



St George State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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



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School Overview

The St George State School is a Band 8 School located in Education Queensland's Darling Downs South West Region, 400km west of Toowoomba and 200km south of Roma. The student population consists of a diverse range of cultural, socio-economic, urban and rural backgrounds. A proportion of students have additional learning needs, including Students with Disabilities and Learning Difficulties, as well as those with Gifts and Talents. Reflecting this diversity, the interests, needs and abilities of the students can vary enormously. The Curriculum in the various Key Learning Areas is delivered via our School Curriculum Plan, to each of the multi-age/straight year level class groupings from Prep to Year Six. These class groupings utilise the Early Years Curriculum and the Australian Curriculum. Our school is proud to offer all students An Excellence in Music Program, including Junior/Senior Choirs; Junior/Senior Bands/Rock Band. We also have a gifted and talented program, a Pastoral Care Program, including a Chaplaincy Service, and ICTs which are utilised across all year levels to enhance teaching and learning. The St George State School promotes high expectations for student achievement, attendance and behaviour which is supported through the teaching of our whole School behavioural expectations – Be Safe, Be Responsible, Be Respectful.

Principal's Foreword

Introduction

Introduction

The St George State School provides the young people of St George with high quality teaching and learning focused on preparing them with the knowledge, skills and confidence to participate effectively in the community.

The School's explicit improvement agenda guides us in the pursuit of our vision of "Caring, Learning, Achieving Together" and is the cornerstone of School operations:

- Improving student reading data
- Improving student behaviour
- Improving student attendance

School Progress towards its goals in 2016

1. Improving student reading data

- Continued implementing the Academic Success Guarantee program.
- Continued to negotiate clear reading goals and targets for students with regular feedback for improvement.
- Continued to collect and analyse short cycle data (5 week) to inform the teaching of reading.
- Teachers and teacher aides engaged in professional development around Explicit Teaching, Break It Down, Build It Up and STRIVE vocabulary development.
- Teachers participated in school (once per term) and cluster (October PFD) moderation processes.
- School leaders reviewed and implemented the School reading framework.
- The Student Support Team reviewed and implemented the School's Continuum of Support to address the learning needs of all students.
- School leaders used the collaborative inquiry approach to analyse student achievement data and ensure differentiated teaching of reading.

2. Improving student behaviour

- Continued to implement the Positive Behaviour for Learning framework to build a positive environment for students' academic and social success.
- Continued to build students' emotional and social wellbeing through implementing 'Team Time' and the 'You Can Do It' pastoral care program.
- Continued to engage with external support agencies including (Allied Health, CYMHS, Goondir Health).
- Teachers and teacher aides engaged in professional development including the 'Effective Classroom Practices' training suite.
- Teachers engaged in classroom profiling as informed by classroom behaviour data.

3. Improving student attendance

- Continued to promote and implement the Academic Success Guarantee program with 95% attendance targets.
- Engaged the School community in celebrating improved attendance every 5 weeks.
- School leaders reviewed and implemented the School attendance policy.
- Continued to engage with external agencies (Police, Lifeline) to support individual students and families around attendance.

Future Outlook

School Improvement Priorities 2017

Improvement Priority 1: An Explicit Improvement Agenda		
Targets: <ul style="list-style-type: none"> • 85% of Year 3 & 5 students at or above NMS in reading. • 100% of students achieving one year's growth in reading tracked against PAT R and Regional Benchmarks. • 100% of teachers engaged with reading coach to complete the 'How to Teach Reading' module. • 100% SOS total agreement – 'I have access to quality professional development'. • 100% of classroom teachers profiled. • Minimum of 2 classroom teachers trained in profiling. • Formal feedback and observation model developed, documented and implemented. • 100% SOS total agreement – 'I receive useful feedback about my work at this school'. 		
Improvement Strategy	Actions	Timeline
Implement Priority Review Action Plan.	Implement a consistent approach to the management of student behaviour.	Ongoing
	Implement a consistent pedagogical approach to the teaching of reading.	Ongoing
	Implement a formal observation and feedback model.	Ongoing
	Implement Investing for Success agreement.	Ongoing

Improvement Priority 2: Curriculum, Pedagogy and Learning		
Targets: <ul style="list-style-type: none"> • Curriculum Framework reviewed and updated. • SMARP reviewed and updated. • Reading Manifesto reviewed and updated. • PAT R and PAT M online testing implemented. • 100% teachers engaged in planning meetings with HOC and/or Language Leader (once per term). 		
Improvement Strategy	Actions	Timeline
Update School's Curriculum Framework.	School leaders to review and update Curriculum Plan and School Monitoring, Assessment and Reporting Plan (SMARP).	Term 1, 2017
Update School's Reading Manifesto.	School leaders to consult with regional personnel to review and update the School's Reading Manifesto.	Term 1, 2017
Facilitate the use of data to drive continuous improvement in pedagogical practice and student outcomes.	Implement the Academic Success Guarantee Program (including 5 week reading data cycles).	Ongoing
	Implement the SMARP.	Ongoing
	Purchase and implement PAT R and PAT M online testing.	Term 4, 2017
	Implement Investing for Success agreement.	Ongoing
Implement the 'Break it Down, Build it Up' Framework.	Teachers engaged in planning meetings with the HOC and/or Language Leader.	Ongoing (once per term)
	Implement Language for Learning units	Ongoing

Improvement Priority 3: Staff Capability Development		
Targets: <ul style="list-style-type: none"> Professional Learning Plan developed and implemented. Staff APDP developed, implemented and reviewed. Formal observation and feedback model developed and implemented. 100% engaged in formal classroom observation and feedback. 		
Improvement Strategy	Actions	Timeline
Develop and document School's Professional Learning Plan in line with the School's EIA.	School leaders to identify professional learning needs.	Term 1, 2017
Align staff Annual Performance Development Plans with the School's EIA.	School leaders to meet with all staff to develop Annual Performance Development Plans.	Term 1, 2017
Develop and implement a formal observation and feedback model.	School leaders to attend coaching and feedback training.	Term 1, 2017
	Consult with key staff to develop formal observation and feedback model.	Term 2, 2017
	Implement Investing for Success agreement.	Ongoing

Improvement Priority 4: School and Community Partnerships		
Targets: <ul style="list-style-type: none"> Improved community understanding of School's EIA. 		
Improvement Strategy	Actions	Timeline
Share and discuss the School's EIA with staff and School community.	Share EIA through newsletters, Facebook, P&C meetings and Community Education Forum.	Ongoing
Consult with community on the achievement of strategic priorities, improved student outcomes and targets.	Update community at staff meetings, P&C meetings and Community Education Forum.	Ongoing
Provide regular comprehensive communication and information to staff, parents and wider community.	Utilise weekly newsletters, Facebook, School Website and School sign to ensure regular communication to parents and community.	Ongoing

Improvement Priority 5: School Improvement Process		
Targets: <ul style="list-style-type: none"> Identified School plans and documents reviewed, updated and implemented. 		
Improvement Strategy	Actions	Timeline
Review Responsible Behaviour Plan for Students.	Consult with key staff to review and update plan.	Term 1
Review Positive Behaviour for Learning implementation.	Consult with key staff to review and update PBL implementation.	Term 1
Review and respond to Internal Audit requirements.	Consult with key staff to review and implement audit recommendations.	Ongoing
Develop School Infrastructure Plan.	Consult with key staff to develop plan.	Term 1
Review School Emergency Management Plan (EMP).	Consult with key staff to review and update plan.	Term 1
Review and respond to Priority School Review recommendations.	Consult with key staff to review and implement Priority Review recommendations.	Ongoing
Review and update School's Reading Manifesto.	Consult with key staff to review and update document.	Term 1
Implement online roll marking.	Use OneSchool and MGM Wireless to mark rolls electronically.	Ongoing
Implement OneSchool behaviour and parent contact recording.	Use OneSchool to record behaviour referrals and parent contact.	Ongoing

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	208	98	110	107	88%
2015*	217	92	125	121	91%
2016	208	77	131	118	86%

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

The student population consists of a diverse range of cultural, socio-economic, urban and rural backgrounds. A proportion of students have additional learning needs, including students with a verified disability, students with learning difficulties and students with specific gifts and talents. Reflecting this diversity, the interests, needs and abilities of the students vary enormously.

Average Class Sizes

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

Phase	AVERAGE CLASS SIZES		
	2014	2015*	2016
Prep – Year 3	21	25	25
Year 4 – Year 7	27	28	26
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

The Curriculum in the various Key Learning Areas is delivered via our School Curriculum Plan to each of the multi-age/straight-year-level class groupings. The Early Years Curriculum, delivered in the Prep Class, provides the foundation for life-long learning as well as the foundation for literacy and numeracy development.

Our distinctive curriculum offerings

- A Special Education Program.
- A Gifted and Talented Education Program.
- A Pastoral Care Program.

Co-curricular Activities

- An Excellence in Music Program, which includes Junior and Senior Choirs, Junior and Senior Bands and the School Rock Band and opportunities for individual/small group choral activities.
- An extensive sport program which includes instruction in a range of team and individual sports.

How Information and Communication Technologies are used to Assist Learning

- Information Communication Technologies are utilized to enhance daily teaching and learning. All teaching blocks have wireless access to the internet which enables the School's laptop computers, XO Laptops and iPads to be accessed by all students from Prep to Year Six.

Social Climate

Overview

The School's commitment to providing a safe, tolerant and disciplined learning environment is recognized through our extensive Pastoral Care Program. Features of this program include awards to celebrate students' successes and achievements, early intervention for students at risk of disengaging, social skilling and anti-violence/ anti-bullying programs, Team Time, lunch time activities, Student Mentoring Program and Chaplaincy Program.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	91%
this is a good school (S2035)	100%	80%	100%
their child likes being at this school* (S2001)	83%	80%	100%
their child feels safe at this school* (S2002)	100%	80%	91%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	80%	100%
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)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	71%	80%	82%
this school looks for ways to improve* (S2013)	100%	100%	91%
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%	100%	97%
they like being at their school* (S2036)	89%	100%	95%
they feel safe at their school* (S2037)	95%	100%	92%
their teachers motivate them to learn* (S2038)	100%	100%	97%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	95%
teachers treat students fairly at their school* (S2041)	95%	97%	92%
they can talk to their teachers about their concerns* (S2042)	100%	100%	89%
their school takes students' opinions seriously* (S2043)	100%	96%	85%
student behaviour is well managed at their school* (S2044)	100%	97%	64%
their school looks for ways to improve* (S2045)	100%	100%	89%
their school is well maintained* (S2046)	100%	93%	91%
their school gives them opportunities to do interesting things* (S2047)	97%	100%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	94%	100%
they feel that their school is a safe place in which to work (S2070)	100%	89%	100%
they receive useful feedback about their work at their school (S2071)	100%	89%	94%
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)	96%	89%	89%
student behaviour is well managed at their school (S2074)	92%	83%	89%
staff are well supported at their school (S2075)	96%	83%	94%
their school takes staff opinions seriously (S2076)	96%	83%	83%
their school looks for ways to improve (S2077)	100%	94%	94%
their school is well maintained (S2078)	100%	94%	100%
their school gives them opportunities to do interesting things (S2079)	100%	89%	94%

* 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

A variety of strategies are used to involve parents and the wider community, including:

- A classroom and administration "open-door" culture.
- Special community activities e.g. Book Week, Education Week, NAIDOC Week, Science Week.
- Parent/Teacher Conferences.
- Staff involvement in the P & C and Community Education Forum.
- Staff involvement in community activities.
- School community involvement in wider community activities e.g. ANZAC Day, Annual Show.
- Class and School Showcases.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs include 'Positive Futures', and 'You Can Do It'. The respectful relationships education program is also embedded within our HPE curriculum delivery.

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	36	68	108
Long Suspensions – 6 to 20 days	8	2	4
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 has engaged in the Earth Smart Science program which aims to reduce our School's ecological footprints through the development and implementation of a School Environmental Management Plan (SEMP). The SEMP sees a whole-of-School approach to wisely managing School resources and focuses on water minimisation, water conservation, energy efficiency and biodiversity improvements.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	83,634	0
2014-2015	102,315	
2015-2016	50,502	550

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 '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	23	18	5
Full-time Equivalents	20	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	19
Diploma	2
Certificate	0

*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 \$9586.25

The community of St George State School believes that, when the opportunity is given, all staff (School Leaders, Teachers and Support Staff) seek to develop their skills, knowledge and performance throughout their careers. They do this to achieve personal satisfaction, as well as to improve the educational outcomes of St George State School students. St George State School's approach to Professional Development has been adopted to suit the needs of individuals, the school, and the wider St George Community.

The major professional development initiatives are as follows:

- P-12 Curriculum, Assessment and Reporting Framework (CARF)
- P-10 Literacy Continuum.
- Whole School Curriculum Plan.
- STRIVE vocabulary development program.
- English as an additional language/dialect; Break in Down, Build it Up Framework (EAL/D;BIDBIU).
- OneSchool.
- Behaviour Management – Effective Classroom Practices (ECP); Positive Behaviour for Learning.
- Australian Curriculum.
- DDSW Charter of Expectations.
- Take the Lead – Aspiring Small School Principals.
- Peer Skills
- Play is the Way
- First Aid & Pool Life Guard
- National Disability Scheme

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 75% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

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).	88%	87%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	83%	85%

*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%.

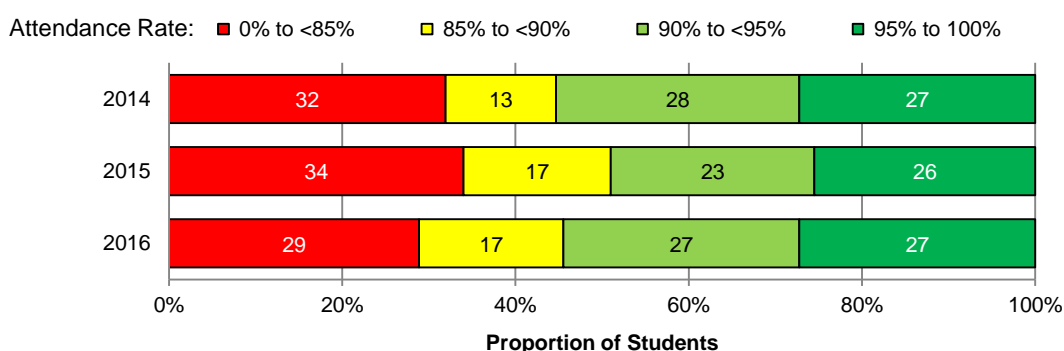
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%	89%	83%	89%	88%	91%	88%	90%					
2015	88%	85%	89%	84%	85%	85%	91%						
2016	88%	90%	87%	90%	86%	87%	87%						

*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.

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

At St George State School, if a student has an unexplained absence, parents of the student are contacted on the same day of the absence, seeking a reason for the absence. When appropriate, the School contacts the Department of Child Safety and /or the Queensland Police to report an unexplained absence, or an absence for which an unsatisfactory explanation has been provided. Parents are involved in meetings with the Principal to discuss unexplained and lengthy absences.

Class rolls are maintained for each roll class. Class teachers use OnesSchool to mark rolls electronically at the commencement of the first and last sessions of each day.

NAPLAN

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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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.