



Pozières State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

We aim to provide a secure, challenging, co-operative, purposeful and attractive learning environment in which the unique potentialities of each child may be realised. At Pozieres State School we believe and have a commitment to immersing students in effective teaching and learning experiences. We provide students with a quality teaching program. We also provide opportunities for students to develop the knowledge, skills, attitudes and values which will foster respect for self and others and relevant to the society in which we live. The School offers a Years Prep to 6 inclusive curriculum program catering for a wide range of abilities with a variety of choices within subject areas. Extra curricular offering includes Sport, Eisteddfod, Art and Extended Learning programs. Pozieres is recognised throughout the State as having an innovative ICT Program. This Program has reached the Finals of Showcase in 2007 and 2009. Our School is supported by visiting advisers from the District Office in Warwick and Itinerant Teachers in LOTE (Italian), Music, Physical Education and Learning Support from the Granite Belt Cluster Services in Stanthorpe.

The Pozieres District is part of Queensland's Granite Belt and is well known for its production of deciduous fruits and summer vegetables.

The Pozieres State School was opened on 16 June, 1921, with an enrolment of 17 pupils. This number increased to 20 by the end of that year.

The School offers a Year Prep – 6 inclusive curriculum program catering for a wide range of abilities with a variety of choices within subject areas. Extracurricular offerings include Sport, Eisteddfod, Art and Extended Learning programs. These children come from families with strong traditional values and occasionally, from Itinerant workers families.

The school has a multi-age class teaching grades P-6 quality curriculum programs across all key learning areas. An extra teacher is employed one day a week to teach grades P-3.

Teachers are progressively integrating learning technology into the school curriculum. Pozieres SS is a recognised leader in ICT education. There is a ratio 1 computer per student.

Our School is supported by visiting advisers from the District Office in Warwick and Itinerant Teachers in LOTE (Italian), Music, Physical Education and Learning Support from the Granite Belt Cluster Services in Stanthorpe.

Principal's Foreword

Introduction

Each year every Queensland school is required to publish a School Annual Report for the previous calendar year. The following reports contains information pertaining to school climate, academic results, staffing, enrolment trends, school opinion surveys, energy use, curriculum information and school funding.

School Progress towards its goals in 2016

The school has been able to meet all its strategic goals set out in the 2016 Annual Implementation Plan.

Including:

- GRG Agreement 2016.
- GRG Targets met.
- Maintenance of and enhancement of 2015 academic and social outcomes.
- NAPLAN Action Plan reviewed continuously
- Complete Australian Curriculum Civics and Citizenship implementation and Design Technologies
- School Improvement Targets met.
- Continued Refining and embedding Data Based Decision making.
- Provide regular training for parents on the use of the online App of Dojo Reports.
- Establish a schedule of visits to other high performing schools to provide the opportunity to broaden the range of teaching approaches.
- Participate in regular cluster moderation activities.
- Implement further stages for linking digital learning outcome evidence to the data portfolios. E.g. Art work photos, LOTE demonstration, HPE skills.
- Data Portfolio's aligned to Australian Curriculum.
- Continued update Digital Technological Equipment

Future Outlook

- 100% of students in grade 4 & 5 will achieve in writing, band 6 and 5 level respectively (Review Term 4).
- Ensure targeted literacy intervention when required (Term 1, 2, 3 & 4).
- Science – 100% of students will achieve a stanine of 6 in PAT Science (Review Term 4).
- Review science program. Align content descriptors with program and resources (Term 1)
- Begin to roll out STEM in all content areas (Start Term 1 – ongoing).
- DOJO used as a communication tool in school (Term 1 – ongoing).
- All school plans align with identified practices set out in developed strategic plan (Term 1, 2, 3 & 4).
- Continuous review of all school plans so that they align with the needs of the students (Term 1, 2, 3 & 4).

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	10	3	7		91%
2015*	9	4	5		100%
2016	7	4	3		88%

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 2016, there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

The student community consists of students from Pozieres and neighbouring districts. These children come from families with strong traditional values and occasionally, from itinerant workers families. Most families are from Italian speaking backgrounds. The level of socio-economic levels is mixed. Most of the families own and work in apple orchards or are vegetable growers.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	10	8	7
Year 4 – Year 7			

Curriculum Delivery

Our Approach to Curriculum Delivery

Pozieres State School offers a robust educational program within a multi-age setting for year levels Prep to Yr.6. An important feature of our school is it's innovative POZitives Program (Pozieres Integrating Technology Into Various Educational Subjects). All KLA's are linked directly to the Australian Curriculum.

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- Afterhours tutoring in academic work and sport.
- Multimedia Competitions.



- Theme Days.
- Community Excursions.
- Extended Learning Camp (Grade 6 students form partnerships with other grade 6 students from other schools so that they know other students upon entering High School).
- Art Shows

How Information and Communication Technologies are used to Assist Learning

We believe successful integration of ICT is integral to the success of our students as lifelong learners.

Aims:

- DATA Portfolios to inform teaching and reporting to students and parents
- Access to relevant internet sites
- Skill development in a range of software packages
- Skill development in a range of hardware devices
- Linking KLA's to technology
- iPad home reading program
- Coding has been introduced into the school curriculum.

Social Climate

Overview

The school places emphasis on self-disciplined learning within a framework of high behavioural expectations. Our small school environment leads to a supportive atmosphere for learning 100% of students stated they were treated fairly at this school (School Opinion Survey) 100% of students are happy to go to this school (School Opinion Survey).

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
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

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
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%	100%	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)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	DW	100%	DW
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 involved in the activities of the school community. Regular information is available about all aspects of student activities via newsletters, email, web, letters to families and P&C Meetings.

Opportunities for involvement include:

- Classroom Volunteers, Sports Coaching, P&C Association, Grounds Improvement and iPad home reading program with parents.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school has developed a Wellbeing plan which had been updated to reflect the need for our school community to embrace healthy, caring and safe relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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.

Environmental Footprint

Reducing the school's environmental footprint

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

Our school ensures that it uses the provided resources well. It has installed extra water tanks to harvest all available water. These tanks are regularly cleaned. Grey water is used on the gardens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	912	0
2014-2015	3,173	
2015-2016	8,233	

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.

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time Equivalents	1	1	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$8,308

The major professional development initiatives are as follows:

- Explicit Teaching
- Using ipada and apps in the classroom
- Technology PD
- STEM PD
- Maths assessment
- English

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	100%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	98%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

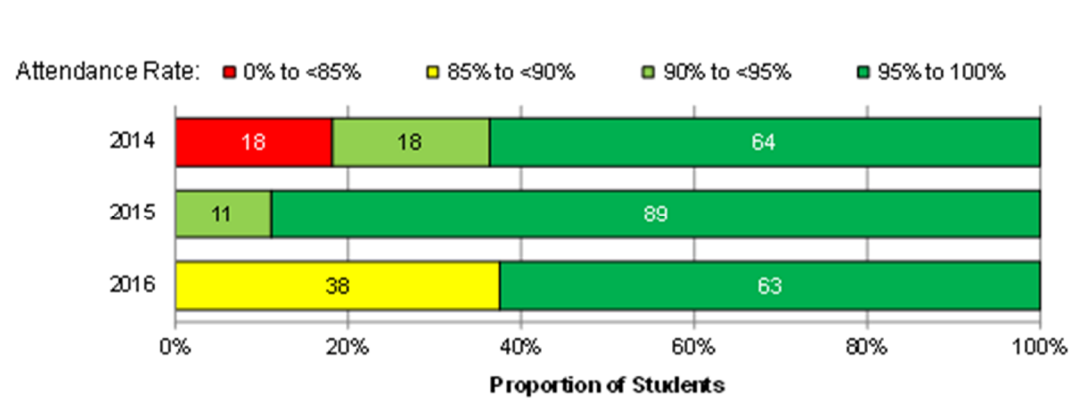
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		90%	DW	DW	97%	DW	93%	DW					
2015	98%	DW		DW		98%	DW						
2016		92%	DW		DW		98%						

*Attendance rates effectively count 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.

NAPLAN

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/>

To access our NAPLAN results, 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 states '**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 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.