

Clermont State School



ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future

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Department of Education



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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. Curriculum programs focus on the Australian Curriculum in all learning areas. Distinctive features of our curriculum include a whole-school approach to the integration of information and communication technologies, use of digital technologies 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. Clermont State School prides itself on being an inclusive school that caters for the needs of all students in our local community. 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.

Principal's Foreword

Introduction

As 2017 was the beginning of the new 4 year strategic plan following the Quadrennial School Review in 2016 the new strategic plan is developed under the following headings:

- curriculum
- differentiation through data driven decision making;
- teacher pedagogy and capability
- inclusion and wellbeing
- engagement

The table below outlines some of the key improvement strategies and targets from the 2017 Annual Implementation Plan and the progress that was made around these strategies during the year.

School Progress towards its goals in 2017

2017 Improvement Strategies	Targets	Progress
Continue to refine the Clermont State School Curriculum, Assessment and Reporting Framework to align with the latest version of the Australian Curriculum.	All Australian Curriculum Learning Areas are implemented, resourced, assessed and reported on each semester.	All learning areas have commenced implementation and are being assessed and reported on each semester. Resourcing continues to be refined.
Developing teacher capability around curriculum knowledge in Mathematics.	An increase in the number of students represented in the Upper 2 Bands in Numeracy in NAPLAN.	Considerable improvement in Mean Scale Scores in Numeracy on NAPLAN testing and 100% of Yr 5 students achieved above the National Minimum Standards and some improvement shown in the % of students in the Upper 2 Bands in both Yr 3.
To use data-driven decisions to address the learning needs of all students through differentiated teaching and learning.	Evidence of data-driven differentiation evident in planning documents.	Focus on differentiation continuing in 2018
Develop and document school wide expectations around the provision of feedback to all students.		
Continue to progress the Individual Learning Goal process by increasing to include English, Maths and Engagement learning goals that students can communicate and discuss.		
To develop, document and implement a plan for mentoring, coaching and providing feedback to staff.	Most staff feeling supported in the School Opinion Survey.	Continuing into 2018
To continue to develop Instructional Leadership capacity within the school and provide opportunity and support to Teacher Leaders.	Annual Performance Review Process undertaken with all staff.	
To collaboratively develop and implement an Inclusion Framework and a Wellbeing Framework for the school.	An improved mindset around inclusive education.	Established and continuing into 2018
To continue to refine the school's process around engagement and attendance.	Achieve 94 % whole school student attendance.	Processes reviewed and implemented Achieved 91.1% with focus continuing into 2018

Future Outlook

Our improvement agenda for 2018 continues to be driven by teacher pedagogy using Reading as the driving focus moving forward. We will examine how students learn to read and ensure our pedagogical practices and data collections support the continued improvement of our students' learning outcomes in reading across all areas of the curriculum. We will do this through:

- implementing streamed reading groups across each sector 4 mornings per week
- implementing the Fountas and Pinnell Benchmark Assessment system to monitor all of our students reading achievements with a consistent process across the school
- working with Lynn Sharratt's Data Wall and Case Management Processes to ensure we are tracking and monitoring our students and also using the collective collegial capacity of each teaching team to case manage students at risk
- reorganising and supplementing our guided reading resources and purchasing whole school home/school licences for Reading Eggs and Reading Express
- implementing a whole school multi-age structure where teachers are working in consistent teaching teams called Sectors and are sharing the responsibility of the students' learning
- continuing to develop Instructional Leadership capacity within the school and provide opportunity and support to Teacher leaders.
- using data-driven decisions to address the learning needs of all students through differentiated teaching and learning.
- continuing to celebrate and build on the high standards of student behaviour across the school to maintain high levels of engagement and academic achievement.
- continuing to develop staff capability around highly effective pedagogical practices aligned with the school's Pedagogical Framework.

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	255	122	133	15	90%
2016	244	115	129	17	88%
2017	237	121	116	11	93%

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

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	2015	2016	2017
Prep – Year 3	24	21	21
Year 4 – Year 6	26	25	27

Curriculum Delivery

Our Approach to Curriculum Delivery

The school has a documented whole-school curriculum plan which provides direction and sequence for curriculum, teaching and learning across the years of schooling. 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 were provided in Health and 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 a range of academic competitions including Readers Cup for the first time in 2017 and the Central Highlands Maths Tournament.

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 Representative Sporting opportunities
- Lunchtime and afterschool activities and practices such as 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 Day.

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 opened this year and we have introduced the Digital and Design Technologies Australian Curriculum by preparing our infrastructure, resources and digital pedagogy. We have invested in a range of online learning programs and subscriptions such as Reading Eggs and Reading Express, Mathletics, Maths Seeds, Soundwaves Online and the Learning Curve.

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 semester 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. We annually support the Bullying No Way Day and provide regular entertaining anti-bullying performances at school. We also joined with other local schools around the Resilience Project this year.

Clermont State School reintroduced the Chaplaincy Program in 2017 after a period of not being able to access the service. With this our Chaplain has introduced a range of programs including the Men of Honour program based on the very successful Rock and Water program. This group of boys would meet with the Chaplain each week for a term to participate in some school rejuvenation programs and to have some fun working together and learning to treat each other respectfully. He also introduced a non-perishable lunch box service for students who forget their lunch or need that little bit extra.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	86%
this is a good school (S2035)	100%	100%	86%
their child likes being at this school* (S2001)	100%	100%	86%
their child feels safe at this school* (S2002)	100%	100%	90%
their child's learning needs are being met at this school* (S2003)	100%	100%	79%
their child is making good progress at this school* (S2004)	95%	100%	76%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	83%
teachers at this school motivate their child to learn* (S2007)	100%	94%	83%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
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%	86%
this school works with them to support their child's learning* (S2010)	100%	88%	85%
this school takes parents' opinions seriously* (S2011)	95%	75%	81%
student behaviour is well managed at this school* (S2012)	100%	88%	72%
this school looks for ways to improve* (S2013)	100%	94%	83%
this school is well maintained* (S2014)	95%	81%	55%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	98%	95%
they like being at their school* (S2036)	91%	95%	88%
they feel safe at their school* (S2037)	92%	93%	91%
their teachers motivate them to learn* (S2038)	96%	100%	93%
their teachers expect them to do their best* (S2039)	96%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	95%
teachers treat students fairly at their school* (S2041)	80%	95%	88%
they can talk to their teachers about their concerns* (S2042)	89%	95%	88%
their school takes students' opinions seriously* (S2043)	89%	95%	85%
student behaviour is well managed at their school* (S2044)	81%	95%	84%
their school looks for ways to improve* (S2045)	98%	98%	93%
their school is well maintained* (S2046)	96%	98%	89%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	89%
they feel that their school is a safe place in which to work (S2070)	100%	86%	95%
they receive useful feedback about their work at their school (S2071)	100%	71%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	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%	79%	100%
student behaviour is well managed at their school (S2074)	100%	93%	89%
staff are well supported at their school (S2075)	95%	64%	79%
their school takes staff opinions seriously (S2076)	95%	54%	74%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school looks for ways to improve (S2077)	100%	92%	95%
their school is well maintained (S2078)	82%	50%	79%
their school gives them opportunities to do interesting things (S2079)	100%	83%	79%

* 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 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. Teachers have an open door policy and encourage parents to drop in for a quick chat before or after class. Most teachers communicate regularly with their parents by way of email or messaging. Each term we provide a term overview of the learning to be undertaken that term and these are provided to families and displayed on our website to keep parents informed. 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 forums and Information 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 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 as part of our whole school curriculum plan that focus on appropriate, respectful, equitable and healthy relationships as part of our Health and Physical Education program. Aligned to the Australian Curriculum, the C2C units of work in Health 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	2015	2016	2017
Short Suspensions – 1 to 10 days	5	6	10
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Staff are encouraged to reduce our environmental footprint by turning of 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 they would like to see implemented. In 2017 we introduced a Garden Club at break times supervised by a Teacher Aide and the School's Officer. The Garden Club undertook some garden projects around the school and commenced some edible gardens with plans to expand this in the future as part of the Stephanie Alexander Kitchen Garden project.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	148,231	
2015-2016	25,267	
2016-2017	37,805	13

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	20	12	<5
Full-time Equivalent	18	8	<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.**	
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 2017 was \$54 000 from the following cost centres: \$21000- Professional Development; \$10000- I4S PD; \$14000- Planned Teacher Release; \$9000- Beginning Teacher Mentoring.

The major professional development initiatives are as follows:

- Beginning Teacher Mentoring and Professional Development
- Numeracy and Mathematics
- ESCM, Classroom Profiling and Advanced Classroom Profiling
- Pedagogical Coaching
- Explicit Instruction
- Inclusion
- Leadership Lounge
- Digital Technologies
- Teacher release for 'Peer to Peer' observations, Reading Assessments and Planning Sessions

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.	98%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 57% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	88%	87%

*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%.

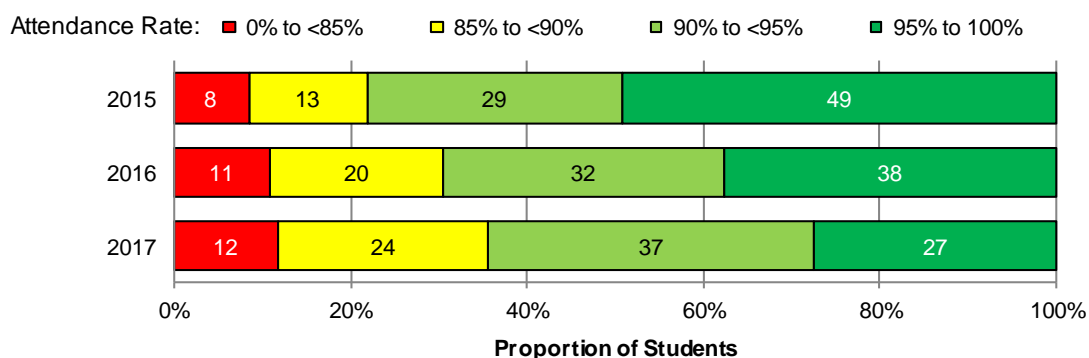
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	91%	94%	93%	94%	94%	94%						
2016	91%	91%	92%	91%	94%	91%	95%						
2017	93%	89%	91%	90%	91%	92%	91%						

*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 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.

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 teacher informs 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
- Reminder letters are sent home to families each term whose attendance rate is a concern.
- If a student is absent this 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.
- Individual case management of students whose attendance rate is below 85%

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

The form consists of the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

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.