SOMERSET HILLS SS

"Reach for the Stars"

Somerset Hills 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

Queensland Government

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School Overview

Somerset Hills State School is a dynamic learning environment, catering for students across a broad societal base .Our school and community has a strong focus on students who 'Reach for the Stars' in all aspects aof their lives both at school and at home.

Our vision is for all members of our school community to be active citizens in a learning society. On exiting Year 6, our students will be skilled participants and shapers of their community.They will be able to engage with compassion and tolerance with other cultures at home and abroad. Our values underpin our vision and have been developed through consultation with parents, students, teachers and community members.

We recognise that we are all life long learners with a responsibility to *Reach for the Stars*, as we grow and develop. We respect ourselves and treat others with respect and dignity. We are all responsible for ensuring a safe, tolerant and disciplined learning environment.

Our school recognises the importance of working in partnership with families and each other to prepare our young people for their best possible future. All staff at Somerset Hills State School are highly trained professional people who are dedicated to the ongoing growth of each of the young people at our school so that they may reah their potential.

Principal's Forward

Introduction

The Somerset Hills State School Annual Report for 2016 reflects student, staff and community achievements and progress towards the enactment of a shared school vision of individual growth and commitment to lifelong learning. It also outlines future priorities and directions for 2017, whilst providing an opportunity to celebrate the successes of 2016.
Somerset Hills State School offers all the advantages of a growing school in a connected community. We value active learning and we encourage all students to optimise their individual potential through a commitment to learning which extends beyond the classroom. Somerset Hills State School is committed to delivering the best possible learning outcomes for ALL children through a student centred, safe and supportive school environment.
We pride ourselves on our students who "Reach for the Stars" in a variety of fields including academic, cultural, sporting and leadership.

School Progress towards its goals in 2016

Our staff remain committed to improving curriculum delivery and improving student outcomes through a school-wide approach to pedagogical practices in Reading. The implementation of the Australia curriculum continues to be refined and mapping of subject descriptors continues to be developed and embedded in current practices.
Our staff will continue to participate in Professional Development activities to enhance their pedagogical skills and provide the best possible outcomes for ALL students.

Our explicit Improvement Agenda focussed on:

- Developing a whole school approach to the explicit teaching of Reading through:

    o Implementing a school-wide approach to the teaching of comprehension -Complete

    o Reviewing the school's approach to the teaching of phonics and develop a school agreed position- Implementing Phase 2 of 4 stage process

    o Establishing processes for regular monitoring of and response to school and regional reading benchmarks and individual student targets- complete

- Developing and implementing a consistent school-wide approach to Behaviour Management reflecting the Positive Behaviour for learning approach through the strategies of:

    o Review whole-school approach to student well-being and management of student behaviour within a Positive Behaviour for Learning framework- Complete

    o Develop a school plan for the management of data collection- complete

- Establishing protocols and strategies to improve communication between staff and students, school and parents and school and community by:

    o Developing approaches to monitor student practice and provide developmental feedback regularly to improve student performance. Phase 2 of 4 phase process.

- o Review current practices for providing timely information to parents/ carers regarding individual student development- complete

- o Develop a program of planned transition activities in collaboration with local Early Childhood Network. - Phase 3 of 4 phase process.

Future Outlook

Somerset Hills State School's Explicit Improvement Agenda for 2017 extends the work undertaken in 2015 and 2016. We will maintain a strong focus on the development of teacher capability, student support and consistency of practice through:

Focus	Targets	Timelines
Reading	Individual Reading Plans for all students at risk of failing to meet benchmarks	End of Term 2 for current students, end of Term 3 for late enrolments.
	100% of teachers trained and implementing data analysis of diagnostic tests	At the end of term 3
	100% of students to have a reading goal and strategy to reach their goal.	At the end of each term
	100% of students tracked on data walls for Reading and Sight word recognition	at end of Term 1
	100% of teachers provide regular feedback to students on reading goal attainment	by end of Term 4
	Implementation of Whole school Reading Program in 100% of classes	by End of Term 3
Behaviour Management	100% of classes implementing PBL as per PBL Implementation Plan	ongoing
	100% of teachers and 50% of T Aides participate in PBL professional development	ongoing
	Development of school visuals to support PBL	ongoing
	Implementation of a Social Emotional Program reflective of PBL practices	Start of Term 4
Teaching & Learning	Implementation of Gradual Release of Responsibility model in 100% of classes	end of Term 1
	100% of teachers participating in Observation & Feedback cycles	end of Term 2
	Implementation of school Curriculum Plan based on C2C units and Australian Curriculum.	Term 1
	Investigate and trail Visible Learning model in 100% of classes	Term 3

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	118	62	56	22	91%
2015*	108	51	57	22	91%
2016	126	62	64	27	93%

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

Overview

Students from a variety of cultural backgrounds are enrolled at Somerset Hills State School. The richness of our cultural diversity is embraced and celebrated through events such as Harmony Day, Sorry Day commemorations and National Aboriginal and Torres Strait Islander Children's Day activities. Students identify their cultural connections with a variety of countries including New Zealand, France, Philippines, India, Indonesia and Thailand.

We actively recognise and celebrate the cultural heritage our 23 Aboriginal and/ or Torres Strait Islander students who contribute to the richness of the cultural identity of Somerset Hills State School.

Our student body is characterised by growing numbers in the lower school (Prep- Year 3) as new families continue to be attracted to our school. Male/ female numbers remain relatively equal across the school. New students are also enrolling across all year levels throughout the year.

English is predominately the main language spoken by our students and their families.

Our students come to our school from a diverse range of background both from our local area and from areas outside our traditional catchment. These new families are attracted to Somerset Hills State School for a variety of reasons but a common theme of recognition for the excellent role our school and staff have undertaken in cater for the whole child and individual needs runs through enrolment discussions.

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	16	22	26
Year 4 – Year 7	19	23	23
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

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Our Approach to Curriculum Delivery

At Somerset Hills SS we deliver the Australian Curriculum through:
- The implementation of Curriculum to Classroom (C2C) units which are closely mapped to ensure full coverage of each curriculum area through each band level.
- Implementation of School Curriculum Plan and Assessment and Reporting Frameworks.
- Coordination with Bunyaville and Nudgee Beach Environmental Education programs which support a real-life aspect to the implementation of the Australian Curriculum
- Consideration of the General Capabilities of the Australian Curriculum within teaching and assessing cycles.
- Where multi-age classes are formed we coordinate the planning of units to avoid repetition of units of work and coverage of subject achievement standards across banded levels.
- Implementation of Quality Standards in Reading

Our Assessment Program provides opportunities for teachers to assess for learning, of learning and as learning.
- We have mandated school-wide assessments which are bench-marked.
- Teachers use diagnostic tools to inform teaching practices and planning for student growth.
- Assessment enables us to track student growth relative to their chronological age and implement intervention strategies or extension activities to assist students to reach their full potential.

Co-curricular Activities

Students are able to participate in many extra-curricula activities including:
- Chess Club
- Performance Choir
- Instrumental Music Program
- ICAS Tests- English, Mathematics, Spelling, Writing and Technology
- Outdoor Education Program
- Interschool sport
- Speaking Competitions
- Drama performances
- Glockenspiel Ensembles
- Cultural activities
- Annual Education Fair- (Arts/ STEM)

How Information and Communication Technologies are used to Assist Learning

engaging 21st century curriculum in each of our classrooms. Daily use of Smart Board technologies, employment of iPads and digital photography provides learning exploration and opportunities, assessment variations and feedback to students.

Staff have undertaken training in Coding and the use of technology to support rich problem solving. We work with our local High School to develop a skills set for staff and students in the Technology Curriculum.

Instrumental Music for our students studying Strings is delivered online through a secure Web conferencing tool provided through the Learning Place.

Somerset Hills SS continues to maintain a strong focus on incorporating ICTs into the curriculum and developing the skills of our students to connect to the digital world beyond our school.

All school staff use Oneschool to enter student data and support analysis of student data leading to informed teaching practices. Teachers continue to develop their skill in the use of the various components of OneSchool including Diagnostic Assessment and unit planning to inform teaching practices.
Class Dashboard in One School is a well-used tool to analyse class and school trends including attendance and achievement.

Social Climate

Overview

Our school motto "Reach for the Stars" is embedded in our school culture. Our motto embraces our commitment to providing a holistic quality curriculum delivered through effective teaching, positive home-school partnerships, strong school leadership, and a safe and orderly learning environment.

The Staff at Somerset Hills State School work hard to develop positive and productive relationships with students, parents/carer and members of the school community with the first two weeks of the year focussing on building expectations, relationships and engaging students in contributing to their own learning.

In 2016 we commenced our Positive Behaviour for Learning Journey which has been whole-heartedly embraced by our entire school community. We will continue to work in the PBL space for several years.

We communicate our high expectations for learning to students and families through Curriculum Newsletters, ongoing commitment to improvement, Festivals of Learnings, weekly assembly and in-class activities.

We ensure an environment conducive to learning through implementation of a range of activities, behaviours and programs including:
- Positive Behaviour for Learning

- Student Leadership programs
- Jump Start student orientation program
- Transition programs
- Strength Program- Boys
- Shine Program- Girls
- Women Shine- Mothers program
- HUB (Helping, Understanding & Belonging) Program for students with special and/or complex needs.
- Learning Support- Literacy and Numeracy

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Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	100%	90%
this is a good school (S2035)	100%	94%	95%
their child likes being at this school* (S2001)	91%	94%	95%
their child feels safe at this school* (S2002)	100%	94%	95%
their child's learning needs are being met at this school* (S2003)	91%	94%	90%
their child is making good progress at this school* (S2004)	91%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	91%	94%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	70%	100%	90%
teachers at this school motivate their child to learn* (S2007)	90%	100%	90%
teachers at this school treat students fairly* (S2008)	100%	83%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
this school works with them to support their child's learning* (S2010)	91%	100%	90%
this school takes parents' opinions seriously* (S2011)	91%	89%	90%
student behaviour is well managed at this school* (S2012)	91%	83%	90%
this school looks for ways to improve* (S2013)	91%	89%	90%
this school is well maintained* (S2014)	100%	83%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	97%
they like being at their school* (S2036)	93%	97%	95%
they feel safe at their school* (S2037)	93%	100%	89%
their teachers motivate them to learn* (S2038)	100%	95%	97%
their teachers expect them to do their best* (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	97%
teachers treat students fairly at their school* (S2041)	89%	97%	89%
they can talk to their teachers about their concerns* (S2042)	100%	92%	92%
their school takes students' opinions seriously* (S2043)	93%	94%	86%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	93%	89%	80%
their school looks for ways to improve* (S2045)	93%	100%	91%
their school is well maintained* (S2046)	93%	100%	89%
their school gives them opportunities to do interesting things* (S2047)	93%	100%	97%

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)	90%	83%	100%
they receive useful feedback about their work at their school (S2071)	90%	100%	94%
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%	94%	94%
student behaviour is well managed at their school (S2074)	100%	88%	100%
staff are well supported at their school (S2075)	90%	100%	83%
their school takes staff opinions seriously (S2076)	89%	94%	89%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	83%	78%
their school gives them opportunities to do interesting things (S2079)	100%	94%	94%

* 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

Effective communication between our school and our parents/ carers, the local community and students forms the foundation in developing and maintaining our effective partnerships. Our school also has a responsibility to help parents understand the language of learning. To achieve a high level of parent engagement we utilise the following tools:

- **Calendar**: Sent home to each family at the start of each year outlining proposed events throughout the year.
- **Parent Information Evening:** Held within the first 3 weeks of the start of the year. This provides teacher the opportunity to outline curriculum delivery, class expectations, and Outdoor Education program and excursion activities and to answer questions from parents.
- **Curriculum Newsletter**: Each term a Curriculum Newsletter is provided to families outlining the areas of curriculum to be cover in the upcoming term.
- **Reports**: Student progress is communicated to parents formally twice a year (each semester) in the form of a report which outlines the learning, attendance and behavioural achievements to date. Parent/ carer interviews will also be held twice a year to provide timely information about the child's participation at school (term 1 and term 3).
- P**arent/ Teacher Meetings:** Parents/ Carers may also make an appointment with their child's teacher to discuss issues of concern pertaining to their child throughout each term.
- **Festival of Learning**: A Festival of Learning event will be held in the final week of each term to celebrate the learning completed across the term in each curriculum area.
- **Electronic Media**: The school will utilise the school website, Facebook, fortnightly newsletter and email to advise parents of issues relevant to the management of the school and the learning of their child.

Staff and parents work together on a needs basis to develop plans documenting differentiation strategies and adjustments made to assist students with diverse needs access and participate to their potential .Feed-up meetings are held on January SFD for parents to share information about students with their child's new teacher. The SEP teacher consults with parents on the development of plans to document support provisions for students with Special Needs.
Complex case meetings are held as required to enable all stakeholders to contribute to students support plans in a coordinated way.

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Respectful relationships programs

Students engage in programs that support the development of respectful relationships across all year levels. Programs such as Shine Girls, Strength, Life Education and Daniel Morcombe focus on Personal Safety and awareness. Students are supported to develop an understanding of strategies to identify and respond to abuse and violence as their conflict resolution skills mature. Students are taught how to recognise, react and report when they or others are unsafe.

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	23	43	29
Long Suspensions – 6 to 20 days	3	6	1
Exclusions	0	1	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

At Somerset Hills SS we have established routines that assist in the reduction of our electricity and water use through enacting Policies and Procedures which outline efficient practices in the use of air conditioners and classroom lighting. Water storage tanks are planned to be relocated to service toilet blocks. We have facilities in place for the storage of large heated water supplies servicing our gas heated pool. Garden beds have been developed using native drought tolerance plants.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	128,289	1,132
2014-2015	25,797	1,070
2015-2016	121,409	1,449

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

School name	**GO**
Suburb, town or postcode	

Sector:

☑ Government

☑ Non-government

SEARCH

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	13	9	<5
Full-time Equivalents	9	7	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	8
Diploma	1
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $10 120.00

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Guided Reading
- STEM (Science, Technology, Engineering and Mathematics)
- Peer Learning
- Positive Behaviour for Learning

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.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 98% 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).	90%	89%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	83%	87%

*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	88%	89%	91%	90%	93%	91%	91%	91%					
2015	88%	91%	91%	87%	85%	92%	88%						
2016	94%	91%	89%	91%	91%	91%	95%						

*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:
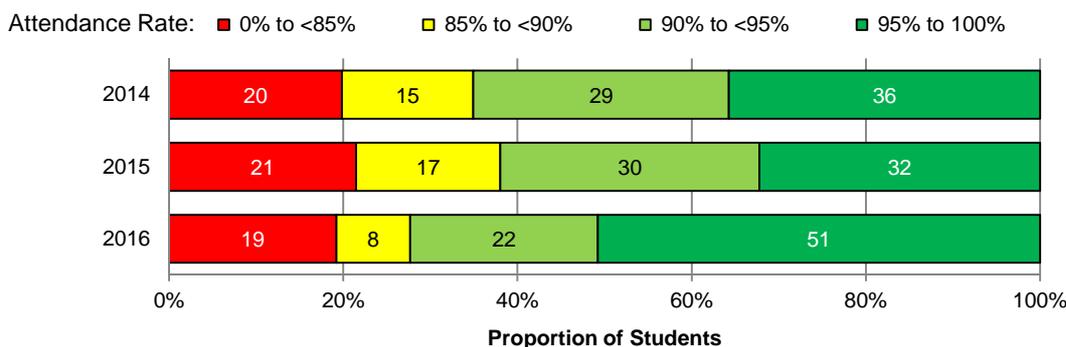
Description of how non-attendance is managed by the school

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.

Parents are able to advise the school of student absences through a dedicated Absence line or via email. Student attendance is managed through daily reporting in OneSchool as teachers mark their class rolls electronically by 9;20 am and again at 12:30pm. Administration staff use this data to contact parents of absent students within the first hour of school and a reason for the absence is requested. Students who arrive at school after 9:10 or who depart before 3:00pm are signed out by their parent at the office.

Students that are absence for 2 days are monitored and the principal contacts parents on the third day of absence. Parents of students who regularly miss 2 or more days of school are contacted by letter with an offer of support to address the non-attendance. Where necessary individual attendance plans may be developed in consultation between school and parents to define strategies at school and home to address the non-attendance.

Students who may be absent for 10 or more days are required to have an exemption of Attendance request completed and forwarded to the principal for consideration.

At Somerset Hills State School we identify that attendance is a crucial element in students reaching their full potential. Some of the key strategies that we implement to increase attendance include:

- Weekly reporting of individual class attendance percentages on assembly
- Class award to highest attendance percentages
- End of semester letters of congratulations to students with attendance of +90%
- Information posters outlining

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.

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Find a school

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School NAPLAN information is available by selecting **'NAPLAN'** 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 our school's NAPLAN results.

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