Clare State School

ANNUAL REPORT
2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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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. Students, staff and the wider school community have adopted and embody our school rules: Be Safe, Be responsible, Be Respectful and Be a Learner. We believe that conducting ourselves in accordandance with these rules provides the scope for us to achieve the best educational outcomes for our children.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

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

Future Outlook

Improving student outcomes through explicit teaching of writing within the curriculum (English, Maths, Science and HASS focus learning areas)

Strategy: Systematic Curriculum Delivery			
Actions	Targets	Timelines	Responsible Officer/s
Embed the whole school curriculum multi-age plan. Share the documented plan with the school community. Staff use the plan to drive planning teaching, and	100% NMS Year 3 420	Term 1 and Ongoing	Principal and Teachers

Actions	Targets	Timelines	Responsible Officer/s
assessment, moderation and reporting.	Writing 50% U2B		
Schedule planning time for all teachers to unpack each unit identifying: - the writing demands (including language conventions) of each unit - success criteria - lesson sequence to ensure Gradual Release and independent student work as an end goal. - the demands of an 'A' standard - strategies to explicitly teach writing - student strengths and areas for development using data - the added complexity of achievement standards from Prep to Year 6.	Year 5 490 Writing 100% NMS 45% U2B	Term 1 Every unit	Principal and Teachers
Embed the Clare State School process for collaboratively developing learning walls for English, Maths, Science and HASS. - Unpack GTMJ - Analyse Model Response - Develop Success Criteria	90 % A-C English, Maths, Science, HASS 45 % A-B	Ongoing	Principal and Teachers
Teachers to use the Literacy Continuum-Aspects of Writing and NAPLAN writing marking guide to collaboratively set student writing goals each term and provide student feedback on each writing task.	E,M,S,H Correlation of NAPLAN and A-E Data 100% SOS of parents and students satisfied with feedback given to students. 100% of students in Year 5 show relative gain that is similar or above to the nation in NAPLAN data.	Term 1 Ongoing	Teachers and Teacher Aides

Strategy : Effective pedagogical practices

Actions	Targets	Timelines	Responsible Officer/s

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Actions	Targets	Timelines	Responsible Officer/s
Principal to collaboratively develop a school pedagogical framework with a focus on quality writing pedagogical practices to develop self-regulated writers.	Revised School Pedagogical Framework and Writing Framework 100% of staff can articulate the school's Pedagogical and Writing Framework.	Term 1: Developed Term 2: Trialled Term 3: Implemented Term 4: Embedded	Principal
Teachers to trial the use of Self-Regulated Stages Model of Writing pedagogical practice to develop independent self-regulated student writers across focus subjects.	Improvement in student data-as above	Term 1 and Ongoing	Principal, Teacher Aides and Teachers

Strategy: Developing Expert Teaching Team

Actions	Targets	Timelines	Responsible Officer/s
Continue to implement the school and cluster moderation, planning, co-plan, co-teach, observation and feedback instructional leadership model. ARD to coach Principal.	100% SOS Teacher satisfaction with PD Improvement in student data-as above	Ongoing	Principal, Teacher Aides and Teachers
Provide professional development opportunities for staff: The Australian Curriculum V8 Identifying the writing demands and writing teaching strategies Writing Pedagogy – Self-regulated writers Writing – Online Writing Coaching Modules The Literacy Continuum – focus on the Aspects of Writing Data Literacies- OneSchool, Early Years, NAPLAN writing marking guide, moderation, data conversations Use of OneSchool for unit planning, mark-book		Begin term 1 Ongoing	Principal
Case Management and Strategy Meetings will be scheduled for every staff meeting and build the capability of all staff members to support every student to achieve.		Meetings to be held fortnightly	Principal

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	27	9	18		93%
2016	23	7	16	2	100%
2017	22	6	16		100%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

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 enrolment for students with disabilities is 5%. 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	2015	2016	2017
Prep – Year 3	14	13	9
Year 4 – Year 6		10	13
Year 7 – Year 10			
Year 11 – Year 12			

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
- Phonological Awareness Programme

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- Guided Reading – Four Lesson Sequence
- Reading Eggs/ Reading Eggspress
- Typing Tournament
- Sightwords

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 10 iPads. These iPads are used to take photos and videos and have a host of educational apps on them that are used in a variety of educational contexts. 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.

Our school also has a 3D printer and a pod of 11 mBots. Our students learn the skills to use these devices through a variety of lessons, settings and programmes.

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 2017, 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 2017 were:

- HeartKids Day
- ANZAC Day Ceremony
- 50th Anniversary of the Battle of Long Tan
- Regular P&C meetings
- Culminating Activities
- Fancy Dress Ball
- Talent Shows
- Open Classroom Afternoons
- Playgroup
- Parent Reading Programme
- Parent Goal Setting
- Parent-Teacher Interviews
- Working Bees
- Graduation and Awards Evening
- Christmas Concert

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
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%	83%
their child is making good progress at this school* (S2004)	100%	100%	83%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
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%	67%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	83%
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)	100%	100%	83%
this school looks for ways to improve* (S2013)	100%	100%	83%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
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)	100%	78%	100%
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:	2015	2016	2017
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%	DW	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%

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Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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 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 Open Classroom Afternoons, 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. Our main form of communication with our parent body is a fortnightly newsletter.

Parents and carers are also engaged in regular conversations regarding their child's academic and social progress. The school also has a documented meetings with parents and carers of those students who are in Individual Curriculum Plans and these plans are constantly monitored and updated at least every Semester.

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. The key elements of this programme are explicitly taught to the students and the programme is revised annually with staff, students and parents. Students also receive awards for following the school rules. These awards include stickers, certificates, prizes and 'Gotcha' awards.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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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 encourage sustainable practices by recycling food scraps to feed our chooks and have an organic vegetable garden.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	35,387	1
2015-2016	39,900	2,395
2016-2017	41,070	

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.**

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff

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2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalents	2.4	2	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.**	
Bachelor degree	3
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 2017 were $ 2,820

The major professional development initiatives are as follows:

Mentoring Beginning Teachers

Jolly Phonics Professional Development

Autism Training

PAL observations

Principal's Conference

Townsville South State School Sharing Day

Finance Training

First Aid

Curriculum Planning

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

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 2017.

Performance of Our Students

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Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	96%	95%	94%
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.

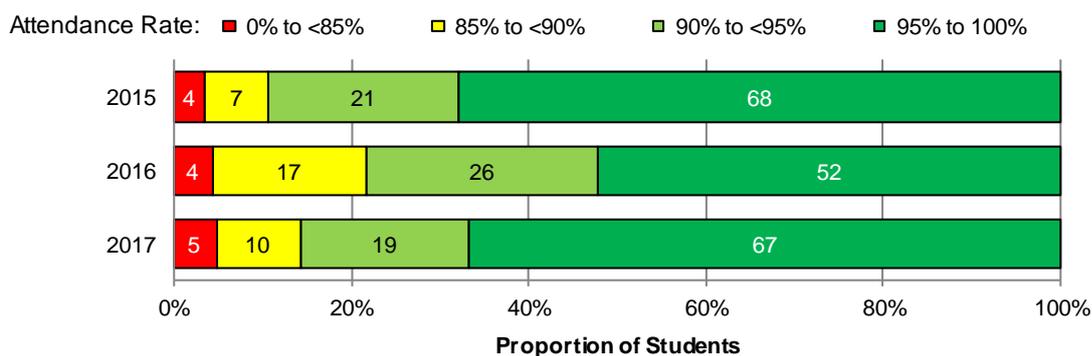The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

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
2015	96%	98%	94%	94%	97%	DW	94%						
2016		94%	99%	91%	93%	96%	96%						
2017	95%		93%	98%	97%	85%	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:

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%
2015	4	7	21	68
2016	4	17	26	52
2017	5	10	19	67

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

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

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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.**

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 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.