Clare State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Clare State School is a school of which we are all extremely proud to be associated. It is a school where high expectations are placed on the administration, staff, students and parents. We believe that we encompass the best of what Education Queensland has to offer, in an environment that is supportive, enriching and encouraging for all stakeholders. Clare State School aims to provide quality education in a caring, supportive learning environment. Children are given every opportunity to develop to their full potential and so be able to confidently take their place in society. Clare State School prides itself on its family atmosphere and care for the individual. Our values include seek knowledge (we learn and let others learn), care and compassion (we care for self and others), respect (we treat others with consideration and regard and respect another person's point of view), personal responsibility (we are accountable for one's own actions), tolerance (we will be included and include others and be accepting of other's individual differences), honesty (we will be honest, sincere and seek the truth), optimism (we will think positively and achieve to one's full potential.)

Principal's Foreword

Introduction

Each year, the leadership team at Clare State School formulate the Annual Implementation Plan. This plan is derived from the current School Strategic Plan and the findings from recently analysed data such as behaviour, academic and attendance data. It provides the School with a vision for what we intend to achieve within the year.

School Progress towards its goals in 2016

Reading

- *Explicit teaching* of comprehension strategies Year 3-6: During 2016, Calre State School taught comprehension strategies through an allocated reading rotations block. These strategies were not explicitly taught but they we taught on an 'as needed' basis.
- *Intervention* for Prep-2 – decoding strategies: This was not achieved in 2016.

Writing

- *Explicit teaching* of Writing Genre, Structure, and developing and communicating ideas: Explicit teaching of writing genres, structures and developing and communicating ideas was embedded through a designated demand writing time where students were explicitly taught these aspects of the English curriculum. They were also taught through regular English lessons that aligned to the C2C multi-age units.
- *Explicit teaching* of spelling through Jolly Phonics (P-1) and Spelling Mastery (3-6): P-2 were engaged fully in the Jolly Phonics Programme throughout 2016. Spelling Mastery was taught for the first half of 2016 but the School opted to focus on the C2C spelling words for the last half of the year due to time constraints.

Digital Technologies

- *Explicit teaching of the literacy of coding through technologies such as robotics, 3D printing, CAD software Year 3-6: These sub-strands of the Technologies KLA were taught in Term 1 of 2016 through lessons that were integrated with other subject areas.*

Numeracy

- *Explicit teaching of Problem Solving strategies: During 2016, Clare State School implemented problem solving sessions as a part of Mathematics Rotations. The strategies used in these problem solving sessions were occasionally explicitly taught.*
- *Dedicated Numeracy block - incorporating mental mathematics and problem solving: As stated above, this was achieved in 2016.*

Build Staff Capacity across a range of professional competencies

- *Essential Skills for Classroom Management*
- *Gradual release model*

- *The teaching of reading*
- *The teaching of problem solving*
- *One School applications (Class Dashboard/Weekly Planner/Electronic Roll)*

- *Out of these 5 goals set for staff development, two were achieved in 2016. Staff attended professional development on the Gradual Release Model and were supported to implement this in their lessons. Staff and parents also attended an in-service on the teaching of reading and this was embedded in reading rotations and throughout all of the literacy demands for all of the Key Learning Areas (KLAs)*
-

Future Outlook

- Implement Positive Behaviour for Learning across the entire school.
- 90% of all students achieving a C or better on their English Level of Achievement Data by the end of 2017.
- 90% of all students achieving a C or better on their Mathematics Level of Achievement Data by the end of 2017.

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	31	11	20		97%
2015*	27	9	18		93%
2016	23	7	16	2	100%

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

The student population of Clare State School is predominantly Caucasian with a number of families being involved in primary industries either as farm owners, farm hands or skilled farm workers. Many of our students come from mid to high socio-economic families with some also coming from low socio-economic families. Our current indigenous enrolment is 5% as is our enrolment for students with disabilities. Our enrolment continuity is between 90 – 100%.

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	8	14	13
Year 4 – Year 7	15		10
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
- Australian Curriculum

- Adopt and adapt C2C units to suit school context

Co-curricular Activities
- Jolly Phonics
- Mathletics

- - Oral Language Early Years
- - Prep Metalinguistic Programme
- - Spelling Mastery
- - Guided Reading – Four Lesson Sequence
- - Targeting Maths

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are used in a variety of ways to assist learning for all students at Clare State School. The school boasts a pod of 22 laptop computers and 15 fully-functional desktop computers. These computers are used for a wide variety of tasks such as; accessing Japanese lessons through the Charters Towers School of Distance Education, accessing an online science programme – S4 Science, research projects, word processing, accessing interactive education games and learning objects and performing mathematical guided inquiries.

The school also has a pod of 15 iPads. These iPads are used to take photos and videos and have a host of educational apps on them that are targeted at the P-2 students. The iPads are also used to create animations. The computers and iPads also aid students with learning difficulties by allowing them to record conversations about their work with staff members. Students also have access to one smartboard and 3 interactive televisions. These devices are used to display information, learning objects, videos and play music.

Finally, the School also boasts a 3D printer. This allows the students to design models and print them in a range of subject areas.

Social Climate

Overview

Clare State School provides a safe, supportive and disciplined learning environment for all students, staff and parents by having school rules visible around the school and enacting these rules. Staff regularly have their skills updated through professional development sessions so that they can cater for the needs of each individual student. Throughout 2016, case management meetings were held to discuss concerns and strategies to assist 'at-risk' students.

Clare School has zero-tolerance towards bullying and the various forms that this takes and the consequences of bullying were discussed regularly with students both in class and on parade. The School also has high expectations of its staff and the wider community to help provide a safe, supportive and disciplined learning environment. All staff and P&C members receive mandatory trainings around Code of Conduct and Student Protection and these policies are revised regularly through staff meetings, professional development and P&C meetings. Breaches of these policies are not tolerated.

Parents and the wider community are strongly encouraged to become involved in Clare State School. Some of the ways that we involved parents and community members in Clare State School throughout 2016 were:

- - Pink Stumps Day
- - ANZAC Day Ceremony
- - 50th Anniversary of the Battle of Long Tan
- - Regular P&C meetings
- - Culminating Activities
- - Fancy Dress Ball
- - Parent Reading Programme
- - Movember Fundraising
- - Father's Day Raffle
- - Parent Goal Setting
- - Parent-Teacher Interviews
- - Agronomist Visit
- - Working Bees

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
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%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
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)	92%	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%	100%	100%
student behaviour is well managed at this school* (S2012)	85%	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%	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%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	94%	100%	78%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

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%	DW
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%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	89%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	89%	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 things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are engaged with their child's education through regular interaction with their child's teacher. This includes Parent-teacher Interviews and formal report cards which occur quarterly. Parents are also encouraged to help in the classrooms through the Parent Reading Programme and all parents set academic goals for their children. Parents are also encouraged to share their expertise with the students when it aligns to the curriculum (eg. knowledge of aboriginal artworks). P&C Meetings are held monthly to update parents with the happenings of the school and newsletters are sent out fortnightly with similar information. Parents and community members are also strongly encouraged to attend a variety of community events hosted by the School, such as Graduation and our Christmas Concert.

Respectful relationships programs

All staff and P&C members undertake the mandatory trainings in Student Protection and Code of Conduct every year. These trainings re revised regularly. Ways to recognize, react and report abuse, violence and other dangerous situations are also taught explicitly through health units. The school also has access to a Guidance Officer and all of the public health services provided by the Ayr Hospital.

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

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	1	0	0
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

To reduce our environmental footprint, staff and students of Clare State School were encouraged to turn off electrical appliances when they were not in use. Watering of our school grounds predominantly occurred at night. We also isolated and repaired a leaking water pipe.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	13,511	8,790
2014-2015	35,387	1
2015-2016	39,900	2,395

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.

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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

School name   **GO**

Suburb, town or postcode

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	2	5	0
Full-time Equivalents	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Graduate Diploma etc.**	
Bachelor degree	2
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 $2199.14.

The major professional development initiatives are as follows:

Four Lesson Sequence Reading Programme, Mandatory Trainings, mBots Robotics Training, Moderation and Unpacking of English Units, First Aid and Ralph Pirozzo STEM Workshop

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%	97%	97%

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).	95%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).			91%

*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	99%	96%	95%	97%	DW	94%	93%	94%					
2015	96%	98%	94%	94%	97%	DW	94%						
2016		94%	99%	91%	93%	96%	96%						

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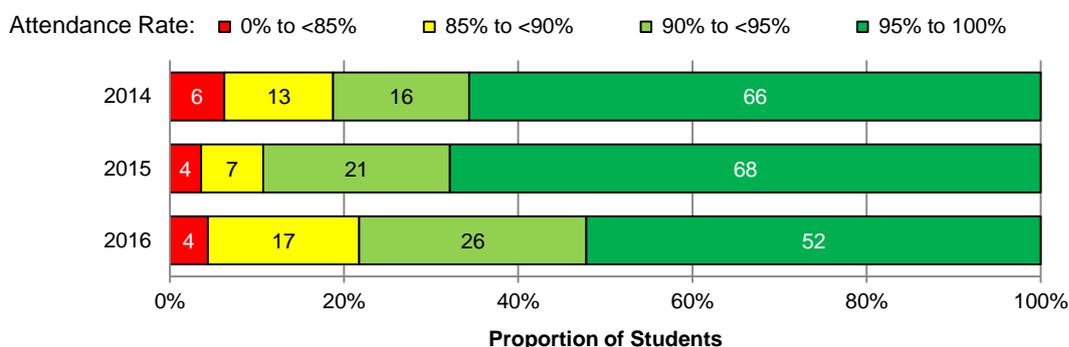
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording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

When a child is absent from school, parents and carers for that child are notified through the form of a text message within the first 2 hours of the school day. Rolls are marked twice daily (am and pm) and all attendance records are kept on OneSchool. For students who do not attend school for three days or more in a row, contact is made by the school in the form of a phone call or home visit. If this is unsuccessful, police are notified. By making school a positive and engaging place and maintaining open and honest dialogue with our community, we ensure that our attendance rates are high.

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

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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.