



Meandarra State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Meandarra State School is a co-educational school situated 400 kilometres south west of Brisbane, Queensland. We are a small rural school servicing our community which is primarily employed in agricultural professions. Our school motto is 'Striving for Excellence'. The aim of the school is to achieve the best educational outcomes for every student through fostering a supportive, secure and safe environment, facilitating student independence, adaptability and engagement, providing access to and supporting participation in relevant, quality and inclusive programs and empowering students and staff to achieve excellence. We value respect and believe in treating all people with respect and dignity. We encourage innovation and creativity, fostering safe environments that support innovative and creative practice. We embrace diversity and inclusiveness and encourage all members of the school community to participate in education and cultural activities. We strive for and support the pursuit of excellence. We encourage and prize the development of leadership qualities.

Principal's Foreward

Introduction

The purpose of this report is to illustrate our school's strategic achievements for 2016 and outline our future direction and initiatives at Meandarra State School. 2016 was an exciting year for Meandarra State School with the school excelling in academia, sports and The Arts. It is hoped that you find this report informative in determining the quality of education outcomes here at Meandarra and persuasive in considering our school and school community in the future.

School Progress towards its goals in 2016

The staff at Meandarra State School were committed to achieving the following results in relation to the school's Annual Implementation Plan:

- Implementation of the Australian Curriculum
- Implementation of whole school pedagogical practices, specifically Explicit Teaching Lesson Structure
- Using data and programs based on research and high quality evidence to inform teaching practice
- Development of instructional leadership with a focus on workforce performance
- Development of productive partnerships with students, staff, parents and the community
- Improved school performance

Future Outlook

The Annual Implementation Plan for 2017 seeks to align teaching, learning, resources, professional development and the budget to enhance the teaching of reading to improve student literacy levels above regional benchmarking. This will focus on the following key priority areas:

- Priority One: Explicit improvement agenda on the teaching of reading
- Priority Two: Review and update the pedagogical framework
- Priority Three: Leadership and Capability Development
- Priority Four: School and Community partnerships
- Priority Five: School Improvement Process

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	41	18	23		100%
2015*	42	14	28	2	95%
2016	37	12	25	1	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Families are from largely rural backgrounds. We have two multi-aged classes Prep to Year 3 (EPOL – Early Phase of Learning) and Year 4 to 6 class (MPOL – Middle Phase of Learning). Our school caters for students with disabilities and we work closely with Tara Shire State College and other schools in our cluster to support students with diverse learning needs.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	18	18
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

A range of pedagogical approaches are employed to cater for a variety of learning styles including Explicit and Direct Instruction. Subjects are delivered both in multi-age and straight year level contexts:

English – Straight Prep, Multi-age 1-2, 3-4, 5-6
Maths – Straight year levels
Science/HASS – Straight prep, Multi-age 1-3, 4-6
Health & Physical Education – P-1, 2-3, 4-6
The Arts/Technology – Prep -3, 4-6

Languages (Japanese) is taught to Years 5 & 6 via the Brisbane School of Distance Education using a combined teleconference and data conference on a weekly basis
 *Instruction in spelling and reading is delivered to students in individual, small groups and whole class on a daily basis

Co-curricular Activities

- Canvas painting with the Tara Craft Association
- Flying Arts
- ANZAC Day March and RSL student work competition
- CWA International Country Study
- Performance dance with Kim Whitta
- Wonders of Science Conference
- Small School, Cluster and representative sports including 'Come & Try' sports day, archery, tennis, athletics, cross country & ball games and swimming
- Annual Meandarra State School P & C Association's Show
- Robotics and coding
- Annual Condamine Netball and Football Carnival
- Arts Council Performances
- Musica Viva Performances
- Simultaneous Storytime and other special events at the Western Downs Regional Council Library
- Local excursions and working with Columboola Environmental Education Centre
- Small Schools Public Speaking Competition
- End of Year Concert – performances and presentations including awards and Year 6 Graduation

How Information and Communication Technologies are used to Assist Learning

Meandarra State School utilises a range of ICT infrastructure, resources, pedagogy and integration. There is a computer ratio of almost 1:2 across the entire campus. There is wireless installation making mobile technologies possible in any location in our school, two LED Touch Screens, one in each classroom for whole class and small group instruction and one interactive whiteboard. A set of 8 iPads are also used across both classrooms.

Students in the Middle Phase of Learning (MPOL) class have access to class or desktop computers and are involved in digital lessons every day. Students use the Learning Place to demonstrate learning, collaborate with peers and develop skills in providing feedback to each other. Japanese lessons are accessed via the Brisbane School of Distance Education using iConnect and teleconference. Students have subscriptions to a range of online resources including Mathletics, Maths Online, Reflex maths, Literacy Planet, Reading Eggs, Typing Tournament and Raz-Kids.

Social Climate

Overview

Meandarra State School is a welcoming school with friendly students. Our school community enjoys a highly active Parents and Citizens' Association that is dedicated to supporting the school and improving educational opportunities and outcomes for their students. The school environment is happy, relaxed and welcoming to families and community members.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	90%	100%	87%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	87%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	80%	92%	80%
their child is making good progress at this school* (S2004)	80%	85%	87%
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)	90%	92%	93%
teachers at this school motivate their child to learn* (S2007)	90%	77%	87%
teachers at this school treat students fairly* (S2008)	100%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	90%	92%	93%
this school takes parents' opinions seriously* (S2011)	100%	85%	87%
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%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	91%
they like being at their school* (S2036)	100%	86%	55%
they feel safe at their school* (S2037)	100%	93%	73%
their teachers motivate them to learn* (S2038)	100%	100%	91%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	83%	100%	73%
teachers treat students fairly at their school* (S2041)	67%	93%	36%
they can talk to their teachers about their concerns* (S2042)	100%	93%	30%
their school takes students' opinions seriously* (S2043)	83%	86%	55%
student behaviour is well managed at their school* (S2044)	100%	93%	55%
their school looks for ways to improve* (S2045)	83%	77%	91%
their school is well maintained* (S2046)	83%	93%	91%
their school gives them opportunities to do interesting things* (S2047)	67%	64%	64%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
things (S2079)			

* 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

At Meandarra State School we offer parents an 'open door' policy. Parents are invited to join us at school to assist with numerous activities. These range from supporting reading groups, supporting spelling groups, joining in at sporting carnivals and assisting with concerts and cultural pursuits throughout the year.

Parent-teacher interviews are conducted formally twice a year, in the first and third terms and if concerns or other needs arise, parents are contacted and collaborative plans to support the student are made.

The school is in contact with parents through a newsletter once a month. A family email and text message list ensures contact with families is quick and effective. The school website is also a point of contact and can be accessed via the QSchools app on smart devices.

Parents volunteer on a weekly basis in the tuckshop.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our Zones of Regulation program focuses on regulating behavior appropriately and teaches strategies to our students to deal with social situations. Our school mission maintains 'being respectful' as a school value as is explicitly taught. The Good Man Project focuses on teaching care, respect and trust.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	2
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The following environmental footprint reduction procedures were implemented across the school:

- Lights turned off in rooms when they are not being utilised
- Use of artificial cooling and heating monitored and reduced where possible
- Use of a blanket on the pool to reduce water evaporation
- Timers used on irrigation systems and watering occurs in the evenings or early mornings

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	48,759	3,622
2014-2015	42,853	19,204
2015-2016	62,860	1,860

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time Equivalent	3	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	3

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$8532.

The major professional development initiatives are as follows:

- Explicit Teaching training
- Curriculum Development Days
- Principals' Conference
- Principal Business Meetings
- First Aid and CPR
- Pool operator training
- Cluster Meetings
- Cleaners Training
- Planning and Accountability Workshop
- Finance Hub Meeting
- Administration Cluster Meeting
- Annual Mandatory Training
- Staff Meetings – Explicit Teaching Elements, strategies to support in reading groups

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016

Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW		DW

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL

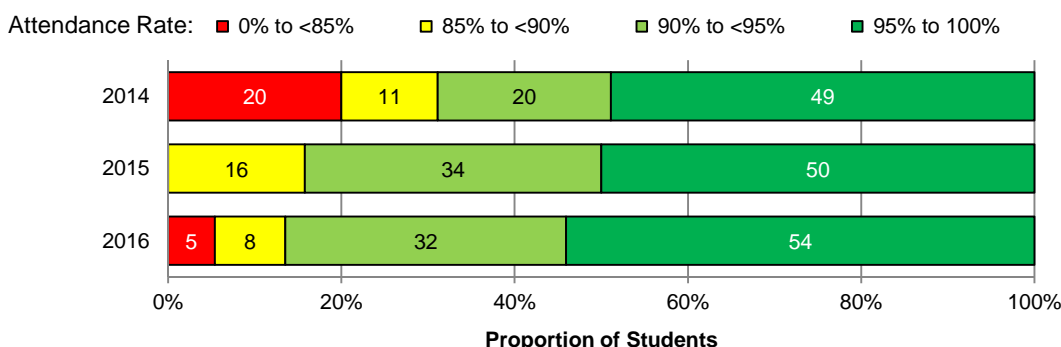
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	89%	94%	92%	96%	95%	89%	92%					
2015	95%	94%	94%	95%	94%	97%	93%						
2016	DW	94%	94%	95%	95%	94%	93%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

A graphic of the school's current attendance rate and our goal is published on the front of the school newsletter. Students with 95% attendance or higher received an award at the end of term parade. Parents are reminded via newsletter and email that it is essential to phone or send a note to school advising of their child's absence (either in advance or after the event. Where no notification is received a text message is sent home before 3pm.

If a child is absent 3 consecutive days without notification a phone call is made to parents and departmental procedures followed.

Students are recognised and rewarded at the end of each term if their attendance has been 95% or greater with a \$10 voucher.

NAPLAN

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.



Find a school

Sector:

Government

Non-government

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.