

Veresdale Scrub State School

Queensland State School Reporting

2014 School Annual Report



Postal address	354 Veresdale Scrub School Road Veresdale Scrub 4285
Phone	(07) 5543 1227
Fax	(07) 5543 2226
Email	the.principal@verescruss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mrs Vivienne Simpson

Principal's foreword

Introduction

Welcome to the School Annual Report for 2014 for Veresdale Scrub State School. This School Annual Report is uploaded in June each year and information included is relative to the previous school year. It outlines the profile of our school for 2014, including the progress made, as well as outlining a further perspective of priorities and directions for 2015. It highlights key academic achievements, the curriculum offered and other information of interest to the school community and the wider community in general.

At Veresdale Scrub State School we encourage our students to become life-long learners through the provision of a quality education and opportunities for students to participate fully in all community activities available. The school has an excellent reputation for academic and sporting achievements and has an excellent community reputation.

Throughout 2014, Veresdale Scrub State School staff have continued to focus on literacy and numeracy opportunities for all students. Our aim is to continue improving the quality educational experiences provided for every child attending our school. Students are supported by passionate, supportive professionals and caring staff members. Students are also supported through the purchase of equipment to upgrade and maintain current facilities, thereby allowing further opportunities within learning as well as supporting aspects of socialisation.

During 2014, the school catered to students from Prep to year 7 in a multi-age setting. This grouping allowed students to be catered for in whole class, age level, ability level or in individualised lessons. Student learning is further supported through involvement in excursions, camp, visiting artists and community members.

School progress towards its goals in 2014

Veresdale Scrub State School made progress throughout 2014 and successfully met targets set within the school's Annual Implementation Plan. In 2014 our improvement agenda was based around reading, numeracy, spelling and further implementation of the Australian Curriculum, including Geography.

All staff members received professional development in relation to consistent pedagogical practices. Partnerships with the school community continue to be enhanced and supported. To encourage community participation at a school level, Veresdale Scrub State School has affiliated with Playgroup Queensland. Veresdale Scrub State School now provides learning support to the playgroup through provision of a teacher aide to oversee activities. The Flying Start program has been supported by the school and dissemination of all information including parent meetings has been carried out. Closing the gap between Indigenous and Non-Indigenous attendance continues to remain a focus for our school.

In order to achieve improvement the following priority areas of development were established:

Improvement Agenda	Progress
Reading	Ongoing Improvement agenda – all classes conducting at least 5 Reading rotations per week
Number	Ongoing Improvement agenda – all students set five weekly number fact targets – explicit teaching and practice of number facts occurs daily
Spelling	Ongoing Improvement agenda – all students set five weekly spelling targets
Australian Curriculum Implementation - Geography	Implemented

Priority areas	Progress
Productive partnerships with school community including pre-prep aged children	Affiliation with Play Group Qld completed. Teacher aide employed to support learning of pre-prep aged children. Playgroup advertised within school newsletter and on school web page.
Staff development – differentiation – explicit instruction – reading	All staff received reading instruction throughout 2014. Reading groups are implemented within classrooms.
Consistent classroom pedagogical practices	Ongoing – staff changes throughout 2014 necessitated a continued process

Future outlook

2015 will see further extension of five weekly targets for all students in order to assist in improved learning outcomes for all. Staff at Veresdale Scrub State School will continue to provide quality education for students from prep to year 6. Veresdale Scrub staff will continue to foster healthy relationships with parents and community members.

Reading and number will continue to be a school priority. Not only will weekly targets focus on these topics, but support staff will work closely with all students identified as having difficulty in these areas.

Implementation of The Australian Curriculum and the use of resources from Curriculum into the Classroom products will assist student learning. To complement this, digital technology will be used to assist in reading and general classroom practices. Improvements are expected across all systemic data collections.

Partnerships with parents and community members will continue being a focus. The implementation of support staff during Playgroup sessions will continue in order to provide the best possible start to students attending prep at Veresdale Scrub State School in the following year. Along with this, our school will continue to welcome parents and community members to participate in classroom activities and special days or sessions involving the showcasing of students and their work.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	112	53	59	92%
2013	120	59	61	94%
2014	123	62	61	90%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

The majority of our student body come from rural or semi-rural families, with a number of urban families who travel some distance to the school so their children can attend a small country school. We have a small Indigenous population as well as a small number of students from other nationalities within the school. A very small percentage of our student population identify as "English as a Second Language".

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	18	21
Year 4 – Year 7 Primary	23	22	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	2	6
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Veresdale Scrub State School offers a full range of key learning areas. Our distinctive curriculum offerings are:

Unique opportunities for every student to learn within a multi-age classroom. The acceleration or consolidation of individual students' learning is one important aspect that can be enhanced through ability grouping and relevant and intensive learning. Our size enables us to readily identify, support and respond to individual student needs.

Year 4-7 – LOTE (Japanese)

Preparatory to Year 7 – Itinerant teachers for Music and Physical Education conduct lessons weekly.

A Learning Support Teacher, Special Education Teacher and Guidance Officer are based at the school and support students on a regular basis.

A Speech Language Therapist attends the school on a needs basis.

Extra curricula activities

All students participated in a Book Fair, Education Week activities and Harmony Day activities which are held throughout the year.

Various sporting groups were invited to the school to enhance the regular sports curriculum.

Students in year 3 to 7 participated in the ICAS Science, spelling, writing, Mathematics, computer skills and English competitions.

The 10 to 12 year old students actively participated in the Beaudesert and District Primary School Sport trials. Several students went on to represent the district at the regional trials.

The students were involved in sporting activities with other schools in the district.

The whole school participated in Dance lessons (Traditional Japanese Dance and Bush Dance).

The senior leaders conducted the school's ANZAC Day service, which is attended by members of the local RSL club.

The school captains attended the Remembrance Day service.

Parents were invited to an information evening for all classes at the beginning of term 1.

The P&C hosted a 'meet and greet' morning tea for new parents, followed by classroom visits.

The whole school participated in Fire Ant sessions.

The whole school participated in an Instrumental Music session put on by Beaudesert State High School.

Students from years 6 and 7 attended a musical "Mulan" and a Japanese Cultural Day hosted by Beaudesert State High School.

Selected students participated in UNIFY projects.

How Information and Communication Technologies are used to assist learning

The use of information and communication technologies takes a high priority at our school. ICT is integrated across all curriculum areas. Technology components are integral to the preparation, implementation and assessment of units of work. Classrooms are well equipped with computers that have internet access for use in all facets of school life. Computers are used for whole-of-class activities, group activities and individual access.

Technological equipment and programs are purchased in order to support key learning areas and provide alternative options for extension and enrichment or to support specific learning needs. The inclusion of iPads during 2014 has ensured that students have greater access to digital technologies.

Social Climate

Veresdale Scrub State School is a small school located approximately 12 kilometres north of Beaudesert. The school was established on the 25th April, 1899 and has been providing the local community of Veresdale with a quality education since then. Traditionally a farming community, the area is increasingly becoming semi-rural in nature. The school is set in a tranquil rural setting occupying attractive and spacious grounds surrounded by farms. All of the classrooms, the library and the Administration building are air conditioned.

Veresdale Scrub State School's motto "Caring and Challenging for the Future", reflects the school's values. The school nurtures a family orientated atmosphere where parents and students feel confident that they are safe and valued at our school. Our school is part of the School Wide Positive Behaviour Support (SWPBS) program. This program allows for clear and consistent messages regarding expected behaviours for all staff and students at the school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	86%	93%	100%
this is a good school (S2035)	90%	93%	100%
their child likes being at this school* (S2001)	97%	90%	100%
their child feels safe at this school* (S2002)	97%	90%	100%
their child's learning needs are being met at this school* (S2003)	90%	90%	100%
their child is making good progress at this school* (S2004)	83%	90%	88%
teachers at this school expect their child to do his or her best* (S2005)	97%	90%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	86%	100%
teachers at this school motivate their child to learn* (S2007)	87%	86%	94%
teachers at this school treat students fairly* (S2008)	77%	86%	89%
they can talk to their child's teachers about their concerns* (S2009)	90%	86%	100%
this school works with them to support their child's learning* (S2010)	90%	86%	100%
this school takes parents' opinions seriously* (S2011)	86%	83%	94%
student behaviour is well managed at this school* (S2012)	80%	79%	71%
this school looks for ways to improve* (S2013)	83%	93%	94%
this school is well maintained* (S2014)	90%	93%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	94%
they feel safe at their school* (S2037)	100%	100%	94%
their teachers motivate them to learn* (S2038)	100%	100%	98%
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)	86%	100%	92%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they can talk to their teachers about their concerns* (S2042)	98%	100%	98%
their school takes students' opinions seriously* (S2043)	98%	100%	94%
student behaviour is well managed at their school* (S2044)	95%	94%	90%
their school looks for ways to improve* (S2045)	100%	100%	98%
their school is well maintained* (S2046)	100%	100%	98%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	100%
they feel that their school is a safe place in which to work (S2070)		93%	100%
they receive useful feedback about their work at their school (S2071)		93%	100%
students are encouraged to do their best at their school (S2072)		93%	100%
students are treated fairly at their school (S2073)		93%	100%
student behaviour is well managed at their school (S2074)		86%	100%
staff are well supported at their school (S2075)		86%	100%
their school takes staff opinions seriously (S2076)		86%	100%
their school looks for ways to improve (S2077)		93%	100%
their school is well maintained (S2078)		93%	100%
their school gives them opportunities to do interesting things (S2079)		93%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Veresdale Scrub State School recognizes that a child's academic and social development is the responsibility of all individuals in contact with the child. This means members of the child's family, school and community in general. When these groups work together in a positive partnership, student learning is enhanced. Parents are actively encouraged to become involved in their child's education in a number of ways including:

- Working as classroom helpers and undertaking volunteer duties around the school
- Discussing their child's progress with the relevant staff member at a mutually convenient time
- Active involvement in the formulation of school policies and processes
- Participation in P&C meetings and whole school discussions involving the implementation of curriculum within the classroom
- Participation in and/or support for the tuckshop and other P&C fundraisers
- Reading the fortnightly newsletter, web page noticeboards etc. to discover extra curricula activities that are occurring
- Involvement in special parades, end of Term activities, sports days and parent-teacher interviews.

Reducing the school's environmental footprint

The school has ensured that it uses the provided resources well. It balances the need for facilities growth (stimulated by enrolment growth) with the need to conserve resources. In all capital works, the school ensures the appropriate level of electricity conservation and water harvesting. Unfortunately, an increase in technology use and issues with electrical appliances has seen an increase in consumption this year.

Bore water is used to flush toilets and for garden requirements. Rain water tanks on all buildings fitted with filters fulfil our drinking and cleaning requirements.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	37,976	0
2012-2013	31,364	0
2013-2014	40,140	0

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.

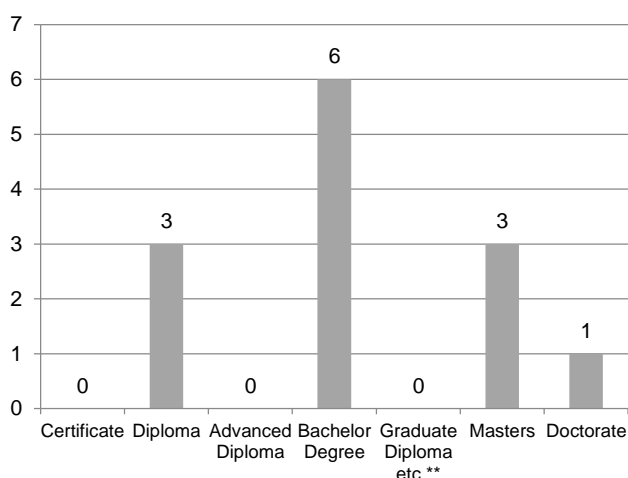
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	13	8	0
Full-time equivalents	7	5	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.**	0
Masters	3
Doctorate	1
Total	13



*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 2014 was \$6493.87.

The major professional development initiatives are as follows:

- Code of Conduct – whole staff
- Child Protection – whole staff
- Asthma management training – whole staff
- Anaphylaxis training – whole staff
- Asbestos training – whole staff
- Curriculum Analysis – whole staff
- Finance training – selected staff
- SWPBS – selected teacher
- Healthy Water Wise – selected teacher
- Support-a-reader – teacher aides
- Non-violent Crisis Intervention – whole staff

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector ☒ Government ☒ Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	94%	92%

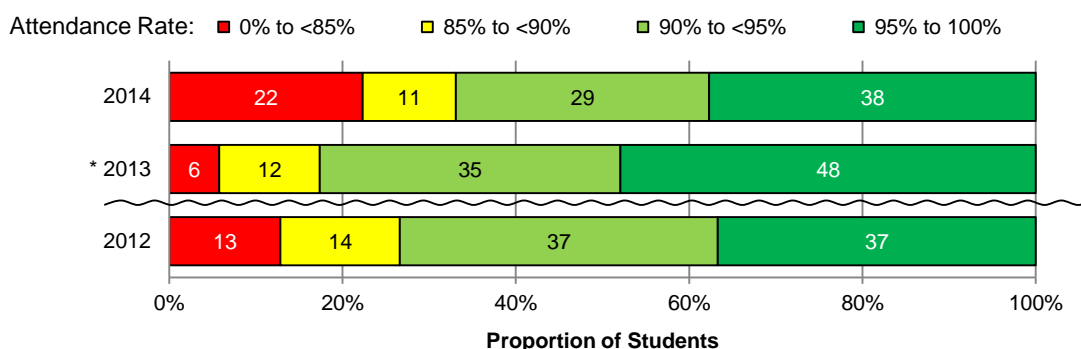
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	93%	91%	93%	93%	88%	89%					
2013	94%	93%	94%	94%	94%	93%	89%					
2014	92%	93%	92%	92%	92%	90%	91%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

School attendance decreased across the 2014 school year due to a large number of families taking extended leave (holidays) within the school year.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student rolls are marked twice daily and absences are recorded according to the correct code for the absence reason.

Reasons for unexplained absences are sought from parents. Unexplained absences of three or more consecutive days are referred to the Principal for action. Continued unexplained absences are dealt with according to DET policies.

As part of the SWPBS program and the school's Responsible Behaviour Plan, students are provided with positive STAR awards for regular attendance.

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/>.

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.

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Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Approximately 2% of the school population in 2014 identified as Indigenous. None of these students participated in NAPLAN testing. The attendance rates of Indigenous students decreased from 88.3 in 2013 to 82.9 in 2014. There was a decrease in both Indigenous and Non-Indigenous students throughout 2014.