



Pozieres State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

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

The Pozieres District is part of Queensland's Granite Belt and is well known for its production of deciduous fruits and summer vegetables. The Pozieres State School was opened on 16 June, 1921, with an enrolment of 17 pupils. This number increased to 20 by the end of that year.

The School offers a Year Prep – 6 inclusive curriculum program catering for a wide range of abilities with a variety of choices within subject areas. Our children come from families with strong traditional values and occasionally, from Itinerant workers families.

The school has a multi-age class teaching grades P-6 quality curriculum programs across all key learning areas. An extra teacher is employed two day a week to teach grades P-3. Teachers are progressively integrating learning technology into the school curriculum.

School progress towards its goals in 2018

Our school has been able to meet all its strategic goals set out in the 2018 Annual Implementation Plan.

Including:

- GRG Agreement 2018.
- GRG Targets met.
- Maintenance of and enhancement of 2018 academic and social outcomes.
- 100% of students will achieve a stanine of 6 in PAT Science testing.
- 100% Prep and Grade 2 students will have completed the Pozieres State School Science Program to at least a C Standard or above.
- Parents will be encouraged to send their younger children to Pozieres State School Playgroup.
- School and parents will use electronic devices (Dojo) as a communication tool.
- School Improvement Targets met.
- Continued Refining and embedding Data Based Decision making.
- Provide regular training for parents on the use of the online App of Dojo Reports.
- Establish a schedule of visits to other high performing schools to provide the opportunity to broaden the range of teaching approaches.
- Participate in regular cluster moderation activities.
- Implement further stages for linking digital learning outcome evidence to the data portfolios. E.g. Art work photos, LOTE demonstration, HPE skills.
- Data Portfolio's aligned to Australian Curriculum.
- Continued update Digital Technological Equipment.

Future outlook

- 100% of students in grade 4 & 5 will achieve in writing, band 6 and 5 level respectively.
- Pozieres Playgroup will be maintained and enhanced.
- Our Parents will be encouraged to use Dojo
- A committee will be set up to start planning for Pozieres SS 100th Anniversary
- Continue to review our teaching strategies and adjust PD Plan accordingly.
- Consult with the community on the achievement of improved student outcomes, targets and strategic plan.
- Ensure targeted literacy intervention when required (Term 1, 2, 3 & 4).
- 100% of students in PAT testing achieve a stanine of 5 and above
- Continue to roll out STEM in all content areas (Start Term 1 – ongoing).
- All school plans align with identified practices set out in re-developed strategic plan (Term 1, 2, 3 & 4).
- Continuous review of all school plans so that they align with the needs of the students (Term 1-4)

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	8	3	8
Girls	4	1	2
Boys	4	2	6
Indigenous			
Enrolment continuity (Feb. – Nov.)	88%	60%	100%

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 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	8	3	4
Year 4 – Year 6			4
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 delivery

Our approach to curriculum delivery

Pozieres State School offers a robust educational program within a multi-age setting for year levels Prep to Yr.6.

An important feature of our school is its innovative POZitives Program (Pozieres Integrating Technology Into

Various Educational Subjects). All KLA's are linked directly to the Australian Curriculum. Our staff are involved in professional dialogue about curriculum intent, assessment and moderation at each year level and across the whole school and cluster.

Co-curricular activities

- Afterhours tutoring in academic work and sport.
- STEAM Competitions.
- Theme Days.
- Book Fairs at other schools
- Art Shows
- Community Excursions.
- Extended Learning Camp (Grade 6 students form partnerships with other grade 6 students from other schools so that they know other students upon entering High School).

How information and communication technologies are used to assist learning

- DATA Portfolios to inform teaching and reporting to students and parents.
- Access to relevant internet sites.
- ICT based problem solving activities.
- Skill development in a range of software packages.
- Skill development in a range of hardware devices.
- Linking KLA's to technology.
- iPad home reading program.
- Animation is used in our writing program.
- Parents use Dojo to daily check how their child/children are performing at school.
- Coding continues to be developed into the school curriculum.

Social climate

Overview

The school places great emphasis on self-disciplined learning within a framework of high behavioural expectations.

Our small school environment leads to a supportive atmosphere for learning. 100% of students stated they were treated fairly at this school (School Opinion Survey) 100% of students are happy to go to this school (School Opinion Survey).

Parent, student and staff satisfaction

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:	2016	2017	2018
• their child is getting a good education at school (S2016)	DW	DW	DW
• this is a good school (S2035)	DW	DW	DW
• their child likes being at this school* (S2001)	DW	DW	DW
• their child feels safe at this school* (S2002)	DW	DW	DW
• their child's learning needs are being met at this school* (S2003)	DW	DW	DW
• their child is making good progress at this school* (S2004)	DW	DW	DW
• teachers at this school expect their child to do his or her best* (S2005)	DW	DW	DW

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW	DW
• teachers at this school motivate their child to learn* (S2007)	DW	DW	DW
• teachers at this school treat students fairly* (S2008)	DW	DW	DW
• they can talk to their child's teachers about their concerns* (S2009)	DW	DW	DW
• this school works with them to support their child's learning* (S2010)	DW	DW	DW
• this school takes parents' opinions seriously* (S2011)	DW	DW	DW
• student behaviour is well managed at this school* (S2012)	DW	DW	DW
• this school looks for ways to improve* (S2013)	DW	DW	DW
• this school is well maintained* (S2014)	DW	DW	DW

* 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:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	DW	DW
• they like being at their school* (S2036)	100%	DW	DW
• they feel safe at their school* (S2037)	100%	DW	DW
• their teachers motivate them to learn* (S2038)	100%	DW	DW
• their teachers expect them to do their best* (S2039)	100%	DW	DW
• their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	DW
• teachers treat students fairly at their school* (S2041)	100%	DW	DW
• they can talk to their teachers about their concerns* (S2042)	100%	DW	DW
• their school takes students' opinions seriously* (S2043)	100%	DW	DW
• student behaviour is well managed at their school* (S2044)	100%	DW	DW
• their school looks for ways to improve* (S2045)	100%	DW	DW
• their school is well maintained* (S2046)	100%	DW	DW
• their school gives them opportunities to do interesting things* (S2047)	100%	DW	DW

* 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:	2016	2017	2018
• 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	DW	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%

Percentage of school staff who agree [#] that:	2016	2017	2018
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our parents receive daily reports of their child/childrens academic, social and behavioural achievements. Dojo is used to facilitate this. Photos are also included in these daily reports.

To facilitate both Mum and Dad in Parent teacher interviews, end of semester interviews are conducted at weekends in the parents homes. Each interview takes approximately 2-3 hours per child.

Respectful relationships education programs

- The curriculum – robust dialogues are conducted with the parents immediately when any potential problem is identified. If necessary, these dialogues are conducted with the whole family group.
- School Practices - an open, caring attitude is always adopted with the main focus squarely on the child.
- The School Community - Open direct dialogue is always used with a healthy dose of humour.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	8,233	6,823	7,482
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon 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 at.

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.

Find a school

Search website

Go

School sector

School type

State

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	2	3	0
Full-time equivalents	1	1	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	
Diploma	
Certificate	

*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 2018 were \$11,110

The major professional development initiatives are as follows:

- Explicit Teaching.
- Using DRONES in Education
- Writing.
- Reading assessment.
- Technology PD.
- STEAM PD.
- English

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	97%

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 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 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	2016	2017	2018
Overall attendance rate* for students at this school	94%	95%	97%
Attendance rate for Indigenous** students at this school			

* 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	2016	2017	2018
Prep			98%
Year 1	92%		
Year 2	DW	96%	96%
Year 3			DW
Year 4	DW	DW	DW
Year 5		DW	95%
Year 6	98%		

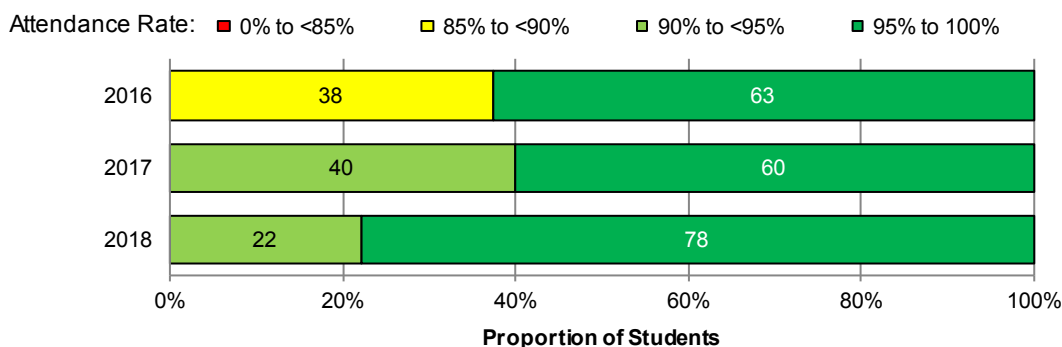
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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 Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile

NAPLAN

Attendance

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VET in schools

Senior secondary

Schools map

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.