

Croydon State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Croydon State School is situated approximately 540 kilometres west of Cairns and is classified as a remote area. There were 34 students recorded as being enrolled at the school in the February 2015 census. The percentage of indigenous students was 40%. The school had two teachers and a Teaching Principal. We had a strong focus on reading improvement in the school and implemented the Australian curriculum in a framework that emphasised an explicit teaching approach. Many of the students are regarded as second language learners and the school catered for them by developing differentiated teaching strategies developed in consultation with the Indigenous School Support Unit in Cairns.

School progress towards its goals in 2015

The following table demonstrates the progress compared to school targets for 2015.

Literacy						
Reading	School Target 2013	School Actual 2013	School Target 2014	School Actual 2014	School Target 2015	School Actual 2015
NAPLAN: NMS						
3	100	100	100	75	100	100
5	100	100	100	75	100	100
7	100	100	100	50		
NAPLAN: U2B						
3	0	0	30	25	30	0
5	10	0	20	0	30	50
7	0	0	50	50		
NAPLAN: MSS (#)						
3	407.6	280.7	418.6	359.6	-50	-71
5	496.8	431.1	500.7	430	489	516
7	533.3	453.4	545.8	515.6		

PM Reading (PM level)	School Target 2013	School Actual 2013	School Target 2014	School Actual 2014	School Target 2015	School Actual 2015
Prep	50 @ L5	40	80	42%	60%	40%
Prep	30 @ L10	20	50	0%	30%	0%
1	50 @ L15	44	60	33%	50%	0%
1	20 @ L20	0	50	17%	20%	0%
2	100 @ L20	66	60	50%	60%	33%
2	30 @ L25	33	40	10%	30%	15%
3	100 @ L25	100	100	33%	100%	50%
3	50 @ L30	50	60	33%	50%	0%
4	50 @ L30	20	100	100%	60%	33%
PAT Reading	School Target 2013	School Actual 2013	School Target 2014	School Actual 2014	School Target 2015	School Actual 2015
Prep	23/54/23	40/30/30	23/54/23	30/70/0	23/54/23	40/60/0
1	23/54/23	44/56/0	23/54/23	66/17/17	23/54/23	100/0/0
2	23/54/23	33/33/33	23/54/23	75/25/0	23/54/23	49/34/17
junior class					23/54/23	56/31/12
3	23/54/23	50/50/0	23/54/23	67/0/33	23/54/23	50/50/0
4	23/54/23	80/0/20	23/54/23	0/50/50	23/54/23	66/34/0
5	23/54/23	44/56/0	23/54/23	75/25/0	23/54/23	50/50/0
6	23/54/23	66/0/34	23/54/23	0/33/66	23/54/23	100/0/0
senior class					23/54/23	61/39/0

Future outlook

Achieve 100% NMS in reading, writing and numeracy in NAPLAN in years 3 and 5 or have an evidenced based learning plan in place in address specific needs.

PatR testing Move prep cohort from 40/60/0 to 20/60/20 in year 1; Year 1 from 100/0/0 to 40/60/0 in year 2; Year 2 from 49/34/17 to 18/48/34 in year 3; Year 3 from 50/50/0 to 20/60/20 in year 4; Year 4 from 66/34/0 to 33/34/33 in year 5; Year 5 from 50/50/0 to 0/50/50 in year 6.

Improve PM reading levels in Prep from 40% at level 5 to 60% at level 5

Improve PM reading levels from 40% at level 5 in Prep to 60% at level 15 and 20% at level 20 in year 1

Improve PM reading levels from between levels 8 – 13 in year 1 to 100% of students at level 20 in year 2

Improve PM reading levels in year 3 to 65% at level 25 and 35% at level 30

Improve PM reading levels in year 4 to 50% at level 30 and 90% at level 20

All students in years 5 and 6 to be beyond level 30 and at age appropriate Lexile levels.

NAPLAN MSS to be at QSS in year 3 and 5 in reading

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	33	21	12	19	79%
2014	42	26	16	20	100%
2015	34	22	12	13	81%

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 2015, 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:

The students are living in a rural environment six hours drive west of Cairns. The student population is 40% indigenous and most of this group are Aboriginal and considered to be second language learners as they speak varying levels of Aboriginal English as their home language. The percentage of students remaining at the school through the year was 100%. Many of the students live in an extended family situation. The main industry in the area is beef cattle with some of the students coming in from surrounding properties. The main employer in the town apart from this is the Shire Council and BYNOE.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	22	16
Year 4 – Year 7 Primary			
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	0

Long Suspensions - 6 to 20 days	0	0	0
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.

Curriculum delivery

Our approach to curriculum delivery

The Australian Curriculum is accessed through the C2C units. The curriculum is taught using multi age groupings P – 2, 3 – 4 and 5 – 6.

Vocabulary is taught specific to the subject matter in each subject area.

Break It Down Build It Up strategies across subject areas catering for second language learners.

Individual Education Plans developed for some students

Guided reading and individual reading sessions across all year levels using a range of texts including PM readers and Lexile across a number of generic structures.

Spelling Mastery Program and STARS, differentiated to suit developmental level of the student

Phonemic awareness program explicitly taught in P-2 class

Sight words consolidated where appropriate.

Strategies for developing oral language across all grade levels. Examples of this include conversations, wait time, think, pair share, think a louds, vocabulary

Extra curricula activities

Touch and swimming carnival with dance eisteddfod

Karumba Hockey Carnival

Yoga classes

Dance instruction

Swimming instruction

How Information and Communication Technologies are used to improve learning

Digital technologies are used throughout the school in a number of contexts. The ratio of students to computers is approximately two computers for every three students. The students use these technologies across all curriculum areas. The students used the technology to publish writing tasks and present powerpoints. They also used the technology to develop numeracy and typing skills. The internet was used to assist in researching various projects. A bank of 35 XO computers were accessed by the students to use at school and home. These computers have a number of problem solving and skill drill programs to reinforce homework activities. Six ipads were used with special needs and general students to develop literacy and assist in communication.

Social Climate

Croydon State School is a relatively small school in an outback area of Queensland. This leads to fairly close knit relationships between families, students and staff. There is a high level of support at the school and the school has a very committed staff. We have developed a SWPBS program and a responsible behaviour plan. There is no issue with bullying as issues are dealt with immediately and discussions held with families. Each family takes responsibility for the actions of their students. The three main concepts behind the school program are: Safety, Responsibility, and Respect. There is a chaplain servicing the school two days a week providing valuable support to the student body. Parent responses in 2015 demonstrated a 100% satisfaction that their child is safe at this school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	88%	100%
their child feels safe at this school (S2002)	100%	100%	100%
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%	100%	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)	93%	100%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	100%	80%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	100%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	85%	100%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	100%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	90%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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%

'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

At Croydon State School we place great importance on the partnership developed between home and school. We recognise that parent contribution has a significant impact on student success. Our main focus has been on reading and we have a set time each day where parents come into the classroom to assist with student reading. We provide a friendly area for them to stop and have coffee afterwards. Many parents make use of this facility.

The school keeps parents informed of school events and student achievement through a newsletter, facebook page, web page, monthly P&C meetings and an Indigenous perspectives group. We also run a touch football/swimming carnival and dance eisteddfod that require parental and community involvement.

Reducing the school's environmental footprint

The school's environmental impact is of great importance. At Croydon State School we have taken a number of measures to help reduce the use of water and power. Water use in Croydon is very important as our environment is very dry and hot. We have limited time that we can water trees, shrubs and grass areas. We water during the late evening to retain as much water as possible. The solar cells on the roof have now been connected to record the saving through the year.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	49,073	1,980
2013-2014	45,626	2,914
2014-2015	45,483	2,020

*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.

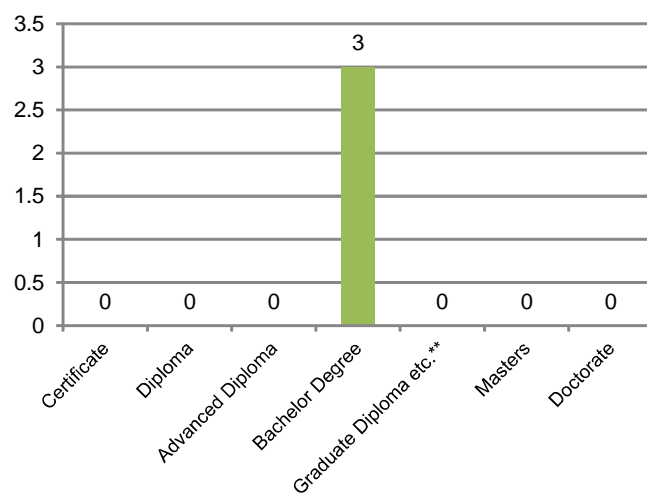
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	<5
Full-time equivalents	3	3	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	3



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$4006

The major professional development initiatives are as follows:

Explicit teaching and Consolidations

FNQ Indigenous Numeracy Project

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	98%

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 2015 school year.

School income broken down by funding source

School income 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 says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	86%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	81%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

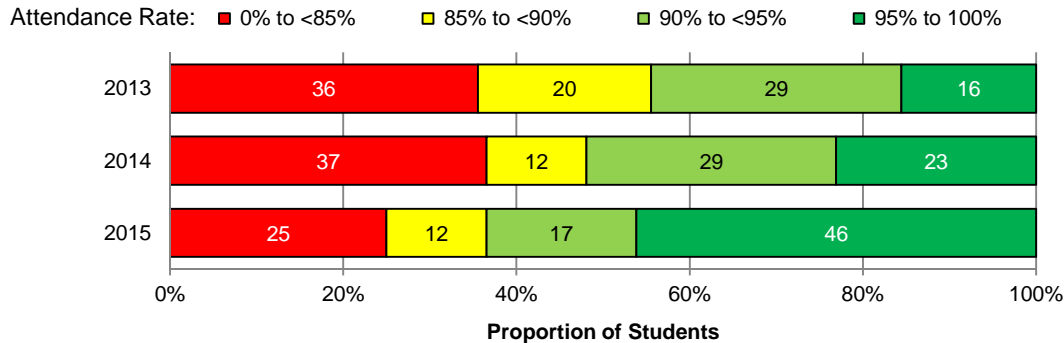
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	85%	85%	90%	DW	84%	95%	85%	81%					
2014	89%	80%	85%	87%	86%	83%	92%	80%					
2015	86%	93%	89%	89%	85%	90%	89%	100%					

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

At Croydon State School we are committed to achieving the following targets in improving attendance – 91% whole school attendance – and have in place the following responses to absences:

Absences for which a satisfactory reason has been provided are considered explained absences, and the student's enrolment is viewed as continuous. Undertaking a leisure activity such as shopping, visiting friends and relatives, fishing or camping, is not considered a satisfactory explanation for an absence.

An absence for which a satisfactory reason has not been provided is considered an unexplained absence.

When a student is absent without explanation for 2 days or a pattern of absences has been identified, Croydon State School will take the following actions:

- 2 days absence without explanation – class teacher will ring home to enquire
- 4 days absence without suitable explanation – Principal will ring home to enquire
- If Principal does not receive response to phone call then an Absence Letter will be mailed home, reminding parents/carers of their obligations to ensure their child attends school on every school day and the requirement for providing satisfactory explanations for all absences. Parents are asked to provide the reason for the unexplained absences, sign and return the Absence Report to the child's classroom teacher or the Principal.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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/>.

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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.