Comet State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Comet State School is located in the small township of Comet, approximately halfway between Emerald and Blackwater. Comet State School is a multi-age, co-educational school with two classes. The community members of Comet are supportive and provide the school with much support through their continual and active involvement. At Comet State School we aim to work in close partnership with our community to foster the social, physical, emotional and academic development of our children. Our community is active in the school through attendance at monthly Parents and Citizens, volunteering support for classroom activities, working bees and community events. The Comet community is a rural community, comprised primarily of cattle and cropping properties. Students come from both the town itself and other surrounding areas. Comet State School staff aim to create a positive and effective learning environment so that the natural potential of each child is nurtured. Our curriculum from Prep to Year 6 has a central focus of high levels of literacy and numeracy.

School progress towards its goals in 2018

Improvement priorities	Success	
Successful learners – writing	- writing placemat - learning walls - punctuation & sentence structure goal continua - feedback using stamp and goals	Completed
Expert teaching of spelling	- spelling placemat - across school spelling groups 9-9:30am - diagnostic data used to drive spelling groups	Completed
Developing STEM professional knowledge & practice	- professional development - whole school curriculum and reporting framework	Ongoing due to change of staff
Community engagement	- local businesses supporting school activities - Parents partnering in learning	Achieved Ongoing

Future outlook

2019 focus

Improvement priorities	Success	Time frame
Numeracy & problem solving	- Whole school problem solving strategies - Number fact strategies taught for each year level - Teacher resource to teach strategies - Parent session supporting number fact strategies	Term 4 Completed Term 3 Term 4
STEAM	Complete CARF for rollout of Australian curriculum	Term 4
Community engagement	- P&C & businesses support school initiatives - Parents active participants in child's learning	Achieved Ongoing
Social skill program	- Social skill placemat - Weekly social skills lessons highlighted on parade	Achieved Achieved
Pedagogical framework	Update framework to reflect current practices	Term 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	26	28	25
Girls	6	5	4
Boys	20	23	21
Indigenous			
Enrolment continuity (Feb. – Nov.)	76%	92%	77%

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

Students attending Comet State School come from the local area, surrounding townships or from farming backgrounds. The community of Comet is a supportive one where most students remain for their primary schooling life. The majority of students attend high school in Emerald which is 40 kilometres away.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	14	15	13
Year 4 – Year 6			
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

- Knowing and understanding each student, using optimal techniques to challenge and extend every student in a calm and caring classroom.
- Individualised learning and curriculum plans as required to assist with student development and growth.

- Individual student progress is mapped, recorded and reported against relating to what a student should know can do.
- Differentiated curriculum offered across a multi-age setting to meet learning needs.
- Environmental awareness and sustainability though school projects

Co-curricular activities

- Individual and collective participation in local shows, eisteddfods and community activities
- Working with other small schools for sports days and joint learning days
- School swimming lessons
- Athletics, swimming and cross country training and competition
- Specialised sport lessons such as Soccer, Rugby and Netball
- Daily motor program

How information and communication technologies are used to assist learning

We currently have a computer to student ratio of 1 computer to every 1 ½ students and an iPad to student ratio of 1 to every 1 ½ students. Students can use laptops at their desk by connecting to Wifi or in the computer lab. At Comet State School we believe that ICT's are an integral part of the curriculum. Students use computers to research projects via the internet and utilise publishing software such as PowerPoint, Publisher, Word and Paint in order to complete a variety of activities outlined within the school curriculum. Students are encouraged to communicate electronically with peers or teachers via email. EdStudios and online learning objects and programs are embedded in lessons to enhance student learning and engagement. Students utilise a variety of Information and Communication Technologies to ensure they are literate in this field and supported for the future.

Social climate

Overview

Comet State School encourages and exhibits a supportive approach towards its students whilst at the same time promoting and encouraging student accountability and responsibility. As a small school in a close knit community this approach is vital in ensuring student comfort, engagement and success both at school and as a community member. At Comet State School we utilise the services of a school chaplain who engage students in social skills, resilience and confidence building activities. Our learning support teacher takes responsibility for embedding our social skill program across the school using "zones of regulation". Students requiring intensive support are allocated additional time to build their social skills. We recognise and celebrate students on parade through awards around social awareness.

Comet State School strives to ensure all students and staff are safe at school and has a zero tolerance to bullying policy, including cyber bullying and a Responsible Behaviour Plan that is shared with families on enrolment. We utilise proactive strategies to ensure all students are aware of how to deal with bullying. Minor incidents are dealt with by the supervising teacher or staff member through the "High Five Strategy". Continuing or major incidents are referred to the Principal. Depending on the severity of the behaviour and in line with our Responsible Behaviour Plan, further actions are taken to deal with bullying incidents. Referrals to specialist support personnel may be deemed appropriate. Having appropriate disciplinary methods and high student engagement is successful in maintaining a supportive school environment.

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)	92%	83%	67%
• this is a good school (S2035)	92%	83%	100%
• their child likes being at this school* (S2001)	92%	100%	100%
• their child feels safe at this school* (S2002)	92%	83%	100%
• their child's learning needs are being met at this school* (S2003)	92%	83%	33%
• their child is making good progress at this school* (S2004)	92%	83%	33%
• teachers at this school expect their child to do his or her best* (S2005)	100%	83%	67%

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)	92%	83%	67%
• teachers at this school motivate their child to learn* (S2007)	83%	83%	67%
• teachers at this school treat students fairly* (S2008)	83%	83%	67%
• they can talk to their child's teachers about their concerns* (S2009)	83%	83%	67%
• this school works with them to support their child's learning* (S2010)	83%	83%	67%
• this school takes parents' opinions seriously* (S2011)	83%	83%	67%
• student behaviour is well managed at this school* (S2012)	75%	83%	67%
• this school looks for ways to improve* (S2013)	83%	83%	100%
• this school is well maintained* (S2014)	92%	67%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	90%	86%
• they like being at their school* (S2036)	83%	80%	86%
• they feel safe at their school* (S2037)	100%	80%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	80%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	86%
• student behaviour is well managed at their school* (S2044)	95%	60%	100%
• their school looks for ways to improve* (S2045)	95%	80%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	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.

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)	100%	100%	100%
• 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)	86%	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

Comet State School works in close partnership with its very supportive and dedicated community. Community members are involved in the school through monthly P&C meetings, parent classroom volunteers, working bees on the school grounds and participation in school excursions. School information is updated on the website and staff and parents are often contacted via phone calls, emails or texts regarding their child's progress. Comet State School releases a fortnightly newsletter and Facebook announcements to to ensure that all stakeholders are well informed and up-to-date with events both in the school and the local community.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our 5C's promote appropriate ways of conducting oneself and working with others – cooperation, communication, courtesy, consideration and common sense. These values underpin our daily activities and we regularly teach and recognise the 5C's in and out of the classroom. Our social skill program is centred around the zones of regulation and support student awareness of themselves and others.
The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	1	1
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

Comet State School always strives to reduce its environmental footprint. One step towards this is to use "grey" recycled water to water the school grounds, therefore reducing town water usage. Sprinklers on the grounds are on a timer to limit water wastage. Solar panels are installed to generate electricity that feeds back into the grid. This has reduced the electricity costs of the school. We strive to turn off non -essential items when not in use to reduce our carbon footprint. We recycle and reuse.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	8,168	23,930	15,531
Water (kL)		659	504

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
Search by school name or suburb	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	5	5	<5
Full-time equivalents	3	2	<5

*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	
Graduate Diploma etc.*	1
Bachelor degree	4
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 $18 000.

The major professional development initiatives are as follows:

- STEAM
- Spelling
- Quality teaching
- Supporting our students

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.	99%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

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	91%	92%	90%
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	84%	92%	92%
Year 1	92%	88%	92%
Year 2	87%	89%	84%
Year 3	94%	89%	87%
Year 4	95%	94%	88%
Year 5	96%	96%	97%
Year 6	93%	97%	93%

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

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
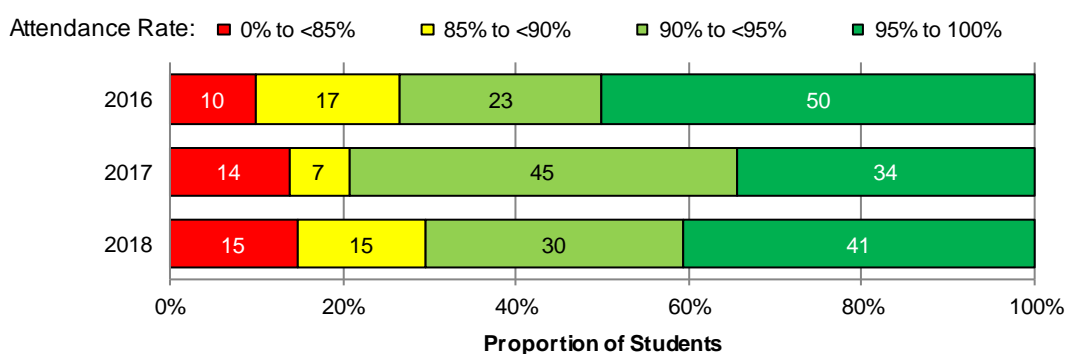
Description of how this school manages non-attendance

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.

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.
Students are marked in attendance in the morning and after second break. If a student arrives after the morning bell at 9am they are marked on the roll as "late" and the time is recorded. If the student leaves before 3pm they are signed out by parents, marked as "early departure" on the roll and the time is noted.

Parents inform a staff member of the reason for their child's absences and unexplained absences are followed up by the Principal or BSM as soon as possible. For unexplained absences, a pre-generated letter from One School is sent home requesting the reason for the absence. If a response is not received the Principal will contact parents via phone or email. If absences are recurring, the Principal works with the parents to establish the underlying reasons for the absence and to develop a plan to increase student attendance. If absences continue, further steps are taken in line with the departmental policies and processes to deal with absenteeism.
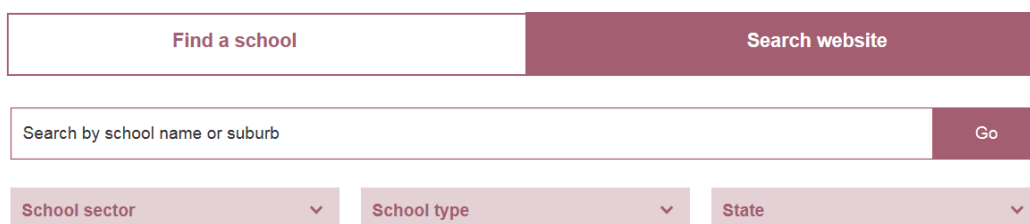
Students are encouraged to follow the "everyday counts" campaign and recognition of attendance is acknowledged and celebrated throughout the term.

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
Search by school name or suburb	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 | Finances | 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, 7 and 9.