



Veresdale Scrub State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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School overview

Veresdale Scrub State School is committed to meeting the diverse needs of students at our small rural school. We strive daily to provide quality teaching and learning with student improvement as a whole school focus. Staff value students, parents and community. Veresdale Scrub is a Band 6 school and has served the community of Veresdale Scrub for 119 years. The local community is rural, with continuous development of land, resulting in a steady growth in enrolments over the last four years. The school offers a challenging curriculum for Prep to Year 6 in multi-age classes. The students wear the school uniform with pride and are well-behaved and courteous. Our school has an excellent community reputation and a large body of parents who participate in school activities. The principles of effective teaching, learning and assessment underpin Veresdale's educational programs from Prep to Year 6, and are delivered by experienced teachers. Our school focuses on the provision of an inclusive, nurturing and challenging learning environment. We encourage all students to maximise their learning by providing additional opportunities (academic, sporting and cultural) for them to develop their full potential. The school expects responsible behaviours from all of its students.

Principal's Introduction

Welcome to the School Annual Report for 2019 for Veresdale Scrub State School. This School Annual Report is published and uploaded to our school webpage in June each year. Information included is relative to the previous school year and outlines the profile of our school for 2019, including the progress made, as well as outlining a further perspective of priorities and directions for 2020. The report 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 provide opportunities for students to participate fully in all community activities available. Our school has an excellent reputation for academic and sporting achievements and a commitment to community consultation and involvement.

Throughout 2019, Veresdale Scrub State School staff have continued to focus on literacy and numeracy opportunities for all students. Our aim is to continue improving quality educational experiences for every child attending our school. Passionate, supportive, professional and caring staff members support our students. All students are supported through the purchase of equipment to upgrade and maintain current facilities. In turn, this allows further opportunities within learning as well as supporting aspects of socialisation.

During 2019, our school catered to students from Prep to year 6 in a multi-age setting. This grouping allowed students to be catered for in whole class, age or ability level or in individualised lessons. Student learning is complimented through involvement in excursions, camp, incursions, visiting artists and community members such as QuoCKa.

School progress towards its goals in 2019

Veresdale Scrub State School made progress throughout 2019 as we worked our way towards targets set in the school's Annual Implementation Plan. In 2019, our improvement agenda focussed heavily on reading and was supported through the implementation of Student Case Management processes. Number, understanding of the English Australian Curriculum and data analysis were also prioritised.

All teaching staff participated in internal professional development, and received collegial feedback, in relation to consistent pedagogical practices in the area of reading. 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. Support is provided for young people attending Playgroup through subsidising affiliation fees and the provision of a teacher aide to oversee activities.

Closing the Gap between Indigenous and Non-Indigenous attendance continues to remain a focus for our school. Additional teacher aide support is purchased to assist in student improvement.

Future outlook

Throughout 2020, our school focus will continue to revolve around reading improvement and in particular, Guided Reading and tracking students using the Literacy Continuum. We will also focus on writing improvement to complement the student's reading journey. Students will be tracked against the Literacy Continuum in this area also. Tracking of student ability allows all students to be supported at their own level regardless of the classroom they attend. Staff will continue to work alongside each other and track student improvement in five weekly cycles. A shared understanding by staff, of student improvement in these areas, is imperative to enhanced learning outcomes for all students.

Staff at Veresdale Scrub State School will continue to provide quality education (that aligns to the Australian Curriculum Achievement Standards) for students from prep to year 6.

Veresdale Scrub staff will strive to foster healthy relationships and partnerships with parents and community members. 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
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Overview

The majority of our student body come from 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 an ever increasing number of Indigenous students and students with special needs. Our student population includes students identified under the Disability Discrimination Act 1992.

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	128	124	143
Girls	76	75	76
Boys	52	49	67
Indigenous	9	14	20
Enrolment continuity (Feb. – Nov.)	95%	86%	97%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	22	23	23
Year 4 – Year 6	20	27	26
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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at

<https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

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 5-6 – LOTE (Japanese)
- Preparatory to Year 6 – Itinerate teachers for Music and Physical Education conduct lessons fortnightly/weekly respectively.
- A Learning Support Teacher and Special Education Teacher is based at the school three days per week and supports students on a regular basis.
- A Guidance Officer attends the school fortnightly.
- A Speech Language Therapist attends the school throughout the Term.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here

<https://www.qld.gov.au/education/schools/information/programs>.

A range of additional activities were provided throughout 2019. These included, but were not limited to:

- All students participating in Book Fair, Education Week, Harmony Day and NAIDOC activities.
- All students were invited to participate in the school Choir.
- All students attended swimming lessons during Term 4.
- All students in year 6 were invited to participate in a Longreach/Winton Camp.
- All classes attended at least one excursion
- The 10 to 12 year old students were invited to participate in the Beaudesert and District Primary School Sport trials. Several students went on to represent the district at the regional trials.
- Students were involved in sporting activities with other schools in the district.
- The senior leaders conducted the school's ANZAC Day service, which was attended by members of the local RSL club.
- Whole school invitation to attend Beaudesert ANZAC Day celebrations.
- The school captains attended the Beaudesert Remembrance Day service.
- Students participated in a whole school Remembrance Day service at our school.
- 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.
- Selected students from years 3 to 6 participated in Instrumental music sessions on a weekly basis.
- Selected students participated in Days of Excellence programs hosted by local schools.
- Yearly attendance for all students at the Life Education Van.
- Students in years 3 and 5 participated in NAPLAN On-Line sessions.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

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

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 over the past several years and the purchase of additional devices yearly has ensured that students have greater access to digital technologies. Resources to support the implementation of Science, Technology, English and Maths have been purchased.

Social climate

Overview

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 ever since. 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. The school's multi-age nature ensures that all students are given opportunities to learn at their level, with differentiation occurring in each and every classroom. Indigenous students, students with identified disabilities and particular learning needs and students with English as a Second Language form part of the diverse range of students attending Veresdale Scrub State School.

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. Our school is a Positive Behaviour and Learning (PBL) school. Behaviour expectations are clear with positive behaviours reflective of our three school rules, 'Be Respectful', 'Be a Learner' and 'Be Safe'. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	93%	89%	100%
• this is a good school (S2035)	87%	94%	100%
• their child likes being at this school* (S2001)	100%	100%	91%
• their child feels safe at this school* (S2002)	100%	100%	96%
• their child's learning needs are being met at this school* (S2003)	87%	89%	96%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is making good progress at this school* (S2004)	80%	83%	91%
• 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)	93%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	87%	88%	100%
• teachers at this school treat students fairly* (S2008)	87%	72%	100%
• they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
• this school works with them to support their child's learning* (S2010)	87%	82%	96%
• this school takes parents' opinions seriously* (S2011)	80%	82%	96%
• student behaviour is well managed at this school* (S2012)	73%	65%	96%
• this school looks for ways to improve* (S2013)	86%	83%	100%
• this school is well maintained* (S2014)	93%	94%	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:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	98%	98%
• they like being at their school* (S2036)	96%	100%	91%
• they feel safe at their school* (S2037)	93%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	93%
• their teachers expect them to do their best* (S2039)	100%	100%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	98%	98%	93%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	91%
• their school takes students' opinions seriously* (S2043)	95%	98%	97%
• student behaviour is well managed at their school* (S2044)	84%	95%	93%
• their school looks for ways to improve* (S2045)	100%	100%	97%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	98%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	93%	100%
• they feel that their school is a safe place in which to work (S2070)	91%	100%	100%
• they receive useful feedback about their work at their school (S2071)	91%	100%	79%

Percentage of school staff who agree# that:	2017	2018	2019
• 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%	93%	100%
• student behaviour is well managed at their school (S2074)	100%	93%	93%
• staff are well supported at their school (S2075)	91%	100%	79%
• their school takes staff opinions seriously (S2076)	91%	100%	79%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	91%	86%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	86%	79%

* 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

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 all of these stakeholders 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 functions and fundraisers
- Reading the fortnightly newsletter, webpage, noticeboards, face book page etc. to discover extra curricula activities that are occurring
- Involvement in special parades, end of Term activities, sports days and parent-teacher interviews
- Face-to-face meetings with individual parents to support the learning of their child through open discussion, preparation and implementation of Individual Curriculum Plans, Learning Support Plans and Behaviour Plans, where necessary

Community members with young children are invited to attend Playgroup held at the school on a weekly basis.

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at

<https://education.qld.gov.au/parents-and-carers/community-engagement>

Respectful relationships education programs

Our school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Staff participate in Harmony Day and NAIDOC activities to support overall growth and well-being of students. All students attend the Life Education Van where they learn about a range of topics from safe medicines to friendships and safe practices.

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. In line with feedback from the School Opinion Survey, staff are more vigilant in reporting inappropriate behaviours. This has meant the opportunities for learning by other students has improved.

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	10	5	4
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Our school has ensured that the use of all resources is monitored. It balances the need for facilities growth (stimulated by enrolment growth) with the need to conserve resources. A conservative effort is made to decrease the use electricity across all classes in the school. Reducing the use of air-conditioners (including turning them off during breaks) and turning off lights during times when students are not in the classroom has been adopted. Bore water is used to flush toilets and for garden requirements. Rain water tanks fitted with filters on all buildings fulfil our drinking needs and cleaning requirements.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	58,544	39,620	41,172
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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](#) website.

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.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	<input type="button" value="Q"/>
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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	12	10	0
Full-time equivalents	8	5	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)

- 1 day in the third last week of Term 3 (fixed) on the student free day.

The major professional development initiatives are as follows:

- In-house
 - Student Protection – whole staff
 - Mandatory All Staff Training (Working Ethically, Protecting our Information, Working Safely, Protecting our Students and Working Together)
 - Asbestos Training – whole staff
 - Asthma Management Training – whole staff
 - Adrenaline Auto Injectors - Anaphylaxis Training – whole staff
 - Emergency procedures / Fire Drill & Lockdown Training – whole staff
 - Voice Training – selected staff
 - Health, Safety and Wellbeing Training – whole staff
 - Curriculum and Risk Assessment – teaching staff
 - Positive Behaviour and Learning – all staff
 - NCCD data collection
 - Student Case Management process – all teaching staff and selected Teacher Aides
- Service Providers
 - Finance Training – selected staff
 - First Aid Training – selected staff
 - Student with disability EAPs – selected staff
 - Individual Curriculum Plans – selected staff
 - Individual Support Plans – selected staff
 - Reading Hub – selected staff
 - Lyn Sharratt, student improvement – selected staff
 - NDIS collection
 - Teaching and Learning team (reading) – all staff

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	91%	91%	91%
Attendance rate for Indigenous** students at this school	93%	93%	93%

* 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	2017	2018	2019
Prep	94%	90%	90%
Year 1	90%	90%	92%
Year 2	94%	89%	94%
Year 3	90%	93%	91%
Year 4	94%	93%	92%
Year 5	87%	91%	85%
Year 6	89%	91%	93%

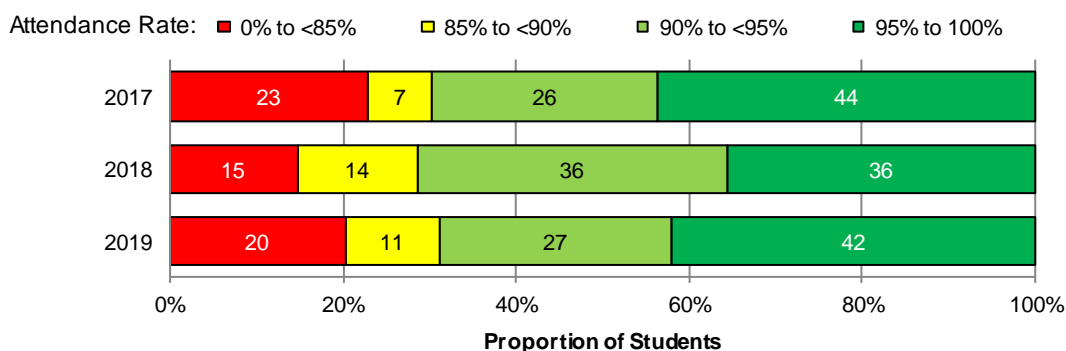
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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 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 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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.