Scottville State School
Queensland State School Reporting
2014 School Annual Report

Postal address	P.O Box 156 Collinsville 4804
Phone	(07) 4785 5288
Fax	(07) 4785 5631
Email	the.principal@scottvilss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	The Principal

Principal's foreword

Introduction

This document is an annual report which reflects upon the school's processes, milestones, offerings and data for the 2014 school year.

Scottville State School is picturesque and friendly. It is located in the Whitsunday cluster of the North Queensland region. Scottville is a Band 6 school situated amongst a residential estate five kilometres from the larger community of Collinsville which primarily supports the coal mining industry in the surrounding areas.

The school's trend for growth in enrolments continued in 2014 which saw the school once again retain its third permanent teacher.

Scottville State School recognises the importance of family and community in the educational partnership and the school works collaboratively within these partnerships to ensure the best outcomes for all students.

School progress towards its goals in 2014

In 2014, Progress was achieved in these goals during the academic year.
The strategic planning centred around the areas of:

Learning & Attainment

- reading comprehension and testing

- Whole-school reading and literacy block implementation

- Writing, particularly persuasive writing

- embedding e-learning through the use of Reading Eggs and Mathletics

- Implementing Early intervention programs

- Professional engagement in the implementation of the Australian Curriculum.

Engagement

- Implementation of Data walls and Case management of students for improvement

- Improving performance of students performing below NMS in Reading

Wellbeing

- Focusing on four school rules based on School-Wide Positive Behaviour Support program:

  'Be Responsible, Be Respectful, Be Committed to Learning and Be Safe'

- developing connections with the Kids Matter project for student wellbeing

Sustainability

- continuing to embed sustainability values to minimize the school's carbon footprint and

  reduce energy usage

- exploiting curriculum opportunities to explore sustainability values

Emerging Priorities

- embedding the school pedagogical frame work based upon explicit instruction.

  Sharatt and Fullan's 14 Parameters as a focus for student improvement

- Prioritising literacy and numeracy demands of the Australian Curriculum

- Use of Data on Oneschool to address improvement

Community

- strengthening local school links and cluster partnerships

- Implementing links with local business and corporate business groups

Future outlook

Our future outlook strives to accomplish the following ambitious goals in the domains of School Curriculum, Teaching Practice, Student improvement, Principal Leadership & School Capability and School & Community Partnerships in 2015:

Australian Curriculum – Embedding Geography, History

Reading – Comprehension, Early reading skills and Signature Strategies

Writing – Power Writing and Acara alignment

Numeracy – Problem Solving model (POLYA), automaticity of numeracy skills- Implement problem solving approach. Embed school wide Number Facts Program

 School attendance – 95%

Parent and Community Engagement framework

Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPS) – Embed whole school plan

Closing the Gap - attendance and outcomes of Indigenous students

Student social emotional program- implement Kids Matter Mental Health Initiative

Centralised data collection at the school which include individual data books, short-term data cycles, in response to an improvement and assessment schedule

Implementation of the Quadrennial School plan

Embedding of the Responsible Behaviour Plan

Planning and developing a school policy in Parents and Community Engagement Framework focussed on sustainable practices and long term planning, improvement in engagement and infra-structure

School-wide planning for North Queensland Region focus areas of reading, writing, numeracy

Professional development in literacy and numeracy

Building capacity in staff and leadership

Continue to seek community sponsorship partnerships, maintain current partnerships and promote successes achieved through these partnerships

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	58	29	29	93%
2013	59	28	31	89%
2014	59	32	27	95%

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

Characteristics of the student body:

Many Scottville State School students come from rural family backgrounds. The student population is mobile and student population can change from term to term. Approximately 90% of students have one parent employed in the mining industry.
Less than 10% of students have a diagnosed disability. Less than 10% of students identify as Indigenous or Torres Strait Island in descent. Less than 5% of students have an English as an additional language background.
Many students attend school with siblings or are only children or have a significant gap between an older or younger sibling.
Most identify as non-practising religious groups.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	8	23	19
Year 4 – Year 7 Primary	6	17	21
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	5	8	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

Instrumental Music for Years 4 – 7
Intensive small group literacy lessons
Intensive small group Speech-Language program
LOTE (Japanese) for Years 5 - 7

Extra curricula activities

Active After School Sports Program
Inter-school weekly Physical Education lessons
Collinsville District Primary School Sports Association coaching, training and competing for representation sport
RREAP excursions
Under 8s Day
Rewards days based on engagement with four school rules
ANZAC Day march
Lions Youth of the Year
Spinal Education
 RSPCA Mobile Education Unit
 Literacy Week Book Fair

How Information and Communication Technologies are used to assist learning

At Scottville State School students have access to both 3P Learning programs Mathletics and Reading Eggs to support literacy and Numeracy learning. The school possesses a small computer lab of 20 laptops and has a set of IPads and IPods to allow group access during literacy and numeracy blocks. Each classroom has access to laptops. Classrooms are equipped with smart boards (interactive white boards) to ensure use of the digital curriculum through C2C. ICTs are blended into classroom units of English, Mathematics and Science. LOTE is facilitated via the School of Distance Education.

Social Climate

Scottville State School aims to achieve optimum learning outcomes for every student through a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens. Daily running of the school is immersed in the principles of School-Wide Positive Behaviour Support (SWBPS). The school endeavours to continually achieve the best academic outcomes for every student through consistently modelling high academic and social expectations. Scottville State School students learn in a supportive multi-aged environment. The four school rules encapsulate what it means to be a Scottville student: Be Respectful, Be Responsible, Be Committed to learning and Be Safe. With a fluctuating enrolment of between fifty to seventy students, our school community has a respectful small school atmosphere in which all community members look out for one

another and come together in unity to form the Scottville School that we all know and love. Our school opinion survey results reflect this.

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)	85%	90%	100%
this is a good school (S2035)	90%	100%	100%
their child likes being at this school* (S2001)	95%	100%	100%
their child feels safe at this school* (S2002)	90%	100%	100%
their child's learning needs are being met at this school* (S2003)	85%	90%	100%
their child is making good progress at this school* (S2004)	85%	90%	86%
teachers at this school expect their child to do his or her best* (S2005)	95%	90%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	90%	100%
teachers at this school motivate their child to learn* (S2007)	84%	90%	100%
teachers at this school treat students fairly* (S2008)	79%	80%	100%
they can talk to their child's teachers about their concerns* (S2009)	85%	100%	100%
this school works with them to support their child's learning* (S2010)	85%	90%	100%
this school takes parents' opinions seriously* (S2011)	75%	90%	100%
student behaviour is well managed at this school* (S2012)	80%	80%	100%
this school looks for ways to improve* (S2013)	90%	100%	100%
this school is well maintained* (S2014)	95%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	86%	71%	100%
they like being at their school* (S2036)	77%	79%	100%
they feel safe at their school* (S2037)	91%	86%	100%
their teachers motivate them to learn* (S2038)	82%	100%	100%
their teachers expect them to do their best* (S2039)	95%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	79%	100%
teachers treat students fairly at their school* (S2041)	91%	57%	93%
they can talk to their teachers about their concerns* (S2042)	75%	86%	100%
their school takes students' opinions seriously* (S2043)	86%	86%	100%
student behaviour is well managed at their school* (S2044)	85%	57%	93%
their school looks for ways to improve* (S2045)	90%	86%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school is well maintained* (S2046)	95%	75%	100%
their school gives them opportunities to do interesting things* (S2047)	77%	71%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		86%	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)		86%	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)		57%	100%
staff are well supported at their school (S2075)		86%	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

Parents are very involved in Scottville State School life. The whole school community is invited to weekly assemblies which are well attended by students' parents and extended family. The P&C is very committed to supporting the school. P&C meetings are conveniently held straight after school to allow as many parents and staff to attend. The school community marches in the ANZAC Day march and attend the ANZAC Day ceremony at the Collinsville War Memorial. Parents and the school community are invited to, run or participate in many extra-curricular activities and events such the Scottville cricket day competition. Parents also volunteer for classroom support. They run the school tuckshop on particular days and also provide a tuckshop for interschool events such as sport carnival days. The P&C also organise and run Mother's Day and Father's Day stalls. The support is extensive and there are many other examples which are not listed here.

Reducing the school's environmental footprint

The school attempts to lower its power bills through its roof-mounted solar power cells. The school also had a focus on sustainable use of power, a focus on sustainability through Science and Technology units. Power switches for heavy-power-use items are turned off when not in use.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	18,985	1,974
2012-2013	14,789	0
2013-2014	14,775	1,853

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.
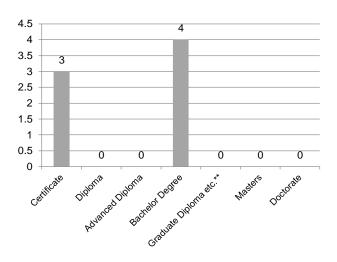
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time equivalents	4	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	0
Advanced Diploma	o
Bachelor Degree	4
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**7**

*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 $3061.76

The major professional development initiatives are as follows:

SSP
Cars and Stars
Unpacking the Australian Curriculum (C2C)
Regional Expectations for Reading and Writing
Regional priorities through full staff meeting Professional Development
Principal conferences
Moderation and The Australian Curriculum
Student improvement – Putting data to faces (Sharrat and Fullan)
The proportion of the teaching staff involved in professional development activities during 2014 was 100%.
The Great Results Guarantee expenditure in 2014 focussed upon literacy support and building staff capacity.
https://scottvilss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/GRG%202015%20-%20Scottville%20SS.pdf

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 75% 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

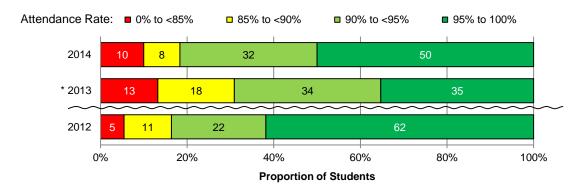| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	91%	94%

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%	98%	96%	95%	97%	94%	93%					
2013	91%	90%	96%	92%	90%	90%	96%					
2014	90%	95%	96%	98%	98%	94%	96%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

*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.

Rolls are marked twice a day for accurate reporting on full and part-day absences. Office staff will call the parents of missing students if the school has not been advised of absences of longer than up to three days. The school sign is used to promote key messages, such as 'Every Day Counts' for attendance. In the case of students who do not return to school after holidays and all school-based attempts at contact are unsuccessful, Regional Office staff are used to conduct wider searches unavailable to school staff. Regular awards at school promote student success based on regular attendance

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

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

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

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Less than 10% of the Scottville State School student population identify as having Indigenous heritage. Students who identify as having Indigenous heritage have statistically similar results to non-Indigenous students in attendance, attainment and retention at Scottville State School.