Croydon 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

Croydon State School is a co-educational, multi-grade school situated between Normanton and Georgetown. The Early Years Classroom caters for children in Remote Kindergarten to year 2. Prep is offered 5 days a week. The Senior Classroom caters for children in years 3 to 6. We have a strong focus on literacy and numeracy, with the other key learning areas taught in integrated units. Explicit teaching is emphasised in lesson deliveries, with the I Do, We Do, You Do approach. Improving vocabulary for improving reading is the focus for 2018. Each year we hold the Touch Football Competition, Eisteddfod and Cluster Swimming Carnival. The school also provides a kitchen garden program where the students are involved in growing foods at school that are used in our lunch program. A healthy lunch is provided at school Monday and Friday for each student. Our school has an Indigenous population of approximately 50%. Many of these students are considered second language learners and our curriculum structure is reflective of this. The curriculum has Indigenous perspectives imbedded into teaching and learning episodes. Croydon State School has a strong emphasis on using learning technology including, desktops, laptops, and ipads across subject areas. Year 6 students usually leave for boarding school for Year 7.Transitioning activities for Kindergarten and Year 6 students help to ensure the students are ready for their next phase of learning. Our school rules are for students to be Responsible, Respectful, Safe and an Active Learner. We are determined to provide the very best learning situations to enable our students to achieve to the best of their abilities. We aim for our children to be happy, life-long learners, strong problem solvers with well developed social skills.

School progress towards its goals in 2018

In 2018 we had a focus on reading and writing with our priority being an improvement in teaching capability. Transitioning our students into Prep from Kindy and into Year 7 from Year 6 was a high priority. Our student with a disability was a priority to transition into Year 7 as well. The strategies included:

READING

- Utilise fortnightly teacher meetings to assess vocabulary growth in each classroom and plan for future lessons
- Students to be taught links between reading, oral language and writing
- Staff to access Savannah Cluster PEAAC for upskilling on building vocabulary in the classroom
- Teachers to revisit reading strategies and deliver these to the classes one at time

Progress – the school made positive progress in this area.

WRITING

- Teachers to ensure each student has an individual writing goal written down and referred to daily.
- Teachers to teach vocabulary specific to the subject matter in each subject area ensuring specific vocabulary is used in all writing areas
- Teachers to meet every fortnight to assess students' progress in acquiring and using new vocabulary with plans for further teaching and learning in this area
- Staff to access Savannah Cluster PEAAC for upskilling on building vocabulary in the classroom

Progress – the school made positive progress in this area.

TRANSITION

- Continue to promote Remote Kindergarten in the community, plan for Kindergarten transition to Prep, plan for Year 6 transition to Year 7, put plan in place for SWD transition from Year 6

Progress – the school made positive and significant progress in this area

Future outlook

In 2019 we will improve student outcomes by continuing our focus on reading and continue our great work on transitioning our students into and out of the primary school setting.

Improving student outcomes by teaching reading within the AC

- Work with teachers to define the agreed, non-negotiable practices relating to the school's EIA, what this looks like in their classrooms and regularly monitor the implementation of this.
- Establish clear, aspirational targets for student performance in reading and monitor progress towards these targets through regular data cycles
- Provide time for members of the teaching team to interrogate school-based achievement data that promotes conversations relating to further improvements sought in student outcomes.
- Ensure the planned schedule for data collection is fully enacted, data is centrally recorded electronically, and processes are developed to display data for utilisation by school teams
- Provide PD for school staff to ensure their data literacy skills enable deeper understandings of data and the implications for learning.
- Develop and implement a timetabled, professional learning plan that details a broad range of opportunities for capability development for all school staff including coaching and mentoring and models of feedback.

Improve transitioning students into and out of the primary school setting

Remote kindergarten has been approved to continue in 2019, this sees the students being school ready for 2020. Students who have attended the remote kindergarten in 2018 have been more prepared for school than students in the past who have not had exposure to the school setting. Our Year 6 students will be asked where they will be attending Year 7 and the schools will be contacted to visit our school to orientate these students better. They will also be asked to supply copies of timetables and the school layout so the students can be more familiarised with reading these as this has been an obstacle to smooth transitioning for students in prior years. The high schools will also be asked to advise our school of any other obstacles they are aware of so these can be addressed at the Year 6 level. This close work with the high schools should ensure a smoother transition for our Year 6 students. Year 6 students will also attend transition camp to Brisbane in Term 4 with visits to Parliament House, the Science Centre and Museum and the State Library to expand their knowledge of life and what is available to them in a capital city.

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	34	40	36
Girls	23	24	23
Boys	11	16	13
Indigenous	15	16	18
Enrolment continuity (Feb. – Nov.)	86%	100%	92%

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

Croydon State School currently offers two multi age classrooms those being the junior class which is remote kindergarten, Prep to Year 2 and the senior class which is Years 3 to 6. The current indigenous enrolments are at 50%. There are students from stations the main industry being beef. Other students are from families employed by the Croydon Shire Council, local stores and our school. Our student population is stable in 2018. Due to the remoteness of our school, the Year 6 students will leave the area for Year 7 enrolment into boarding schools or families will move homes to be closer to a State school.

The senior and junior classes work closely together to deliver the Australian Curriculum. Japanese is the LOTE subject delivered to our Years 5 and 6 students by Cairns School of Distance Education.
Attendance is impacted by the remoteness of the school. Specialist appointments in Cairns or Townsville require a three day absence with two days being taken up by travel. Generally the whole family take the trip which results in more than one member of the family being absent.

Sporting events are well attended by the students and the wider community. There is a mutual respect and trust amongst the school community with students and adults working well together to improve the teaching and learning of students and adults.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 2	16	17	19
Year 3 – Year 6	24	21	23
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 Teaching and Learning Framework guides the curriculum planning.
Cars and Stars are used as strategies for the teaching of reading with explicit instruction highlighted in one area at a time.

C2C is used as a tool to deliver the Australian Curriculum through the digital guides.
Spelling Mastery is used from Year 1 – Year 6, the direct instruction allowing children to gradually build on their spelling knowledge
Lexile books are used in the senior classroom.
PROBE and PM programs are utilised to monitor students reading and comprehension.
PM Writing for all year levels has been utilised to build on writing skills.
Writing One Step At A Time has been implemented in the classrooms with positive results of students becoming more competent in staying on task for writing.
Inclusive practices occur through differentiated curriculum plans for students with disabilities.
Curriculum is differentiated for students working below year level.
Teaching staff meet every 5 weeks to discuss current data for individual students and plan for the next 5 weeks so each student can perform to their maximum potential.
Standardised and diagnostic assessments are used to determine learning needs to assist in the 5 week cycle of planning.
Reading Eggs, Maths Seeds and Mathletics have been purchased to assist in the teaching of reading and maths through ICTs.
Moderation occurs each term with schools from the Savannah Cluster.

Co-curricular activities

Our school hosts sporting and dancing for at least six other schools. We also attend sporting events that these schools host. These events include:

Swimming Carnival; Touch Football Carnival; Dance Eisteddfod; Savannah cross country races; athletics; hockey and basketball.

Other co-curricular activities include: Under 8's day; excursions and camps; healthy lunches; ANZAC day; Remembrance Day; NAIDOC week Year 5 Leadership Camp with the Walsh River Cluster.

How information and communication technologies are used to assist learning

At Croydon State School, ICT is used as a fundamental part of the learning cycle. All students and staff have access to computers and the internet. The school is in the process of having our wireless upgraded. Learning through the use of this technology includes computer and keyboard skills; on-line learning through the web using it for research, robotics, reading and mathematics. Ipads are used for portable technology and for use with a student with a disability. Senior students use ICT's to create and present power points and to produce final drafts of writing tasks.

Social climate

Overview

Our school is situated in a very remote location with the next nearest school being 150km in both directions. Although we involve ourselves with the schools at sporting events, we are generally on our own. This means our students see each other in and out of school time. This has created close relationships within the families of the community. The older students look out for the younger students in the school grounds and look to help the junior students with their reading, writing and in other KLA areas such as science. These leadership qualities are fostered in the senior students who are becoming good role models for the junior class. Peer leaders provide guidance and skills for conflict resolution to the younger students.

Positive behaviour for better learning is reinforced every day. Students are actively supported to develop healthy self-concepts. We have a Chaplain attend our school for two days of each week. This Chaplain provides values education to the students through games and discussions. The students have positive relationships demonstrated to them every day by the staff of the school. Our staff have positive and constructive interactions with the students and between each other. Each child's individual needs are met in a holistic manner with all staff knowing the student's needs and how to meet them. We also have an RFDS Senior Clinical Counsellor visit the school every Wednesday and works with students who have been identified by parents and teachers as requiring this extra support.

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%	50%
• this is a good school (S2035)	DW	100%	67%
• their child likes being at this school* (S2001)	DW	100%	67%
• their child feels safe at this school* (S2002)	DW	100%	100%
• their child's learning needs are being met at this school* (S2003)	DW	100%	50%
• their child is making good progress at this school* (S2004)	DW	100%	50%
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	67%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	67%
• teachers at this school motivate their child to learn* (S2007)	DW	100%	67%
• teachers at this school treat students fairly* (S2008)	DW	100%	33%
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	83%
• this school works with them to support their child's learning* (S2010)	DW	100%	67%
• this school takes parents' opinions seriously* (S2011)	DW	100%	67%
• student behaviour is well managed at this school* (S2012)	DW	100%	50%
• this school looks for ways to improve* (S2013)	DW	100%	67%
• this school is well maintained* (S2014)	DW	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	91%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	91%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	82%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	91%
• teachers treat students fairly at their school* (S2041)	75%	100%	90%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	80%
• student behaviour is well managed at their school* (S2044)	100%	91%	80%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	82%
• their school gives them opportunities to do interesting things* (S2047)	100%	91%	100%

Percentage of students 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	89%
• 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)	DW	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%	67%
• student behaviour is well managed at their school (S2074)	100%	100%	44%
• staff are well supported at their school (S2075)	100%	100%	89%
• their school takes staff opinions seriously (S2076)	100%	100%	89%
• 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%	89%

* 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 bring the students to school every day. This gives our teachers the opportunity to talk with parents about successes and concerns. All parents are aware of where their child is at any given point in time. Parents are invited into the classroom at any given time to observe lessons in progress. Parents are also comfortable in approaching the Administration team with concerns and feel they are heard and their concerns are attended to. Adjustments are made for students in the classroom as required. These adjustments are undertaken after consultation with teachers, parents and external professionals if necessary.

There is a sense of pride in our school by our staff, students, parents and wider community. Fundraisers are extremely well attended. Book Fair and Country Style Meals are just two of the main fundraisers in the school. The P & C has a solid relationship with members in the school and outer community. They work tirelessly to ensure they raise funds to purchase big ticket items that benefit every student in the school. Our bus being the last main purchase they made so the students can be transported to sporting events. Parents of past students often visit to update the teachers of their child's progress at boarding school.

The wider community involves itself in sporting events and preparation for these events. This means helping the students train for events, serving food and refereeing games. Croydon Shire Council releases some of their employees to enable them to help the school. They also allow the school to use the Council facilities and ensure the facilities are in top working order. Any requests made to the Council by the school are attended to immediately for the safety of the students, for example mosquito fogging or burning off around the school to ensure the students would be safe in case of fire in the dry conditions. The Shire Council also liaises with the school to organise activities which will benefit the school and community such as The Arts in particular drama and music. These activities further grow the confidence of the students as they present their show to parents and members of the wider community. Croydon State School operates a face book page which is well accessed by parents and families.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

The Buckets program is continuing and Growth Mindset has been introduced into the school and is taught in each classroom. It is a program that encourages resilience in students. It builds on the school rules of being respectful, responsible and safe and being an active learner. The students are taught that the way they react to a situation belongs to them. They are encouraged to work out minor playground problems before seeking help from an adult. They have a healthy relationship with all adults working in the school, teachers, teacher aides and administration and are comfortable to approach any adult to assist with conflicts. Gardner's Multiple Intelligences, in particular the Red Hat of feelings is also taught. That is, it is okay to be sad, upset or angry but it is not okay to take it out on others, one to one consultation is employed for this. Students are taught to use their words not violence against others.

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

Croydon State School utilises solar panels and three large water tanks to reduce its environmental footprint. Students are taught to ensure taps are completely turned off after use. Food scraps are used in compost and environmental awareness is taught in all year levels.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	48,886	51,418	46,715
Water (kL)	2,312	1,070	1,506

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, 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	7	<5
Full-time equivalents	3	4	<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.*	
Bachelor degree	2
Diploma	
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 $7,326.

The major professional development initiatives are as follows:

- 1st Aid Training for all staff
- Coaching and Mentoring
- Mandatory Induction
- Moderation practices and processes on a school and cluster level
- Whole school assessment and monitoring
- Aligning C2C Guides to Making Judgements to multi age classes
- Accessing Australian Curriculum through digital guides
- Undertaking Work Place Health and Safety training

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%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 67% 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	86%	88%	89%
Attendance rate for Indigenous** students at this school	79%	82%	87%

* 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	92%	91%	87%
Year 1	82%	89%	91%
Year 2	95%	74%	88%
Year 3	78%	94%	89%
Year 4	86%	87%	84%
Year 5	80%	90%	93%
Year 6	89%	DW	87%

Year level	2016	2017	2018
Year 7	DW		
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	36	15	21	28
2017	23	15	31	31
2018	23	28	35	15

Proportion of Students (0% to 100%)
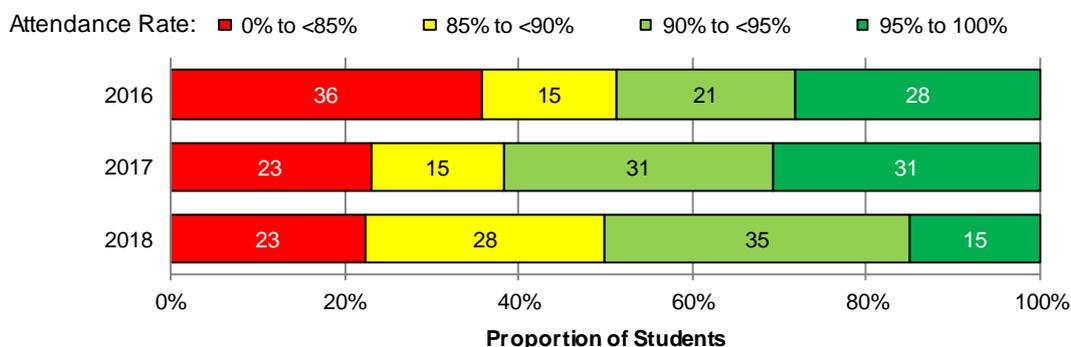
Description of how this school manages non-attendance

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.
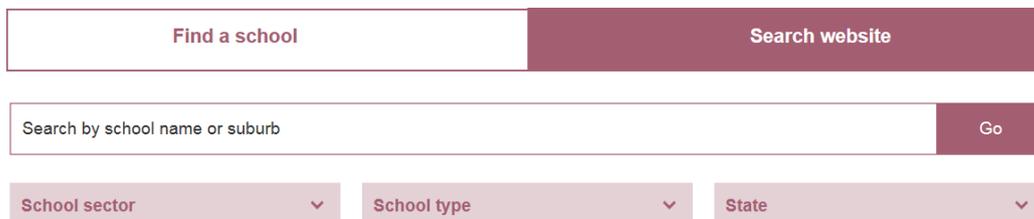
Every Day Counts and is encouraged at Croydon State School. Parents usually advise the school of planned absences which are due to travel for medical appointments or the purchase of supplies. These absences are noted in the Administration diary and teachers are advised and will note the reason on One School the following day. When absences are not advised by parents, Administration will phone contacts on the morning of the absence to enquire about the student absence. This will be noted on One School. Rolls are marked every morning and at the end of each day. Prolonged absences are discouraged however when this does occur it is managed in alignment with DET policy and procedures. There is a constant contact with parents to encourage attendance and the contact is noted on One School.

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.