

Clermont State School

# ANNUAL REPORT 2016

## Contact Information

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Contact Person:	Principal - Mrs Anne Robinson

## School Overview

Clermont State School is a Prep to Year 6 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.

Our 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 the 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.

## Principal's Forward

### 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 is available on our school website and can also be requested as a hard copy from the school.

## School progress towards its goals in 2016

### School Improvement Priorities for 2016 included:

**Strategy:** Develop leadership capacity within school leaders

- Create a school leadership team -Achieved
- Create upper and lower school leaders-Achieved
- Meet weekly to discuss leadership issues-Achieved
- Provide leadership opportunities for school leaders-Achieved

**Strategy:** Develop whole school Writing Improvement Plan

- All teachers to attend 7 Steps to Writing Success PD -Achieved
- Implement Whole School Spelling Program-Achieved
- Implement writing continuum charts for every classroom to articulate to students where they are developmentally and what they need to improve on.-Achieved
- Peer to peer observations of best practise teaching of writing.-Achieved
- Implement vocabulary program STRIVE in every class.-Achieved

- Fortnightly data cycles to focus on writing improvement-Achieved
- Formal observations of the teaching of writing across the school-Achieved
- After school writing workshops to target key student groups in years 3 and 5 in semester 1, then students in years 2 and 4 semester 2-Achieved
- Staff to be trained as 7 Steps to Writing Success trainers.-Achieved
- Whole school approach to planning to include NAPLAN marking matrix to assess students work-Achieved.

**Strategy:** Develop a whole school Numeracy Improvement Plan

- Implement Back to Front Maths Program across the school-Achieved
- Focus on misconceptions from problem solving activities through explicit instruction lesson-Continuing
- Fortnightly data cycles to focus on numeracy improvement-Achieved
- Peer to peer observations of best practise teaching of numeracy.-Achieved
- Formal observations of the teaching of numeracy across the school-Achieved
- Implement follow up PD around Back to Front Maths-Achieved
- Purchase further Back To Front Maths resources and deploy in school-Achieved

**Strategy:** Consult with the community on the achievement of improved student outcomes, targets, and strategic priorities, behaviour and attendance

- Invite parents from different classes each week to meet to discuss education issues-Achieved
- Provide PD sessions for parents-Achieved
- Create Clermont State School Playgroup-Achieved
- Invite feedback in regard to positive student behaviour displayed in community-Achieved

## Future Outlook

<b>Strategy:</b> Developing teacher capability around curriculum knowledge in Mathematics.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer</b>
Continue to provide professional development to staff to unpack the Australian Curriculum in Mathematics.	Term 1, 2017	HOC
Facilitate guided planning sessions to improve knowledge of the Australian Curriculum in Mathematics and application of C2C and Back to Front Maths resources.	2017	HOC
<b>Strategy:</b> To use data-driven decisions to address the learning needs of all students through differentiated teaching and learning.		
Continue to enhance school wide processes relating to the collection of student data across all learning areas.	2017	HOC/Master Teacher/STLaN
Continue to develop Teacher capacity in data collection, analysis and decision-making to improve student learning outcomes.	2017	HOC/Master Teacher/STLaN
Put "Faces on the Data" by developing a data wall to take collective ownership of student data and to assist with monitoring and tracking of student progress.	Term 3, 2017	Principal HOC
Provide opportunities for teachers to discuss student progress collaboratively through a school wide case management process.	2017	HOC/Master Teacher/STLaN
<b>Strategy:</b> Develop and document school wide expectations around the provision of feedback to all students.		
Investigate the research around feedback to students and share with staff.	Term 3, 2017	Leadership Team
Develop a document of school wide expectations for giving of student feedback to improve learning.	Semester 2, 2017	HOC
Support staff with coaching around the giving of feedback.	2017	Master Teacher
<b>Strategy:</b> Developing teacher capability around highly effective pedagogical practice in Mathematics.		
Provide opportunities for Teachers to observe their peers around differentiation in Maths.	2017	HOC/Master Teachers

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	273	134	139	17	91%
<b>2015*</b>	255	122	133	15	90%
<b>2016</b>	244	115	129	17	88%

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.

## Characteristics of the Student Body

### Overview

Clermont being a rural community, most families are either from the mining or farming sectors and as such there is a broad range of socio-economic circumstances. 7% of our students are from Aboriginal or Torres Strait Islander backgrounds and 5% of our students have verified disabilities.

### 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	24	24	21
Year 4 – Year 7	26	26	25
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

Curriculum programs are based on the Australian Curriculum in all Learning Areas where a combination of the Year Level and Multi level C2C units are used as a resource where available. Our focus is to ensure consistency of practice with curriculum planning, pedagogy and assessment and rely on planning release sessions with the Head of Curriculum, coaching sessions with the Master Teacher and sharing at Sector Meetings to support this.

Specialist lessons are provided in Physical Education, The Arts and Languages Other Than English (Japanese). An Instrumental Music Program offers instruction to students from Years 4, 5 & 6 in woodwind, brass and percussion.

We cater for the individual needs of our students through a range of intervention/support and extension programs including Problem Solving with Impact Online and writing enrichment programs, and a range of academic competitions including Readers Cup for the first time in 2017.

### Co-curricular Activities

We have a range of co-curricular activities on offer to the students of Clermont State School and those activities include:

- Band and Choir including school performances and competitions



- Clermont Idol
- Speech and Drama groups entered into the Emerald Eisteddfod
- Participation in visiting Arts programs such as Queensland Music Festival
- Sports Days and a range of Representative Sporting opportunities
- Lunchtime and afterschool activities and practices such as Writers Club, Gardening Club and Sports and Arts practices.

We also participate in a range of community events such as the Australia Day parade, Anzac Day, NAIDOC Week and the Clermont Show. We offer a range of other P&C and fundraising initiatives such as Mother's Day and Father's Day stalls, Movie Nights, Graduation ceremony and Awards night.

## How Information and Communication Technologies are used to Assist Learning

Distinctive features of our curriculum include a whole-school approach to the effective integration of information and communication technologies, use of digital technologies and eLearning in all class programs. We have Interactive Whiteboards in all classrooms as well as a pod of desktop computers and trolleys of wireless laptops for borrowing. We have a new Digital Learning Hub ready for opening at the end of this term and we have begun familiarization with the new Digital and Design Technologies Australian Curriculum and are preparing our infrastructure, resources and digital pedagogy to implement this curriculum fully in 2018. We have invested in a range of online learning programs and subscriptions such as Reading Eggs and Reading Express, Mathletics, Soundwaves Online, Learning Curve and Back To Front Maths.

## Social Climate

### Overview

Clermont State School has a strong focus on providing rigorous and engaging learning environments where all students are catered for. We ensure each Teacher's pedagogy and classroom management provides a positive and rewarding environment that allows each and every student the ability to achieve to the best of their abilities.

In 2017 we have implemented a new program called the Learning Curve Wellbeing program as a school wide focus each week to build inclusive learning communities where all children can learn to their potential because there are strong and transparent learning partnerships nurtured within the school. This is achieved through cultivation of reflection, resourcefulness and resilience as personal attributes of each student.

Clermont State School has a positive rewards program as part of the school's Responsible Behaviour Plan for Students which culminates in weekly Fun Friday activities and termly Rewards Days for those students exhibiting Green, Blue or Purple Behaviour on our school Behaviour Colours Framework.

We have a Zero tolerance to bullying and physical violence. We use the High 5 approach to empower our students to deal with incidents in the playground. We also use other strategies such as Mindfulness and the Zones of Regulation to assist students in managing themselves.

### 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)	89%	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)	78%	100%	100%
their child is making good progress at this school* (S2004)	89%	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	89%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	100%	100%
teachers at this school motivate their child to learn* (S2007)	89%	100%	94%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
this school works with them to support their child's learning* (S2010)	89%	100%	88%
this school takes parents' opinions seriously* (S2011)	67%	95%	75%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	89%	100%	88%
this school looks for ways to improve* (S2013)	89%	100%	94%
this school is well maintained* (S2014)	89%	95%	81%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	98%	98%
they like being at their school* (S2036)	90%	91%	95%
they feel safe at their school* (S2037)	95%	92%	93%
their teachers motivate them to learn* (S2038)	100%	96%	100%
their teachers expect them to do their best* (S2039)	100%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	96%	97%
teachers treat students fairly at their school* (S2041)	95%	80%	95%
they can talk to their teachers about their concerns* (S2042)	93%	89%	95%
their school takes students' opinions seriously* (S2043)	92%	89%	95%
student behaviour is well managed at their school* (S2044)	95%	81%	95%
their school looks for ways to improve* (S2045)	100%	98%	98%
their school is well maintained* (S2046)	95%	96%	98%
their school gives them opportunities to do interesting things* (S2047)	97%	94%	97%

### 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%	86%
they receive useful feedback about their work at their school (S2071)	95%	100%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	90%	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%	79%
student behaviour is well managed at their school (S2074)	100%	100%	93%
staff are well supported at their school (S2075)	95%	95%	64%
their school takes staff opinions seriously (S2076)	95%	95%	54%
their school looks for ways to improve (S2077)	100%	100%	92%
their school is well maintained (S2078)	89%	82%	50%
their school gives them opportunities to do interesting things (S2079)	95%	100%	83%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

Performance measure	2014	2015	2016
Percentage of school staff who agree# that:			

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

At Clermont State School we use the Community Engagement Framework as the guiding tool to promote staff and community engagement. We are currently developing our own Community Engagement Framework specific to our school in our community to ensure students, parents and the greater community are working together to ensure the needs of every child at Clermont State are addressed. Parents are invited to our weekly assemblies, special events and to be part of classroom activities such as Reading and Maths Groups. They are invited to be part of the P&C association and to assist at the school through events such as Tuckshop and working bees. Parent Teacher Meetings and other formal and informal meetings are held each semester to ensure parents are well informed of their children's progress in between written progress reports given at the end of each semester. Parent Information sessions and professional development sessions are held throughout the year to help parents feel part of the educational process. These sessions help to give parents the skills required to assist their children both at home and when helping out in the classroom.

### Respectful relationships programs

By implementing the Respectful Relationships education program, schools will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making.

Our school has developed and implemented programs that focus on appropriate, respectful and healthy relationships as part of our Health and Physical Education program. Aligned to the Australian Curriculum, the C2C units of work are used to ensure that both the Daniel Morcombe curriculum and the Respectful Relationships curriculum materials are covered across the school each year.

### 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	2	5	6
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

Staff are encouraged to reduce our environmental footprint by turning off lights, fans and air conditioners when not in the room and by not using air conditioners in Winter. Some year levels have been studying sustainability in units of work and have advised the Student Council on a range of initiatives such as paper recycling and water saving opportunities.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	145,371	0
2014-2015	148,231	
2015-2016		

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

Sector:  
 Government  
 Non-government

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	20	13	<5
Full-time Equivalents	19	9	<5

#### Qualification of all teachers

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



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	19
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 \$21 141

The major professional development initiatives are as follows:

- 7 Steps To Writing Success for all teachers
- Back To Front Maths
- Beginning Teacher Mentoring
- 7 Steps To Writing Success Coaching Course
- ESCM and Classroom Profiling
- Pedagogical Coaching
- Explicit Instruction Observations
- Teacher release for 'Peer to Peer' observations, Reading Assessments and Planning Sessions

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.	97%	98%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 81% 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).	91%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	93%	88%

\*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%.

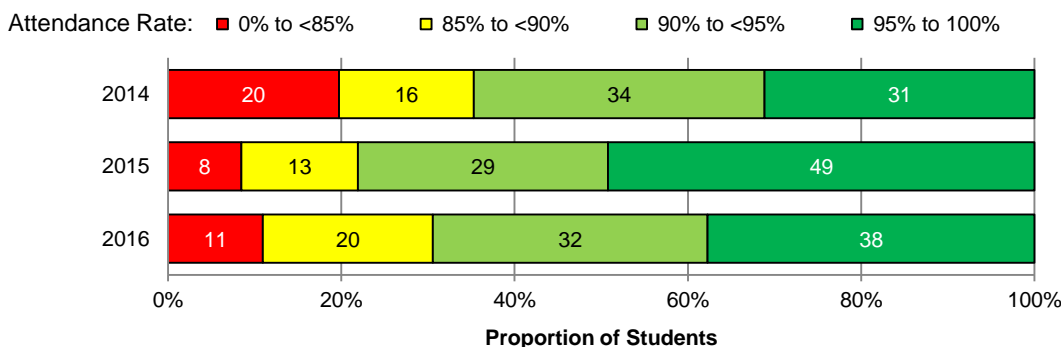
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	86%	92%	92%	91%	92%	93%	91%	91%					
2015	93%	91%	94%	93%	94%	94%	94%						
2016	91%	91%	92%	91%	94%	91%	95%						

\*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

- Marking the rolls twice per day at the beginning of the day and again at the beginning of the final session.
- Sending SMS messages to parents of students who are absent.
- If a student has been away for 3 consecutive days without explanation the classroom teacher follows up with the family as to why the student is away and records this contact in One School. If there are further absences or patterns of attendance that are concerning the classroom teachers inform the Principal who makes contact with the family to set up a meeting to discuss the issue concerning the student's attendance. If there is a continuation of non-attendance then this is managed in line with DET policies, SMS-PR-029 and SMS-PR-036
- If a student is absent the school is to be explained by a note, phone call or email to the office or teacher.
- Student attendance is constantly monitored and celebrated in newsletters and on parade to ensure a continued focus on "Everyday Counts".
- Each week on parade our class of the week is focused on behaviour or attendance.

## 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.

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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.