



Clarendon State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	The Principal

## From the Principal

### School overview

Clarendon State School is located approximately 8 kilometres south-west of Lowood. Established in 1929, we serve a farming/semi-rural community. The school is co-educational offering Prep to Year 6. We are dedicated to enrich and enhance the learning environment for our students engaging them in learning and empowering them as life-long learners. We encourage our students to participate in all aspects of the educational experience to reach their full potential. We focus on literacy and numeracy utilising the support of specialist teachers.

### Introduction

Welcome to Clarendon State School's Annual Report for the school year of 2018.

This report aims to provide parents and the community with information that is common to all schools in Queensland. It outlines the highlights and successes of the school during the 2018 academic year. Clarendon State School continued to provide quality learning opportunities for students with a focus on their academic and social/emotional needs. We aim to ensure that every day, in every classroom, every student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment. You will find data relating to enrolment, behaviour, curriculum, staff and attendance. Also provided is information on accessing the My School website. Our commitment is to the core learning priorities of reading, writing including spelling, grammar and punctuation, numeracy and science.

### School progress towards its goals in 2018

Improvement in Reading outcomes for all students was a focus in 2018. A school wide approach to the continued implementation of the Australian Curriculum, assessment and data collection, and identified students requiring intervention and provided information to track students' progress.

### Future outlook

Priorities for 2019 include:

- Continued focus on the improvement in Reading, Writing and Numeracy outcomes for all students.
- Consolidation of our school wide Reading Framework that seeks to promote a consistent approach to the teaching of reading.
- Development of our school wide Writing Framework that promotes a consistent approach to writing.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	68	82	84
Girls	41	44	43
Boys	27	38	41
Indigenous	1	8	11
Enrolment continuity (Feb. – Nov.)	95%	93%	90%

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

Students at Clarendon State School reside in both rural and urban areas. Many parents have chosen our small, rural school for their child's education, bypassing nearby larger schools. In 2018, we maintained four multi-age classes, P-1, 1-2, 3-4 and 5-6. Census data would suggest that our families come from a broad range of backgrounds representative of our diverse Clarendon community

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	22
Year 4 – Year 6	20	18	16
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

- A focus on the development of essential literacy and numeracy skills within a multi-age setting.
- Use of ICTs to enhance the development of Literacy and Numeracy skills.
- Instrumental Music is offered to students in Years 4 to 6.
- Students actively participated in BVSSSA sports events.
- A focus on performance culminating with a concert evening at the end of the year

### Co-curricular activities

- Gala Sports Days with other schools
- Participation in Lockyer sporting teams
- Premiers Reading Challenge
- Lowood Readers Cup
- Writers' Festival
- Adidas Fun Run
- Jump Rope for Heart

## How information and communication technologies are used to assist learning

Computer hubs in each teaching block enabling students to access computers in a timely manner and allowing for research and learning to occur in a meaningful way. The school purchases site licences for a variety of resources that enhanced teaching and learning across all year levels. Students also interacted with a range of ICT tools. One, on-site, staff member is an Orange Card holder allowing for timely resolution of ICT issues and the prompt introduction of new technologies for learning.

## Social climate

### Overview

Overall, parents and students believe that Clarendon State School was a safe and happy school to attend. Our school has a zero tolerance on violence and bullying, including cyber bullying and this is clear in our Responsible Behaviour Plan. We acknowledge students, staff and parents have responsibilities in regards to being part of the school community. Clarendon State School has an inclusive and socially just climate, with students at risk being supported by the school Staff, and access to: Learning Support Teachers, Guidance Officers, Regional Behaviour Management Teams, AVT staff and Speech Language Pathologists when required.

### 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)	100%	100%	88%
• this is a good school (S2035)	100%	100%	88%
• their child likes being at this school* (S2001)	100%	100%	88%
• their child feels safe at this school* (S2002)	100%	100%	88%
• their child's learning needs are being met at this school* (S2003)	100%	100%	88%
• 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%	88%
• teachers at this school treat students fairly* (S2008)	100%	100%	88%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	88%
• this school works with them to support their child's learning* (S2010)	100%	100%	88%
• this school takes parents' opinions seriously* (S2011)	100%	100%	88%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	88%
• this school is well maintained* (S2014)	89%	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%	95%	100%

Percentage of students who agree# that:	2016	2017	2018
• they like being at their school* (S2036)	100%	80%	100%
• they feel safe at their school* (S2037)	100%	95%	100%
• their teachers motivate them to learn* (S2038)	100%	90%	100%
• their teachers expect them to do their best* (S2039)	100%	95%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	90%	100%
• teachers treat students fairly at their school* (S2041)	100%	89%	90%
• they can talk to their teachers about their concerns* (S2042)	100%	90%	95%
• their school takes students' opinions seriously* (S2043)	100%	81%	100%
• student behaviour is well managed at their school* (S2044)	100%	81%	86%
• their school looks for ways to improve* (S2045)	100%	90%	100%
• their school is well maintained* (S2046)	100%	86%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	90%	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 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

There is an open door policy and welcoming approach to all parents at Clarendon State School. Parents are encouraged to participate in the Parents and Citizen's Association.

Written Report Cards are sent home at the end of each semester. Parents are invited to attend parent teacher interviews twice a year to discuss their child's progress. Newsletters are sent home with children, or emailed to parents to inform them of the school's activities and events. Volunteer parents provide Tuck Shop on a weekly

basis. Out of School Hours Care is provided by the P&C before and after school daily. Parents are encouraged to participate in all school events.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Our school implements our Learning and Well-Being framework in conjunction with our Respectful Relationships age-specific programs and Program ACHIEVE: social and emotional well-being in children. Our early years programs develop our students' capacity to understand and self-regulate their emotions in ways that account for their feelings and the feelings of others. They also develop skills to initiate social interactions. Years 3 to 6 broadens focus to include the knowledge, understanding and skills required to support students' wellbeing and that of their family and friends.

Students have opportunities to develop communication skills, social skills and behaviours required for respectful relationships. They also begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations.

## 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	17	7	13
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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

We are determined to support our environment. We ensure that all rubbish is picked up and placed in bins. We endeavour to switch off electrical appliances and lights when not in use. Clarendon State School participated in National Tree Day, with new plants and trees planted on the school grounds.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	29,400	14,304	31,033
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.

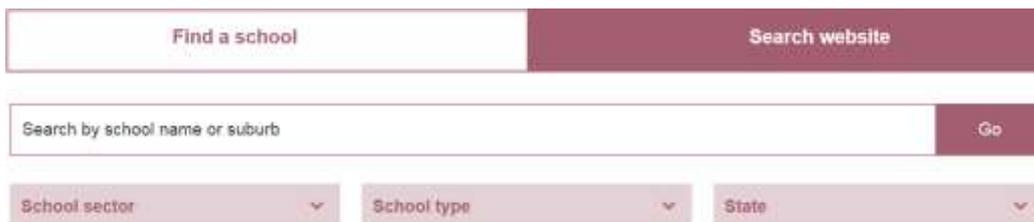
## School funding

### 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](http://www.myschool.edu.au) website at.

#### *How to access our income details*

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



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	6	9	0
Full-time equivalents	5	4	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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*	2	
Bachelor degree	6	
Diploma		
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$8000.

The major professional development initiatives are as follows:

Pupil Free Days January/ Oct	<ul style="list-style-type: none"> <li>Strategic Focus for 2018</li> <li>Reading Tracking and Support</li> <li>Whole School Reading Program</li> <li>The Teaching of Writing</li> <li>Inclusive Education</li> <li>WPHS</li> </ul>
Teacher Meetings Twilight PD Workshop Sessions	<ul style="list-style-type: none"> <li>Reading Tracking and Support</li> <li>Whole School Reading Program</li> <li>Australian Curriculum Alignment</li> <li>School Wide Support Model for Intervention</li> <li>School Wide Behaviour Management</li> <li>Essential Skills for Classroom Management</li> <li>Student Engagement in Reading and Writing</li> <li>First Aid</li> <li>Teachers Leading Teachers – Sharing Best Practice</li> </ul>
Online/ One Channel/ Learning Place	<ul style="list-style-type: none"> <li>Inclusive Education</li> <li>Inclusive Education for Leaders</li> <li>Health and Wellbeing ( WPHS)</li> <li>Code of Conduct</li> <li>Student Protection</li> </ul>
Developing Performance Plans Classroom Obs and Feedback	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>All Staff engage with Developing Performance Framework</li> </ul>

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.	97%	96%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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	93%	91%	91%
Attendance rate for Indigenous** students at this school		90%	84%

\* 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	91%	91%	92%
Year 1	93%	91%	90%
Year 2	95%	91%	93%
Year 3	95%	93%	86%
Year 4	91%	94%	91%
Year 5	94%	92%	93%
Year 6	92%	89%	90%

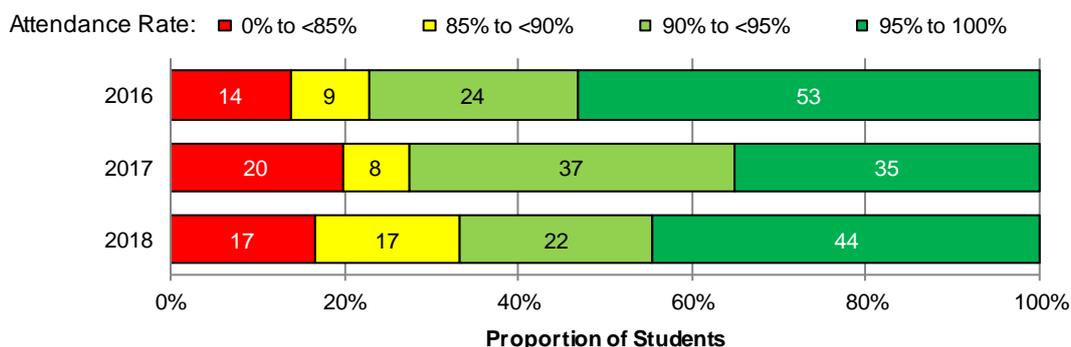
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## 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.

Our school monitors the attendance of all students in compliance with the guidelines. At Clarendon State School rolls are marked twice daily. Parents and caregivers are expected to contact the school via note, phone or in person if their child is away. Teachers and/or Administration phone parents when there is an unsatisfactory reason or no reason given at all.

## 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.