Grosmont State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Opened in 1957, Grosmont State School is a picturesque small school nestled among productive cattle and wheat growing country. In recent years the gas and coal mining industries have also been established in the area. Grosmont is 435kms West/North/West of Brisbane, 20kms off the Leichhardt Highway, between the towns of Wandoan and Taroom.

A Band 5, Prep to Year 6 school, Grosmont State School offers a varied, personalised instruction to its students underpinned by the Australian Curriculum. Our school's curriculum provides access to broad and wide-ranging educational opportunities in a safe, supportive environment, which will equip our students for the future. Our motto, 'Aim High' is embraced by students and teaching staff alike as they strive to achieve high standards in academic, cultural, social and sporting endeavours. This is enhanced by the encouragement of open communication, mutual respect and self-discipline.

Grosmont and Guluguba State Schools frequently join in sporting and social functions and have recently combined with the Tri-stars (Condamine, Drillham and Dulacca) giving our students further opportunities to succeed in the sporting arena.

School progress towards its goals in 2018

During 2018 the Explicit Improvement Priority focused on Literacy, especially in the areas of reading and writing.

Targets	Actions	Progress
100% of students reading at or above Regional Benchmarks.	Review data collection, benchmarks and targets.	Ongoing
	Deliver focused teaching strategies which address the students' individual learning needs in the area of reading.	Ongoing
	Deliver focused teaching strategies which address the students' individual learning needs in the area of reading comprehension.	Ongoing
100% of staff participating in PD aligned to school priorities	Have staff participate in Professional development to up-skill themselves in the area of reading comprehension.	Ongoing
100% of students reaching Regional Benchmarks in Writing and 'Gains' in the area of Writing in Naplan.	Provide exemplars of explicit teaching of writing.	Ongoing
	Continue to monitor the Cars and Stars Comprehension Programme.	Ongoing
	Professional Development on Explicit Teaching of Writing.	Ongoing
	Continue providing genuine feedback for students writing.	Ongoing

Future outlook

Targets	Actions	Progress
100% of students reading at or above Regional Benchmarks.	Provide students with opportunities to read daily, guided reading several times a week at school and books to read at home. A reward system has been implemented to reward daily home reading.	Ongoing
	Implement individual learning goals for Reading and Writing using the Literacy Continuum.	Ongoing
	Fund additional Teacher Aide hours as required to support students learning and allow teachers to teach.	Ongoing
	Review and update whole School Curriculum Plan to ensure all aspects of the Australian Curriculum V8.2 are being met.	Term 3
100% of staff participating in PD aligned to school priorities	Teacher and Teacher-Aides attend Professional Development on The Big 6.	Term 1
	Observe Reading Lessons in other small schools	ongoing

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	2	4	2
Girls	1	2	
Boys	1	2	2
Indigenous			
Enrolment continuity (Feb. – Nov.)	67%	50%	100%

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

Grosmont State School is a Prep – Year 6 school, which draws it enrolments predominantly from the surrounding rural community. In 2018 Grosmont State School consisted of one class with one full time classroom teacher and one part time classroom teacher to ensure consistency of staff and development of effective relationships.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	3	4	2
Year 4 – Year 6			
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 8 Key Learning Areas are offered at Grosmont State School, including English, Maths, Science, Hass (History and Geography), Health, Technology and Art, using the Australian Curriculum and C2C resources. The curriculum is delivered in a multi-aged classroom to encourage the interaction of Prep-Year 6 so that they can learn from each other.

"Spelling Mastery" and 'Stams and Cams' are part of the targeted programmes to improve the spelling and numeracy levels in our school.

Visiting specialists in the areas of Health and Music visit the school weekly. Children with learning difficulties are supported through accessing a learning support teacher and through one-on-one support with daily learning tasks.

Each day begins with students running around the school. Physical fitness is encouraged and students have access to an extensive array of sporting equipment. Students have the opportunity to participate in Small Schools sporting events with other Band 5 schools in the Miles Cluster, Miles and District Sporting trials and an athletics coaching day each year.

Co-curricular activities

At Grosmont State School, students are offered a wide range of extra curriculum activities to participate in. Some of these include:

- Bi-annual school camp. This year to Canberra.
- Two lots of five-day intensive Learn-to-swim lessons, one in Term 1 and the other in Term 4. This year the lessons included a camp at the Sunshine Coast.
- Visits from Columboola Environmental Education Centre to teach Science related subjects.
- Small school sporting events including swimming, cross country, Athletics and Athletics coaching.
- Community tennis events and BBQ, sponsored by the P & C.
- Entries in the Wandoan Show.
- School visits with Guluguba State School.
- Anzac Day March and Remembrance Day Service.
- On-line Impact lessons.
- Premier' Reading Challenge.

How information and communication technologies are used to assist learning

Students and staff at Grosmont State School have access to a wide range of well-maintained ICT equipment, including a PC, laptop and iPad for each student. The classroom is equipped with an interactive White board, and a large Flat-Screen TV. All digital devices have access to the school network and internet through wireless networks.

ICT's are used:

- To support the implementation of the Australian and Queensland Curriculum.
- To support student learning and unit work through activities such as multi-modal presentations and voice recording.
- To support students research and information collection.
- To support students in their presentation of assignments and assessment.
- To provide individualised support for learning through IMPACT online lessons.
- To support students in their keyboard skill learning by using the Type quick programme.

Social climate

Overview

Grosmont State School is proud to provide a safe and supportive learning environment and inclusive and engaging curriculum delivery. We encourage students to develop knowledge and skills to make them productive and caring people.

A fortnightly Newsletter is sent out to the parents to keep them informed of upcoming school events, classroom activities, student's successes and State Schooling initiatives. The school has an active P&C who support the school financially and through active participation and volunteering.

Parents receive two written reports each year and the school has an open door policy, where parents are encouraged to ask about their child's progress and come with any concerns, which are dealt with expeditiously.

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

* 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)	DW	100%	DW
• they like being at their school* (S2036)	DW	100%	DW
• they feel safe at their school* (S2037)	DW	100%	DW
• their teachers motivate them to learn* (S2038)	DW	100%	DW
• their teachers expect them to do their best* (S2039)	DW	100%	DW
• their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	DW
• teachers treat students fairly at their school* (S2041)	DW	100%	DW
• they can talk to their teachers about their concerns* (S2042)	DW	100%	DW
• their school takes students' opinions seriously* (S2043)	DW	100%	DW
• student behaviour is well managed at their school* (S2044)	DW	100%	DW
• their school looks for ways to improve* (S2045)	DW	100%	DW
• their school is well maintained* (S2046)	DW	100%	DW
• their school gives them opportunities to do interesting things* (S2047)	DW	100%	DW

* 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%	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 encouraged to be active in the life of the school. The staff and the P & C are on hand to facilitate parent involvement in such ways as:

- Reading programs
- Art/Craft lessons
- Assist on camps and excursions
- Fundraisers and assistance with school events
- Joining the P & C Association
- Educational activities in the classroom
- Sporting events
- Volunteering at working bees

Respectful relationships education programs

Grosmont State School has developed and implemented a programme that focuses on appropriate, respectful, equitable and healthy relationships. Relationships are covered through health units, where students act out and demonstrate positive behaviours.

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

11 solar panels have been installed at Grosmont State School to reduce energy consumption. Other measures include:

- Turning off lights and air conditioning when not in use.
- Opening windows during the cooler months.
- Use of timed irrigation system
- Reuse of paper

The school relies on tanks and a bore for its water supply. Pumps are required to circulate the water, which impacts on our electricity costs. The server requires the air conditioner to run 24 hours a day to keep the device at the required temperature during spring and summer and some of autumn.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	8,405	13,647	17,228
Water (kL)			

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.
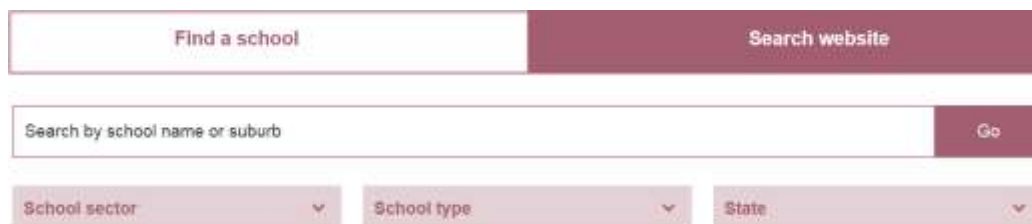
School funding

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	2	1	0
Full-time equivalents	1	1	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
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	1
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 $9491.

The major professional development initiatives are as follows:

- Moderation
- Miles cluster principal meetings; Band 5 principal meetings; Regional business meetings
- Mandated training
- First aid training
- Literacy and numeracy
- OneSchool

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%	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 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	95%	98%	92%
Attendance rate for Indigenous** students at this school			

* 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
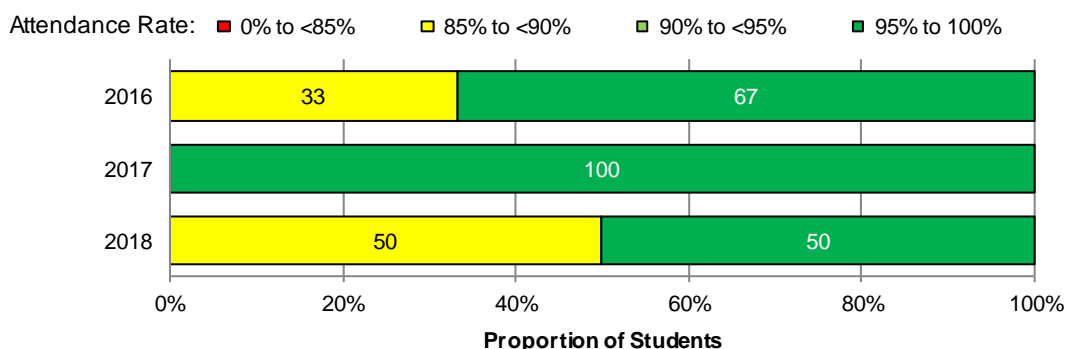
Year level	2016	2017	2018
Prep		98%	
Year 1			DW
Year 2	DW		
Year 3	DW	DW	
Year 4	DW	DW	
Year 5			DW
Year 6			

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		
2016	33	67
2017	100	
2018	50	50

0%   20%   40%   60%   80%   100%

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 Grosmont State School rolls are marked twice daily. Student non-attendance needs to be explained by parents through face to face notification, notes, emails o phone calls to the school, on the day in question or prior. The Principal follows up absences with families on the morning that the student is away if the school does not have knowledge of the absence. Unexplained absences are non-existent at Grosmont State School due to the communication between Principal and families.

Regular reminders regarding attendance are included in the school newsletter. A poster with the effects of non-attendance is clearly displayed on the door to the classroom. An overall attendance rating is published in the newsletter each fortnight.

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.

Conclusion

During 2018 we have continued our commitment to developing highly skilled staff so that they have the knowledge and resources to support our student body. This will continue during 2019 with an explicit improvement agenda focused on Reading and Reading Comprehension.