



Scottville State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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<b>Webpages</b>	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Vanessa Boal PRINCIPAL

## From the Principal

### 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.

### School progress towards its goals in 2018

2018 School Improvement Priorities 2018 included:

- embedding a whole school curriculum
- targeting writing improvement through consistent whole school approaches
- Student goals for reading and writing explicit and overt for all year levels
- School Band Plan for English, Maths, Science and HPE completed and implemented. Working towards effective implementation of HASS, The Arts, Design and Technologies, expectation of completion in 2019
- Impediments to resourcing for teacher relief/ release for collaborative planning and curriculum design
- Acknowledgment of outstanding students: students achieving in the Upper 2 Bands, Academic awards, Dux for and staff achievements, Emma Fisher's selection to be representative NAP Science curriculum team.

### Future outlook

- Refining curriculum and pedagogy with continued staffing changes in 2019 -2020
- Develop deeper curriculum and pedagogical engagement with STEAM
- Redevelop Early Year approaches to align with Age Appropriate Pedagogies

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	58	41	45
Girls	32	25	26
Boys	26	16	19
Indigenous	1	3	6
Enrolment continuity (Feb. – Nov.)	95%	72%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Up to 45 students at Scottville State School come from various socio-economic backgrounds and cultures. Some students identify as Aboriginal, some have Asian or Pacific Islander heritage and some parents speak languages other than English. The ICSEA rating is 965. All children are from rural areas with up to 20% transience across the year. Approximately 13% of students are identified as having significant disabilities. 40% of our families are single parent families.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	15	21	16
Year 4 – Year 6	27		13
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

At Scottville State School staff provide multi-age learning that supports every student in safe and inclusive learning environment. Units and lessons are planned using the **Australian Curriculum** in its most recent version and using the **C2C Band Plan resources** to build consistency across teaching and learning. Specialist Staff and teacher Aides are targeted resources that enhance the delivery of learning to students requiring additional support.

### Co-curricular Activities

- Sporting Schools Program
- Instrumental Music
- Athletics Carnivals and Cluster Sports Carnival Days
- School Camps
- Gardening Club
- Coding Club

- Read Every Day initiative
- Swimming Program
- Art Council Performances
- Community Events and representation (ANZAC Day, Memorial Day, Pit Pony Festival, NAIDOC, Under 8s, Book Week, Colour Run, Bike Safety, Meet and Greet nights)

## How information and communication technologies are used to assist learning

Digital technology supports learning in all Learning Areas. Laptops, online literacy and Maths programs, iPad apps and Smart TVs are high engagement tools that aid teachers in the delivery of content and provide stimulating practice for students through a range of programs and apps e.g. Reading Eggs, Maths Seeds and Mathletics. Competency in the use of programs and typing greatly improve outcomes for students. Task orientated skills that involve coding, research, investigation engage students of all ages. The school has a computer lab as well as classroom access to laptops, robots and iPads with internet access on smartboards enhancing learning delivery. Students are encouraged to engage in pedagogical strategies for collaborative learning and higher order thinking skills through using digital platforms.

## Social climate

### Overview

Our school values underpin the social climate and positive and respectful learning environment that extends beyond the school. Our students are caring and empathetic and are encouraged to be reflective and demonstrative of our inclusive ethos. Our school community and community members model and encourage respectful and responsible behaviour, engage with and support others, and strive to do what is right. This has forged a unified school and community that is safe and nurturing, focused on learning and growing productive, future focused citizens

#### Co-curricular Activities

- Positive Behaviour Learning
- How Does Your Garden Program (Social Skills and Self Awareness)
- School Excursions and Camps
- Multi-age and whole school activities
- A+Day
- DoJo School – digital sharing with parents and class cohorts: positives, personal goals etc

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	89%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	92%	89%	100%
• their child feels safe at this school* (S2002)	85%	89%	100%
• their child's learning needs are being met at this school* (S2003)	85%	78%	100%
• their child is making good progress at this school* (S2004)	92%	78%	100%
• teachers at this school expect their child to do his or her best* (S2005)	92%	78%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	78%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	89%	100%
• teachers at this school treat students fairly* (S2008)	77%	89%	100%
• they can talk to their child's teachers about their concerns* (S2009)	92%	89%	100%
• this school works with them to support their child's learning* (S2010)	100%	89%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	92%	89%	100%
• student behaviour is well managed at this school* (S2012)	92%	89%	100%
• this school looks for ways to improve* (S2013)	100%	89%	100%
• this school is well maintained* (S2014)	100%	89%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	93%	94%
• 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%	100%	100%
• teachers treat students fairly at their school* (S2041)	92%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	94%
• student behaviour is well managed at their school* (S2044)	100%	100%	94%
• 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%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	90%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	90%
• they receive useful feedback about their work at their school (S2071)	100%	89%	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%	89%	100%
• staff are well supported at their school (S2075)	100%	89%	100%
• their school takes staff opinions seriously (S2076)	100%	78%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	90%

\* 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 welcomed into Scottville State School daily to engage with their child and teachers. The whole school community is invited to weekly assemblies, which are attended by parents and extended family. The P&C is committed to supporting the school and meetings are held immediately after school to allow parents and staff to attend. The school community participates in the ANZAC Day march and ceremony at the Collinsville War Memorial. Parents and staff are also involved in representing the school at the Pit Pony Festival and Miners' Memorial Day. Parents and the school community run or participate in many extra-curricular activities and events such the Scottville State School Golf Day, Cricket Day and Car Rally. Parents volunteer, help out providing tuckshop as well as catering for interschool events such as sport carnival days, NAIDOC and Under 8s. The P&C also organise and run Mother's Day and Father's Day stalls held at the school.

Parents engage with their children in their education by:

\_ Regular contact made with class teachers by phone, note, face to face, Scottville State School Facebook and Class Dojo

\_ Written reports are distributed at the end of each semester and parents are strongly encouraged to take advantage of our Parent Teacher interview.

\_ Promotion of parental involvement in our community newsletter, local newspaper and feedback ad praise at P&C meetings.

\_ Participation in strategic school decisions through various processes, which invites in input of staff and parents.

-Cluster involvement engages schools and community members from further afield to share practices and events providing students and their families with wider opportunities to develop skills and experiences.

- Businesses and community agencies frequently engage in providing resources and services to our students: Hear and Say Screening, Prep Vision Screening, QMEA Digital Experiences, NDIS,

### Respectful relationships programs

The school has developed and implemented a PBL Program that explicitly teaches and explores appropriate, respectful and healthy behaviour and relationships. Special events are planned across the year to raise awareness of issues regarding sexuality, bullying, domestic and family violence and personal safety. Specialist staff have weekly engagement with students on personal development and provide cohort and individual programs to meet the needs of all students.

### 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

The school attempts to lower its power bills through its roof-mounted solar power cells. Students are encouraged to switch off devices and lights when not in use. The school also had a focus on sustainable use of power, a focus on sustainability through Science and Technology units. Water continues to be an area for improvement as sustainability of school grounds through long hot drought periods require increased water use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	24,525	24,677	15,520
Water (kL)	1,896	2,149	2,417

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile



## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	6	0
Full-time equivalents	3	3	0

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	1	
Graduate Diploma etc.*		
Bachelor degree	2	
Diploma		
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$5000.

The major professional development initiatives are as follows:

- Coaching and Mentoring
- Early Years
- Work Place Health and Safety
- Professional Learning Communities (Curriculum and Pedagogies)

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	98%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 66% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	94%	92%
Attendance rate for Indigenous** students at this school	DW	97%	91%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	89%	96%	87%
Year 1	93%	94%	87%
Year 2	90%	95%	93%
Year 3	91%	90%	94%
Year 4	94%	92%	90%
Year 5	97%	95%	96%
Year 6	91%	94%	94%

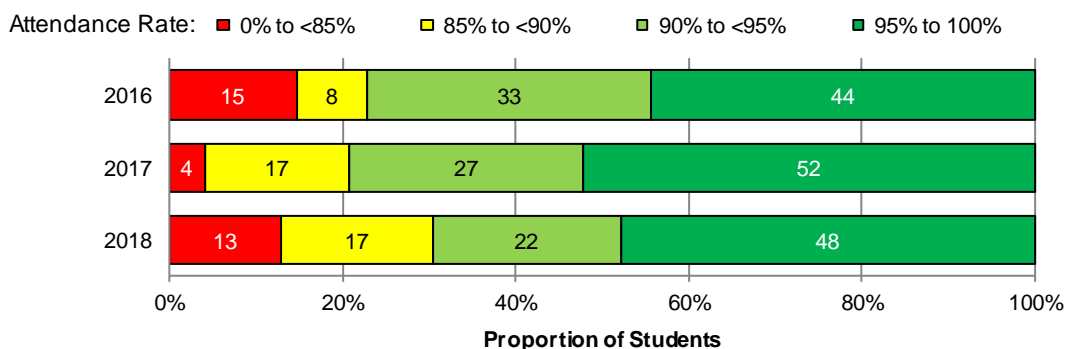
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

#### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

- Parents of students who do not meet the attendance requirements of the compulsory schooling or compulsory participation phase, for a part of a day or for longer periods are required to meet with the Principal to discuss ways to ensure children attend school
- Roll marking occurs twice a day at 8:45 am and 1pm.
- Parents are contacted by administration if their child is absent at 9:00 am if prior notice has not been given.
- Weekly rewards for attendance are given each Monday.
- Class awards for best percentage attendance.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The 'Find a school' button is highlighted in a darker shade of purple.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin purple border and the text 'View School Profile' in a purple font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

The screenshot shows a horizontal navigation menu with several options: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' option is highlighted in a darker shade of purple.

### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.