Principal’s foreword

Introduction

Veresdale Scrub State school is a small school located approximately 12 kilometres north of Beaudesert. The school was established on the 25th April, 1899 and has been providing the local community of Veresdale with a quality education since then. Traditionally a farming community, the area is increasingly becoming semi-rural in nature. The school is set in a tranquil rural setting occupying attractive and spacious grounds, surrounded by farms. All of the classrooms, the library and the Administration building are air conditioned.

The school has an excellent reputation for academic and sporting achievements and has an excellent community reputation.

As the local population grows, the school population is expected to reflect this growth. The annual school report will detail some of the highlights from 2010, key academic achievements, the curriculum offered by the school and other information of interest to the school community and the wider community.
Our school at a glance

School goals for 2010 included;
● Implementing the curriculum framework and ensuring that it is reflected in assessment and reporting,
● Improving the performance of every student in literacy and numeracy,
● Supporting professional development for all staff,
● Prioritise spending on ICT,
● Maintain and improve facilities.

Progress included;
● Achieving 5 High and 3 Medium rankings for the curriculum audit,

Completion of the BER Cultural Resource Centre

Future outlook

● Teaching and Learning Audit recommendations actioned with explicit school strategies focused on improvement.
● Appropriate implementation of the National Curriculum and LOTE.
● A comprehensive NAPLAN strategy that is transparent and focused on school improvement.
● Closing the Gap on indigenous and non-indigenous student performance.

Implementation of School Environmental Management Plan
● Implementation of Performance Plans for administrator and teaching staff.
● Consolidation of One School as the operational environment for school data, curriculum plans and financial operations

School Profile
Our school at a glance

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>126</td>
<td>63</td>
<td>63</td>
<td>90%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The majority of the student body come from rural or semi-rural families, with some urban families who travel some distance to the school so their children can attend a small country school.

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>21.8</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>20</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>21.2</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>7</td>
</tr>
<tr>
<td>Long Suspensions – 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our distinctive curriculum offerings:

- ICT learning is an integral component of learning in all teaching units. The use of technology does not replace good teaching.
- Physical education is an integral facet of learning and weekly lessons are conducted by a physical education teacher in class time and complemented by sport activities. The students are also engaged in physical activities from the Smart Moves initiative.
- Instrumental music is offered on a weekly basis to selected students in year 4 to 7.
- Veresdale Scrub State School is committed to continuing participation in the School Wide Positive Behaviour Support initiative.
- Veresdale Scrub State School is active in supporting education students to complete their practicum component.

Extra curricula activities:

- All students participated in a Book Fair, Education Week activities, Harmony Day and Book Week activities which are held throughout the year.
- The Queensland Arts Council visited the school twice during the year to present the cultural performances “The Little Blue Dot” and “Speak Up”.
- Various sporting groups were invited to the school to enhance the regular sports curriculum.
- Students in year 3 to 7 participated in the ICAS science, spelling, writing, mathematics, computer skills and English competitions.
- The 10 to 12 year old students actively participated in the Beaudesert & District Primary School Sport trials. Several students went on to represent the district at the regional trials.
- The students were involved in sporting activities with other schools in the district.
- The whole school participated in Dance Fever, an organised program designed to teach students social interaction through the enjoyment of dance. The P&C funded the cost.
- The senior leaders conducted the school’s ANZAC service, which is attended by members of the local RSL club.
- The school captains attended the Remembrance Day service.
- Parents were invited to an information evening for all classes at the beginning of term 1.
- The P&C hosted a “meet and greet” morning tea for new parents, followed by classroom visits.
Our school at a glance

- A member of the Queensland Conservation Council visited the school to speak to the upper school students about conservation.
- The students participated in aboriginal games to celebrate NAIDOC week.
- The students participated in the annual author visit.
- The school hosted work experience students from the local high school.
- A local optometrist visited the prep class to teach them sun safety for eyes and gave them a voucher for a free pair of sunglasses.

How Information and Communication Technologies are used to assist learning

Veresdale Scrub State School used ICT to enhance teaching and learning across all curriculum areas. Digital cameras were used to record school events and the photos used to create storyboards and virtual classrooms displays and to record achievements for digital portfolios. The video cameras were used to record students’ presentations for evaluation and self-reflection. Virtual classrooms were used for homework and to access learning objects suitable for teaching content. Digital projectors and C4T laptops were used to introduce and reinforce curriculum content and to motivate student learning.

Social climate

Veresdale Scrub State School’s motto, “Caring and Challenging for the Future”, reflects the school’s values. The school nurtures a family orientated atmosphere where parents and students feel confident that they are safe and valued at the school.

School Opinion survey data indicates that;

- 88% of parents believe that their child is safe at this school.
- 83% of students believe that they are safe at this school.
- 82% of parents believe that their child is treated fairly at this school.
- 92% of students believe that they are treated fairly at this school.
- 73% of parents are satisfied with the behaviour of students at this school.
- 87% of students are satisfied with the behaviour of students at this school.
- 67% of parents are satisfied with student discipline in the school.
- 88% of parents report that their child is happy to go to this school.
- 96% of students reported that they are happy to go to this school.

Strategies to respond to bullying include direct teaching of anti-bullying messages and strategies for intervention in the victim/bully/bystander cycle.
Parent, student and teacher satisfaction with the school

The overall satisfaction of parents for all questions is above the state mean. The overall satisfaction of students and staff for all questions is significantly above the state mean.

<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>68%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

Parents and caregivers were encouraged to be involved in their child’s education and their involvement was sought and valued.

Parents helped in the classrooms, the tuckshop and with other activities in which the students are involved.

Parents were supportive of the homework set by teachers.

Reducing the school’s environmental footprint
The school installed solar panels. The bore supplied the water to flush the toilets and rainwater tanks supplied all drinking, cleaning and garden water needs.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity kWh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>37,620</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>36,352</td>
<td>13,000</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>3%</td>
<td>-100%</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>15</td>
<td>6</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>8</td>
<td>4</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>7</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $25,816.
The major professional development initiatives are as follows:

- Code of Conduct - whole staff.
- Child Protection – whole staff.
- Emergency evacuation training – whole staff.
- Asthma management training – whole staff.
- Anaphylaxis training – whole staff.
- One School training – whole staff.
- Embedding Indigenous Perspectives in the Curriculum – selected staff.
- QTU Union Representatives conference – selected staff.
- Finance training – selected staff.
- Music professional development – selected staff.
- One School training – selected staff.
- Leadership conference- Principal.

School survey responses indicate that 100% of staff believes they have good access to good quality professional development.
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 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%. 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>93%</td>
<td>95%</td>
<td>93%</td>
<td>92%</td>
<td>94%</td>
<td>88%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

![Attendance Distribution Graph]

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student rolls are marked twice daily and absences are recorded according to the correct code for the reason for the absence. Reasons for unexplained absences are sought from the parents. Unexplained absences of 3 or more days are referred to the Principal for action.

Continued unexplained absences or unsatisfactory absences are dealt with according to DET policies.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

**Achievement – Closing the Gap**

Attendance of the Indigenous students was 94.9%
Attainments of the Indigenous students indicate some improvement.