



Scottville State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

At Scottville State School we aim to achieve crucial learning outcomes for every student. Our students learn in a supportive, multi-aged environment which is safe, tolerant and disciplined. At Scottville, we are in the business of teaching and learning and all school members work hard to provide the best educational opportunities for our students to embrace their full potential in life. An enthusiastic and dedicated group of staff ensures that we are continually focussed on our goal – the pursuit of excellence.

We recognise and value the important role family and community play in the educational partnership. Parent volunteers, an active P & C and regular social and community events ensure that we maintain a positive and personal rapport with the wider community. We have four positive and proactive rules which govern the behaviour of all school community members and we reinforce such behaviour with regular acknowledgement and appreciation. Our embedded rules are explicitly taught within pastoral care classes and everybody knows to Be Safe, Be Respectful, Be Responsible and Be Committed to Learning.

Principal's Foreward

Scottville State School is picturesque and friendly. It is located in the Whitsunday Cluster of the North Queensland region. Scottville State School is a Band 6 school situated five kilometres from the larger community of Collinsville which primarily supports the coal mining industry in the surrounding areas. Scottville State School is a small rural co-educational Primary School with the student population coming from various socio-economic backgrounds and cultures. We have a total enrolment of 41 students at the school.

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. Scottville State School promotes lifelong learning for all students as a vital role to enable enhancement of choices for future pathways. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society in line with the State Schooling Strategy: "Every Student Succeeding".

Introduction

The School Annual Report which reflects upon the school's processes, milestones, offerings and data for the 2016 school year.

School Progress towards its goals in 2016

- Australian Curriculum – Continued implementation
- Embedded Reading Comprehension, Early reading skills and comprehension strategies
- Embedded Learning Journeys to set high standards in English
- School-wide planning for North Queensland Region focus areas of reading, writing, numeracy
- School attendance data
- Embedded Aboriginal and Torres Strait Islander Perspectives (EATSIPS) – Embed whole school plan
- Centralised data collection at the school which include short-term data cycles, in response to an improvement and assessment schedule
- Implementation of the Quadrennial School plan
- Embedded of the Responsible Behaviour Plan
- 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

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 2017:

- Australian Curriculum – Continued implementation
- Stamina Writing – Persuasive and Narrative
- 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
- School-wide planning for North Queensland Region focus areas of reading, writing, numeracy
- School attendance data
- Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPS) – Embed whole school plan
- Closing the Gap - attendance and outcomes of Indigenous students
- 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 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	59	32	27	2	95%
2015*	58	32	26	5	79%
2016	58	32	26	1	95%

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 2016, 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

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	16	15
Year 4 – Year 7	21	27	27
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

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 3 – 6
- Intensive small group literacy lessons
- Intensive small group Speech-Language program

Co-curricula activities

- Sporting Schools Program
- Collinsville District Primary School Sports Association coaching, training and competing for representation sport
- RREAP excursions
- Under 8s Day
- NAIDOC Day
- A+ Day -Rewards Days
- ANZAC Day March
- Walk to School
- Student Council Events
- Lions Youth of the Year
- RSPCA Mobile Education Unit
- Literacy Week Book Fair
- Instrumental Music
- Bike Safety

How Information and Communication Technologies are used to improve learning

At Scottville State School students have access to both 3P Learning programs Mathseeds, 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

Overview

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. 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

At Scottville State School we endeavour to include parents in student's education. We provide information through newsletters, parent teacher interviews fostering strong parent-teacher partnerships and communication methods such as regular reports and assemblies.

Parents are aware that we have an open door policy and that they are always welcome in our classrooms. We also invite parents to attend the end of term culminating day and share in many different experiences such as swimming carnival, athletics carnivals, sports camp and other activities. At Scottville State School we look at Parents as key stakeholders in student's education.

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)	100%	67%	100%
this is a good school (S2035)	100%	67%	100%
their child likes being at this school* (S2001)	100%	83%	92%
their child feels safe at this school* (S2002)	100%	83%	85%
their child's learning needs are being met at this school* (S2003)	100%	67%	85%
their child is making good progress at this school* (S2004)	86%	83%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	67%	85%
teachers at this school motivate their child to learn* (S2007)	100%	67%	100%
teachers at this school treat students fairly* (S2008)	100%	67%	77%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	92%
this school works with them to support their child's learning* (S2010)	100%	83%	100%
this school takes parents' opinions seriously* (S2011)	100%	67%	92%
student behaviour is well managed at this school* (S2012)	100%	50%	92%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	95%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	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)	100%	95%	100%
teachers treat students fairly at their school* (S2041)	93%	90%	92%
they can talk to their teachers about their concerns* (S2042)	100%	95%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	93%	90%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	95%	100%

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%	100%
they receive useful feedback about their work at their school (S2071)	100%	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)	100%	100%	100%
staff are well supported at their school (S2075)	100%	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%

* 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

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 were also involved in supporting the school at the Pit Pony Festival by volunteering their time to help with the float and working on the canteen. Parents and the school community are invited to, run or participate in many extra-curricular activities and events such the Scottville Cricket Day and Car Rally.

Many parents volunteer for classroom support and helping out in the school tuckshop as well as 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.

We are also committed to involving parents in their education by:

- Regular contact is made with class teachers by phone, note, face to face, and vice versa
- Written reports are distributed at the end of each semester and parents are strongly encouraged to take advantage of our Face to Face Parent Teacher interview as follow up.
- Parental involvement is regularly promoted and encouraged through the use of our community newsletter, individual contact and P&C meetings.
- Strategic decisions within the school are achieved through an established process, which invites in input of staff and parents.

Respectful relationships programs

Scottville State School believes in **Positive Behaviour for Learning (PBL)**. This is a whole school program that actively promotes positive behaviour. It enables students to develop a clear understanding of the required expectations, to become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community. Our school focus on appropriate, respectful and healthy relationships.

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	0	2	0
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

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	14,775	1,853
2014-2015	16,979	418
2015-2016	24,525	1,896

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 '**Scottville State School**', 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	4	7	0
Full-time Equivalent	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	3
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 \$ 3786.81

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

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

The Investment for success expenditure in 2016 focussed upon literacy support and building staff capacity.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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

*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%.

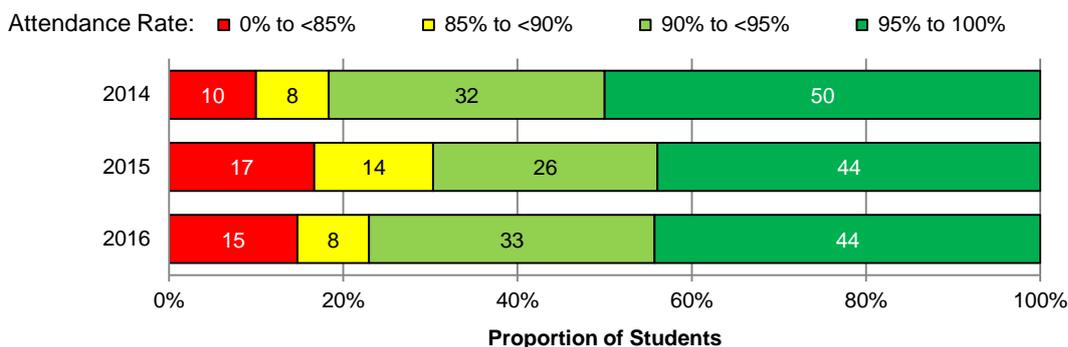
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	90%	95%	96%	98%	98%	94%	96%					
2015	88%	90%	92%	95%	90%	94%	96%						
2016	89%	93%	90%	91%	94%	97%	91%						

*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 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 with ID Attend 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. Unexplained absences are followed up by admin.

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

NAPLAN

Scottville State School NAPLAN Result for 2016:

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	398 342 - 455		435 391 - 479		430 380 - 481		415 356 - 474		353 309 - 397	
	SIM 398 389 - 407	ALL 426	SIM 403 395 - 411	ALL 421	SIM 394 386 - 403	ALL 420	SIM 405 395 - 415	ALL 436	SIM 377 369 - 385	ALL 402
	508 464 - 552		458 418 - 499		483 442 - 523		497 450 - 544		442 407 - 477	
Year 5	476 467 - 484		502		456 448 - 465		476		471 463 - 479	
	SIM 476 467 - 484	ALL 502	SIM 456 448 - 465	ALL 476	SIM 471 463 - 479	ALL 493	SIM 478 469 - 487	ALL 505	SIM 467 459 - 475	ALL 493
	508 464 - 552		458 418 - 499		483 442 - 523		497 450 - 544		442 407 - 477	

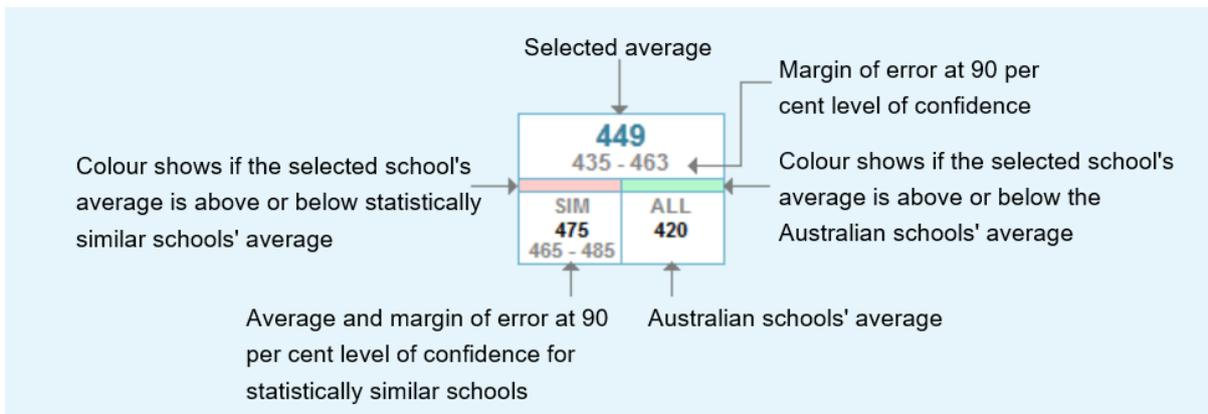
How to interpret this chart

- SIM** schools serving students from statistically similar backgrounds
- ALL** Australian schools' average
- Student population below reporting threshold
- Year level not tested

Selected school's average is

- substantially above
- above
- close to
- below
- substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)



For more information about 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

Suburb, town or postcode

Sector:

Government

Non-government

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