other mobile technologies to enhance student learning. We have a 1:1 iPad program in Year 4, 5 and 6.

Social climate

Overview

The central focus at Mt Cotton State School is the 3 Core Values: Respect, Responsibility and Resilience. These values are articulated in classrooms and across the school on a daily basis, with their output realising our vision of growing Clever, Creative and Caring individuals. These values are reinforced by all members of the community, and are a powerful means of guiding students to become successful students, creative and informed citizens.

Teachers provide a high level of pastoral care for their students. This is reflected in the significantly positive 96.6% of children stating they are getting a good education, 93.1% of our students state that the teachers motivate them to learn and 98.3% of our students state that the teachers expect them to do their best. With the successful implementation of

Peer Support, Great Mates, Student Leadership, Student Council and Chaplaincy in 2018, the school will continue to support the emotional development of all students.

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)	94%	92%	96%
• this is a good school (S2035)	98%	92%	93%
• their child likes being at this school* (S2001)	97%	95%	96%
• their child feels safe at this school* (S2002)	94%	97%	96%
• their child's learning needs are being met at this school* (S2003)	89%	89%	94%
• their child is making good progress at this school* (S2004)	90%	92%	93%
• teachers at this school expect their child to do his or her best* (S2005)	97%	94%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	91%	91%
• teachers at this school motivate their child to learn* (S2007)	93%	89%	94%
• teachers at this school treat students fairly* (S2008)	90%	94%	93%
• they can talk to their child's teachers about their concerns* (S2009)	92%	97%	98%
• this school works with them to support their child's learning* (S2010)	91%	92%	94%
• this school takes parents' opinions seriously* (S2011)	84%	86%	84%
• student behaviour is well managed at this school* (S2012)	90%	83%	85%
• this school looks for ways to improve* (S2013)	93%	88%	90%
• this school is well maintained* (S2014)	97%	95%	94%

* 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)	97%	95%	97%
• they like being at their school* (S2036)	98%	94%	93%
• they feel safe at their school* (S2037)	95%	94%	91%
• their teachers motivate them to learn* (S2038)	97%	97%	93%
• their teachers expect them to do their best* (S2039)	99%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	96%
• teachers treat students fairly at their school* (S2041)	95%	92%	88%
• they can talk to their teachers about their concerns* (S2042)	90%	92%	87%
• their school takes students' opinions seriously* (S2043)	93%	91%	90%
• student behaviour is well managed at their school* (S2044)	92%	84%	82%
• their school looks for ways to improve* (S2045)	97%	96%	93%
• their school is well maintained* (S2046)	97%	95%	94%

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	95%	97%	91%

* 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%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
• they receive useful feedback about their work at their school (S2071)	93%	95%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	90%	77%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	96%
• student behaviour is well managed at their school (S2074)	100%	89%	88%
• staff are well supported at their school (S2075)	100%	95%	92%
• their school takes staff opinions seriously (S2076)	94%	93%	90%
• their school looks for ways to improve (S2077)	98%	100%	98%
• their school is well maintained (S2078)	100%	98%	96%
• their school gives them opportunities to do interesting things (S2079)	100%	96%	96%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents and carers are encouraged to enhance their childrens' education by developing productive relationships with the school. Maintaining open and respectful communication between the school and home is a key aspect to these relationships. Parents are welcome to discuss their childrens' progress at any time during the school year, as well as at formal parent-teacher interviews. School newsletters are distributed fortnightly to keep parents up to date with activities and celebrate student success.

A range of opportunities are offered to parents to become involved in their child's school including:

- Parent surveys via survey monkey, parent interviews and Parent Consultative groups
- Development of Individual Support Plans (e.g. Individual Curriculum Plans) in consultation with parents.
- Assisting in school programs such as volunteering for Banking/Tuckshop
- Assisting in classrooms with literacy and numeracy support
- Running and coordinating fundraising activities throughout the year
- Attending assemblies on a weekly basis
- Attending various celebration days at the end of each term (e.g. Celebrations of Learning)
- Attending excursions, incursions and camps.

Respectful relationships education programs

The Respectful Relationships Education Program has emerged from Recommendation 24 of the Queensland Government's 2015 "Not Now, Not Ever: Putting an end to domestic and family violence" report. It requires schools to embed practices and policies that develop a culture supporting:

- the development and maintenance of respectful relationships;
- self-respect; and,
- gender equality.

Mount Cotton State School operates a whole-school approach across the following four domains:

1. curriculum, teaching and learning;
2. school policy and practices;
3. school culture, ethos and environment; and,
4. partnerships and services

You will see this in action in the following ways:

- Peer Support
- Health Curriculum
- School Behaviour Plan
- School Vision and Statement of Purpose
- Community links

Here are some things that we encourage parents and care-givers, as the first educators of our students, to do to encourage respectful relationships:

- Encourage and model positive interactions
- Encourage working with others and friendly behaviours
- Encourage skills in good communication
- Discuss conflict resolution
- Discuss and practice coping strategies
- Discuss and model safe and ethical online behaviours
- Encourage young people to care and support one another

Respectful Relationships Overview:DET

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	13	9	11
Long suspensions – 11 to 20 days	0	0	0
Exclusions	1	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

The school has investigated a variety of measures to reduce paper usage, including engaging a staff member to conduct data analysis in this area and come up with strategies to reduce our carbon footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	142,661	143,454	133,119

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.

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	142,661	143,454	133,119

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*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.

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

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

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	42	19	<5
Full-time equivalents	38	12	<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	0
Masters	3
Graduate Diploma etc.*	3
Bachelor degree	34
Diploma	2
Certificate	0

*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 \$22405.86 plus \$48172 through Investing for Success funding. The major professional development initiatives are as follows:

- 7 Steps to Writing Professional Development
- Jolly Phonics
- Teaching of Reading
- Problem Solving
- Peer Coaching
- Data Strategies– Professional Development
- Differentiation, e.g. Positive Schools Conference
- A range of Professional Developments to support Students with Disabilities
- STEM – Digital Technologies
- Moderation – school based and cluster moderation.
- Behaviour Management Professional Development
- Mandated DET Professional development
 - Health, Safety and Wellbeing Professional Development
 - Code of Conduct
 - Asbestos Training
 - Student Protection
 - Internal Controls
 - Anaphylaxis Training
 - Keys to Managing Information
 - Curriculum Activity Risk Assessment
 - Fire Extinguisher Training

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.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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%	94%	94%
Attendance rate for Indigenous** students at this school	89%	91%	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

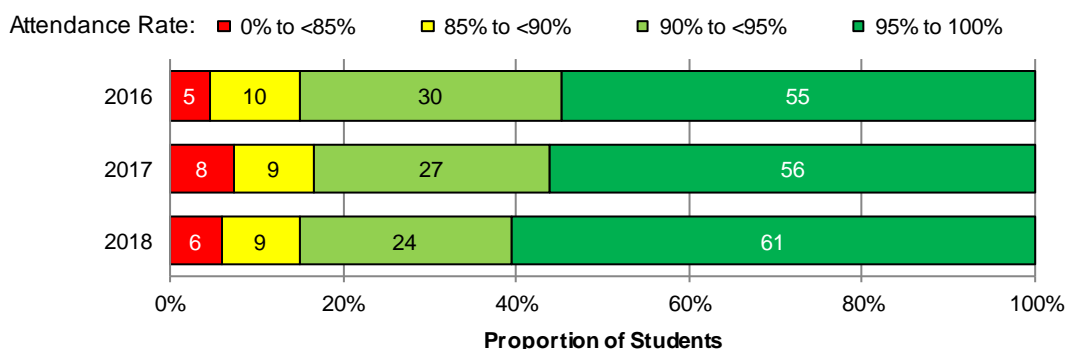
Year level	2016	2017	2018
Prep	94%	95%	96%
Year 1	95%	94%	95%
Year 2	94%	94%	94%
Year 3	94%	94%	95%
Year 4	94%	94%	93%
Year 5	94%	93%	94%
Year 6	95%	94%	93%

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.

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.

Implementation of electronic roll marking was embedded in practice at the start of 2013. Teachers are provided with sample rolls to ensure they are familiar with absence codes. Class rolls are marked twice daily. Days absent are generated on the end of semester student reports. A Junior and Senior attendance trophy is handed out at each assembly for the class with the highest attendance percentage.

Parents can inform the school about their child's absences via the telephone school absence line. Blue slips are issued daily. Students arriving at the start of instruction report to the school office for a "late slip". Parents who collect their child before the end of the school day sign on "early departure" register.

Class teachers notify the school office of unexplained absences of greater than 3 days which are then followed up by administration staff. Longer periods of unexplained absences are referred to the principal and managed in accordance with the departmental policy.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.

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

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

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.