

# Our school at a glance



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## Principal's foreword

### Introduction

This document is an annual report which reflects upon the school's processes, milestones, offerings and data for the 2012 school year.

Scottville State School is picturesque and friendly. It is located in the Whitsunday cluster of the North Queensland region. Scottville is a Band 5 school situated amongst a residential estate five kilometres from the larger community of Collinsville which primarily supports the coal mining industry in the surrounding areas.

The school's trend for growth in enrolments continued in 2012 which saw the school retain its third permanent teacher.

Scottville State School recognises the importance of family and community in the educational partnership and the school works collaboratively within these partnerships to ensure the best outcomes for all students.

### School progress towards its goals in 2012

In 2012, there were distinct goals which were to be addressed. Progress was achieved in these goals during the academic year. The strategic planning centred around the areas of:

#### Learning & Attainment

- reading comprehension and testing;
- planning for a whole-school Intense Spelling program;
- writing, particularly persuasive writing;
- embedding e-learning through the use of Mathletics into the numeracy programs;
- developing intervention programs based on NAPLAN results; and
- professional engagement in the implementation of the Australian Curriculum through C2C unit development and implementation.

#### Engagement

- improving performance for Indigenous students; and
- developing authentic learning experiences for students with disabilities.

#### Wellbeing

- reviewing the 2011 Responsible Behaviour Plan for Students;
- focusing on four school rules based on School-Wide Positive Behaviour Support program: 'Be responsible, Be Respectful, Be committed to learning and Be Safe';
- strengthening the interschool sporting opportunities through the use of a shared primary school Health and Physical Education teacher; and
- developing community links for sporting opportunities.

#### Sustainability

- continuing to embed sustainability values to minimise the school's carbon footprint and reduce energy usage; and
- exploiting curriculum opportunities to explore sustainability values.

#### Emerging Priorities

- continuing to develop e-learning in classrooms, for example through Mathletics, and also through the use of Smartboards and testing regimes such as PAT-M and PAT-R which provide focus areas for targeted pedagogical intervention.

#### Other

- strengthening local school links and cluster partnerships.

## Future outlook

The school Annual Implementation Plan for 2013 highlights those areas in continual development and other areas of new attention which need to be attended to throughout the year. With the addition of a permanently appointed principal and a fourth permanent teacher the school is working at developing systems and processes which previously have not been required in the smaller context.

Our future outlook strives to accomplish the following ambitious goals in the domains of School Curriculum, Teaching Practice, Principal Leadership & School Capability and School & Community Partnerships in 2013:

- centralised data collection at the school which include individual data books, short-term data cycles, use of purchased online and other data instruments which compile data for the school as well as completion of the assessment schedule;
- completing Quadrennial School Review process;
- completing of Responsible Behaviour Plan 2013 consultation and approval process;
- engaging in Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPS) framework to embed EATSIPS in C2C curriculum and school practices;
- planning and developing a school-policy in Parents and Community Engagement Framework;
- planning and development of a Pedagogical Framework with a focus on Explicit Instruction;
- school-wide planning for North Queensland Region focus areas of reading, writing, numeracy, assessment and attendance;
- developing Signature Strategies for Scottville State School in reading comprehension;
- identifying gaps in teachers' ability and curriculum delivery and developing intervention strategies;
- continuing implementation of Australian Curriculum for C2C History and Science through planning, multi-age differentiation, Bowen-Whitsunday cluster assessment moderation and other professional development opportunities;
- implementation of whole-school reading program and spelling processes;
- developing further e-learning for students through the purchase of further ICT assets;
- tracking and promoting attendance data;
- planning and preparing for Flying Start – Transition of Year 7 into secondary school;
- building capacity in staff and leadership;
- continue to seek community sponsorship partnerships, maintain current partnerships and promote successes achieved through these partnerships; and
- develop a Learning and Wellbeing Framework.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	54	23	31	91%
2011	44	23	21	95%
2012	58	29	29	93%

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

### Characteristics of the student body:

Many Scottville State School students come from rural family backgrounds. The student population is highly mobile and the student population can change from term to term. Approximately 90% of students have one parent employed in the mining industry. Less than 10% of students have a diagnosed disability. Less than 10% of students have Indigenous heritage. Less than 5% of students have a non-English speaking background. Most students are only children or have a significant age gap between an older or younger sibling. Most identify as non-practising religious groups.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	16	15	8
Year 4 – Year 7	21	25	6

### School Disciplinary Absences

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

# Our school at a glance

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Cancellations of Enrolment	0	0
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## Curriculum offerings

Our distinctive curriculum offerings:

Instrumental Music for Years 4 – 7

Intense Spelling for Prep – Year 7

Intensive small group literacy and numeracy lessons

Intensive small group Speech-Language program

LOTE (Japanese) for Years 6 - 7

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## Extra curricula activities

Active After hours School Sports program

Inter-school weekly Physical Education lessons

Collinsville District Primary School Sports Association coaching, training and competing for representation sport

RREAP excursions

Under 8s Day

Sustainability (SOSE)

Spelling Bees

Rewards days based on engagement with four school rules

Drama rehearsal and performance

Cluster (Artist/Writer/Painter) in residence

ANZAC Day march

May Day school float in Collinsville May Day Parade and town fair

Lions Youth of the Year

Literacy Week Book Fair

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## How Information and Communication Technologies are used to assist learning

Mathletics program licence for targeted numeracy for all students who are taught in multi-age classes

Annual licences for PAT-M and PAT-R testing

Smartboards in classrooms for frequent access to ICT pedagogy, particularly for C2C lessons which require frequent engagement with ICTs

LOTE via School of Distance Education

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## Social climate

Scottville State School aims to achieve optimum learning outcomes for every student through a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens. Daily running of the school is immersed in the principles of School-Wide Positive Behaviour Support (SWBPS). The school endeavours to continually achieve the best academic outcomes for every student through consistently modelling high academic and social expectations. Scottville State School students learn in a supportive multi-aged environment which is underpinned by the Responsible Behaviour Plan. The four school rules encapsulate what it means to be a Scottville student: Be respectful, be responsible, be committed to learning and be safe. With a fluctuating enrolment of between fifty to seventy students, our school community has a respectful small school atmosphere in which all community members look out for one another and come together in unity to form the Scottville School that we all know and love. Our school opinion survey results reflect this.

# Our school at a glance

## Parent, student and staff satisfaction with the school

95% of parents believe that the school is well-maintained, teachers expect students to do their best and that their children like being at this school. 90% of parents also believe that their children feel safe at school, that this is a good school and that the school looks for ways to improve. Over 90% of students feel safe at school, believe that their teachers expect them to do their best and feel that they are treated fairly at this school. 100% of staff feel that they have access to quality professional development.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	85.0%
this is a good school	90.0%
their child likes being at this school*	95.0%
their child feels safe at this school*	90.0%
their child's learning needs are being met at this school*	85.0%
their child is making good progress at this school*	85.0%
teachers at this school expect their child to do his or her best*	95.0%
teachers at this school provide their child with useful feedback about his or her school work*	85.0%
teachers at this school motivate their child to learn*	84.2%
teachers at this school treat students fairly*	78.9%
they can talk to their child's teachers about their concerns*	85.0%
this school works with them to support their child's learning*	85.0%
this school takes parents' opinions seriously*	75.0%
student behaviour is well managed at this school*	80.0%
this school looks for ways to improve*	90.0%
this school is well maintained*	95.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	85.7%
they like being at their school*	77.3%
they feel safe at their school*	90.9%
their teachers motivate them to learn*	81.8%

## Our school at a glance

their teachers expect them to do their best*	95.5%
their teachers provide them with useful feedback about their school work*	86.4%
teachers treat students fairly at their school*	90.9%
they can talk to their teachers about their concerns*	75.0%
their school takes students' opinions seriously*	85.7%
student behaviour is well managed at their school*	85.0%
their school looks for ways to improve*	90.0%
their school is well maintained*	95.2%
their school gives them opportunities to do interesting things*	77.3%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	89.1%

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

<sup>#</sup> 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.

### Involving parents in their child's education

Parents are very involved in Scottville State School life. The whole school community is invited to weekly assemblies which are well-attended by students' parents and extended family. The P&C is very committed to supporting the school. P&C meetings are conveniently held straight after school to allow as many parents and staff to attend. The school community marches in the ANZAC Day march and attend the ANZAC Day ceremony at the Collinsville War Memorial. Parents and the school community are invited to, run or participate in many extra-curricular activities and events such as the May Day Parade which involves procuring a long truck, creating and sourcing decorations, decorating the float, attending the parade and packing up. Parents also volunteer for classroom support. They run the school tuckshop on particular days and also provide a tuckshop for interschool events such as sport carnival days. The P&C also organise and run Mother's Day and Father's Day stalls. The support is extensive and there are many other examples which are not listed here.

### Reducing the school's environmental footprint

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

The school attempts to lower its power bills through its roof-mounted solar power cells. The school also had a focus on sustainable use of power, a focus on sustainability through its SOSE subject units and a tree-planting event. Power switches for heavy-power-use items are tuned off when not in use.

## Our school at a glance

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	27,108	0
2010-2011	0	0
2011-2012	18,985	1,974

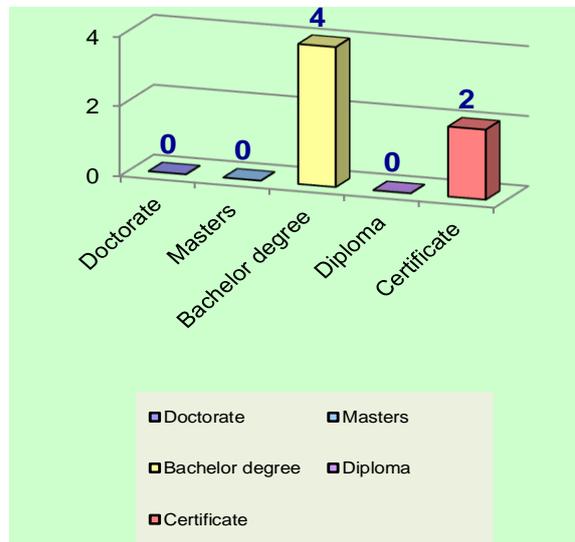
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time equivalents	3.9	2.9	0

## Qualifications of all teachers

Doctorate	0
Masters	0
Bachelor degree	4
Diploma	0
Certificate	2



Teaching staff have Bachelor degrees. A permanent Teacher Aide has Certificate qualifications.

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$7163.

The major professional development initiatives are as follows:

Jolly Phonics

Unpacking the Australian Curriculum (C2C)

SWD ASD Workshop

Science Sparks Primary Cluster Professional Development such as 'Take The Lead'

## Our staff profile

Regional priorities through full staff meeting Professional Development  
Principal conferences

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.	95.8%	98.5%	97.5%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 74.4% 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.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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.

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	88%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

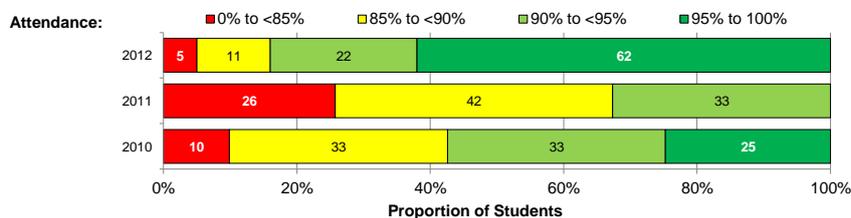
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	91%	87%	97%	93%	93%	91%	91%
2011	DW	88%	84%	89%	88%	90%	89%
2012	92%	98%	96%	95%	97%	94%	93%

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 DETE policies, Managing Student Absences and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice a day for accurate reporting on full and part-day absences. Office staff will call the parents of missing students if the school has not been advised of absences of longer than up to three days. The school sign is used to promote key messages, such as 'Every Day Counts' for attendance. In the case of students who do not return to school after holidays and all school-based attempts at contact are unsuccessful, Regional Office staff are used to conduct wider searches unavailable to school staff. Regular awards at school promote student success based on regular attendance

### 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/>.

# Performance of our students

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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

Less than 10% of the Scottville State School student population identify as having Indigenous heritage. Students who identify as having Indigenous heritage have statistically similar results to non-Indigenous students in attendance, attainment and retention at Scottville State School.