Clermont State School (0021)
Queensland State School Reporting
2012 School Annual Report

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Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Principal	Mr Adam Poulus

Principal's foreword

Introduction

This is an outline of the school profile and an annual report of the achievements and statistics pertaining to Clermont State School. It covers such topics as Goals and Future Outlook for the school, Staff allocation, and Student achievement in National Testing etc. This report can also be requested as a hard copy from the school office.

School progress towards its goals in 2012

Key priorities for 2012 – Goals:
•Reading Improvement - whole of school priority focussing specifically on the development & implementation
of a consistent approach using the CQ Framework for reading as a guide whit the lens of First STEPS into Reading to ensure a common language was adopted.
•Implementation of the National Curriculum through C2C - Implementation of, experience with and professional conversations to enhance and improve teaching pedagogy with this national resource focussing on Maths, English & Science
•Numeracy: Minor Focus- Continued enhancement of our improvement in Mathematics, based on further refinement of Teacher pedagogy to ensure explicit teaching of concepts and skills.
•A teaching and learning environment that is safe, supportive, innovative & engaging for all students.

•A school community that values education by playing an active & supportive role in children's learning.

Outcomes

A consistent, school-wide approach to the teaching of reading is embedded within Clermont State School. The Australian Curriculum in the form of C2C is used for the 'what' of teaching. A concerted move toward ensuring that Explicit Instruction is the signature pedagogy, the 'how' of teaching is underway. Programs are in place to help heighten student engagement at the school and parents are actively involved in school activities.

Future outlook

For 2013, the Clermont State Community has identified a number of key priorities. They include:

- Consulting with the community on the achievement of improved student outcomes, targets, and strategic priorities.
- Encouraging involvement of parents of target group students in the school.
- Continuously monitoring student achievement.
- Focusing on high quality teaching practices.
- Continuing developing our school pedagogical framework.
- Developing and managing collaborative teaching practices.
- Implementing and managing consistent classroom pedagogical practices.
- Implementing a whole school pedagogical assessment and data collection programme.
- Developing the professional capability of staff.
- Developing instructional leadership skills.
- Working closely with parents of students exhibiting poor behaviours consistently, and where applicable seek external support to manage/improve behaviour.

School Profile

Clermont State School is a Prep to Year7 school, situated in Queensland's Central Highlands. Our mission, 'Preparing students to be confident individuals in a changing society' together with our values, 'doing your best, fair go, responsibility and friendship' underpin school programs and operations. Curriculum programs focus on Essential Learnings within KLAs and are organized around English and Mathematics.
Distinctive features of our curriculum include a whole-school approach to the integration of information and communication technologies, use of digital technologies and eLearning in all class programs, early intervention/support programs, instrumental music program as well as a range of arts and sporting opportunities. Teachers' commitment to the personal, all-round development of their students is evident through a high level of involvement in a variety of activities and programs. The school is an active part of our local rural community, participating in local events and competitions. The value of parents' role in education is well recognised at Clermont State School. Parents are encouraged to become actively involved in the school, both in the classrooms and through our small but active Parents and Citizens Association.

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	245	113	132	88%
2011	264	116	148	92%
2012	285	131	154	89%

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

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 7

Total student enrolments for this school: 282

Characteristics of the student body:

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	23	23	22
Year 4 – Year 7	26	24	25

School Disciplinary Absences

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	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days	<5	<5	<5
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Curriculum offerings

Our distinctive curriculum offerings

In addition to the standard classroom curriculum Clermont State School offers;
• A strong Instrumental Music Program with students learning a range of different instruments
• A strong focus on the integration of ICTs in the classrooms.

Extra curricula activities

• Performances – School Concert, Choirs, Wakakirri, Clermont Idol, Moving Opera, Eisteddfod
• Sports – representative opportunities in a variety of different sports. Rugby League, Netball, Soccer, Softball, Athletics
• Thinking - Cup Stacking, Academic Competitions
• Technology – Girls Computer Club

How Information and Communication Technologies are used to assist learning

We, at Clermont State School, are at the forefront of ICT integration into the whole school curriculum. We have installed Interactive Whiteboards into each teaching space and these are now a seamless part of the everyday classroom activity. Our whole school approach to integrating computers into our day to day teaching is heavily emphasised in the teachers' planning. The following are examples of the way the teachers use these resources:
• Accessing quality curriculum content via the school intranet.
• Multimedia capabilities through movie making and animation software, podcasting using MP3players.
• Game making.
• Learning Objects for all curriculum areas.
• Collaborative projects such as Travel Buddies and Black Board sites.
• Accessing quality online resources and tools through the Learning Place and Curriculum Exchange.
• Girls Computer club.
• Wireless Laptop classroom encouraging alternative learning styles.
• Introduction of alternative hardware products to extend and support student learning

Social climate

Clermont State School is working towards engaging the services of a Chaplain to assist in a whole school Pastoral care program. Clermont State School has a strong focus on rigorous and engaging school work for the students. The teacher's classroom management and pedagogy provides a positive and rewarding environment that gives each and every student the ability to achieve.
Clermont State School has a zero tolerance policy towards bullying. We use a High Five approach to assist students deal with incidents as outlined in the schools Responsible Behaviour Plan for Students. Both parties are assisted and counselled to ensure that there is not a reoccurrence. 100% of parents and students feel safe coming to Clermont State School.

Parent, student and staff satisfaction with the school

Overall, parents, students and staff at Clermont SS feel that this is a positive place to come to work and learn. Clearly the school community feels it is safe and supportive and learning outcomes are enhanced by this positive culture.

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	95.7%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	91.3%
student behaviour is well managed at this school*	91.3%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	95.5%
they like being at their school*	81.8%
they feel safe at their school*	98.5%
their teachers motivate them to learn*	97.0%
their teachers expect them to do their best*	98.5%
their teachers provide them with useful feedback about their school work*	90.9%

teachers treat students fairly at their school*	86.2%
they can talk to their teachers about their concerns*	84.8%
their school takes students' opinions seriously*	89.2%
student behaviour is well managed at their school*	87.9%
their school looks for ways to improve*	96.9%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	95.2%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	82.1%
with the individual staff morale items	77.2%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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Involving parents in their child's education

Parents are involved in classroom activities, including reading and maths groups and are also called upon to share special interest or professional experiences with students and staff. P&C is actively engaged in policy decisions, fundraising and offers sound advice on community issues.

In 2013, a range of parent PD opportunities will be offered to community in an endeavour to help parents feel part of the educational process at the school. It will also give parents the skills required to help their child at home and during class activities where parent helpers have been invited to help out.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Staff have been encouraged to switch air conditioners on early in the day during Summer months and not to use them during Winter months.   Staff and students have been involved in water wise discussion to help reduce the consumption of water at school.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	102,884	78
2010-2011	87,097	78
2011-2012	132,624	78

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	18	11	<5
Full-time equivalents	17.7	7.4	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	18
Diploma	0
Certificate	0
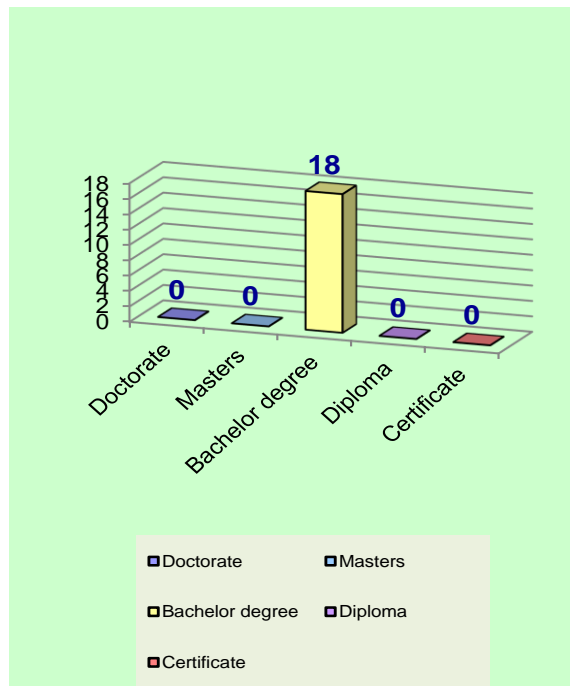
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $9102.

The major professional development initiatives are as follows:

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o Seven Steps Into Writing
o Senior First Aid
o Pedagogical Licences and ICT Certificates

Our staff profile

- Student Protection
- Asthma and Anaphylaxis

- WHSO Training

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.3%	97%	96.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 67.2% of staff was retained by the school for the entire 2012 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.**

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 web page.

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

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Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	90%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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
2010	91%	91%	92%	92%	92%	93%	92%					
2011	91%	92%	90%	91%	90%	90%	91%					
2012	90%	89%	92%	89%	92%	91%	90%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
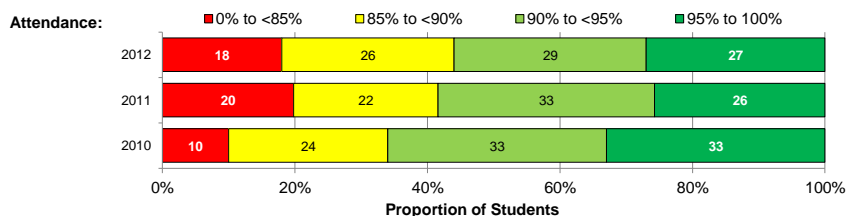
Description of how non-attendance is managed by the school

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

The process used to manage student attendance at Clermont State School is as follows:

o Rolls are marked twice during the day, at the beginning of the school day and again at the beginning the final session.

o If a student is away three consecutive days their classroom teacher makes contact with the family to ascertain why the student has been away. This contact is recorded in One School. If there are further absences that are forming a pattern or are concerning to the teacher they then inform the Principal to make contact with the family to organise a meeting to discuss the issue concerning the student's attendance. If there is a continuation of non-attendance then Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036.

o If a student is absent, parents need to send a note or call the school to explain why their child is away.

Performance of our students

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.**

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 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

At Clermont State School we are actively focusing on the improvement of Indigenous students by providing them assignment assistance, homework assistance and group activities for indigenous students to promote their culture within the community.
The attendance indigenous students in 2012 showed a decline when compared to previous years and the gap between indigenous and non-indigenous attendance is a concern that will be a focus of 2013.

Indigenous Yr 3 student data is withheld due to the small number of students in all cohorts.