St George State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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From the Principal

School overview

The St George State School is a Band 8 School located in Education Queensland's Roma District, 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 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 Australian Curriculum and related resources. Our school is proud to offer all students An Excellence in Music Programme, including Junior/Senior Choirs; Junior/Senior Bands. We have a gifted and talented programme, a Pastoral Care Programme, a Chaplaincy Service, and a number of 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 – I am Safe, I am Responsible, I am Respectful. These expectations underpin our school motto "Caring, Learning and Achieving together".

School progress towards its goals in 2018

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. During 2018, the school developed a vision statement that is futures oriented encapsulating our passion for St George students to achieve to their maximum capacity: "Working together, preparing our students through developing their knowledge, skills, values and confidence to become active, valued, global citizens."

The School's Explicit Improvement Agenda (EIP) guides us in the pursuit of our vision of "Caring, Learning, Achieving Together" and is the cornerstone of school operations:

School Progress towards its Priorities in 2018 (<mark>achieved</mark>; <mark>continued focus in 2019</mark>**)**

Explicit Improvement Agenda	
Strategy –Implement Priority Review Action Plan	**Actions**
Implemented a consistent pedagogical approach to the teaching of reading.	Engaged with CLAW Team in pedagogical approach to the teaching of reading
Implemented the Investing for Success agreement.	Employment of additional staff to target whole school reading agenda
Implemented a formal observation and feedback model.	8 staff member trained in Cognitive Coaching Days 1 - 4 in 2018 Days 5 – 8 in 2019 Develop formal process
Curriculum, Pedagogy and Learning	
Reviewed and updated the School's Curriculum Plan and Monitoring, Assessment and Reporting Plan.	ongoing
Reviewed and updated the School's Reading Manifesto. .	ongoing
Implemented the Academic Success Guarantee Program.	5 weekly cycle review of attendance Updated ASG list of student engagement 146 students participated in ASG in 2018
Used data to drive continuous improvement in pedagogical practice toward improved student outcomes	ongoing

Purchased and implemented PATR and PATM online testing.	PAT R testing implemented and completed PAT M testing for 2019
Implemented the "Break it Down, Build it Up" Framework	Planning cycles twice per term
Staff Capability Development	
Developed and documented School's Professional Learning Plan in line with the EIA.	Ongoing
Developed and implemented a formal coaching and feedback model – utilising Watching Others Work, classroom profiling and coaching conversations	100% of teachers classroom profile trained Cycle of WOW and observations occurred
Aligned staff Annual Performance Development Plans with the EIA.	Formalised process to develop in 2019
School and Community Partnerships	
Shared and discussed the School's EIA with staff and school community.	Staff Meetings; Staff Newsletter;
Consulted with community on the achievement of strategic priorities, improved student outcomes and targets.	School n=Newsletters; P&C Meetings; Community Engagement Forums;
Provided regular comprehensive communication and information to staff, parents and wider community.	Introduced 'Have Your Say' Day
1. **School Improvement Process**	
Reviewed Responsible Behaviour Plan for Students.	Comprehensive Review in 2018
Reviewed Positive Behaviour for Learning implementation.	
Reviewed and responded to Priority School Review recommendations	ongoing
Review and update school's Reading Manifesto	ongoing
Reviewed and responded to Internal Audit requirements.	ongoing
Developed School Infrastructure Plan.	Achieved
Reviewed School Emergency Management Plan	Reviewed

Celebrations of achievement: 2018:

Academic Achievement:

85% of students achieved end of year Regional Benchmarks in reading

92% of Year 3 students achieved NMS in NAPLAN reading – increase from 89.3% in 2017

16% of Year 3 students achieved U2B in NAPLAN reading

While NMS for Year 5 was similar 2017 – 2018, the number of Year 5 students in the U2B doubled from 8.3% to 15.7%

Year 3 – 5 relative gains in reading (2016 – 2018) were similar to SQSS

Community Engagement Achievement:

The refurbishment of B Block, encompassing 6 teaching class spaces has enabled 21st Century education to be embraced in St George. These class spaces are enabled with 65" interactive panels, computer, laptop and ipad technology. Sound Field Systems and Hearing Augmentation ensures that the high incidence of

conductive hearing loss is combated through even and consistent amplification of the teacher's voice. The impact for student engagement and learning is evident.

St George State School hosted the Regional Opti-Minds competition for the first time. This event showcased our school, facilities and staff, building stronger school-community connections.

We proudly supported and encouraged an aspiring athlete from our year 5 student cohort who achieved bronze at National Level Sporting Competition in the 800m event.

Staff Achievements:

St George State School staff have willingly engaged in local and regional professional development and are on an implementation plan of: Class Case Management; Leading Learning Collaboration through Learning Walls articulating Learning Intention and Success Criteria; and the continued use and development of the Literacy Continua Clusters to inform teaching and learning. Their enthusiasm for the improved learning outcomes for all students is to be highly commended.

Future outlook

School Progress towards its Priorities in 2019

Explicit Improvement Agenda		
Strategy 1 – Implement Priority Review Action Plan	**Targets**	**Timeline**
Actions: • Implement observation and feedback cycle once per term - formal and informal observation. • Implement a consistent pedagogical approach to the teaching of reading – unpacking the elements of the Big 6 in reading. • Implement a school wide process for the teaching of writing • Implement the Investing for Success agreement.	85% of all students achieving end of year Regional Benchmark in reading. 85% of Year 3 students at or above NMS in NAPLAN reading. 85% of Year 5 students at or above NMS in NAPLAN reading. 25% of students in Year 3 and 5 achieve NAPLAN Upper Two Bands for reading. SOS - 100% of community response that "This is a good school."	ongoing
Strategy 2 - Curriculum, Pedagogy and Learning	**Targets**	**Timeline**
Actions: • Update School's Curriculum Framework • Review and update the School's Curriculum Plan and Monitoring, Assessment and Reporting Plan. • Review and updated the School's Reading Manifesto. • Facilitate the use of data to drive continuous improvement in pedagogical practice toward improved student outcomes • Implement Academic Success Guarantee	100% of teachers engaged in planning meetings, once per term with HoC, Principal, CLAW team 100% of teachers engaged in data conversations (reading) with Principal Disaggregate data to determine ICP process Review A-E data sets toward improved student data achievement	Each Term

		Target attendance so as to engage 150 students in ASG	
Strategy 3 - Staff Capability Development			**5**
Actions: • Develop and document School's Professional Learning Plan in line with the EIA. • Align staff Annual Performance Development Plans with the EIA. • Develop and implemented a formal coaching and feedback model – utilising Watching Others Work, classroom profiling and coaching conversations		100% staff have APDP 100% collegial engagement in formal and informal observations 100% teachers engaged in coaching and feedback conversations	Sem 1 Sem 2 Sem 2
Strategy 4 - School and Community Partnerships			
• Share and discuss the School's EIA with staff and school community. • Consult with community on the achievement of strategic priorities, improved student outcomes and targets. • Provide regular comprehensive communication and information to staff, parents and wider community.		One article per fortnight in School Newsletter detailing EIA Monthly P&C meetings with EIA information discussed Monthly Community Engagement Forums – engaging parents and community agencies	Ongoing Monthly Monthly
Strategy 5 - School Improvement Process			
• Review and implement Responsible Behaviour Plan for Students. • Reviewed and responded to Priority School Review recommendations • Reviewed and responded to Internal Audit requirements. • Developed School Infrastructure Plan. • Review School Emergency Management Plan.		Achieve review of each document	Ongoing

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	208	243	231
Girls	77	99	104
Boys	131	144	127
Indigenous	118	140	139
Enrolment continuity (Feb. – Nov.)	86%	92%	84%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	23	22
Year 4 – Year 6	26	29	24
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

The Australian Curriculum in the various Key Learning Areas is delivered via our School Curriculum Plan to each of the multi-age class groupings. St George State School has made a deliberate decision to maintain Prep as an separate class grouping. The Early Years Curriculum, delivered in the Prep Class, through the lens of Age Appropriate Pedagogies provides the foundation for life-long learning as well as the foundation for literacy and numeracy development.

Our distinctive curriculum offerings:
- Age-Appropriate Pedagogy across Prep – Year 2 classrooms.
- 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 opportunities for individual/small group choral activities.
- An extensive sport program including 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 65" interactive panels to enable the highest engagement in touch screen technology to enhance student learning. All buildings 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 comprehensive Responsible Behaviour Plan for Students. The Responsible Behaviour Plan for Students outlines our school expectations, the acknowledgement and consequence systems and the processes for recognising and responding to incidents of bullying behaviours. We monitor student social-emotional wellbeing through the Student Support Team and and 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. In 2018, the school introduced a social-emotional learning program, Zones of Regulation, a known researched and best practice program and to compliment the work of local counsellors who support many of our students.

The school's commitment to community engagement is facilitated by the Community Engagement Team. The Community Engagement Team consists of a Community Engagement Teacher and a Community Liaison Officer. This team operates playgroup twice weekly, conducts community visits, engages in community meetings and facilitates the Community Education Forums each month.

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)	91%	80%	86%
• this is a good school (S2035)	100%	80%	80%
• their child likes being at this school* (S2001)	100%	100%	83%
• their child feels safe at this school* (S2002)	91%	90%	83%
• their child's learning needs are being met at this school* (S2003)	100%	80%	77%
• their child is making good progress at this school* (S2004)	100%	80%	79%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	86%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	93%
• teachers at this school treat students fairly* (S2008)	100%	90%	73%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
• this school works with them to support their child's learning* (S2010)	100%	80%	93%
• this school takes parents' opinions seriously* (S2011)	100%	70%	77%
• student behaviour is well managed at this school* (S2012)	82%	40%	53%
• this school looks for ways to improve* (S2013)	91%	90%	90%
• this school is well maintained* (S2014)	100%	70%	93%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	98%	81%
• they like being at their school* (S2036)	95%	98%	78%
• they feel safe at their school* (S2037)	92%	86%	79%
• their teachers motivate them to learn* (S2038)	97%	100%	95%
• their teachers expect them to do their best* (S2039)	97%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	100%	95%
• teachers treat students fairly at their school* (S2041)	92%	98%	85%
• they can talk to their teachers about their concerns* (S2042)	89%	98%	89%
• their school takes students' opinions seriously* (S2043)	85%	98%	82%
• student behaviour is well managed at their school* (S2044)	64%	89%	69%
• their school looks for ways to improve* (S2045)	89%	98%	94%
• their school is well maintained* (S2046)	91%	98%	86%
• their school gives them opportunities to do interesting things* (S2047)	94%	98%	93%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	87%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	87%	82%
• they receive useful feedback about their work at their school (S2071)	94%	70%	73%
• 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%	95%	100%
• students are treated fairly at their school (S2073)	89%	82%	91%
• student behaviour is well managed at their school (S2074)	89%	74%	82%
• staff are well supported at their school (S2075)	94%	57%	73%
• their school takes staff opinions seriously (S2076)	83%	62%	91%
• their school looks for ways to improve (S2077)	94%	91%	95%
• their school is well maintained (S2078)	100%	83%	91%
• their school gives them opportunities to do interesting things (S2079)	94%	70%	77%

Percentage of school staff who agree# that:	2016	2017	2018

* 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

There is implementation of a variety of strategies used to involve parents and the wider community, including:
- A classroom and administration "open-door" culture.
- Volunteer induction program for parents to engage in volunteer activities within classrooms.
- Special community activities e.g. Book Week, Education Week, NAIDOC Week, Science Week.
- Regional Opti-Minds Competition.
- Academic Success Guarantee – parents are invited to morning teas for new parents/carers and celebrations of success each 5 weeks.
- Parent/Teacher/Student Conferences twice yearly.
- Staff involvement in the P & C and Community Education Forum.
- Staff involvement in community activities – eg Spring Fling and P&C Events.
- School community involvement in wider community activities e.g. ANZAC Day, Armistice Day, Senior Games, Annual Show.
- Student visits to local community groups – Prep visits back to Kindy/Day Care; Junior School Circus visits Warrawee; Kindy/Day Care mini-Olympics and engagement at school sports days.
- Class and School Showcases once per term

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This year the school has introduced the researched and evidence based "Zones of Regulation Program" to teach emotional regulation to students. Embedded into our weekly Team Time program is the Respectful Relationships program. Each year the school recognises National Day of Action against Bullying and Violence with a visit from our school mascot, Peli. Across our classrooms and displayed around the school and community are posters and activities that promote our engagement in the Anti-Bullying activities to demonstrate our commitment to a safe school and community.

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	108	147	162
Long suspensions – 11 to 20 days	4	5	1
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 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 biodiverstiy improvements.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	50,502	84,432	115,531
Water (kL)	550	275	275

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	25	16	<5
Full-time equivalents	23	13	<5

*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
Doctorate	
Masters	1
Graduate Diploma etc.*	0
Bachelor degree	23
Diploma	1
Certificate	

*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 2018 were $34 500.

The major professional development initiatives are as follows:

- The major professional development initiatives are as follows:
- Classroom Profiling
- Coaching and Mentoring
- Workplace Health & Safety
- Behaviour
- School Improvement
- Principal Development
- Corporate Training
- Professional Reading
- Capacity Building
- Beginning Teacher Mentoring

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% 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	88%	87%	87%
Attendance rate for Indigenous** students at this school	85%	84%	83%

* 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	88%	91%	89%
Year 1	90%	88%	88%
Year 2	87%	90%	85%
Year 3	90%	82%	89%
Year 4	86%	89%	84%
Year 5	87%	82%	88%
Year 6	87%	87%	85%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	29	17	27	27
2017	30	13	28	30
2018	35	14	24	27

Proportion of Students
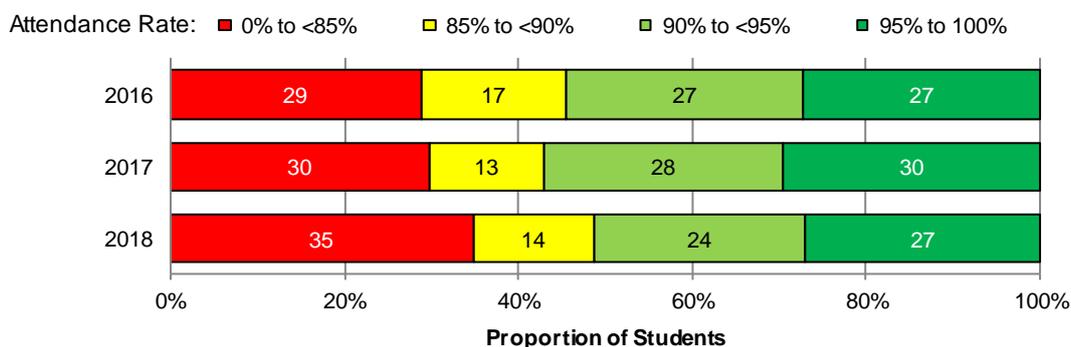
Description of how this school manages non-attendance

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.

At St George State School, Class rolls are maintained for each roll class. Class teachers use OneSchool to mark rolls electronically at the commencement of the first and last sessions of each day.

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 Deputy Principal to discuss unexplained and lengthy absences.

St George State School collaboratively created the initiative "Petero's Peeps". We are currently in our fourth year of implementation of the Petero Peep's program. Petero's Peeps forms a monthly recognition of student attendance, behaviour and effort. Students must maintain 95% attendance to be eligible as a "Petero Peep". This is a highly sought after recognition.

The Academic Success Guarantee initiative ensures that students whose attendance maintains 95% or higher are eligible for additional teacher aide time allocated to their classroom. This teacher aide time has a specific focus on reading within all curriculum areas.

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.

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 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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.