# Croydon State School
# Queensland State School Reporting
# 2014 School Annual Report

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## Principal's foreword

### Introduction

Croydon State School is situated approximately 540 kilometres west of Cairns and is classified as a remote area. There were 42 students recorded as being enrolled at the school in the February 2014 census. The percentage of indigenous students was 40%. The school had two teachers and a Teaching Principal. We had a strong focus on reading improvement in the school and implemented the Australian curriculum in a framework that emphasised an explicit teaching approach. Many of the students are regarded as second language learners and the school catered for them by developing differentiated teaching strategies developed in consultation with the Indigenous School Support Unit in Cairns.

### School progress towards its goals in 2014

**Improving teaching**
Microskills embedded in practice
FNQ Indigenous Numeracy Project implemented
Reading Dyslexia PD
Principal completed explicit teaching coaching modules
Principal and admin officer completed Breakthrough coach program
Teacher attended Tier 1 and Tier 2 training for SWPBS
Teacher aides completed SWD training for SLP and Intellectual Impairment
Embedded Indigenous Perspectives into the school curriculum by acknowledging the students as second language learners completing a school language profile and using the Break it Down
Introduced FNQ mathematics assessment tool
**Refining and embedding data based decision making**
Data wall displaying student PM reading levels transferred to digital format and displayed.
Lexile reading assessment utilised to monitor student progress.
Assessment every 5 weeks using GFMJ in C2C planning units
PatR and PatM data analysed to monitor student gain over the 12 month period. This resulted in some students having individual plans.
**Refining and embedding Planning & Accountability Systems at all leadership levels.**
Implementation of a four year curriculum plan merging C2C with ISSU B.I.D.B.I.U units
Implementation of C2C units in Geography and History along with English, Math and Science.
Continued development of SWPBS

**Connecting parents and caregivers with their children's learning.**

Successful lunch program provided with parental contribution

Strong links developed with the Shire Council and RADF

Strong links with RFDS mental health and psychologists

Successfully assisted Parents transition students from years 6/7 to high school.

Successful art program developed involving local indigenous artists.

Successful touch football carnival in term 1

**Data Successes**

Croydon State School has made some significant improvement over this year in the improvement of reading and numeracy levels

- 3, 5, 7 reading and numeracy – Effect size significant gain
- 3, 5, 7 MSS was similar to the Nation in 3/5/7 reading/writing/grammar
- 3 MSS was higher than the Nation in numeracy
- 5, 7 MSS in numeracy was similar to the Nation
- Effect size relative gain was generally ten times greater relative to the Nation
- 100% of students had a relative gain in numeracy higher than the nation.
- MSS – improvement compared to the Nation was green in every area except 5 spelling
- Significant growth in Lexile scores
- PatR and PatM testing demonstrates students in the upper two bands in both classes with 2 students being at Stanine 9 in reading.
- Significant improvement in Numeracy
- Strong results being displayed by the Prep – Year 2 students in reading and numeracy l
- S.O.S. 100% of staff happy with morale, 100% students believe their teacher cares about them, 100% parents believe it is a good school and their child is getting a good education.

**Future outlook**

**Priority 1. Literacy and Numeracy**
**Strategy: Improve teacher capability.**
Staff to be inserviced in modules 1 - 4 of explicit teaching program
Staff to revisit Reading Dyslexia training presented last year
Teachers to revisit the BIDBIU teaching/learning strategies
Regular teacher coaching days involving classroom visits and observations
Staff to participate in OLT on line course - Inclusion for SLP learners
Participation in FNQ math project
Performance development plans to be developed for all staff members and reflected upon
Teacher aides to participate in microskills training.
**Strategy: Explicitly teaching reading literacy across all subject areas**
Teachers to teach vocabulary specific to the subject matter in each subject area.
Teachers to use BIDBIU strategies across subject areas.
**Strategy: Ensure appropriate curriculum is being accessed.**
Refine Break It Down Build it Up units. Link the GKMJ from the associated C2C units
Individual Education Plans developed for some students
Guided reading and individual reading sessions across all year levels using a range of texts including PM readers and Lexile across a number of generic structures.
Spelling Mastery Program and STARS, differentiated to suit developmental level of the student
Phonemic awareness program explicitly taught in P-2 class
Sight words consolidated where appropriate.
**Strategy: Ensure appropriate pedagogy is being utilised.**
Ensure strategies for developing oral language are being implemented across all grade levels.
Examples of this include conversations, wait time, think, pair share, think a louds, vocabulary
Ensure Pedagogical Framework is being followed.
**Strategy: Refining and embedding data based decision making.**
Regular meetings to look at movement of individual students and SMART learning goals.
Students assigned appropriate level of reading text based on PM and Lexile
PatR, PatM and NAPLAN data analysed from previous year.

All data to be recorded on Oneschool to create single point of truth.

Setting targets for reading and numeracy.

**Priority 2. Attendance**

Garden kitchen program to continue, providing lunches to the students.

90% attendance required to participate in school events.

Conduct annual touch football/swimming carnival and dance eisteddfod.

Participate in Karumba Festival of Sport

Year 6 Transition camp and leadership program

Continue refining the SWPBS

Informing parents of attendance levels each term

Attendance expectations and procedures published on the website and in the newsletter.

**Priority 3. Closing the Gap between indigenous and nonindigenous students**

**Strategy: Ensure appropriate curriculum and pedagogy is being utilised.**

BIDBIU used as the differentiation for second language learners

Staff to model Standard Australian English when communicating with students

Individual programs designed as required with short term SMART goals.

**Strategy: Engaging the community**

Increase permanent indigenous staff by 50 percent

Extend on indigenous art program started in 2013 and followed up in 2014

Continue with community events and P&C Celebrations.

School events in school hours including parents cooking as part of the lunch program and the coffee/reading program.

**Strategy: Refining and embedding data based decision making**

Oral and written bandscales twice a year and school language profile maintained.

**Priority 4. Science**

Using C2C units in teaching science

Teachers to use BIDBIU strategies when teaching science.

Develop vocabulary by explicitly teaching 5 critical words each lesson

# Our school at a glance

## School Profile

**Coeducational or single sex:    Coeducational**

**Year levels offered in 2014:      Prep Year - Year 6**

**Total student enrolments for this school:**

|  | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|---|---|---|---|---|
| 2012 | 35 | 18 | 17 | 79% |
| 2013 | 33 | 21 | 12 | 79% |
| 2014 | 42 | 26 | 16 | 100% |

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

## Characteristics of the student body:

The students are living in a rural environment six hours drive west of Cairns. The student population is 40% indigenous and most of this group are Aboriginal and considered to be second language learners as they speak varying levels of Aboriginal English as their home language. The percentage of students remaining at the school through the year was 100%. Many of the students live in an extended family situation. The main industry in the area is beef cattle with some of the students coming in from surrounding properties. The main employer in the town apart from this is the Shire Council.

## Average class sizes

| Phase | Average Class Size | | |
|---|---|---|---|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 15 | 16 | 22 |
| Year 4 – Year 6 Primary | 15 | 16 | 20 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

## School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---|---|---|---|
| | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 0 | 0 | 0 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions# | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

**Our distinctive curriculum offerings**

Bridging the language gap – catering for second language learners
Explicit teaching agenda
Garden – Kitchen Program

## Extra curricula activities

Touch and swimming carnival with dance eisteddfod
Karumba Hockey Carnival
Yoga classes
Dance instruction
Swimming instruction

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

Digital technologies are used throughout the school in a number of contexts. The ratio of students to computers is approximately two computers for every three students. The students use these technologies across all curriculum areas. The students used the technology to publish writing tasks and present powerpoints. They also used the technology to develop numeracy and typing skills. The internet was used to assist in researching various projects. A bank of 35 XO computers were accessed by the students to use at school and home. These computers have a number of problem solving and skill drill programs to reinforce homework activities. Six ipads were used with special needs and general students to develop literacy and assist in communication.

## Social Climate

Croydon State School is a relatively small school in an outback area of Queensland. This leads to fairly close knit relationships between families, students and staff. There is a high level of support at the school and the school has a very committed staff. We have developed a SWPBS program and a responsible behaviour plan. There is no issue with bullying as issues are dealt with immediately and discussions held with families. Each family takes responsibility for the actions of their students. The three main concepts behind the school program are: Safety, Responsibility, and Respect. There is a chaplain employed at the school two days a week providing valuable support to the student body. Parent responses in 2014 demonstrated a 100% satisfaction that their child is safe at this school.

## Parent, student and staff satisfaction with the school

| Performance measure | | | |
|---|---|---|---|
| Percentage of parent/caregivers who agree# that: | 2012 | 2013 | 2014 |
| their child is getting a good education at school (S2016) | 100% | 100% | 100% |
| this is a good school (S2035) | 100% | 100% | 100% |
| their child likes being at this school* (S2001) | 100% | 100% | 88% |
| their child feels safe at this school* (S2002) | 100% | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 100% | 100% | 100% |
| their child is making good progress at this school* (S2004) | 100% | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 100% | 100% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 100% | 100% |
| this school takes parents' opinions seriously* (S2011) | 100% | 93% | 100% |
| student behaviour is well managed at this school* (S2012) | 100% | 100% | 100% |
| this school looks for ways to improve* (S2013) | 100% | 100% | 100% |
| this school is well maintained* (S2014) | 100% | 100% | 100% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of students who agree# that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 100% | 100% | 100% |
| they like being at their school* (S2036) | 100% | 100% | 100% |
| they feel safe at their school* (S2037) | 100% | 100% | 100% |
| their teachers motivate them to learn* (S2038) | 100% | 100% | 100% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 100% | 100% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of students who agree# that: | 2012 | 2013 | 2014 |
| teachers treat students fairly at their school* (S2041) | 100% | 100% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 88% | 100% | 85% |
| their school takes students' opinions seriously* (S2043) | 88% | 100% | 100% |
| student behaviour is well managed at their school* (S2044) | 75% | 100% | 100% |
| their school looks for ways to improve* (S2045) | 100% | 100% | 100% |
| their school is well maintained* (S2046) | 86% | 90% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 88% | 100% | 100% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | | 100% | 100% |
| students are encouraged to do their best at their school (S2072) | | 100% | 100% |
| students are treated fairly at their school (S2073) | | 100% | 100% |
| student behaviour is well managed at their school (S2074) | | 100% | 100% |
| staff are well supported at their school (S2075) | | 100% | 100% |
| their school takes staff opinions seriously (S2076) | | 100% | 100% |
| their school looks for ways to improve (S2077) | | 100% | 100% |
| their school is well maintained (S2078) | | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | | 100% | 100% |

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

At Croydon State School we place great importance on the partnership developed between home and school. We recognise that parent contribution has a significant impact on student success. Our main focus has been on reading and we have a set time each day where parents come into the classroom to assist with student reading. We provide a friendly area for them to stop and have coffee afterwards. Many parents make use of this facility.
The school keeps parents informed of school events and student achievement through a newsletter, monthly P&C meetings and an Indigenous perspectives group. We also run a touch football/swimming carnival and dance eisteddfod that requires parental and community involvement.

**Reducing the school's environmental footprint**

The school's environmental impact is of great importance. At Croydon State School we have taken a number of measures to help reduce the use of water and power. Water use in Croydon is very important as our environment is very dry and hot. We have limited time that we can water trees, shrubs and grass areas. We water during the late evening to retain as much water as possible.

To reduce the consumption of electricity we have replaced louvers in the classrooms with glazed glass windows. The solar cells on the roof have now been connected to record the saving through the year.

| Years | Environmental footprint indicators | |
| --- | --- | --- |
| | Electricity kWh | Water kL |
| 2011-2012 | 39,333 | 0 |
| 2012-2013 | 49,073 | 1,980 |
| 2013-2014 | 45,626 | 2,914 |

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

# Our staff profile

**Staff composition, including Indigenous staff**

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
| --- | --- | --- | --- |
| Headcounts | 3 | 5 | <5 |
| Full-time equivalents | 3 | 3 | <5 |

**Qualification of all teachers**

| Highest level of attainment | Number of Teaching Staff * |
| --- | --- |
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 3 |
| Graduate Diploma etc.** | 0 |
| Masters | 0 |
| Doctorate | 0 |
| **Total** | **3** |
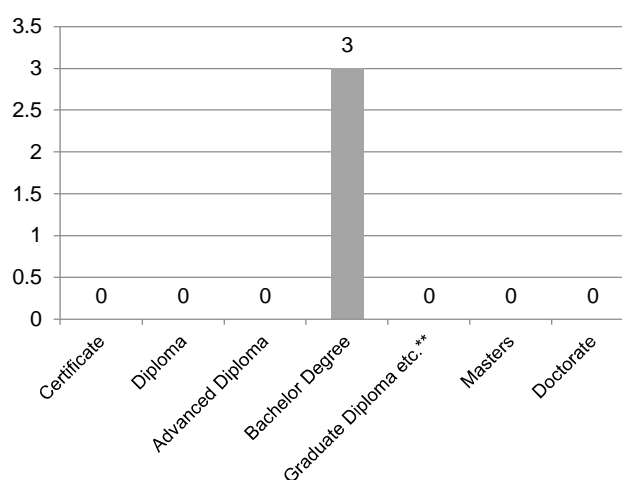
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

**Expenditure on and teacher participation in professional development**

The total funds expended on teacher professional development in 2014 were $8400.00
The major professional development initiatives are as follows:
Reading Dyslexia OLA training
Explicit teaching and Consolidations
FNQ Indigenous Numeracy Project
The proportion of the teaching staff involved in professional development activities during 2014 was 100%

| Average staff attendance | 2012 | 2013 | 2014 |
|---|---|---|---|
| Staff attendance for permanent and temporary staff and school leaders. | 99% | 100% | 100% |

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 66% of staff was retained by the school for the entire 2014 school year.

**School income broken down by funding source**

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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**

Search by school name

[          ] GO

Search by suburb, town or postcode

[          ]

Sector ☑ Government
       ☑ Non-government
SEARCH

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

## Key student outcomes

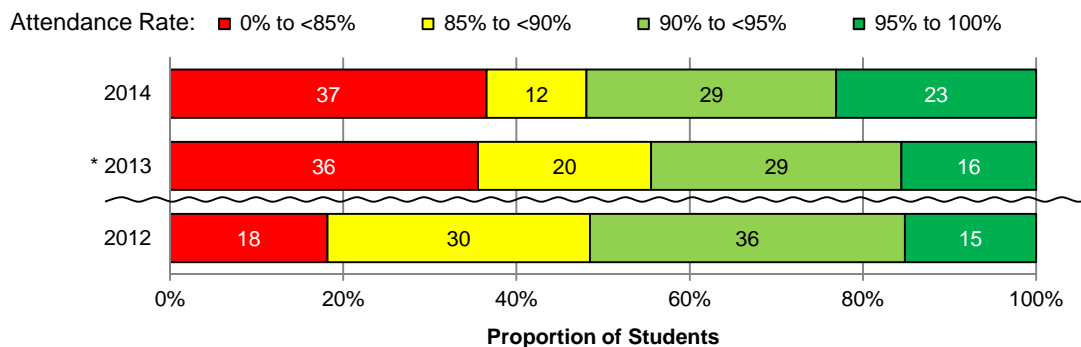| Student attendance | 2012 | 2013 | 2014 |
|---|---|---|---|
| The overall attendance rate for the students at this school (shown as a percentage). | 88% | 87% | 86% |

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2012 | 92% | DW | 81% | 92% | DW | DW | 85% | | | | | |
| 2013 | 85% | 90% | DW | 84% | 95% | 85% | 81% | | | | | |
| 2014 | 80% | 85% | 87% | 86% | 83% | 92% | 80% | | | | | |

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



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

| Year | 0% to <85% | 85% to <90% | 90% to <95% | 95% to 100% |
|---|---|---|---|---|
| 2014 | 37 | 12 | 29 | 23 |
| * 2013 | 36 | 20 | 29 | 16 |
| 2012 | 18 | 30 | 36 | 15 |

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

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.

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At Croydon State School we are committed to achieving the following targets in improving attendance – 91% whole school attendance – and have in place the following responses to absences:

• Absences for which a satisfactory reason has been provided are considered explained absences, and the student's enrolment is viewed as continuous. Undertaking a leisure activity such as shopping, visiting friends and relatives, fishing or camping, is not considered a satisfactory explanation for an absence.

• An absence for which a satisfactory reason has not been provided is considered an unexplained absence.

• When a student is absent without explanation for 2 days or a pattern of absences has been identified, Croydon State School will take the following actions:

O           2 days absence without explanation – class teacher will ring home to enquire

o           4 days absence without suitable explanation – Principal will ring home to enquire

o           If Principal does not receive response to phone call then an Absence Letter will be mailed home, reminding parents/carers of their obligations to ensure their child attends school on every school day and the requirement for providing satisfactory explanations for all absences. Parents are asked to provide the reason for the unexplained absences, sign and return the Absence Report to the child's classroom teacher or the Principal.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

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

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[                                        ] **GO**

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[                                        ]

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## Achievement – Closing the Gap

Student attendance between indigenous and non indigenous realised a gap of nine percent. There were no indigenous students in year 3 to compare results. In year 7 there were only two students to compare results. In year 5 there was a 70 point gap in reading and 57 in writing.