Clermont State School
Queensland State School Reporting
2015 School Annual Report

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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.

School progress towards its goals in 2015

School improvement priorities for 2015 included:
- Implement and manage consistent classroom pedagogical practices
- Use of data – develop evidence based decision making practice
- Develop instructional leadership with a focus on workforce performance
- Develop and implement whole school spelling program
- Continue to engage the school community in decision making and policy review and establishment.
- Increasing student capability to use higher order thinking to answer multi step problems.
- Develop and implement an intervention program for students assessed as having speech language difficulties and implement program to improve use of vocabulary across the school.

Achievment of goals for 2015 included:
- Every teacher participates in the observation and feedback cycle at least four times per term, resulting in a higher and more consistent level of teaching practice school wide.
- Data cycles held fortnightly for teachers to determine what students know and can do. The data from the cycle is discussed every fortnight at lower and upper school sector meetings, planning is adjusted to meet inidivudual student needs.
- Leader ship team built with principal, Head of Curriculum, Master Teacher, Upper and Lower School Teaching Leaders. Each leader given responsibility of particular teaching and learning areas. Team meets every week to discuss progress towards goals.
- A whole spelling program and pedagogy was developed and implemented by CSS Master Teacher.
- Back to Front Maths implemented to improve achievement in upper two bands in NAPLAN and A to E data.
- Intervention prgrams adjusted to cater for students with speech language difficulties.

Future outlook

Strategy – Develop whole school writing improvement plan			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Focus on 'A' and 'B' students to increase number of students achieving U2B	30% of year 3 achieve U2B 20% + of year 5 U2B for NAPLAN	2016 NAPLAN test	Upper and lower school leaders
Classroom teachers to attend 7 Steps to Writing Success PD	All classroom teachers	By end term 1	Master teacher
Staff to be trained as 7 Steps to Writing Success trainers	2 trainers	By end of term 1	Master teacher

Continue to imbed whole school spelling program	In all classrooms	By end term 1	Master teacher
Continue to imbed writing continuums	In all classrooms	By end term 1	Master teacher
Continue 'peer to peer' observations of best practise teaching of writing	In all classrooms	Until 2017	Head of curriculum
Continue to imbed STRIVE as vocabulary program	In all classrooms	By end term 1	Master teacher
Continue with data cycle conversations around writing achievement	All classroom teachers	Fortnightly, ongoing	Upper and lower school leader
Continue with formal observations of the teaching of writing	In all classrooms	Twice per term	Master teacher, principal and head of curriculum
Continue after school writing workshops	Top 10% of writers (start with year 3 and 5 students)	Start week 2 term 1 finish December	Master teacher and school leaders
Continue NAPLAN practise test and tracking	In all classrooms	Week 1 until December	Head of curriculum

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	265	132	133	15	93%
2014	273	134	139	17	91%
2015	255	122	133	15	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

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 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, 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.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	24	23
Year 4 – Year 7 Primary	25	26	26
Year 7 Secondary – 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.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	6	2	5
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.

Curriculum delivery

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, Clermont Idol, Eisteddfod
• Sports – representative opportunities in a variety of different sports. Rugby League, Netball, Soccer, Softball, Athletics
• Problem solving/ extension strategies - cup stacking, academic competitions, Impact Online, writing enrichment program

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 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
• Accessing quality online resources and tools through the Learning Place and Curriculum Exchange.
• Wireless Laptop classroom encouraging alternative learning styles.
• Introduction of alternative hardware products to extend and support student learning

Social Climate

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

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	89%	100%
this is a good school (S2035)	96%	100%	100%
their child likes being at this school (S2001)	96%	100%	100%
their child feels safe at this school (S2002)	96%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	78%	100%
their child is making good progress at this school (S2004)	100%	89%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	89%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	78%	100%
teachers at this school motivate their child to learn (S2007)	100%	89%	100%
teachers at this school treat students fairly (S2008)	96%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	96%	89%	100%
this school works with them to support their child's learning (S2010)	96%	89%	100%
this school takes parents' opinions seriously (S2011)	96%	67%	95%
student behaviour is well managed at this school (S2012)	96%	89%	100%
this school looks for ways to improve (S2013)	93%	89%	100%
this school is well maintained (S2014)	93%	89%	95%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	99%	98%
they like being at their school (S2036)	93%	90%	91%
they feel safe at their school (S2037)	98%	95%	92%
their teachers motivate them to learn (S2038)	100%	100%	96%
their teachers expect them to do their best (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work (S2040)	97%	99%	96%
teachers treat students fairly at their school (S2041)	97%	95%	80%
they can talk to their teachers about their concerns (S2042)	95%	93%	89%
their school takes students' opinions seriously (S2043)	98%	92%	89%
student behaviour is well managed at their school (S2044)	97%	95%	81%
their school looks for ways to improve (S2045)	100%	100%	98%
their school is well maintained (S2046)	100%	95%	96%
their school gives them opportunities to do interesting things (S2047)	98%	97%	94%

Performance measure			
Percentage of school staff who agree[#] that:	2013	2014	2015

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	89%	95%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	89%	100%	100%
student behaviour is well managed at their school (S2074)	95%	100%	100%
staff are well supported at their school (S2075)	95%	95%	95%
their school takes staff opinions seriously (S2076)	100%	95%	95%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	94%	89%	82%
their school gives them opportunities to do interesting things (S2079)	95%	95%	100%

# '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 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 2015, a range of parent PD opportunities were offered to the community in an endeavour to help parents feel part of the educational process at the school. It also gave 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

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	132,066	4,290
2013-2014	145,371	0
2014-2015	148,231	

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	18	13	<5

Full-time equivalents	17	8	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**20**
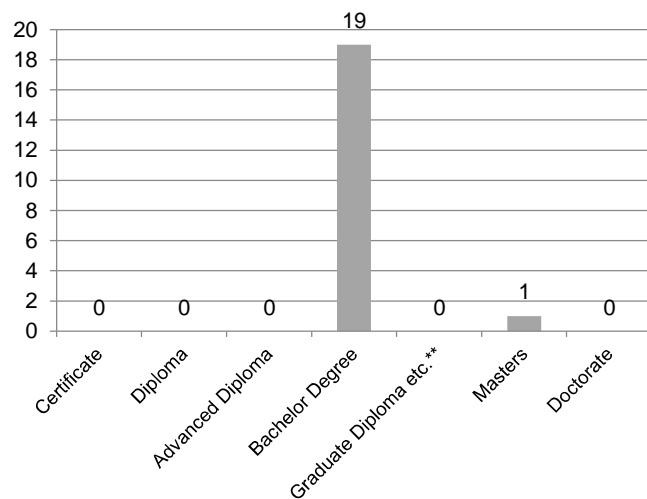
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $ 19 498

The major professional development initiatives are as follows:

- 'Peer-to-peer' observations and feedback
- Formal administration observations and feedback
- Pedagogical coaching
- Essential Skills for Classroom Management
- Classroom Profiling
- Seven Steps to Writing Success
- Back to Front Maths PD

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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.**

Find a school

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	88%	93%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

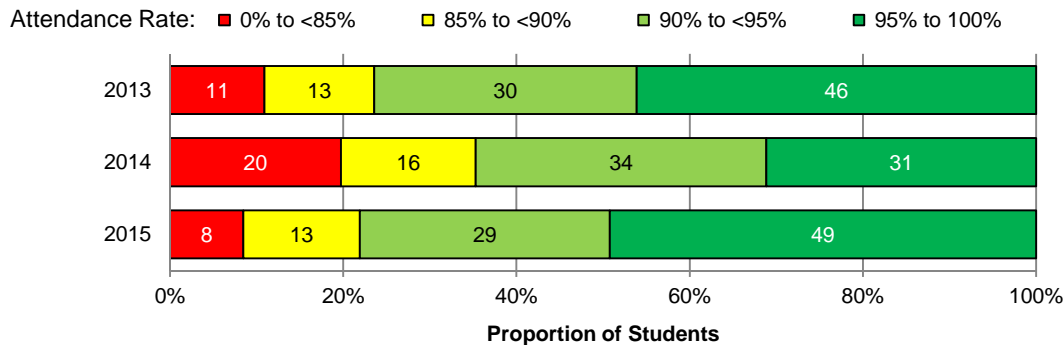| **Student attendance rate for each year level (shown as a percentage)**												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	93%	92%	93%	94%	90%	90%	92%					
2014	86%	92%	92%	91%	92%	93%	91%	91%					
2015	93%	91%	94%	93%	94%	94%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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%
2013	11	13	30	46
2014	20	16	34	31
2015	8	13	29	49

Proportion of Students

Description of how non-attendance is managed by the school

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

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

| School name | GO |

| Suburb, town or postcode |

Sector:
☑ Government
☑ Non-government

SEARCH