Principal’s foreword

Introduction

Due to the small numbers of students in specific cohorts, this report has to be general in nature. This report looks at the specific curriculum results for our school from systemic testing and the general highlights and events that have occurred or that we have participated in during the 2011 year. It provides the reader with an overview of how we continue to maintain a high standard of performance. There is a copy of this report available on the school website. Hard copies are available for the school and one is on display in the school office for anyone’s perusal. A copy is tabled at the June, P & C meeting.

Depot Hill State School aims to provide high quality education within the confines of a safe learning environment. We aim to develop students into life-long learners, so they are able to successfully participate in society. I am proud of the work of students, staff and the P & C at Depot Hill State School and have pleasure in providing this report to you.

School progress towards its goals in 2011

Throughout 2011, staff members have worked diligently to achieve/improve upon collaboratively developed school goals. Within the Capricorn Highway Cluster of Small Schools, Depot Hill State School staff built partnerships with fellow teachers and administrators in an endeavour to provide a holistic educational journey for each and every student.

Progress towards specific goals are evidenced by:

- Literacy outcomes (reading and writing) continue to improve (data sourced through internal monitoring and NAPLAN);
- Parental/community participation and involvement with school activities continues to increase (educational and social events); and

The Staff actively seek and engage in productive professional development activities to enhance the teaching and learning cycle for all students (researching and embedding best practice).

Future outlook

Our aim is to promote and transform Depot Hill State School into a well-known school with a good reputation for both academic and social achievements of students. Some key milestones in this journey will be:

- the review and purchase of Literacy and Numeracy resources with the formalisation of teaching strategies to enhance children’s engagement of learning in the classroom
- the promotion of the school as the hub of the community through P & C functions, community use of the new library and promotion of the school
- the access of professional development to meet individual and systemic priorities and clustering with fellow teachers and principals.
Our school at a glance

School Profile

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

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>18</td>
<td>22</td>
<td>94%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Depot Hill State School traditionally has an extremely itinerant clientele. Known for its diversity, more than 10% of the student population is indigenous. In 2011, we had proportionally more boys than girls.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>11</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>14.7</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>12.9</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>11</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings at Depot Hill State School are organized under three areas:
- Literacy;
- Numeracy; and
- Integrated Units of Work.

Literacy is our core business that occurs in every school, every classroom, and across every key learning area. Literacy and Numeracy are life-skills that underpin all aspects of the teaching and learning process.

Learning outcomes are achieved through the implementation of:
- Dedicated Literacy Block;
- Dedicated Numeracy Block; and
- Moderated, technology-based units of work in partnership with similar small school.

Extra curricula activities

- As part of the Alton Downs District School Sports Association, students from Years 5-7 are able to represent our District in Friday afternoon sporting teams, including Hockey (Terms 1 and 4) and Soccer (Terms 2 and 3).
- All students from 4-7 participate in Swimming lessons usually during Terms 1 and 4.
- All students participate in activities arranged by Sports Development Officers for Hockey, Golf, AFL, Rugby League, Basketball and Futsal when available.

How Information and Communication Technologies are used to assist learning

Computer usage is embedded into the Curriculum at Depot Hill State School, and is seen as an integral part of the learning process. Activities involving computers include:
- Word, Excel and Powerpoint;
- Typequick and curriculum based programs.
- Email and Internet Research; and
- Learning Objects.
- Interactive Whiteboards
- The Learning Place

Social climate

Depot Hill State School aims to provide “family values” within a “family environment”. Implementation of the Responsible Behaviour Plan and whole school “Virtues Program” assists to promote responsible behaviours within our safe, supportive learning environment (supported by a RE teacher).

From school opinion surveys, parents and students indicated that they are happy with:
- Safety at school;
- Treatment (fairness);
- Behaviour and discipline; and
- Attending this school.
Our school at a glance

Parent, student and teacher satisfaction with the school

School Opinion Surveys (parents, staff and students) generally indicate that Depot Hill State School is a “good” school. Parents and caregivers have shown a marked improvement in percentages over the past five years – indicating that the school community supports our school, while staff at Depot Hill State School have maintained 100% satisfaction for the past 2 years, reporting they have a good working relationship with other staff.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>69%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>50%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>80%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parent involvement is strongly encouraged at Depot Hill State School, with approximately 20% of the parent base active members of our P&C Committee. This group organizes numerous fundraising/promotional events to assist with the provision of relevant educational activities/excursions for our students. Parents are also invited (through open classroom practices) to participate in the educational, social and sporting lives of their child/ren.

Reducing the school’s environmental footprint

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

Through Heightened awareness, students, staff and the school community, have reduced our carbon footprint evidenced by the reduction in use shown below.

<table>
<thead>
<tr>
<th>Environmental footprint indicators, 2010-2011</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>20,828</td>
<td>1,067</td>
</tr>
<tr>
<td>2010</td>
<td>24,330</td>
<td>1,454</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-14%</td>
<td>-27%</td>
</tr>
</tbody>
</table>
## Our staff profile

### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>4</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>3</td>
<td>3</td>
<td>0</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>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>3</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $2608.41.

The major professional development initiatives are as follows:

- Moderation – Cluster or QCAT
- New Professional learning
- Attending workshops
- Principal conferences.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 69% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name

[Input field]

Search by suburb, town or postcode

[Input field]

Sector: Government [ ] Non-government [ ]

SEARCH

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.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<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>DW</td>
<td>DW</td>
<td>DW</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
<td>93%</td>
</tr>
</tbody>
</table>

DW – Data withheld due to the small cohort

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Depot Hill State School attendance is managed 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 (in the morning and afternoon sessions). Non-attendance is recorded; including ‘late arrivals’ and absenteeism for part of the day/session.

Parents are given constant reminders (through newsletters) to contact the school office if their child/ren are absent, or alternatively send a note to the classroom teacher.
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.

Please note that the year 3 data was withheld due to only having one student enrolled. Since 2009 all our Yr 3 students have been at or above the National Minimum Standards in Reading, Writing, Grammar and Punctuation and Numeracy. We use the NAPLAN data as well as internal monitoring data to assess students’ performance levels.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 5 & 7 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 ‘Closing the Gap Education Strategy’ is the department’s overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

In 2011 we only had one Indigenous student in Year 3 so in an attempt to maintain confidentiality we are unable to comment on the NAPLAN Gap.

The attendance of our indigenous students (93.8%) was higher than that of non-indigenous students (92.3%) for the first time since 2007.