



Depot Hill State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Depot Hill State School, located on the south side of Rockhampton, is a co-educational, Prep to Year 6 School which provides an inclusive and supportive learning environment to wrap around and help prepare our students to be ready to learn. By offering breakfast club daily and a morning playgroup, a chaplain three days a week, after school sport and learning clubs weekly, we cater to the needs of our diverse population. Curriculum at Depot Hill State School is organised under the eight curriculum areas of English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies and The Arts and Languages Other Than English (LOTE). Literacy and numeracy are our core business as these life skills underpin all aspects of the teaching and learning process. Learning outcomes are achieved through the implementation of dedicated literacy and numeracy blocks and moderated, multi age units of work. Collaboration between teachers across the school provides differentiation for students in the areas of Reading, Writing and Mathematics. Depot Hill State School aims to provide high quality education that makes a positive difference to the lives of all Queenslanders within the confines of a safe and supportive learning environment. We aim to develop students into life-long learners so they are able to successfully participate in society. Depot Hill State School is proud to provide family values within a family environment. The School Opinion Surveys confirm that parents, staff and students believe that Depot Hill State School is a good school.

Principal's Foreword

Introduction

Any parents wishing to access a hard copy of the 2017 School Annual Report may do so at the school office.

School Progress towards its goals in 2017

<p>Develop productive partnerships with students, staff, parents and the Community</p>	<ul style="list-style-type: none"> • The 2017 School opinion survey revealed that 100% of parents believed the following- <ul style="list-style-type: none"> This is a good school My child likes being at this school My child feels safe at this school. • School enrolments were at a five year high and school disciplinary absences at a five year low • There was a 100% retention of teaching staff • Enrolment continuity has increased by 20% over the last three years
<p>Improve student academic performance</p>	<ul style="list-style-type: none"> • Children at Depot Hill State School achieved at or above Similar Queensland State Schools in all areas but one, on NAPLAN testing. • Despite a falling ICSEA, 2017 data showed more students achieving in the upper two bands on NAPLAN testing than ever before. • 100% of teaching staff used criteria sheets to make decisions about student A- E marks when reporting and took part in moderation meetings with local clusters of schools
<p>Embed whole school pedagogical practices</p>	<ul style="list-style-type: none"> • 100% of teachers engaged in a timetable of observation and feedback with colleagues. • 100% of teachers were involved in profiling of Essential Skills by behavioural specialist. • 100% of teachers were involved in a data collection cycle for writing, spelling and numeracy every 5 weeks and displayed results on data walls. • A whole school Curriculum and Assessment Reporting Framework was developed through collaboration by teaching staff and regional support staff
<p>Digital technology</p>	<ul style="list-style-type: none"> • 100% of classrooms implemented the digital technologies curriculum supported by 14 robotics kits and 5 additional iPads which were purchased • The digital technologies curriculum was fully developed in our CARF.

Future Outlook-

<p>Develop productive partnerships with students, staff, parents and the Community</p>	<ul style="list-style-type: none"> • Our average attendance rate for 2017 was 89.4%. We aim to improve the whole school attendance rate to be equal to the CQ target of 93%.by funding a school attendance officer and developing stronger school partnerships with families and organisations • In 2017, 87.5 % of parents and 60% of staff indicated on the school opinion survey, that the school was well maintained. We aim to improve this by employing a Schools Officer for the Grounds for two days a week • In 2017, the school opinion survey showed that 87.5% of parents believe that student behaviour is well managed. Whilst this is above the state average, we aim to improve this to above 90% for 2018 by embedding the agreed, consistent Positive Behaviours for Learning processes in all school settings, particularly anti-bullying processes.
<p>Improve student academic performance</p>	<ul style="list-style-type: none"> • In 2017, 0% of students reached the upper two bands for Writing. In 2018, we aim to have 25% of students meeting these targets by making the teaching of writing a priority area in all classrooms. Teachers are to be trained in and use Collins Writing processes to increase focus on writing skills and to provide feedback to students in a timely manner. • We aim to develop the data literacy skills of teachers to identify specific learning needs of individual students by training all full time teachers and teacher aides in the upper school to use CQ3S to analyse data sets and use this information to inform teaching and to set aspirational achievement targets in key learning areas for all students
<p>Embed whole school pedagogical practices</p>	<ul style="list-style-type: none"> • Develop formal modelling, coaching and feedback practices for all staff members • Ensure classroom planning is based on the Curriculum Assessment and Reporting Framework • Offer quality professional development to all staff to help support them in meeting their goals as set out in PDPs. Some examples of this being <ul style="list-style-type: none"> • <i>Beginning teachers</i> professional development to support teachers who have been teaching for less than three years • professional development to support the use of <i>iPads in the classroom</i> • professional development to support <i>students diagnosed with Autism</i> • All teaching staff to take part in <i>The John Collins approach to writing</i> and implement appropriate strategies in all classrooms.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	42	20	22	13	73%
2016	36	20	16	11	74%
2017	47	21	26	17	91%

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

In 2017, there were two 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Depot Hill State School is a small school which is part of a close knit community found on the outskirts of the city of Rockhampton. Our student body is diverse with approximately 30% of the student population being indigenous. In 2017 the school had approximately 30 families so this created a family atmosphere with parents supporting each other to provide for the needs of the children. Many of our families are large, with several families having 4 children attending our school. Parents see the school as the hub for the community and are very supportive of school initiatives such as after-school learning clubs and sporting opportunities which many of our students attend. Our school aims to keep class sizes small to better cater to the needs of all students. We have three classroom teachers, teaching composite classes of Prep/1/2, Year 2/3/4 and Year 5/6.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	19	18
Year 4 – Year 6			16
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

At Depot Hill State School we offer a range of distinctive programs both within and outside of the classroom. We value the whole student and therefore provide a range of excursions, camps and after school activities which are a key component of our curriculum. Our Investing for Success funding has been used to purchase extra teacher and teacher aide support, resulting in small classes which are heavily supported by teacher aides. Students are ability grouped where appropriate for English and Mathematics and differentiation occurs between classrooms to support students who are working on Individual Curriculum plans.

LOTE (Languages Other Than English) at our school is taught in the Year 2/3/4 and 5/6 classroom by an additional specialist teacher. These students are currently being taught Japanese through two 45 minutes lessons per week.

Our Whole school curriculum plan is based on Curriculum to Classroom (C2C) units which assist teachers to backward map from assessment pieces and create purposeful, differentiated and aligned curriculum units. Units are aligned with The Achievement Standards from the Australian Curriculum.

Co-curricular Activities

Our school provides a rich array of extra-curricular activities across a wide range of areas. The following are some of the opportunities provided to our students during 2016:

Music and Performance – Our school performed a musical at the Walter Reid Centre in September. We held a drama club after school once a week in term 2 and 3 and employed a musical director and producer for the performance. Half of the school children were involved with students from Prep to Year 6 performing. In a lead up to our own musical, the students attended a performance of the musical " Little Shop of Horrors" at the Pilbeam Theatre. The choir also worked with a guest conductor at the district choral festival and learned Christmas Carols which they sang around the streets of Depot Hill in the lead up to Christmas.

Camps – 100% of Depot Hill students took part in school camps and excursions last year. Through P & C and community donations the school strives to keep camp costs low so that no child will miss out. All students in the Year Three to Six classrooms attended a three day camp to the Environmental Education Centre on Boyne Island in September last year whilst students in the Prep to Year Two classroom took part in an excursion to the Dreamtime Centre and the Heritage Village before sleeping over at the school.

Community Involvement-Our students marched in the ANZAC parade and attended Beach Day Out to celebrate Disability Week. Students also marched in the Rockhampton Christmas Parade.

Early Years – All students in Prep, Year 1 and Year 2 attended the Romp in the Park celebration of under 8s week at the Botanical garden; Playgroup was provided on the school grounds and was attended by our prep students and teacher aides; The Connect and Grow programme was provided by Playgroup Queensland in term 4 and Step into Prep was offered in term 4.

Sport – All students in years 5 & 6 participated in an interschool sporting program, (sports offered were soccer and hockey). Our After School Sport program was available one afternoon per week and provided coaching in soccer, table tennis and hockey. In addition, many students competed in district sports with students representing our school at the Cross country and athletics carnivals. We took part in a Small Schools Athletics Carnival at Westwood State School. Our students also attended an additional small school's sports day which was held at Port Curtis Road for our cluster of schools. All students took part in swimming lessons in term 1 and 4 with lessons provided by qualified coaches.

Culture – Our school offered a Deadly Kids Club one afternoon a week where students were taught Darumbal language and culture by a Darumbal Elder. The Year 5/6 class attended a Japanese Day at Cawarral State School and a Japanese Lunch at Rydges, Yeppoon.

How Information and Communication Technologies are used to Assist Learning

2017 saw further investment in Information Communication Technologies at Depot Hill State School with the purchasing of 5 additional iPads and the provision of specialised training to support teaching and learning. With our ratio of students to computers being greater than 2:1, our students have many opportunities to use computers for school work and projects. In 2017, students in the upper classroom also completed an extension reading programme taught from Brisbane using headset microphones and the Blackboard platform. The whole school began implementing the digital technologies curriculum in 2017. Fourteen robotics kits were purchased to be used in association with the iPads to support this curriculum delivery.

Social Climate

Overview

Depot Hill State School prides itself on being able to provide family values within a safe, supportive environment. We provided a wide range of initiatives in 2017, including daily breakfast club, additional teacher aides, after school learning, sporting and cultural clubs and a chaplain three days a week. Depot Hill State School worked in partnership with Relationships Australia who provided counselling for students from our campus.

Our school chaplains ran an A to B Programme with the Year 5 and 6 students which included adventure caving and a survivor type camp on Great Keppel Island. This programme greatly enhanced student resilience and the student's ability to work as a team.

Depot Hill is in the third year of its implementation of the whole school Positive Behaviour for Learning (PBL) programme which assists to promote responsible behaviours within our safe, supportive learning environment. From school opinion surveys 100% of parents and students indicated that they believed that Depot Hill is a good school and 100% of parents and students indicated that they believe that teachers are interested in the student's well being and that they care about the students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	DW	100%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	86%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	100%	100%
their child is making good progress at this school* (S2004)	DW	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	86%	100%
this school works with them to support their child's learning* (S2010)	DW	100%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	86%	88%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	86%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	100%	100%
they like being at their school* (S2036)	78%	100%	100%
they feel safe at their school* (S2037)	100%	100%	88%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	94%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers provide them with useful feedback about their school work* (S2040)	88%	100%	100%
teachers treat students fairly at their school* (S2041)	94%	90%	92%
they can talk to their teachers about their concerns* (S2042)	83%	90%	96%
their school takes students' opinions seriously* (S2043)	94%	70%	88%
student behaviour is well managed at their school* (S2044)	72%	80%	96%
their school looks for ways to improve* (S2045)	100%	90%	96%
their school is well maintained* (S2046)	88%	100%	91%
their school gives them opportunities to do interesting things* (S2047)	89%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	86%	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%	90%
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%	90%
student behaviour is well managed at their school (S2074)	100%	92%	90%
staff are well supported at their school (S2075)	86%	100%	90%
their school takes staff opinions seriously (S2076)	100%	100%	90%
their school looks for ways to improve (S2077)	100%	100%	90%
their school is well maintained (S2078)	86%	83%	60%
their school gives them opportunities to do interesting things (S2079)	86%	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

Parent involvement is strongly encouraged at Depot Hill State School, with approximately 25% of the parent base being active members of our P&C Committee. This group organized numerous fundraising/promotional events to assist with the provision of relevant educational activities/excursions for our students.

Parents were also invited (through open classroom practices) to participate in the educational, social and sporting lives of their child/ren. We encouraged parental involvement in excursions and our end of year concert, saw 90% of our parents attending an evening at the school to celebrate their child's achievements. Our After School Clubs are also an excellent way for parents to be involved in their child's school life. A variety of parents regularly helped out in the learning club, after school sport, garden club or Dad's club. Parent interviews are held twice a year although we encourage parents to speak to teachers throughout the term if there are any concerns.

Local community members are an important part of our Community Watch programme and many of the school's neighbours attended our end of year school concert and gave very positive feedback about the school and the children. We also have community members volunteering at the school and helping out with reading programmes in the school.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. We teach appropriate, respectful and helpful relationships as part of our health program and Positive Behaviours for Learning (PBL). In 2017, every child participated in the Life Education program at no cost, thanks to Communities for Children. Our staff took part in training on the impact of trauma and poverty on children.

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	2015	2016	2017
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

Environmental Footprint

Reducing the school's environmental footprint

Students, staff and the community are made aware of the need to be environmentally wise. The importance of recycling is taught in the classrooms and encouraged in the playground. Students are often reminded of the importance of being waterwise and responsible with the use of electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	33,433	18,146
2015-2016	20,494	584
2016-2017	43,940	1,378

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	7	0
Full-time Equivalents	3	4	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	4
Diploma	
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 2017 were \$3925.

The major professional development initiatives are as follows:

All staff at Depot Hill State School took part in professional development in 2017. Writing was a priority, with all teaching staff taking part in writing moderation activities across our cluster of small schools. We also met with another school on two occasions to moderate a writing task using the NAPLAN marking guide. IMPACT writing programmes were used in the upper classrooms to target students in the upper two bands. Students in the upper school were given the opportunity to visit the "Morning Bulletin" our local paper and work with journalists to write an article which was published in a 'Priceless Past' lift out.

Teacher aides were trained in speech/language development to support speech programmes which are implemented in the school. Teacher aide wellbeing was also the focus of a professional development day attended by our teacher aides.

Our Administration Officer undertook training in One School and administrative procedures throughout the year.

All staff took part in training which outlined the effects of trauma on children. Autism workshops and training around developing resilience programmes and Positive Behaviour for Learning were attended by all teaching staff.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

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 year in 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	86%

*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 2017 for all Queensland Primary schools was 93%.

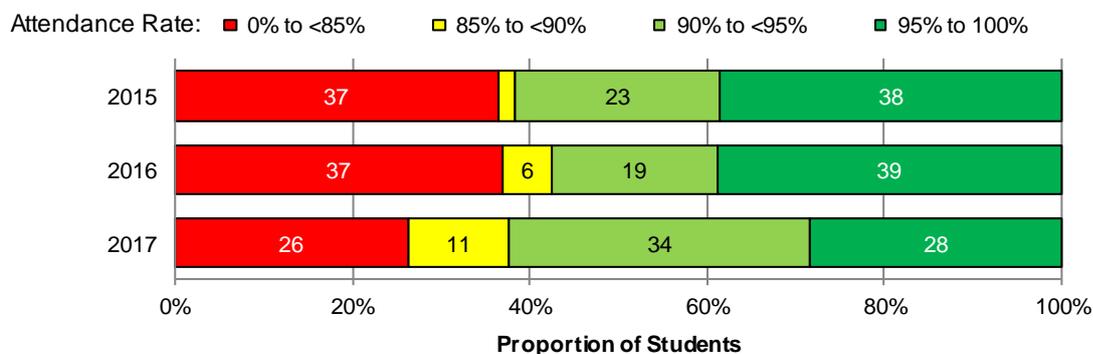
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	87%	92%	93%	90%	94%	86%						
2016	96%	83%	94%	88%	89%	92%	80%						
2017	91%	91%	88%	93%	81%	87%	82%						

*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 are:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

At Depot Hill State School we use a number of strategies to manage attendance. 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. Texts are sent on a daily basis for students who do not attend, giving parents the opportunity to give a reason for the absence. Where a student is absent for three consecutive days without explanation, contact is made with the family by the Principal.

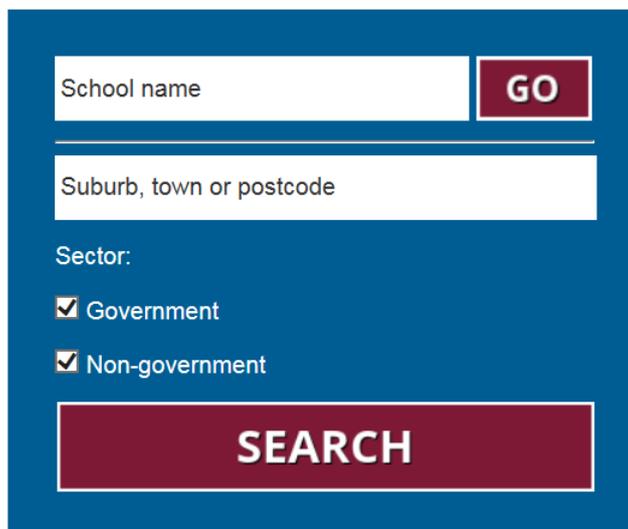
Each classroom displays the attendance rates of students on their classroom door with this data being updated every 5 weeks. Information is provided to parents about the impact of good attendance on student achievement. To proactively address attendance we also work with families to help resolve issues which are potential blocks to regular attendance. We work with outside agencies such as Darumbal, Relationships Australia and Uniting Care to support families to enable students to attend school regularly. Our school is a Positive Behaviour for Learning School and we hold a rewards day on the last day of each term. These rewards are tied to attendance as students with low attendance rates do not receive enough "gotchas" to earn the highest rewards.

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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 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.