Clinton State School (0172)
Queensland State School Reporting
2012 School Annual Report

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Contact Person Mr Reid Thompson (Principal)

Principal’s foreword

Introduction

The School Annual Report summarises the school’s goals and achievements for the year 2012. It is a snapshot in time of how the school is meeting the learning needs of the students. Topics covered include:

- Current progress towards strategic goals
- Future strategic directions of the school
- The school profile and context - student enrolment, class sizes, Student Disciplinary Absences
- Curriculum offerings
- The school’s approaches to the inclusion of Information and Communication Technologies (ICTs) for management and learning
- School Opinion Survey reports on satisfaction with the school's performance
- The strategies utilised to involve parents in the school
- Staff profile
- The professional development programs implemented to ensure staff members are effective in their various roles
- A summary of student performance – attendance, National Assessment Program of Literacy and Numeracy (NAPLAN) results

This report is also available in hard copy form from the Clinton State School office or by telephoning the school on 07/49781055.

School progress towards its goals in 2012

Literacy

The school continues to strive for improved standards of literacy for all students.

The Reading results for Year Five indicated significant improvement and was meeting the expectations set by the Department via the National Minimum Standards for students.

Numeracy

The school adopted a detailed curriculum program for mathematics 2012, based on the new Australian Curriculum...
standards. It was decided to focus on a school curriculum program providing clear scope and sequence content for teachers.

Science
A Professional Development program has been developed to provide teachers with opportunities to upskill their pedagogical approaches in the area of Science.

Information and Communication Technologies (ICTs)
Our school continues to benefit from the establishment of two computer banks and this has an enormous impact on the delivery of ICT education throughout the school in 2012.

Supportive School Environment
SWPBS continues to be a strong focus throughout the school. Further training of new staff and committee was also undertaken. A budget allocation was made to support the implementation of SWPBS. The School Responsible Behaviour Plan was reviewed, as required by Education Queensland and an appendix specifically addressing the issue of bullying was included.

School Facilities and Building
The Education Revolution.
During 2012, our school facilities have been maintained at a high standard. With increased enrolments, our school has been able to secure two new teaching blocks for improved educational delivery.

Future outlook
From the Teaching and Learning Audit conducted in 2010, the following priorities were set to improve classroom practices in 2012 and beyond:

An Expert Teaching Team
The Local Consultative Committee and School Curriculum Team identified the specific learning needs of teachers and teacher aides in English, Mathematics and Science. A Staff Professional Learning Plan has been developed for these areas with consideration given to the Developing Performance Framework. In addition, the school administration team have adopted a systematic approach to monitoring teaching in class rooms and utilised a framework for feedback which is accepted by teachers.

Systemic Curriculum Delivery
The School Curriculum Team has finalised the Whole School Curriculum Plan. The Team has progressed the implementation of the Clinton State School English, Mathematics and Science programs.

A School Improvement Action Plan has been developed to:
1. Implement a whole school framework for teaching reading.
2. Adopt a school framework for all key learning areas.
3. Continue to address other priority areas in Science.

Differentiated Classroom Learning
The School Differentiation Team has developed a whole school approach to the provision of support for high achieving students, in the class setting. A teacher has been appointed in the role of a Gifted Education Mentor.

School Curriculum Team guides teachers with the strategies necessary for every student to establish three key learning goals (one each for English, Mathematics and Science). The use of One School to record these goals for each student and subsequent monitoring reporting of achievement will be investigated.
Our staff profile

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>610</td>
<td>283</td>
<td>327</td>
<td>92%</td>
</tr>
<tr>
<td>2011</td>
<td>623</td>
<td>282</td>
<td>341</td>
<td>91%</td>
</tr>
<tr>
<td>2012</td>
<td>663</td>
<td>300</td>
<td>363</td>
<td>92%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:
The vast majority of children come from very supportive home environments and are well behaved at school. Children wear our school uniform with pride and are involved in a considerable number of citizenship, sporting and cultural endeavours, within the Gladstone community. This includes the Green and Healthy Schools program, Port Curtis District Sport and Gladstone Eisteddfod.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>22</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td></td>
<td>26</td>
<td>26</td>
<td>24</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>15</td>
<td>22</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>&lt;5</td>
<td>0</td>
<td>&lt;5</td>
<td></td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Our staff profile

Curriculum offerings

Our distinctive curriculum offerings

- Instrumental Music (Strings, Brass, Woodwind and Percussion)
- School Choir
- Modules of in depth study relevant to the local context
- Specialist Teachers for Music, Health and Physical Education, Librarian
- Environmental Education
- ANZAC Day Commemorations
- NAIDOC Day of Cultural Experiences

Extra curricula activities

- Under Eights’ Celebration
- Interschool and Representative Sport (10 years and above)
- Environmental Projects – Green Team & Reef Guardian Projects
- Inter House Sporting Challenges and Sports Days
- Gladstone Combined School Band
- Gladstone Eisteddfod

How Information and Communication Technologies are used to assist learning

We consider that Information and Communication Technologies (ICTs) such as personal workstations, laptops, digital cameras and mobile devices, are the modern day tools of learning. Our blackboards have turned into electronic, interactive whiteboards, with a window to the world. The school is being positioned so the students and staff will utilise these tools in a wide variety of ways, depending on the intended learning focus. Currently, all classes have rooms equipped with on-line workstations and teachers plan for the inclusion of these resources during team planning sessions with the Head of Curriculum. The library also has a significant number of computers available for class, small group and individual learning. Digital cameras are also available for the production of documents, folios and presentations, showing student learning and research.

By the end of a student’s education, here at Clinton SS, we aim for them to be able to:

- search for data, information and digital content using a range of information sources including online communication tools such as blogs, wikis, RSS and databases
- identify the inquiry focus of an investigation and match the appropriate digital information sources
- efficiently search by identifying key words and concepts
- use digital concept maps to plan research projects and curriculum tasks by analysing the topic and identifying key aspects to research
- critically evaluate data and information gathered for usefulness, credibility, relevance, accuracy and reliability
- reference valid sources of information and acknowledge the work of others
- participate in online challenges or webquests
- understand that social networking and interactive sites provide new and different sources of information and knowledge that may provide an individual perspective and subjective opinion but are not necessarily correct.
Our staff profile

Social climate

Results from the 2012 Student and Parent Surveys indicate high levels of satisfaction with regard to the social climate of the school.

2012 Students:
S2036 I like being at my school - 90.0% agreement
S2048 I am getting a good education at my school - 92.7% agreement
S2066 My school celebrates student achievements - 94.0% agreement
S2059 My teachers encourage me to do my best - 95.0% agreement

2012 Parents:
S2001 My child likes being at this school - 90.0% agreement
S2012 Student behaviour is well managed at this school - 93.8% agreement
S2035 This is a good school - 90.0% agreement
S2004 My child is making good progress at this school - 90.0% agreement

The school has also taken a strong stance with issue of Bullying. As outlined in the appendix to the Responsible Behaviour Plan the following measures are implemented at Clinton:

1. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Clinton State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

2. Clinton State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

In our school we support victims and perpetrators by:
- Providing counselling support
- Conducting bully interviews (e.g. method of shared concern)
- Increased supervision of at risk areas
- Social skills programs targeting victims and perpetrators

In our school the consequences for bullying might include the following:
- Bully interviews
- Detention
- Family meetings
- Suspension and recommendation for exclusion where bullying is so severe no other form of consequence would be deemed adequate

In our school, we support victims and perpetrators by:
- Encouraging students to discuss issues with a trusted staff member or a member of the administration team at any time they have need to do so
- Providing counselling support as and when it is needed
Perpetrators are provided with the opportunity to gain a clearer understanding of who has been affected, and how: and giving them:

- An opportunity to repair the damage that has been done;
- Strong incentives to minimise further harm, and
- An opportunity to change behaviours.
- An apology, and other forms of reparative response as required.

### Parent, student and staff satisfaction with the school

In regards to the below parent satisfaction measures, the results over the last year have indicated high levels of agreement whilst the student measure for 2012 indicates a very high level of satisfaction with the school. The staff opinion in regards to all areas of school life are also at a very high level.

#### Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>88.9%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>90.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>90.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>80.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>80.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>90.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>90.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>80.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>85.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>89.5%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>95.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>89.5%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>93.8%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>93.8%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>89.5%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>95.0%</td>
</tr>
</tbody>
</table>
Our staff profile

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>92.7%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>90.0%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>88.7%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>94.1%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>95.1%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>92.9%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>92.8%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>84.8%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>86.0%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>85.0%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>92.0%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>91.0%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>89.9%</td>
</tr>
</tbody>
</table>

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>83.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>95.1%</td>
</tr>
</tbody>
</table>

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child’s education

The school involved parents in their child’s education through the following strategies:

- Each class teacher publishes a class newsletter detailing the curriculum program and events for each term.
- Parents are invited to conferences for assessment and reporting purposes – Term One and Term Three.
- All special event days including School Sports Days, NAIDOC activities, Under 8s’ Morning all involved a large number of parents and community members.
- Parents are invited to Excellent Clinton Curriculum Activities (ECCA Days) to celebrate the learning from a module of work.
- Parents are encouraged to join the active Parents and Citizens Association.

Parents and community members are invited to the Clinton State School Love of Learning and Annual Awards conducted in December each year.
Our staff profile

Reducing the school’s environmental footprint

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

Clinton State School has a long involvement in the Green and Healthy Schools program and has been a previous state winner. Our school continues to monitor and promote the reduction of the school’s environmental footprint.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>317,091</td>
<td>14,915</td>
</tr>
<tr>
<td>2010-2011</td>
<td>288,221</td>
<td>9,834</td>
</tr>
<tr>
<td>2011-2012</td>
<td>298,761</td>
<td>9,589</td>
</tr>
</tbody>
</table>

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>46</td>
<td>24</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>43.4</td>
<td>17</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>36</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $31,245.

The major professional development initiatives are as follows:
- Explicit Instruction
- Classroom Essential Skills and Behaviour Management
- School Leadership
- ICTs for Learning – Use of Electronic Whiteboards, One School

The proportion of the teaching staff involved in professional development activities during 2012 was 95%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.3%</td>
<td>95.3%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.4% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

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.

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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage).

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>94%</td>
<td>93%</td>
<td>96%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>2011</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>2012</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>91%</td>
<td>92%</td>
<td>94%</td>
<td>91%</td>
</tr>
</tbody>
</table>

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 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.

Attendance rolls are marked twice daily (morning and afternoon) and for any period of two consecutive days absence by a student, which remains unexplained, a note is sent to parents or direct contact is made by the class teacher. Departmental procedures for significant non-attendance may also be implemented, which could ultimately end in the prosecution of parents failing their responsibility to have their child/children attend school. The Student Needs Committee also monitors overall attendance patterns of students.
Performance of our students

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.

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

The CATSIP (Clinton Aboriginal and Torres Strait Islander Parent) Committee continues to be active in the school promoting traditional cultures and working with the Principal on strategies to embed Indigenous Perspectives as well as Closing the Gap initiatives. This committee is led by Mrs Amanda Power who is a teacher and parent at the school. Amanda is an Aboriginal woman from Victoria, and went to school at Clinton. In addition, Aboriginals and Torres Strait Islanders are employed as teacher aides to support classrooms where Aboriginal and Torres Strait Islander children are learning.

Attendance:

The gap between attendance of Aboriginal and Torres Strait Islander children and the remainder of student population in 2012, was less than the previous year (as measured by data from Semester One in each year). In 2011, the attendance rate of 89% for students with an Indigenous background was comparable to the 93% for other students. The attendance rate for Aboriginal and Torres Strait Islander remained static at 89% in 2012, which left a gap of less than 3% from all other students.