

# Scottville State School

## Queensland State School Reporting

### 2015 School Annual Report



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Contact person	The Principal : Mr Rowan Coffey

## Principal's foreword

### Introduction

This document is an annual report which reflects upon the school's processes, milestones, offerings and data for the 2015 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 6 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 2015 which saw the school once again 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 2015.

In 2015, Progress was achieved in these goals during the academic year. The strategic planning centred around the areas of:	
Learning & Attainment	Achieved goals
Reading comprehension focus on 12 strategies	Cars and Stars implemented as a comprehension resource
Whole-school reading and literacy block implementation	Every classroom implemented a Literacy block with guided reading
Implementing Early intervention programs	SSP – Graphophonic programming for P-2  Three cueing system in guided reading  Early Start assessment in Literacy and Numeracy implemented
Professional engagement in the implementation of the Australian Curriculum.	Continued implementation and embedding of the Australian Curriculum areas in Phase 1 and Phase 2

In 2015, Progress was achieved in these goals during the academic year. The strategic planning centred around the areas of:	
<b>Engagement</b>	<b>Achieved goals</b>
Implementation of data walls and case management of students for improvement	All classrooms displayed child centred data walls for goal setting . Teachers used data walls for data analysis and short term cycles of improvement in Literacy.
Improving performance of students performing below NMS in Reading year 3 and 5	Increased percentage of students at NMS reading for Year 5  Consolidation of of students at NMS reading for Year 3
Implementation of Literacy and the school library as a focus	Literacy teaching focused upon in all classrooms. Library classes implemented. Scholastic books programme and book week embedded.

In 2015, Progress was achieved in these goals during the academic year. The strategic planning centred around the areas of:	
<b>Well Being</b>	<b>Achieved goals</b>
Focusing on four school rules based on School-Wide Positive Behaviour Support program:  'Be Responsible, Be Respectful, Be Committed to Learning and Be Safe'	Continued implementation of PBL as a positive behavior support program.
Developing student wellbeing programme: How our Garden Grows, Kldsgrow	Implementation of a mental health based initiative program.

In 2015, Progress was achieved in these goals during the academic year. The strategic planning centred around the areas of:	
<b>Sustainability</b>	<b>Achieved goals</b>
Continued embedding of sustainability values to minimize the school's carbon footprint and reduce energy usage.	Implementation of classroom monitors and energy savers.
Continued exploiting of curriculum opportunities to explore sustainability values	Cross curriculum focus upon sustainability and caring for the environment. Introduction of a gardening club.

In 2015, Progress was achieved in these goals during the academic year. The strategic planning centred around the areas of:	
Emerging Priorities	Achieved goals
Embedding the school pedagogical frame work based upon explicit instruction.	Continued embedding of explicit instruction and the gradual releas model of teaching in every classroom.
Sharatt and Fullan's 14 Parameters as a focus for student improvement	Continued focus on individual student success through tacking student data and student goal setting.
Prioritising literacy and numeracy demands of the Australian Curriculum	Continued impenmentation of the NQ planning model for visible learning and forefronting assessment and literacy in the curriculum.
Use of data on Oneschool to address improvement	Implementation of anaylsis of student data on class dashboard.

In 2015, Progress was achieved in these goals during the academic year. The strategic planning centred around the areas of:	
Community	Achieved goals
Strengthening local school links and cluster partnerships	Continued implementation of sports across school campuses and implementation of Saturday Sports. Shared Under 8s and regional sport events.
Implementing links with local business and corporate business groups	Continued promotion and participation from corporate sponsors to support school resourcing for improvement.

### Future outlook

Our future outlook strives to accomplish the following ambitious goals in the domains of School Curriculum, Teaching Practice, Student improvement, Principal Leadership & School Capability and School & Community Partnerships in 2016:

- Australian Curriculum – Implementing HPE
- Reading – Comprehension, Early reading skills and comprehension strategies (Cars and Stars)
- Writing – Learning Journeys, Acara alignment -use of learning journeys to set high standards in English
- Numeracy – Problem Solving model (POLYA), automaticity of numeracy skills
- School-wide planning for North Queensland Region focus areas of reading, writing, numeracy
- School attendance – 93%
- Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPS) – Embed whole school plan
- Closing the Gap - attendance and outcomes of Indigenous students
- Student social emotional program- Embed Kidsgrow@ScottvilleSS Mental Health Initiative
- Centralised data collection at the school which include individual data books, short-term data cycles, in response to an improvement and assessment schedule
- Implementation of the Quadrennial School plan
- Embedding of the Responsible Behaviour Plan
- Planning and developing a school policy in Parents and Community Engagement Framework focussed on sustainable practices and long term planning, improvement in engagement and infra-structure
- Continue to seek community sponsorship partnerships, maintain current partnerships and promote successes achieved through these partnerships
- Building capacity in staff and leadership

## 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	59	28	31	4	89%
2014	59	32	27	2	95%
2015	58	32	26	5	79%

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:

Many Scottville State School students come from rural family backgrounds. The student population is mobile and student population can change from term to term. Approximately 90% of students have one parent employed in the mining industry.

10% of students have a diagnosed disability. Less than 10% of students identify as Indigenous or Torres Strait Island in descent. Less than 5% of students have an English as an additional language background.

Many students attend school with siblings or are only children or have a significant gap between an older or younger sibling.

Most identify as non-practising religious groups.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	19	16
Year 4 – Year 7 Primary	17	21	27
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

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	8	0	2
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 approach to curriculum delivery

Scottville State School delivers the Australian Curriculum through the Education Queensland resource C2C. This resource delivers both single age and multi age units in the following curriculum areas. English, Mathematics, Science, History, Geography, Technology (STEM), HPE and The Arts.

- Scottville State school also offers
- LOTE (Japanese) for Years 5 – 6
- Instrumental Music for Years 4 – 6
- Intensive small group literacy lessons
- Intensive small group Speech-Language program

### Extra curricula activities

- Sporting Schools 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
- NAIDOC Day
- A+ Day -Rewards days based on engagement with four school rules
- ANZAC Day march
- Lions Youth of the Year
- Spinal Education
- RSPCA Mobile Education Unit
- Literacy Week Book Fair

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

At Scottville State School students have access to both 3P Learning programs Mathletics and Reading Eggs to support literacy and Numeracy learning. The school possesses a computer lab of 24 laptops and has a set of iPads to allow group access during literacy and numeracy blocks. Each classroom has access to laptops. Classrooms are equipped with smart boards (interactive white boards) to ensure use of the digital curriculum through C2C. ICTs are blended into classroom units of English, Mathematics and Science. LOTE is facilitated via the School of Distance Education. STEM is integrated into the Mathematics curriculum.

## 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 Positive Behaviour for learning (PBL). 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. 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.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	90%	100%	67%
this is a good school (S2035)	100%	100%	67%
their child likes being at this school (S2001)	100%	100%	83%
their child feels safe at this school (S2002)	100%	100%	83%
their child's learning needs are being met at this school (S2003)	90%	100%	67%
their child is making good progress at this school (S2004)	90%	86%	83%
teachers at this school expect their child to do his or her best (S2005)	90%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	100%	67%
teachers at this school motivate their child to learn (S2007)	90%	100%	67%
teachers at this school treat students fairly (S2008)	80%	100%	67%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	90%	100%	83%
this school takes parents' opinions seriously (S2011)	90%	100%	67%
student behaviour is well managed at this school (S2012)	80%	100%	50%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	71%	100%	95%
they like being at their school (S2036)	79%	100%	100%
they feel safe at their school (S2037)	86%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	79%	100%	95%
teachers treat students fairly at their school (S2041)	57%	93%	90%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they can talk to their teachers about their concerns (S2042)	86%	100%	95%
their school takes students' opinions seriously (S2043)	86%	100%	100%
student behaviour is well managed at their school (S2044)	57%	93%	90%
their school looks for ways to improve (S2045)	86%	100%	100%
their school is well maintained (S2046)	75%	100%	100%
their school gives them opportunities to do interesting things (S2047)	71%	100%	95%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	86%	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)	86%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	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%	100%	100%
student behaviour is well managed at their school (S2074)	57%	100%	100%
staff are well supported at their school (S2075)	86%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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 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 Scottville cricket day. 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

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 Science and Technology units. Power switches for heavy-power-use items are turned off when not in use.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	14,789	0
2013-2014	14,775	1,853
2014-2015	16,979	418

\*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.

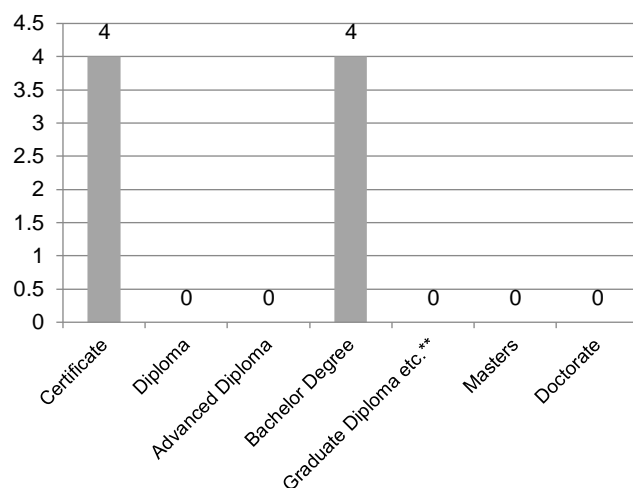
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	7	0
Full-time equivalents	4	4	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	4
Diploma	0
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>8</b>



\*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 \$5342.00

The major professional development initiatives are as follows:

- SSP
- 7 Steps of writing
- Unpacking the Australian Curriculum (C2C)
- Regional Expectations for Reading and Writing
- Regional priorities through full staff meeting Professional Development
- Beginning teacher development and mentoring
- Principal conferences
- Moderation and The Australian Curriculum
- Student improvement – Putting data to faces (Sharrat and Fullan)
- The proportion of the teaching staff involved in professional development activities during 2015 was 100%.
- The Investment for success expenditure in 2015 focussed upon literacy support and building staff capacity.

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.	97%	98%	99%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 50% 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

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Sector:

Government

Non-government

SEARCH

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).	91%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	97%	91%

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)

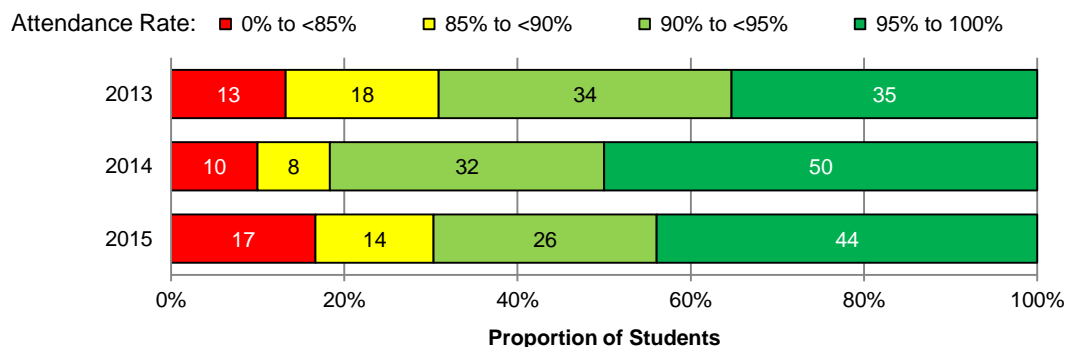
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	91%	90%	96%	92%	90%	90%	96%					
2014	89%	90%	95%	96%	98%	98%	94%	96%					
2015	88%	90%	92%	95%	90%	94%	96%						

\*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.



### Description of how non-attendance is managed by the school

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

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.

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/>.

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

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 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.