



Drillham State School



ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Established in 1899, Drillham State School is located 360 kilometres west of Brisbane on the Warrego Highway. It is nestled within prime cattle and agricultural country and more recently mining and gas exploration.

Drillham State School is a co-educational school for students from Prep to Year 6. Our student population is drawn from the rural township of Drillham and surrounding properties. School life at Drillham State School is underpinned by the motto of 'Happiness through Learning' and the principles of being safe, responsible and respectful. These principles enable students to reach their potential in a safe, supportive and inclusive environment.

Drillham State School has dedicated, skilled staff who take ownership for every student's progress, ensuring every student has access to and participates in the Australian curriculum across all learning areas through quality teaching and learning. At Drillham State School we embrace the belief that every student can and will succeed and achieve no matter the circumstances or obstacles. We are committed to lifting the performance of all students ensuring every student improves. We are committed to one year's growth for one year of schooling with an unyielding focus on lifting students' literacy and numeracy skills through a commitment to improving reading.

With the support of a strong P&C (Parent & Citizens) and consistent staffing, Drillham State School is well resourced and positioned to prepare students with the knowledge, skills and confidence to participate successfully within their community and beyond. With effective and efficient resourcing we are able to achieve a highly individualised learning environment where students are explicitly instructed using the gradual release model in a multi-age, cooperative learning environment where small groups are utilised to meet the educational needs of the individual. As an Independent Public School we are committed to working in new ways to maximise learning outcomes for all of our students.



School progress towards its goals in 2018

2018 Explicit Improvement Agenda Overview

| Explicit agenda | TARGET | STRATEGY | ACTIONS | Outcomes |
|--|--|--|--|--|
| <p>Priority 1</p> <p>Improving staff's understanding of how to teach reading for learning, incorporating higher order thinking strategies to improve students comprehension skills to improve student outcomes in the upper two bands for NAPLAN and 'A to E' data.</p> | <ul style="list-style-type: none"> • 100% of students reading at or above age level; • >75% of students achieving in upper 2 bands for NAPLAN | <ul style="list-style-type: none"> • Support students reading development through additional support and integrated programs. | <ul style="list-style-type: none"> - Implement Morning Program with one-on-one reading, speech and support programs - Fund additional teacher aide hours as required to support students learning and allow teachers to teach. - Embed cooking and garden program into school programs to enhance teaching of oral language, literacy and numeracy. - Conduct playgroup sessions to develop early oral language. - Year 4,5 & 6 participate in one round of IMPACT reading through BSDE - Year 2 & 3 participate in one round of IMPACT reading through BSDE - Purchase and implement Literacy Pro online reading and associated text. - Map students on the literacy continuum beginning with Prep's. | <ul style="list-style-type: none"> • One on one support before school continued, supporting overall progress of students. Sessions involved reading, alphabet work, learning of sight words and more individual approached. • Additional support in the classroom enabled the majority of students to achieve a 'C' or higher in mathematics and English. • All grades participated in weekly cooking improving language and mathematics skills. Program supported by parents. • Review of playgroup conducted, with a strong support by parents. Approach refined with good results. • Students in year 2 to 6 participated in IMPACT reading, with good progress achieved by most students. • Additional resources purchased to support home reading, though approach may need to be reviewed in 2019. |
| | | <ul style="list-style-type: none"> • Support parents to enhance reading development at home. | <ul style="list-style-type: none"> - Conduct annual reading challenge to support regular reading at home. - Provide parent information sessions and published information regarding reading strategies, sight word development and oral language development. | <ul style="list-style-type: none"> • All students read frequently at home with the program supported by all families. • Information published in the form of a support document and information published in newsletter. Well received by all. |
| | <ul style="list-style-type: none"> • 100% of classroom staff completed 'How to teach reading'. • 100% of teacher participate in Reading Hub PD | <ul style="list-style-type: none"> • Develop staff's capacity, knowledge and understanding of teaching reading comprehension and higher order thinking skills. • Develop staff's utilisation of metalanguage across all learning areas | <ul style="list-style-type: none"> - All teacher and teacher aides complete of online reading course 'How to teach reading accessing TRS where required. - All teachers participate in Reading Hub PD x 4 days each - Teachers participate in IMPACT reading online PD - All teachers participate in Desley Konza Big 6 PD - Teacher aides participate in Reading hub PD. - Teacher & teacher aides view each other's teaching of reading - Begin to review 'Whole School Reading Program' especially Year 3 to 6. | <ul style="list-style-type: none"> • All classroom staff participated in the online program, completing most if not all. Teacher aides to redo in 2019, especially sections that were more technical. • All teachers participated in Reading Hub PD and Desley Konza PD. It helped review practices and develop a common approach. • Teacher aides to participate in PD in 2019 as online learning and observations took a considerable amount of time. • Formulation of a whole school approach to reading still in the process as professional knowledge is developed. • Majority of students continue to read above age expected outcomes. |



| | | | | |
|--|--|--|--|---|
| | | | <ul style="list-style-type: none"> - Teachers participate in professional readings and discussions to enhance understanding of higher order thinking skills and development of comprehension. | |
| <p>Priority 2</p> <p>Improve staff's understanding of strategies to support mathematical problem solving to improve students outcomes in the upper two bands for NAPAN and 'A to E' data.</p> | <ul style="list-style-type: none"> • 100% of students achieving a 'C' or above for Mathematics • >50% of students achieving in upper 2 bands for NAPLAN • 100% of teachers confident at implementing mathematics effectively in a multi-age situation. | <ul style="list-style-type: none"> • Finalise development of Whole School Maths program based on the Australian Curriculum for teachers to implement fully across the school. • Develop additional supporting assessment pieces to ensure effective assessment and monitoring of student progress. | <ul style="list-style-type: none"> - Finalise mapping of Australian maths curriculum into a 40-week school program. - Review and construct assessment pieces to support the assessment and monitoring of student progress in all strands for all grades. - Begin online learning 'How to teach mathematics.' | <ul style="list-style-type: none"> • Draft program developed. Teaching became more focused and more explicit towards the year level standards and descriptors. Trialling additional assessment in 2019. • How to teach mathematics was not completed due to time restraints. |
| | | <ul style="list-style-type: none"> • Develop staff's capacity, knowledge and understanding of teaching the proficiency strand of the Australian maths curriculum. | <ul style="list-style-type: none"> - Foster professional conversation and organise coaching and feedback to develop understanding of metalanguage associated with mathematics. - Provide access to STEM PD including digital technologies. - Develop required learning ladders to support the teaching of mathematics. - Develop a bank of mathematical resources to support scaffolding of learning in a multi-age classroom. - Provide additional teacher aide time to support with differentiated teaching within the multi-age class. | <ul style="list-style-type: none"> • Through analysis of the Australian curriculum for mathematics, teachers developed a shared understanding of expectations and developed their metalanguage associated with the subject, helping to align practices. • Through a trial of implementation, it was decided not to use learning ladders. Use of learning walls may be more beneficial. • Additional support in the classroom allowed for more focused teaching of concepts allowing for the majority of students to achieve 'C' and above. |
| | | <ul style="list-style-type: none"> • Record differentiation for students in mathematics. | <ul style="list-style-type: none"> - Develop personal learning goals in OneSchool for students requiring additional support or extension. | <ul style="list-style-type: none"> • Tracked and recorded students individualised programs allowing for differentiated teaching. |



Future outlook

2019 Explicit Improvement Agenda Overview

Drillham State School's explicit improvement agenda for 2019 articulates a sharp and narrow focus, focusing on improving the teaching of reading, mathematics and oral language.

| Explicit agenda | TARGET | STRATEGY | ACTIONS | Timeframe | Outcomes |
|---|---|---|---|---|--|
| Priority 1 Improve staff's understanding of teaching reading comprehension skills using higher order thinking so to improve student outcomes in the upper two bands for NAPLAN and 'A to E' data. | <ul style="list-style-type: none"> • 100% of students reading at or above age level; • >75% of students achieving in upper 2 bands for NAPLAN • 100% of students mapped on literacy continuum | <ul style="list-style-type: none"> • Support students reading development through additional support and integrated programs. | <ul style="list-style-type: none"> - Implement Morning Program with one-on-one reading, speech and support programs - Fund additional teacher aide hours as required to support students learning and allow teachers to teach. - Embed cooking and garden program into school programs to enhance teaching of oral language, literacy and numeracy. - Conduct playgroup sessions to develop early oral language. - Year 4,5 & 6 and Year 2 & 3 participate in one round of IMPACT ComprehendIt through BSDE - Purchase and implement Literacy Pro online reading and associated text. - Provide teacher release time to map all students Prep to Year 6 on the literacy continuum to record differentiation. | Ongoing Ongoing Ongoing Ongoing Term 1-3 Term 1 Term 1 to 3 | <ul style="list-style-type: none"> • Improved reading, speech and oral language development for individuals • Improved individualised instruction and support resulting in individual success. • Improved opportunities for real life mathematical learning and use of oral language skills. • Improved individual readiness for school • Improved comprehension skills. • Improved comprehension skills through more individualised reading approach • Improved targeted teaching to student needs |
| | | <ul style="list-style-type: none"> • Support reading development at home. | <ul style="list-style-type: none"> - Review and revise annual reading challenge to whole year approach incorporating Literacy Pro so to support comprehension development. - Provide ideas and support to parents via the newsletter to encourage reading, sight word development and oral language. | Term 2 & 3 Ongoing | <ul style="list-style-type: none"> • All students reading frequently at home. • Improvement in Year 3 to 6 comprehension • Parents feel empowered to support their child. • Early intervention for language support. |
| | <ul style="list-style-type: none"> • 100% of teachers and teacher aides participate in PD related to the teaching of reading and Big 6. | <ul style="list-style-type: none"> • Develop staff's capacity, knowledge and understanding of teaching reading comprehension and associated metalanguage • Develop staff's knowledge and understanding of role of higher order thinking strategies. | <ul style="list-style-type: none"> - All teacher aides complete of online reading course 'How to teach reading. - All teachers & teacher aides participate in Desley Konza Big 6 PD - Teachers review 'Whole School Reading Program' and explicitly map incorporation of higher order thinking skills into Year 3 to 6 program. - Teachers participate in professional conversation around higher order thinking during curriculum meetings. | Term 2 Term 1 Term 2-4 Term 1-2 | <ul style="list-style-type: none"> • Increased teacher aide capacity to teach reading. • Increased awareness and application of Big 6 • Formulation of a whole school approach to reading incorporating higher order thinking strategies to enable more explicit and structured instruction of reading. |



| | | | | | |
|--|--|--|--|--|--|
| <p>Priority 2</p> <p>Improve staff's understanding of strategies to support mathematical problem solving to improve students outcomes in the upper two bands for NAPLAN and 'A to E' data.</p> | <ul style="list-style-type: none"> • 100% of students achieving a 'C' or above for Mathematics • >50% of students achieving in upper 2 bands for NAPLAN | <ul style="list-style-type: none"> • Review implementation of Whole School Maths program and associated assessment items in relation to A-E data. | <ul style="list-style-type: none"> - Finalise and review assessment pieces to support the assessment and monitoring of student progress in all mathematics strands for all grades. - Finalise whole school mathematics program for quality assurance. | <p>Term 1-4</p> <p>Term 2</p> | <ul style="list-style-type: none"> • Delivery of the Australian Curriculum in a sequential and aligned method from Prep to Year 6 with assessment items that provides clearer data for all areas. |
| | <ul style="list-style-type: none"> • 100% of teachers confident of alignment of A-E maths data with assessment pieces and incorporating digital technologies | <ul style="list-style-type: none"> • Develop staff's capacity, knowledge and understanding of teaching the proficiency strand of the Australian maths curriculum, incorporating digital literacies. | <ul style="list-style-type: none"> - Teachers to participate in STEM PD incorporating digital technologies. - Provide additional teacher aide time to support with differentiated teaching within the multi-age class. - Teachers participate in online learning 'How to teach mathematics.' - Explore the implementation of 'learning walls' | <p>As available</p> <p>Ongoing</p> <p>Term 3-4</p> | <ul style="list-style-type: none"> • Teaching and learning improved by increased staff's awareness of what to teach, improving teacher's ability to implement mathematical proficiencies and content while incorporating digital technologies. • Improved individualised support in class. |
| <p>Priority 3</p> <p>Improve teacher's understanding and implementation of oral language development to assist student's readiness for reading and writing to support reading level and sight word recognition.</p> | <ul style="list-style-type: none"> • 100% of students reading at or above age level; • 100% of students mapped on literacy continuum. | <ul style="list-style-type: none"> • Develop staff's capacity, knowledge and understanding of how to effectively and comprehensively teach oral language. | <ul style="list-style-type: none"> - Teacher aides to observe teachers teaching group reading and support programs with individual students. - Review 'best practise' of teaching oral language, reviewing current school program with newly acquired understanding. - Develop staff's awareness of '3 tiers' of words. - Provide teacher release time to map all students Prep to Year 6 on the literacy continuum to record differentiation. | <p>Term 3</p> <p>Term 4</p> <p>Term 2</p> | <ul style="list-style-type: none"> • All staff aware of the '3 tiers' of words • Improved individualised instruction and support resulting in individual success. • Improved individual readiness for school • Improved targeted teaching to student needs |



Our school at a glance

School profile

| | |
|------------------------------------|--------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | Yes |
| Year levels offered in 2018 | Prep Year - Year 6 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 29 | 28 | 33 |
| Girls | 12 | 11 | 14 |
| Boys | 17 | 17 | 19 |
| Indigenous | 1 | | |
| Enrolment continuity (Feb. – Nov.) | 88% | 100% | 89% |

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

Drillham State School holds a good reputation for providing quality-differentiated curriculum in a supportive environment. Of the total school population, a small percentage live within the Drillham Township, with some students from further afield. The majority of students are from surrounding properties serviced by three bus runs. The student population throughout 2018 was generally stable. Families enrolled at the school were working on properties, working within the township of Miles and within the gas and coal industry. In 2018, Drillham State School consisted of two classes with one full time teaching principal and two part time classroom teachers who also fulfilled other teaching roles to ensure consistency of teaching and development of effective relationships. Student distribution was split between Prep to Year 2, Year 3 to 6 to maximise effectiveness of curriculum delivery.

Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | 17 | 15 | 17 |
| Year 4 – Year 6 | 12 | 13 | 16 |

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

At Drillham State School, the Australian curriculum is delivered for all Learning Areas with a focus on literacy and numeracy in each learning area. The school has a visiting physical education teacher who conducts PE (physical education) lessons on Tuesday. A music teacher visits on Friday to conduct music lessons in the middle session and choir at lunchtime. LOTE is conducted for Year 5 & 6 students via iConnect / tele-learning through the Brisbane School of Distant Education. Learning support is fully integrated into the classroom program to ensure continuity, inclusivity and connectedness for students. A guidance officer and speech therapist service Drillham State School as part of their circuit, providing support upon request.

A range of strategies and organizational structures are implemented within the classroom to ensure the best learning opportunities occur for all students within a multi-age setting. Students work in a wide range of groupings including explicit teaching sessions, ability groups, year level groupings, small groups and one-on-one, depending on individual needs.

Physical activity is an essential element of our school program to support academic development. Morning fitness occurs every morning. Students have access to an extensive range of play and sporting equipment. Students have the opportunity to participate in Miles & District sporting events and inter-school sporting activities including athletics coaching each year.

At Drillham State School, we value the individual and the need to use effective pedagogies to meet the developmental and learning needs of all students. Within our curriculum, we incorporate the school garden and weekly cooking to support oral language development and mathematics. We conduct a morning reading program before school, which focuses on reading, sight words, oral language development, speech and individual needs. We value outside play for Prep to year 2 as well as establishing prior to school and after school play time that aligns with the bus timetable to develop social and emotional well-being. We integrate our teacher aides into the classroom timetable to ensure maximum support for students and uninterrupted teaching and learning.

Co-curricular activities

In addition to the set curriculum, students at Drillham State School have access to a range of extra curricula opportunities. Students can participate in:

- Small schools, M&D (Miles & District) and SW (South West) sporting events.
- Drillham athletics coaching, swimming lessons, cross country and sports days with other small schools
- Miles show, academic competitions, Western Downs regional council events, Wonder of Science conference and Dalby eisteddfod.
- Activities such as QGC road awareness, SEAT visit, Premier Reading Challenge/School reading challenge, Under 8's activities, Book Week and Get Active Queensland.
- School camps at Columboola Environmental Education Centre, Tallebudgera and the biannual whole school camp.
- Behaviour reward programs such as computing and Wii.

How information and communication technologies are used to assist learning

At Drillham State School, staff and students have access to a well-maintained bank of PC's, iPads, laptops and XO's with an approximate ration of 1:2. All digital devices have access to the school network and internet through fiber optic and wireless networks.

- ICT's are an integral component of daily teaching and learning at Drillham State School, being incorporated into all Learning Areas to enhance explicit instruction and contemporary pedagogies. ICT's are used:
 - To support the implementation of the Australian curriculum
 - To support learning and unit work through activities such as use of learning objects, videos, YouTube demonstrations, online activities and data collection.
 - To support students demonstration of learning through activities such as multi-modal presentations, movie making, and personal folios.
 - To increase the resources available to students for research and information comparisons.
 - To present and manage work such as written assessment and assignments.
 - As part of skill development such as number facts, typing skills and Mathletics.
 - To provide individualised support for learning through IMPACT online reading, eBooks, Mathletics and Literacy Pro.
 - To access Languages other than English (Japanese) through online learning.
- Students have access to a wide range of devices and peripherals to enhance their computer interaction. This includes use of a smart board, interactive touch TV, digital cameras, digital video cameras, scanners, and other similar equipment. Students have access to a colour photocopier and laser printers to support their learning and presentations.
- Teachers use ICT's to assess students learning; record, track and analyze results and review progress and document student's progress, assessment and reporting. ICT's are an integral part of planning, teaching and assessment.
- Digital technologies are taught for two terms a year. Resources such as Blubots, Edisons and Makey Makeys, as well as online resources such as 'Scratch' are available to support students learning.



Social climate

Overview

Drillham State School offers a safe, supportive and caring environment, built on respectful relationships, where participation and involvement of families and community is promoted. All parents / carers and community members, as well as our playgroup families are encouraged to take part in events and celebrations associated with the school such as Book Week, Under 8's, cross-country and library borrowing. Students have weekly access to the 'Miles Chappy' on a Wednesday as part of the schools pastoral care program.

At Drillham State School, our behaviour management policy is based on the principles of SWPBS (School Wide Positive Behaviour Support) where positive behaviour is reinforced and promoted through consistency of approach, acknowledgement of success and regular communication between school and home. Students are supported to develop safe, responsible and respectful behaviour and are encouraged to seek support from staff to address and work through issues experienced at school on the day the issue occurs to ensure that they feel safe and supported at all times. The effectiveness of the school's behaviour management plan can be seen in the School opinion survey where 100% of parents agree that Drillham is a safe school where students are treated fairly and behaviour is well managed. The School opinion survey also shows that 100% of students like the school and feel safe.

A weekly newsletter is sent out to all families and community members. Our newsletter promotes school events, informs parents / carers of classroom activities, supports positive parenting, and celebrates student's successes as well as keeping parents / carers informed of State Schooling initiatives.

The Drillham P&C is an integral part of Drillham State School where families are encouraged to be involved in decisions related to their child's education. Three meetings are held a semester to support involvement. Being an IPS school (Independent Public School, the Drillham State School school council meets each term to support the strategic direction of the school.

Parents / carers receive two written reports per year. Two formal interview periods occur each year, one per semester. These meetings review individual needs and educational focus. Parents / carers can request an interview at any time throughout the year to discuss their children's progress.

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) | 100% | 100% | 100% |
| • this is a good school (S2035) | 100% | 100% | 100% |
| • their child likes being at this school* (S2001) | 100% | 100% | 100% |
| • their child feels safe at this school* (S2002) | 100% | 100% | 100% |
| • their child's learning needs are being met at this school* (S2003) | 100% | 100% | 100% |
| • their child is making good progress at this school* (S2004) | 100% | 100% | 100% |
| • teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% | 100% |
| • teachers at this school motivate their child to learn* (S2007) | 100% | 100% | 100% |
| • teachers at this school treat students fairly* (S2008) | 92% | 100% | 100% |
| • they can talk to their child's teachers about their concerns* (S2009) | 92% | 100% | 100% |
| • this school works with them to support their child's learning* (S2010) | 100% | 100% | 100% |
| • this school takes parents' opinions seriously* (S2011) | 92% | 100% | 91% |
| • student behaviour is well managed at this school* (S2012) | 100% | 100% | 100% |
| • this school looks for ways to improve* (S2013) | 100% | 100% | 100% |
| • this school is well maintained* (S2014) | 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 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 100% | 100% | 100% |
| • they like being at their school* (S2036) | 100% | 100% | 100% |
| • they feel safe at their school* (S2037) | 100% | 100% | 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% | 100% | 100% |
| • they can talk to their teachers about their concerns* (S2042) | 100% | 100% | 100% |
| • their school takes students' opinions seriously* (S2043) | 100% | 100% | 100% |
| • student behaviour is well managed at their school* (S2044) | 100% | 100% | 100% |
| • their school looks for ways to improve* (S2045) | 100% | 100% | 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% |
| • students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| • student behaviour is well managed at their school (S2074) | 100% | 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

The Drillham Parents and Citizens Association (P&C) is a very active body with a focus on improving the educational opportunities for students at Drillham. The School Council along with the P&C supports the development of school policies and documents such as the Responsible Behaviour Management, Annual Implementation Plan and Budget. The P&C provides additional resources to support teaching and learning as well as funding school activities such as camps and excursions. The P&C works collaboratively with the school to provide great resources, facilities and grounds for students.

Parents / carers are invited to attend school events such as class celebrations, Under 8's, Book Week and sporting events. At Drillham, where ever possible parents / carers are encouraged to bring younger students to events, to familiarize them with the school setting prior to formal enrolment. In 2018, we were able to continue the Drillham playgroup to enhance this goal. Parents / carers are encouraged to become volunteers at the school in areas such as:-

- ✓ Morning reading
- ✓ Classroom support
- ✓ Sporting teams – managing, coaching and transporting.
- ✓ Attendance on excursions and at class presentation.
- ✓ Tuckshop – organising and cooking.
- ✓ Preparing resources and classroom materials.
- ✓ Transporting students to events.

Open communication between teachers and parents / carers is supported through phone calls, emails, letters and face-to-face formal and informal meetings. Parents / carers are encouraged to communicate with staff regularly. Parents / carers are able to arrange an interview with their child's teachers to discuss academic progress, social issues or other aspects of their child's education at any time during the term.

Respectful relationships education programs

At Drillham, Respectful relationships education is supported through the delivery of the Australian curriculum, particularly Health and Physical education. Developing respectful relationships are also covered through our weekly behaviour focus where students develop knowledge and skills to develop their capacity to initiate and maintain respectful relationships in different contexts. Across the curriculum staff, specifically focus on developing student's communication skills, social skills and behavior required to build and maintain respectful 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 | 0 | 0 |
| 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

Drillham State School has 24 solar panels installed to support reducing energy consumption. School processes are in place to reduce resource and energy consumption such as:

- installation of LED lighting across the school
- turning of lights and air conditioning when not in use
- placing water heater and water coolers on timers
- adjustment of louvers to accommodate seasonal changes
- use of timed irrigation system
- reuse of paper
- recycling using council facilities
- education programs such as Western Downs Regional Council waste education program

During 2018, electricity consumption was impacted upon due to the need to regularly run an air conditioning for the office server and the need to use up to four pumps to pump water to buildings and the grounds.



Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 11,452 | 14,968 | 13,873 |
| Water (kL) | | | |

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

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 | 4 | 5 | 0 |
| Full-time equivalents | 3 | 3 | 0 |

*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.* | 2 |
| Bachelor degree | 2 |
| 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 \$7856.55. Additional professional occurred where funds were not expended.

The major professional development initiatives are as follows:

- How to teach reading online
- Reading hub development days
- Desley Konza Big six
- IMPACT reading professional development
- Moderation
- ACARA mathematics
- Miles cluster principal meetings; Band 5 principal meetings; ERG & Regional business meetings
- Mandated training
- First aid training
- Mentoring and lesson observations

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% | 99% | 99% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

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 | 96% | 98% | 94% |
| Attendance rate for Indigenous** students at this school | 96% | | 85% |

* 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 | 95% | 95% | 94% |
| Year 1 | 93% | 98% | 86% |
| Year 2 | 97% | 98% | 95% |
| Year 3 | 99% | 96% | 97% |
| Year 4 | 95% | 98% | 96% |
| Year 5 | 98% | 99% | 97% |
| Year 6 | 97% | 99% | 99% |

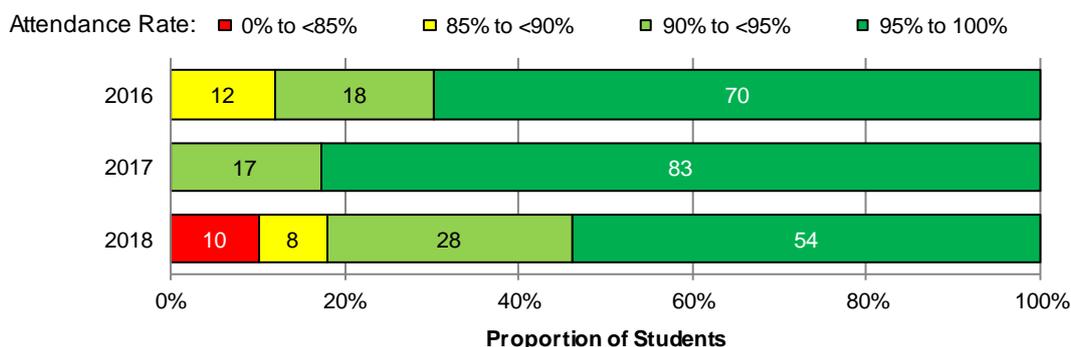
Notes:

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.

At Drillham State School, rolls are marked twice daily. Student non-attendance needs to be explained by parents / carers though face to face notification, notes, emails or phone calls to the school, on the day in question or prior. The Principal follows up absences with families on the morning that the student is away if the school does not have knowledge of the absence. Unexplained absences are generally non-existent at Drillham State School due to the communication between principal and families.

For anticipated long absences, parents / carers are requested to discuss the matter with the principal prior to the event occurring. During any absence longer than 1 day, parents / carers are requested to keep the school informed of anticipated return and family circumstances. Absences of 10 or more days are recorded on the appropriate paper work in OneSchool.

Regular reminders regarding attendance are included in the school newsletter. A poster with the effects of non-attendance is clearly displayed at the entry to the school. An overall attendance rating is published in the newsletter each week.

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.