



Orion State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	1002 Ten Chain Road Orion via Springsure 4722
Phone:	(07) 4984 6126
Email:	principal@orionss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Principal – Mrs Carolyn Mayne

School Overview

Established in 1964, Orion State School is a multigrade co-educational state school situated approximately forty-seven kilometres South of Springsure. Orion State School takes pride in involving the students, parents and community in various events throughout the year. Although the school has a small population, it prides itself on cluster school involvement. Our class is comprised of students ranging from Prep to Year 7. Our successful curriculum has a central focus on high levels of literacy and numeracy, with the levels of the remaining syllabuses delivered primarily as integrated units of study. The distinctive features within this design include knowing and understanding each student to develop optimal techniques to challenge and extend each student in a caring, supportive classroom. We construct individualised learning plans to maximise the talents and future opportunities for our students. We map, record and report on every student's progress against ACARA achievement standards. Our 'open door' policy encourages parents to spend time in their children's classroom. Student achievements are celebrated through weekly certificates on parade which recognise classroom success.

Principal's Forward

Introduction

Welcome to Orion School's Annual Report for 2016. This report provides a snapshot of the achievement of Orion State School in 2016, the goals for 2017 as well as data about the achievements of the students at Orion State School. Aspects of students' achievement data is withheld due to the small student cohorts in our school.

The facts and figures contained in this report represent the business aspect of school life. Schools are a people business and the staff at Orion State School invest as heavily into the individuals and families in our care as we invest our energies and expertise into teaching and learning. Many of the aspects of Orion State School cannot be captured in a report of this nature and we invite you to visit us to better understand the true nature of who we are as a school community as you interact with us to experience the way the facts and figures play out within our school context.

Copies of this annual report are available through the school website and in the school office. We would be happy to give you a hard copy if you wish to access information in that manner.

School Progress towards its goals in 2016

<u>Action</u>	<u>Progress</u>	<u>Future Outlook</u>
Improve students' genre writing skills through the explicit teaching of spelling, punctuation and grammar	Implemented but needs further focus	Ongoing/embedded practice
Improve fluency in mathematical operation and recall	Commenced	Continued focus in 2017
Review Whole school curriculum framework	Commenced	Continued focus in 2017
Review Assessment and Reporting Framework	Commenced	Continued focus in 2017
Build and maintain quality community partnerships	Implemented	Ongoing embedded practice
Use data to continuously monitor student achievement	Implemented	Ongoing/embedded practice. Update as necessary
Continue to provide rigorous individually differentiated learning outcomes	Implemented	Ongoing/embedded practice
Continue to develop knowledge of technology and ICT in the curriculum	Commenced	Ongoing 2017

Future Outlook for 2017

Orion State School will continue to focus on priorities that have been outlined in the 2016 – 2019 Strategic Plan.

- Continue to review data to collaboratively develop an explicit improvement agenda with targets and timelines.
- Continue to develop data literacy skills and data tools for all stake holders.
- Continue to develop and implement a plan for instructional leadership which includes coaching, mentoring and feedback.
- Continually review the Pedagogical Framework and ensure that it aligns with the ACARA Curriculum Framework.
- Ensure that literacy and numeracy are explicitly taught across all key learning areas.
- Continue to provide rigorous individually differentiated learning programs.
- Continue to implement a literacy support program which ensures individual instruction and student conferencing which caters for targeted intervention and extension of students.
- Our main priorities are to maintain and implement a quality curriculum which continually strengthens the capability of staff and students while maintaining strong and sustainable partnerships between students, staff, parents and the wider community.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	10	2	8		83%
2015*	13	3	10		100%
2016	16	6	10		100%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Orion State School is a small, one teacher rural school located forty kilometres south of Springsure in a picturesque grain producing area. We have a current enrolment of sixteen students ranging from Prep to Year Six. Our staff which includes a teaching principal, two teacher aides, one administration officer and one groundsman is dedicated to providing enriching, challenging learning experiences which cater for the individual learning styles of our students.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	6	13	15
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

We delivered a full primary curriculum (P - 6) with students accessing all of the Learning Areas: English, Mathematics, Science, HPE, the Arts, Language (Japanese), Technologies and the Humanities and the Social Sciences – which incorporates History and Geography.

Classrooms are equipped with information technology devices eg. Interactive Whiteboards, high student to computer ratio etc. As with all State Schools we implement the ACARA Curriculum and ensure that our staff remain abreast of current trends and requirements.

We host ekindy two days per week. Ekindy students join our students for eating and play breaks while students from years one to six often read to the ekindy students. This ensures pre-prep students are given the opportunity to become familiar with children and staff at Orion State School in a relaxed social environment

We also provide opportunities for our year six students to attend transitional programs into the local high schools at Springsure.

Multiage classrooms are the normal practice. Teachers and teacher aides focus on determining the academic status of each child and creating and individualized program for each child. Teaching to the “average” does not work in a multi-age class. Grade level is still important, as it informs teachers as to the curriculum that needs to be taught and the standard that is needed to be met, but multiage teachers focus on the ability levels and skill development of each student, adjusting instruction to need rather than simply age expectations. This makes extension or the additional learning experiences just a natural part of the day.

Sustainable practices are promoted throughout the school curriculum and within school activities.

Co-curricular Activities

Orion State School provides a range of extra curriculum activities including:

- Attendance at sporting events at small school and district levels.
- Swimming Lessons held at Rolleston Pool with one session per day spent interacting socially with the children at Rolleston State School.
- Attendance at the ICPA Camp at Clermont
- Opportunities to attend private tennis, netball, rugby league and athletic training.
- Participation in local cultural events such as the Springsure Show
- Attendance at Arts Council Cultural experiences which allow socialisation with larger schools in the district.
- Participation in leadership camps with cluster schools
- Participation in school camps to North Keppel Environmental Centre in conjunction with larger schools.
- Opportunities for students to represent Orion State School at District and State Levels in a range of sporting activities including tennis, rugby league, netball and athletics
- Participate in LOTE cultural activities which involve competing with regional schools
- Field trips to local properties which complement the curriculum discussed.
- Attendance and participation at local functions and ceremonies such as Springsure Anzac Day Ceremony, Charity Colour Run and Mud Run.

How Information and Communication Technologies are used to Assist Learning

Teachers are trained in Information and Communication Technologies (ICTs) and use digital devices in the classroom. ICTs are used to enhance curriculum delivery and provide a link between home and school. The school has interactive white boards in most classrooms with additional devices which serve to adjust the curriculum to each student's need.

Orion State School places high emphasis on students mastering the art of touch typing through both an integrated approach to computer technologies throughout the curriculum and through teaching specialized lessons.

Sufficient numbers of laptops and PCs are available within classrooms to enable small group work and individual practice.

Social Climate

Overview

Orion State School focuses on individuals and families. We all know each other, which creates a family atmosphere and a level of support and interest that can only be experienced in schools our size. As the numbers are smaller than in a larger school, the children get to know each other very well and will frequently grow up and learn beside the same children, their friends for many years. There is a continuity in learning, as the teacher may well have the same class several years in a row through different stages of their development. This promotes teachers getting to know individual learning styles, areas of need and personalities very well. It also means that our staff invest a lot of themselves in their work and take pride and care in what they do.

We consider that parents play a vital part in the social and academic education of their children. At Orion we welcome parent involvement within the classroom and during social and extracurricular activities. Parents are kept informed of the academic and social progress of their children through regular emails and newsletters about their students' progress and school happenings. A school notice board also showcases important events and items of interest. Parent interviews are conducted formally in term one and term three. Parents are also encouraged to discuss issues of concern with teachers at mutually convenient times.

Parades are held every Friday during which positive academic and social behaviour is acknowledged and celebrated through the presentation of individual student Awards. This gives parents the opportunity to connect with the school community and celebrate their students' achievements.

As we are a small school a sense of "family" involvement is fostered. Older students nurture and support the younger members of our school through strategies such as sports coaching and peer tutoring. Our students genuinely celebrate each other's triumphs and offer encouragement on all social, sporting and academic levels.

Bullying as defined below does not occur at Orion State School. However, we have the following policy in place to counteract its occurrence.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. This includes between parent and teachers, teachers and students or student to student. Cyber bullying refers to bullying through information the communication technologies. Conflict of fights between equals and single incidents are not defined as bullying.

Bullying behaviour is not:

- Children not getting on well
- A situation of mutual conflict
- Isolated episodes of nastiness or random acts of aggression or intimidation

Bullying behaviours that will not be tolerated at Orion State School include name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

The anti-bullying procedures at Orion State School are in addition to our already research-validated School Wide Positive Behaviour Support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social

Acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Our behaviour support plan is available from the school. Each incident of bullying is dealt with on a case by case basis.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	86%
this is a good school (S2035)	100%	100%	71%
their child likes being at this school* (S2001)	100%	100%	86%
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%	86%
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%	86%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	86%
teachers at this school motivate their child to learn* (S2007)	100%	100%	71%
teachers at this school treat students fairly* (S2008)	100%	100%	57%
they can talk to their child's teachers about their concerns* (S2009)	100%	80%	57%
this school works with them to support their child's learning* (S2010)	100%	100%	86%
this school takes parents' opinions seriously* (S2011)	100%	100%	71%
student behaviour is well managed at this school* (S2012)	100%	80%	43%
this school looks for ways to improve* (S2013)	100%	100%	71%
this school is well maintained* (S2014)	100%	100%	86%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	DW	100%	75%
they like being at their school* (S2036)	DW	100%	50%
they feel safe at their school* (S2037)	DW	100%	100%
their teachers motivate them to learn* (S2038)	DW	100%	50%
their teachers expect them to do their best* (S2039)	DW	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	75%
teachers treat students fairly at their school* (S2041)	DW	100%	50%
they can talk to their teachers about their concerns* (S2042)	DW	100%	50%
their school takes students' opinions seriously* (S2043)	DW	100%	25%
student behaviour is well managed at their school* (S2044)	DW	100%	25%
their school looks for ways to improve* (S2045)	DW	100%	100%
their school is well maintained* (S2046)	DW	100%	50%
their school gives them opportunities to do interesting things* (S2047)	DW	100%	25%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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%	75%
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)	DW	100%	DW
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

Parents play a vital role in every child's development. They are the first and ongoing teachers of their children. Teachers at Orion State School, through appointment, are more than willing to meet with parents to discuss students' learning and social needs. Teachers track students learning progress and monitor student wellbeing. They will discuss with parents any arising need for additional assistance or significant curriculum adjustments.

Parents are actively encouraged to find a way that suits their lifestyle, time and availability to participate in school life. Regular communication channels are maintained through the school newsletter, individual parent emails, website and classroom communications. Parents are welcome into classrooms as classroom helpers, tuck shop conveners or helpers, participating in the P & C, cheering and encouraging during sporting events, discussing curriculum with teachers, covering books in the library, helping around the grounds or turning up for a working bee.

Some parents have little time or availability to be part of the day to day running, but most find time to work with their children with homework or additional learning tasks, or send in home cooking. A little or a lot, every bit counts.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Delivery of this program is through our HPE lessons once per fortnight. The program focuses on self-regulation of emotions and reactions to situations

Each Friday afternoon our school leaders lead a whole school parade. They reinforce one of our school rules each week and describe the behaviours that students who are demonstrating while *Being, Safe, Being Respectful* and *Being a Learner* would engage in.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. During 2016, the students and staff made a conscious effort to reduce the school's environmental footprint by ensuring all computers, lights and fans in the classroom were turned off when not in use and only activating air-condition on the optimum settings. Solar panels exist at the school as part of the Government's Solar project in 2011. Bore water is used for toilets and watering the grounds. Students know what a precious resource water is, and are careful not to leave any taps dripping etc.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	10,953	0
2014-2015	12,708	
2015-2016	12,448	

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 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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	1	4	0
Full-time Equivalent	1	2	0

As at the end of 2016, our staff consisted of:

- 1 teaching principal
- 1 Itinerant special teacher
- 1 Language teacher based at another school
- 1 Administration Officer
- 1 Cleaner
- 2 permanent-part time teacher aides
- 1 casual teacher aide
- 1 grounds person

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	
Diploma	1
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 2016 were \$ 7 4473.

The major professional development initiatives are as follows:

- Pedagogy Coaching
- Capability development Literacy
- Principal Capability and Leadership
- Developing Performance Framework
- Early Years Literacy Development (Jolly Phonics & Grammar)
- Curriculum and Learning Support
- Code of Conduct
- First Aid Certificate
- Student Protection
- Asbestos Training
- Asthma and Epi-pen Training
- Autism Queensland: Understanding Individuals with ASD & Functional strategies for behavioural success
- Mathematics extension within the classroom
- 1:1 meetings with teaching staff and principal - includes coaching, data discussions, mentoring and joint planning
- Principal Conference
- Principal Cluster Meetings
- One School Training
- Data Analysis
- Moderation

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	100%

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 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	98%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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 2016 for all Queensland Primary schools was 93%.

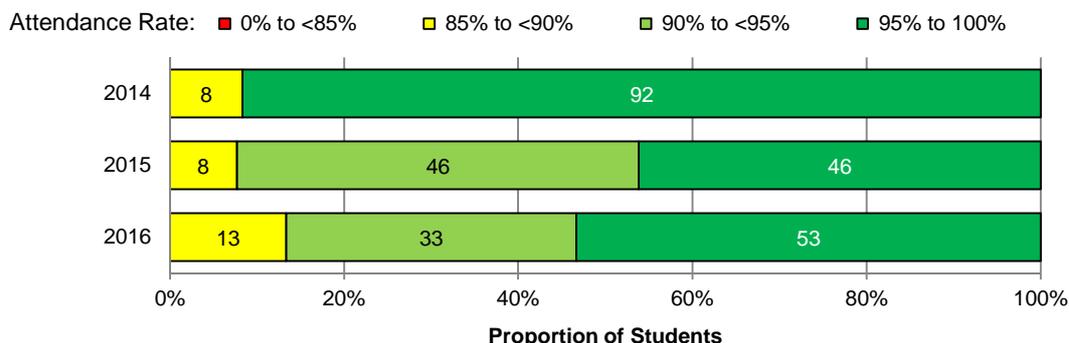
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	97%	100%	94%	99%	98%		DW						
2015	93%	DW	94%	98%	96%	91%							
2016	96%	97%	DW	92%	94%	94%	93%						

*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:



Description of how non-attendance is managed by the school

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

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

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 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.