



Somerset Hills State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Anne Randall - Principal

# From the Principal

## School overview

Somerset Hills State School is dynamic, focussing on students who are 'striving for excellence' in all aspects of school life. Our vision is for all members of our school community to be active citizens in a learning society. On exiting Year 6, our students will participate in and shape their community life. They will be able to engage with compassion and tolerance with other cultures at home and abroad. Our values underpin our vision and have been developed through consultation with parents, students, teachers and community members. We recognise that we are all life long learners with a responsibility to strive to achieve, contribute and grow with change. We respect ourselves and treat others with respect and dignity. We all contribute to ensuring a safe, tolerant and disciplined environment. We recognise the importance of working in partnership with families and each other to prepare young people for life. All staff at Somerset Hills State School are highly professional people who are dedicated to the ongoing success in all areas of a child's development.

## School progress towards its goals in 2018

The Somerset Hills State School Annual Report for 2018 reflects student, staff and community achievements. It also outlines future priorities and directions for 2019, whilst providing an opportunity to celebrate the successes of 2018.

Somerset Hills State School offers all the advantages of a growing school in a connected community. We value active learning and we encourage all students to optimise their individual potential and set personal learning goals.

Somerset Hills State School is committed to delivering the best possible learning outcomes for ALL children through a student centred, safe and supportive school environment.

We pride ourselves on our students who **"Reach for the Stars"** in a variety of fields including academic, cultural, sporting and leadership.

Focus	Targets	Progress
High Standards	By February, 2018 we will have a documented consistent approach to the implementation of the Australian Curriculum so that curriculum delivery is appropriate to each cohort. <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole school Curriculum Plan</li> <li><input type="checkbox"/> Deep understanding of Australian Curriculum</li> <li><input type="checkbox"/> Establish expectations of high achievement in Literacy</li> </ul>	Not achieved
Successful Learners	By the end of Term 1 individual Plans will be implemented for students at risk of failing bench-marked standards so that student intervention is planned and actioned. <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual goals, student learning plans and development of critical thinking skills</li> <li><input type="checkbox"/> Develop an informed approach to differentiation to support student achievement.</li> </ul>	Not achieved
	Data Analysis meetings will be held each term for each class so that teachers can demonstrate how they use data to inform teaching and learning.	Not achieved
	By the end of Term 2 a deep understanding of the zones of regulation implementation will be evident in 100% of classes to enhance student engagement and wellbeing. <ul style="list-style-type: none"> <li><input type="checkbox"/> Foster the social and emotional wellbeing of students</li> </ul>	Not achieved
Quality Teaching	By December 2018, 85% of students will achieve regional Reading benchmarks. <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement whole school pedagogical practices based on the gradual release of responsibility model and Hattie's Visible Learning models.</li> <li><input type="checkbox"/> Develop and implement an observation and feedback process that promotes continuous professional learning.</li> </ul>	Not achieved Not achieved Not achieved
	By December, 2018 100% of teachers will interrogate data to inform teaching and intervention practices. <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and implement a school framework which addresses the elements of a balanced reading program.</li> </ul>	Not achieved Not achieved
Engaged Partners	By December, 2018 75% of parents will positively engage with SHSS on 3 or more occasions.	Not achieved

	<input type="checkbox"/> Foster and active, connected and involved parent community engaged with learning processes.	
	By July 2018 local Early Childcare providers will participate in PD about the expectations of Literacy Continuum. <input type="checkbox"/> Establish/maintain strong innovative and strategic partnerships that expand opportunities and contribute directly to greater student success.	Not achieved
Principal Leadership	School-wide implementation of Tier 2 PBL focus in all classes and continuation of Tier 1 strategies.	Not achieved
	<input type="checkbox"/> Lead improvement, innovation and change with a focus on achievable target and timelines supported by appropriate resources.	Not achieved
	Provide opportunity for all teachers to contribute to the alignment of a literacy framework and delivery of information about literacy framework to parents/ carers utilising a variety of formats. <input type="checkbox"/> Lead development of SHSS as school of choice in the local community	Not achieved
Alignment of Balanced Literacy Framework	By December, 2019 we will have developed and implemented an aligned Literacy Framework in 100% of classrooms so that consistency of learning addresses student needs. <input type="checkbox"/> Investigate components of balanced Literacy <input type="checkbox"/> Align Phonemic Awareness, Phonics, STRIVE, Spelling and Reading and Intervention practice. <input type="checkbox"/> 100% of teaching staff to attend/ revisit and implement 7 Steps to Writing Success.	Ongoing Ongoing Ongoing Term 1 2019 Achieved

## Future outlook

The Queensland Government's Inclusive Education Policy is driving Somerset Hill State School's Explicit Improvement Agenda for 2019.

Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. At Somerset Hills State School in 2019, Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

We have high expectations of all of our students, recognising that, with the right support, all students can succeed. Our commitment to Inclusion means that all our students, from all social, cultural, community and family backgrounds, and of all identities and all abilities can:

- Attend, and be welcomed at Somerset Hills State School
- Access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers
- Learn in a safe and supportive environment, free from bullying, discrimination or harassment
- Achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

Focus	Targets	Timelines
Curriculum and Pedagogy	<b>Consistent Practice</b> <ul style="list-style-type: none"> <li>• Precision Teaching (Pedagogical Non-Negotiables) <ul style="list-style-type: none"> <li>○ Reading Framework <ul style="list-style-type: none"> <li>▪ Guided Reading (daily)</li> </ul> </li> <li>○ Writing (7 Steps)</li> <li>○ Number – Explicit teaching (daily small groups)</li> </ul> </li> <li>• Individual student Smart Goals</li> <li>• Teachers accountable and engaged</li> </ul>	Term 2 Term 1 Term 2 Term 3 Ongoing
	<b>Every Student Succeeding</b> <ul style="list-style-type: none"> <li>• Differentiation (Personalised Learning Plans)</li> <li>• Increase the number of students receiving Valid and Reliable As, Bs and Cs <ul style="list-style-type: none"> <li>○ Lift expectations</li> <li>○ Develop Growth Mindset</li> </ul> </li> <li>• Students exceeding, achieving or progressing towards reading and targets</li> <li>• Every student accessing and engaging in the Australian Curriculum (full Inclusion)</li> </ul>	Term 3 Term 2 Term 2 Term 1

	<p><b>Intentional Collaboration</b></p> <ul style="list-style-type: none"> <li>• Planning <ul style="list-style-type: none"> <li>○ align with teaching practice and student learning</li> </ul> </li> <li>• Moderation (across schools)</li> <li>• Data Conversations and Analysis <ul style="list-style-type: none"> <li>○ Learning Sprints</li> </ul> </li> <li>• Observation and Feedback</li> <li>• Watching Others Work (in and across schools)</li> </ul>	<p>Term 2 - ongoing</p> <p>Term 1 (every term)</p> <p>Term 2</p> <p>Term 2</p> <p>Term 2</p>
<p><b>Wellbeing</b></p>	<p><b>Consistent Practice</b></p> <ul style="list-style-type: none"> <li>• ZERO tolerance to violence</li> <li>• Berry Street Education Model <ul style="list-style-type: none"> <li>○ Calm classrooms</li> </ul> </li> <li>• Recreate Somerset Hills SS's Identity (The Somerset Way) <ul style="list-style-type: none"> <li>○ Promote Inclusive values – We are ... <ul style="list-style-type: none"> <li>▪ Kind</li> <li>▪ Inclusive</li> <li>▪ Resilient</li> <li>▪ Learners</li> </ul> </li> <li>○ Develop School Pride</li> </ul> </li> <li>• Positive Behaviour for Learning (PBL) <ul style="list-style-type: none"> <li>○ High 5</li> </ul> </li> <li>• Celebrate Learning (Assembly)</li> </ul>	<p>Term 1</p> <p>Term 1-3</p> <p>Term 2 – ongoing</p> <p>Term 2</p> <p>Term 2</p>
	<p><b>Every Student Succeeding</b></p> <ul style="list-style-type: none"> <li>• FULL Inclusion <ul style="list-style-type: none"> <li>○ All students supported in their classrooms</li> </ul> </li> <li>• Student Support Team <ul style="list-style-type: none"> <li>○ Referral Process</li> <li>○ Monitor (Case Management) <ul style="list-style-type: none"> <li>▪ Record keeping</li> </ul> </li> </ul> </li> <li>• Outdoor Learning Area <ul style="list-style-type: none"> <li>○ Prep Play</li> <li>○ Gross Motor Development</li> <li>○ Creative Play</li> <li>○ Discovery Learning</li> <li>○ Sensory Play</li> <li>○ Performance Area</li> </ul> </li> <li>• Animal Assisted Play Therapy to build students' capacity in the following:- <ul style="list-style-type: none"> <li>○ Self-Efficacy <ul style="list-style-type: none"> <li>▪ Safety and protection of self and others</li> <li>▪ Development of skills</li> <li>▪ Development of confidence</li> </ul> </li> <li>○ Attachment/Relationship <ul style="list-style-type: none"> <li>▪ Being cared for</li> <li>▪ Healthy attachment relationships</li> <li>▪ Learning to relate to another</li> <li>▪ Reciprocity in relationships</li> <li>▪ Reduction of resistance</li> </ul> </li> <li>○ Empathy <ul style="list-style-type: none"> <li>▪ Care-giving</li> <li>▪ Development of empathy</li> <li>▪ Consideration of the well-being of another</li> </ul> </li> <li>○ Self-Regulation <ul style="list-style-type: none"> <li>▪ Development of patience</li> <li>▪ Development/enhancement of communication skills</li> <li>▪ Improvement of emotional and behavioural regulation</li> <li>▪ Perseverance</li> </ul> </li> <li>○ Specific Problem Resolution <ul style="list-style-type: none"> <li>▪ Anxiety</li> <li>▪ Trauma</li> <li>▪ Anger, aggression</li> <li>▪ Frustration tolerance</li> </ul> </li> </ul> </li> </ul>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p> <p>Term 1 - ongoing</p>

	<b>Intentional Collaboration</b> <ul style="list-style-type: none"> <li>• Build Staff Unity <ul style="list-style-type: none"> <li>○ Improve Communication</li> <li>○ Increase Connectedness</li> <li>○ Develop <i>Collective Efficacy</i> (It takes a community to educate a child)</li> </ul> </li> <li>• Improve Parent/Community Communication <ul style="list-style-type: none"> <li>○ Electronic Newsletters</li> <li>○ Newsflashes</li> <li>○ The Somerset Way</li> </ul> </li> </ul>	Term 1 – ongoing
		Term 2 - ongoing

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	126	127	160
Girls	62	58	73
Boys	64	69	87
Indigenous	27	25	31
Enrolment continuity (Feb. – Nov.)	93%	92%	86%

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

Somerset Hills State School is recreating its identity in 2019 with the collaborative development of *The Somerset Way*; a framework that is built under the umbrella of full **Inclusion**. The two new focus areas for our school are *Curriculum / Pedagogy* and *Wellbeing*. We are striving for *Consistent Practice*, *Every Student Succeeding*, and *Intentional Collaboration*.

In previous years, although most of the school families resided in the local community, a number of students travelled considerable distances to attend Somerset Hills State School. This was due to the school's reputation for Special Education withdrawal programs for students with special needs. As of 2019, the Special Education Unit (The Hub) is no longer operational, as the school is now fully inclusive. All students now access, and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

The school has also now embedded a ZERO tolerance to violence policy, with the intent to attract families, who seek a calm and non-violent school for their children.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	26	22	21
Year 4 – Year 6	23	22	27
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

- At Somerset Hills State School we deliver the Australian Curriculum through:
  - Planning
  - Teaching
  - Assessing
  - Reporting
- Teach with precision tailored to the needs of every student
- Align planning and feedback to inform teaching practice and student learning
- Intentionally collaborate in planning and moderation with Zillmere State School (with whom we share a Head of Curriculum)
- Units of work are mapped to track the implementation of C2C units in all classes
- Coordination with Bunyaville Environmental Education program which supports a real-life aspect to the implementation of the Australian Curriculum
- Specialist teachers deliver curriculum in Health and Physical Education (P-6), The Arts – Music/Dance/Drama (P-6) and LOTE - Japanese (Yrs. 3-6)
- Curriculum features in every Newsletter (fortnightly) to inform parents and the community of the learning in each class
- Learning is shared and celebrated at Assembly every fortnight
- Focus is on Reading, Writing and Number in all Key Learning Areas
- Our Assessment Program provides opportunities for teachers to assess for learning, of learning and as learning
- We have mandated school-wide assessments which are bench-marked and mapped against Australian Curriculum expectations and Regional targets
- Teachers use diagnostic tools to inform teaching practices and planning for student growth
- Assessment enables us to track student growth relative to their chronological age and implement intervention strategies or extension activities to assist students to succeed

### Co-curricular activities

Students are able to participate in many extra-curricula activities including:

- Somerset Hills State School has long held a proud tradition of their quality Swimming School. Many students from both our school and students from other local school regularly attend swimming lessons at our school. An increasing number of Somerset Hills students are participating in *Learn to Swim* programs at our school pool including across the winter months due to the availability of our solar and gas heated pool.
- Instrumental Music continues to be an integral part of our extension programs. We cater for students interested in Strings, Brass, Woodwind and Percussion delivered through a combination of web-conferencing and face-to-face lessons.
- Our continued partnership with Everton Park SHS involves students from Year 4-6 participating in STEM and MAD days.
- Performance Choir - Feel Good Singers (Yrs. 1-6)
- Interschool sport (Yrs. 4-6)

## How information and communication technologies are used to assist learning

Staff have participated in professional development to support the integration of digital technologies throughout curriculum areas:

- Recent improvements include improved wi-fi access and increased numbers of data points in classrooms in A Block and Library areas.
- A bank of iPads is available for use across all year levels and they are utilised on a daily basis for individual reading group activities, recording assessments pieces, numeracy and phonic programs.
- Our schools' Phonemic Awareness program, Phonics program, Mathematics program and curriculum programs are all enhanced through the use of digital tools illustrated on our classroom Smart boards.
- We are increasing the variety of digital tools available for coding development.
- Instrumental Music for our students studying Strings is delivered online through a secure Web conferencing tool provided through the Learning Place.
- All school staff use Oneschool to enter student data and support analysis of student data leading to informed teaching practices. Teachers continue to develop their skill in the use of the various components of OneSchool including Diagnostic Assessment and unit planning to inform teaching practices.

## Social climate

### Overview

olence

At Somerset Hills State School in 2019:-

- We have ZERO tolerance to violence
- We are KIND
- We are RESILIENT
- We are INCLUSIVE
- We are LEARNERS
- We practise Collective Efficacy – It takes a community to educate a child

## 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)	90%	90%	90%
• this is a good school (S2035)	95%	100%	80%
• their child likes being at this school* (S2001)	95%	100%	90%
• their child feels safe at this school* (S2002)	95%	95%	60%
• their child's learning needs are being met at this school* (S2003)	90%	90%	70%
• their child is making good progress at this school* (S2004)	90%	95%	90%
• teachers at this school expect their child to do his or her best* (S2005)	90%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	90%	80%
• teachers at this school motivate their child to learn* (S2007)	90%	95%	90%
• teachers at this school treat students fairly* (S2008)	90%	95%	80%
• they can talk to their child's teachers about their concerns* (S2009)	95%	100%	100%
• this school works with them to support their child's learning* (S2010)	90%	95%	90%
• this school takes parents' opinions seriously* (S2011)	90%	85%	78%
• student behaviour is well managed at this school* (S2012)	90%	85%	67%
• this school looks for ways to improve* (S2013)	90%	100%	90%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	90%	80%	90%

\* 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)	97%	98%	90%
• they like being at their school* (S2036)	95%	95%	79%
• they feel safe at their school* (S2037)	89%	95%	69%
• their teachers motivate them to learn* (S2038)	97%	95%	96%
• their teachers expect them to do their best* (S2039)	95%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	90%
• teachers treat students fairly at their school* (S2041)	89%	93%	86%
• they can talk to their teachers about their concerns* (S2042)	92%	98%	75%
• their school takes students' opinions seriously* (S2043)	86%	90%	79%
• student behaviour is well managed at their school* (S2044)	80%	88%	62%
• their school looks for ways to improve* (S2045)	91%	100%	96%
• their school is well maintained* (S2046)	89%	98%	96%
• their school gives them opportunities to do interesting things* (S2047)	97%	95%	97%

\* 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%	83%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	42%
• they receive useful feedback about their work at their school (S2071)	94%	95%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	88%
• students are encouraged to do their best at their school (S2072)	100%	95%	92%
• students are treated fairly at their school (S2073)	94%	89%	67%
• student behaviour is well managed at their school (S2074)	100%	95%	42%
• staff are well supported at their school (S2075)	83%	95%	67%
• their school takes staff opinions seriously (S2076)	89%	89%	73%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	78%	95%	83%
• their school gives them opportunities to do interesting things (S2079)	94%	89%	91%

Percentage of school staff who agree# that:	2016	2017	2018
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\* 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 are encouraged to be involved in their child's education at Somerset Hills State School.

Opportunities for participation include involvement in P&C Association and sub-committees (Swim Club, OHSC) and associated activities as well as actively attending sporting events and excursions.

Special events are occasions which parents are encouraged to attend and participate in. Information about the school year is offered at Parent Teacher evenings and through Curriculum Newsletters. Many parents regularly assist at Before School Reading Club each week Monday - Friday.

Effective communication between our school and our parents/ carers, the local community and students forms the foundation in developing and maintaining our effective partnerships. Our school also has a responsibility to help parents understand the language of learning. To achieve a high level of parent engagement we utilise the following tools:

- **Electronic Calendar:** Incorporated in fortnightly electronic Newsletter
- **Parent Information Evening:** Held within the first 3 weeks of the start of the year. This provides teachers with the opportunity to outline curriculum delivery, class expectations, and to answer questions from parents.
- **Curriculum Information in Newsletter:** Each fortnight Curriculum is featured in the Newsletter
- **Reports:** Student progress is communicated to parents formally twice a year (each semester) in the form of a report which outlines the learning, attendance and behavioural achievements to date. Parent/ carer interviews are also held twice a year to provide timely information about the child's participation at school (term 1 and term 3).
- **Parent/ Teacher Meetings:** Parents/ Carers may also make an appointment with their child's teacher to discuss issues of concern pertaining to their child throughout each term.
- **Electronic Media:** The school utilises the school website, Facebook, fortnightly newsletter and email to advise parents of issues relevant to the management of the school and the learning of their child.
- **Fortnightly Assemblies:** Class presentations celebrating student learning is shared across each class

## Respectful relationships education programs

- Our school has a "**Zero tolerance of violence**".
- We have Education Support Officers (Teacher Aides) in every classroom.
- Social skills program every lunch break.
- Principal and HOC fully trained in Positive Behaviour for Learning (PBL)
- All staff have commenced training in the Berry Street Education Model which focuses on:-
  - Strong Relationships
  - Teachers make a difference
  - Visible learning and stamina for academic growth
  - Safe and predictable structures
  - We learn best when we understand ourselves
- Animal Assisted Play Therapy introduced (Pablo the dog).
- High 5
  1. Talk friendly
  2. Talk firmly
  3. Ignore
  4. Walk away
  5. Report

## 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	29	34	39
Long suspensions – 11 to 20 days	1	2	1
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

The installation of air-conditioning across all classrooms established the need for strict implementation of an Air Conditioning Policy to manage the increased electricity demands.

Water usage was reduced through the replacement of old infrastructure and encouraging students to bring personal water bottles into each classroom. A water bubbler on the oval which was often vandalised was replaced with an industrialised design.

We have facilities in place for the storage of large heated water supplies servicing our gas heated pool. Garden beds have been developed using native drought tolerance plants.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	121,409	144,695	98,230
Water (kL)	1,449	1,176	497

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	15	12	<5
Full-time equivalents	12	9	<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	0
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	12
Diploma	1
Certificate	0

\*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 \$3867.93.

The major professional development initiatives are as follows:

- Principal Conference
- Leadership Development
- Inclusion Conference

- PBL
- Teacher Aide – Supporting complex Needs
- 7 Steps Writing
- Beginning Teacher PD

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.	97%	95%	97%

### 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	92%	90%	88%
Attendance rate for Indigenous** students at this school	87%	86%	77%

\* 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

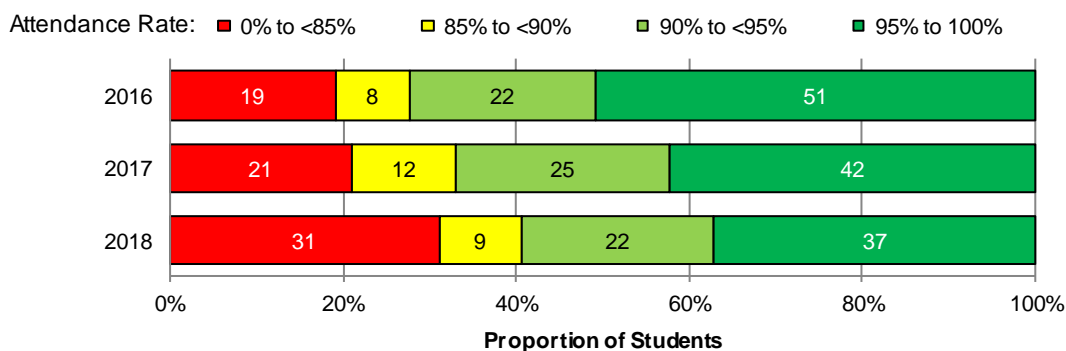
Year level	2016	2017	2018
Prep	94%	88%	90%
Year 1	91%	91%	90%
Year 2	89%	89%	87%
Year 3	91%	91%	89%
Year 4	91%	90%	79%
Year 5	91%	89%	88%
Year 6	95%	95%	88%

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.

Parents are able to advise the school of student absences using phone, email or QParents.. Student attendance is managed through daily reporting in OneSchool as teachers mark their class rolls electronically by 9:20 am and again at 12:30pm.

A managed system contacts parents whose student is absent requesting a response for the student's absence.

Students that are absence for 2 days are monitored and the principal contacts parents on the third day of absence. Parents of students who regularly miss 2 or more days of school are contacted by letter with an offer of support to address the non-attendance. Where necessary individual attendance plans may be developed in consultation between school and parents to define strategies at school and home to address the non-attendance.

Students who may be absent for 10 or more days are required to have an exemption of Attendance request completed and forwarded to the principal for consideration.

At Somerset Hills State School in 2018 we identified that attendance is a crucial element in students reaching their full potential. Some of the key strategies implemented to increase attendance include:

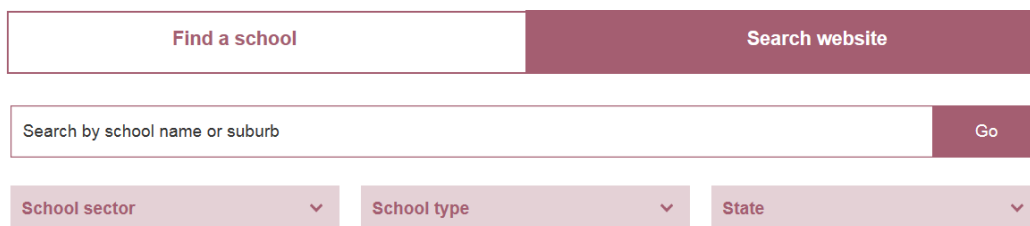
- Weekly reporting of individual class attendance percentages on assembly
- Class award to highest attendance percentages
- End of semester letters of congratulations to students with attendance of +92%
- Information posters outlining attendance impacts

## 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.

