



Tresswell State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

*Every student succeeding. State Schools Strategy 2016-2020*

Department of Education and Training



## Contact Information

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## School Overview

Established in 1971, Tresswell State School is a multi-grade co-educational State School situated 60 kilometres West of Springsure along the Dawson Developmental Road. Parents and community members are invited into the school regularly as their contribution is highly valued. Our little school is shrinking in numbers, but our great school spirit is ever-present. Our community consists of students ranging from Prep to Year 6. Our successful curriculum has a central focus on high levels of literacy and numeracy, with the remaining syllabuses being delivered as integrated units of study. The distinctive features within this design include knowing and understanding each student in order to develop optimal techniques to challenge and extend them in a caring supportive classroom, constructing individualised learning plans to maximise their talents and mapping, recording and reporting every student's progress against outcome statements relating to what they should know and be capable of doing. 100% of parents are satisfied that their children are receiving a good education at Tresswell State School.

## Principal's Foreword

### Introduction

Tresswell State School is a small, isolated, rural school located 56kms west of Springsure. While the School has had substantial enrolments in the past, the current cycle sees us with an enrolment of six students through Years 2 to 5.

The school motto, *Success Crowns Effort*, is reflected in the proactive and enthusiastic delivery of the curriculum to the students at this school. Students are encouraged to achieve to the best of their ability, and regular celebrations of effort and achievement are incorporated into the daily program. A focus for the school is to enhance literacy and numeracy through the delivery of an appropriate and effective curriculum which compliments the skills and interests of the students.

A hard copy will be available for perusal in the school office and our school website can be found at the following link.

<https://tresswellss.eq.edu.au/Pages/default.aspx> School progress towards its goals in 2016

Tresswell State School values community involvement along with collaborative planning and implementation of programs to enhance student outcomes. The community is actively encouraged to become involved in all school activities. This is evidenced by parents accompanying the students on school excursions and camps.

There has been a significant focus in the school to enhance the literacy skills of the students including reading and writing. We are continuing to acquire appropriate resources to support students across literacy areas. This includes new library books and readers.

### Future Outlook

*Future strategic goals are that Tresswell State School will:*

- continue to keep the issue of attendance a priority.
- continue to manage critical incidents and situations unique to the school, such as isolation, transport, drought and flood.
- focus on the explicit improvement of literacy and high yield strategies.
- share successes with staff and the community.
- continue to develop whole school curriculum, assessment and reporting.
- develop individualised approaches to student learning using data to inform teaching and learning.

## 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 2016:</b>	Prep - Year 6
<b>Student enrolments for this school:</b>	4

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	5	2	3	0	100%
<b>2015*</b>	6	3	3	0	100%
<b>2016</b>	6	3	3	0	67%

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.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

Tresswell State School is located in a remote, rural area of western Central Queensland and all students are from the local cattle stations, with some now being second generation at the school. All students are from two parent families, some with adult siblings still living and working on the properties. Enrolment continuity is stable, with few students transferring in or out of the district.

### 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	1	2	2
Year 4 – Year 6	4	4	4
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Adaptation and implementation of C2C Units
- Five week data captures to assess and plan for writing
- Differentiation learning for all students

### Co-curricular Activities

- Students socialise with other small school communities for sports days, end of term and end of year celebrations, Under 8s Day, excursions and camps
- Students participate in school camps and excursions which are relevant to the current curriculum content and which enhance their interpersonal skills
- Students, as individuals and groups, participate in local shows and shire events and visit the local nursing home annually which promotes the school to the wider community
- The annual ANZAC service and Christmas concert have been established for the wider community

## How Information and Communication Technologies are used to Assist Learning

While Tresswell State School acknowledges the value of digital pedagogies, practical implementation is impeded by an unpredictable server and a slow internet connection. As a result alternate digital delivery methods have been considered when constructing curriculum

- Students use computers to access areas of the Australian National Curriculum through C2C
- Students also use Office applications to publish their work
- Computer software is used to consolidate learning in Literacy, Mathematics and Science
- An interactive whiteboard/television and is used to assist in the delivery of the curriculum

## Social Climate

### Overview

Tresswell State School is a Band 5 school consisting of four students. Because of its remote location there is a caring and warm family environment within the school. The students play together and actively take care of each other while the community is actively involved in the school, and displays its commitment to the education of the students. Due to the healthy relationships established in the school, there is no evidence of bullying. A Responsible Behaviour Plan is available for staff, parents and community to view. A copy of the Responsible Behaviour Plan is available on the School website. Pastoral care programs, including Religious Education, provide a strong base for students to share any issues with responsible adults for discussion and appropriate action.

### 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	75%	DW
this school works with them to support their child's learning* (S2010)	DW	100%	DW
this school takes parents' opinions seriously* (S2011)	DW	75%	DW
student behaviour is well managed at this school* (S2012)	DW	100%	DW
this school looks for ways to improve* (S2013)	DW	100%	DW

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school is well maintained* (S2014)	DW	75%	DW

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	DW	100%	100%
they like being at their school* (S2036)	DW	100%	75%
they feel safe at their school* (S2037)	DW	100%	100%
their teachers motivate them to learn* (S2038)	DW	100%	100%
their teachers expect them to do their best* (S2039)	DW	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	100%
teachers treat students fairly at their school* (S2041)	DW	100%	100%
they can talk to their teachers about their concerns* (S2042)	DW	100%	100%
their school takes students' opinions seriously* (S2043)	DW	100%	100%
student behaviour is well managed at their school* (S2044)	DW	100%	100%
their school looks for ways to improve* (S2045)	DW	100%	100%
their school is well maintained* (S2046)	DW	100%	100%
their school gives them opportunities to do interesting things* (S2047)	DW	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%	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%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	67%	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

Tresswell State School holds an annual barbecue at the beginning of the school year to which the school community is invited. Prior to ANZAC Day, Tresswell State School holds an ANZAC service for all of the school and wider communities. This has become an important part of the district calendar. With some community members living too far from town to attend the Springsure march and service, they find the school service to be more accessible. On the last evening of the school year the Tresswell students participate in a Christmas concert and Presentation night, to which both the school and wider communities are invited. This is followed by a community dinner with the arrival of Father Christmas for the younger children. Parents know they are welcome into the classroom at any time and are encouraged to take part in the daily education of their children. This is evidenced in their participation on school excursions and camps.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy 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 relating to the school's environmental footprint is sourced from the school's annual utilities return and is addressed where physically and financially viable. Car-pooling is used for excursions and camps, and for travel to and from school on a daily basis. Use of air conditioners is limited to a "need only" basis.

These action are assisting the school to reduce its environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	6,325	0
2014-2015	8,378	
2015-2016	9,430	

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

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 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	1	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	
Graduate Diploma etc.**	
Bachelor degree	
Diploma	1
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 \$4033.28

The major professional development initiatives are as follows:

- Financial PDs for administration officer
- QASSP conference for principal
- Biannual Central Queensland principals' conference

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.	97%	98%	89%

### 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).	86%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	N/A	N/A	N/A

\*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	DW			85%				DW					
2015		DW	DW		93%								
2016			DW	DW		93%							

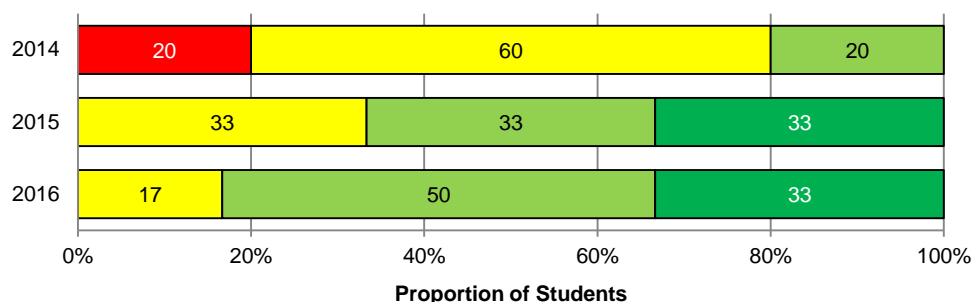
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85%    ■ 85% to <90%    ■ 90% to <95%    ■ 95% to 100%



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Tresswell the focus is kept on attendance by:

- including relevant and current articles in the fortnightly newsletter
- having classroom conversations with the students around the importance of attendance
- having discussions at P&C meetings to keep focused on the relationship between attendance and achievement
- requiring a parental letter of explanation is to accompany every absenteeism

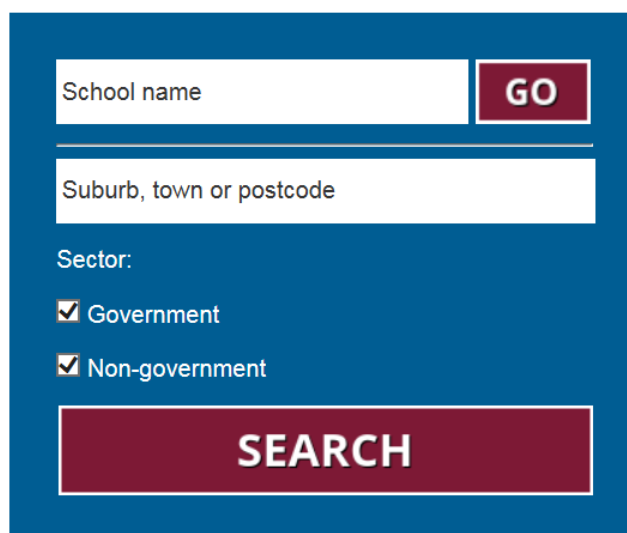
Students are encouraged to attend by being the recipients of awards for attendance weekly, for each semester and annually

## 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



School name

Suburb, town or postcode

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.

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