



Clifton State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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School overview

Clifton State School is located in the township of Clifton, west of the New England Highway between Toowoomba and Warwick in Queensland. Efforts at Clifton State School are directed towards nurturing and valuing individual differences, enabling students to become effective and independent members of society. We achieve this by optimising learning outcomes for each student through dynamic and integrated learning environments and by meeting both societal expectation and the individualised and personalised needs of the learner. We have established and sustained a disciplined and supportive school environment and promoted our identity and status as a true community school that epitomises the value of productive partnerships. We provide high quality education that assists all students to foster and enjoy learning, to develop judgement and a sense of responsibility. We equip our young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

School progress towards its goals in 2018

School Priorities	Progress
STEM	Teachers were released from class to work collaboratively across the cluster to develop stem skills Investing for success funding was targeted to support teacher development and student intervention.
Reading	Reading practices and programs were reviewed school wide and consistent pedagogy to promote research based practices of reading was the focus. Teachers analysed reading data to fine tune their learning and development and to guide the implementation of effective practices. Investing for Success funding was targeted to support teacher development and student intervention.

Future outlook

School Priorities in 2019

Strategy:	To improve Reading
Actions	
<ul style="list-style-type: none">• Review and further develop a whole-school reading program	
<ul style="list-style-type: none">• Collect regular reading data using PM and Probe	
<ul style="list-style-type: none">• Set student goals using the Literacy Continuum	
<ul style="list-style-type: none">• Initiate Before School Reading program – 15 minutes of independent reading and reading with an adult	
<ul style="list-style-type: none">• Use I4S funds to employ additional teacher time reducing class sizes, enabling personalised learning and greater feedback	
<ul style="list-style-type: none">• Provide learning support for students reading below the benchmark	

Priority:	To improve Student Attendance
Action	
<ul style="list-style-type: none">• Review current practices by engaging in a Cycle of Inquiry	
<ul style="list-style-type: none">• Create staff roles and responsibilities	
<ul style="list-style-type: none">• Create School Attendance Policy	
<ul style="list-style-type: none">• Implement clear and achievable targets and student rewards, both short and long term	

Priority:	To improve Student Behaviour
Action	
<ul style="list-style-type: none">• Review current practices by engaging in a Cycle of Inquiry	
<ul style="list-style-type: none">• Review and update Responsible Behaviour Plan for Students	
<ul style="list-style-type: none">• Upskill staff with Essential Skills for Classroom Management training	
<ul style="list-style-type: none">• Review procedures for managing behaviours to ensure a clear and manageable system	

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	108	100	100
Girls	43	39	43
Boys	65	61	57
Indigenous	17	12	13
Enrolment continuity (Feb. – Nov.)	92%	96%	90%

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

Clifton is in a growing area with the land and house prices encouraging population growth. A small percentage of students come from farming backgrounds. Parents' and carers' occupations occur both outside of the township and within the local community.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	19	22
Year 4 – Year 6	27	21	20
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

Our curriculum, across Prep to Year Six, aligns our teaching and learning programs with the Australian Curriculum and the Queensland Curriculum and Assessment Authority (QCAA). Our school curriculum framework is responsive to school, local, state and national agendas.

In Prep, in keeping with the Early Years Philosophy, teachers implement age appropriate curriculum experiences that address the Australian Curriculum and the Essential Learnings in Prep. Focused teaching and learning episodes address core skills in early literacy and numeracy. The Early Years Curriculum Guidelines (EYCG) provide teachers with a framework for interacting with children, as well as planning, assessment and reflecting on an effective Preparatory Year curriculum.

The guidelines are based on active learning for children through real-life situations, investigation and play, and teacher initiated focused learning.

Other curriculum offerings include:

- Student Council – comprised of representatives from all classes as well as the school captains. The Student Council provides perspectives into the operation of the school, assists in funding special projects within the school and makes donations to charities.
- Camp – School Camp policy outlines the alternative program for Years 5/6. In 2018, students developed valuable skills including leadership, cooperation and resilience at the Tallebudgera Education Centre.
- District and Regional sporting opportunities.
- Targeted NAPLAN preparation.
- Pre-Prep Early Learning Playgroup

Co-curricular activities

Chaplaincy Program

- Shine
- Rock and Water
- Compete in UNSW-ICAS competitions
- Cluster NAIDOC Activities
- Afternoon Sporting Schools
- Breakfast Club
- ANZAC Parade
- Footsteps Dance
- Readers' Cup
- Premier's Reading Challenge
- GALA Sports Days
- Book Week Parade
- Easter Bonnet Parade

How information and communication technologies are used to assist learning

Information and Communication Technologies are used to assist learning in a variety of ways at Clifton. They support the implementation of curriculum and are integrated throughout all Key Learning Areas. ICT's are used as a tool to support and enhance learning, develop creativity and logical and lateral thinking, assist with research and develop digital and information processing literacy skills necessary for future learning.

The school has a resource centre with a class size digital learning area containing 24 computers and a big screen. All classrooms have an interactive whiteboard or large screen TV, a large range of software and digital devices along with a minimum of 4 computers. The school also has 18 iPads. Our STEM Club operates on a Thursday during lunch break where students work collaboratively on projects that utilise IPADs, computers, Spheros, Lego Mindstorm, Minecraft and a Marker Space area.

Social climate

Overview

Clifton State School enjoys a very caring social climate that focuses on support and encouraging success. Our school community benefits from our Chaplaincy Program which has been in place since 2007. Our Chaplain runs many inclusive and supportive programs and activities which enables greater self-esteem and belief in oneself. Our School Responsible Behaviour Plan highlights our high expectations for student behaviour. Teachers believe in providing proactive support to students through teaching and supporting appropriate student behaviour to create positive learning environments.

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%	92%	88%
• this is a good school (S2035)	94%	92%	88%
• their child likes being at this school* (S2001)	100%	92%	88%
• their child feels safe at this school* (S2002)	100%	92%	88%
• their child's learning needs are being met at this school* (S2003)	100%	92%	86%
• their child is making good progress at this school* (S2004)	100%	92%	75%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	88%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	71%
• teachers at this school motivate their child to learn* (S2007)	94%	92%	88%
• teachers at this school treat students fairly* (S2008)	94%	92%	75%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	75%
• this school works with them to support their child's learning* (S2010)	94%	100%	75%
• this school takes parents' opinions seriously* (S2011)	94%	92%	75%
• student behaviour is well managed at this school* (S2012)	94%	83%	75%
• this school looks for ways to improve* (S2013)	94%	92%	88%
• 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)	97%	82%	95%
• they like being at their school* (S2036)	97%	71%	89%
• they feel safe at their school* (S2037)	89%	67%	91%
• their teachers motivate them to learn* (S2038)	100%	77%	95%
• their teachers expect them to do their best* (S2039)	97%	82%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	76%	93%

Percentage of students who agree# that:	2016	2017	2018
• teachers treat students fairly at their school* (S2041)	87%	59%	91%
• they can talk to their teachers about their concerns* (S2042)	97%	68%	93%
• their school takes students' opinions seriously* (S2043)	86%	57%	89%
• student behaviour is well managed at their school* (S2044)	84%	64%	87%
• their school looks for ways to improve* (S2045)	100%	86%	95%
• their school is well maintained* (S2046)	97%	68%	96%
• their school gives them opportunities to do interesting things* (S2047)	97%	80%	96%

* 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%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	83%
• 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%	91%
• staff are well supported at their school (S2075)	90%	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 and carers within our school community are actively encouraged to participate in school life and celebrate our achievements through school assemblies, classroom helpers, school committees, open days, sporting events and special events.

The school supports interested parent and community volunteers (with a Blue Card), as needed, in classroom support programs so that they may assist students in classes. The Parents and Citizens Association (P&C) meet on the third Monday of the month in the school library. Meetings are advertised in the school newsletter. They are active in participating with the staff in compiling and implementing the School's Annual Improvement Plan and School Strategic Plan. P&C members engage in fundraising activities throughout the year to support the school. The P&C run a weekly tuckshop involving parent volunteers. Regular updates and informative articles in the local newspaper (Clifton Courier) also keep parents informed of current activities. The school is committed to keeping the school website and QSchools App up-to-date with current and important information.

Respectful relationships education programs

Clifton State School implements weekly health lessons aligned with the Australian Curriculum that teaches students about appropriate, respectful and healthy relationships. This includes cyber safety, recognising domestic violence and personal development. There is also a weekly behaviour focus that is announced at assembly at the beginning of the week and taught in class throughout the week.

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	3	11	24
Long suspensions – 11 to 20 days	0	0	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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	27,150	74,880	56,141
Water (kL)	2,540		4,482

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb	Go	
School sector ▼	School type ▼	State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	11	8	0
Full-time equivalents	9	5	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	1
Graduate Diploma etc.*	
Bachelor degree	9
Diploma	
Certificate	1

*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 \$8 503.

The major professional development initiatives are as follows:

- First Aide & CPR
- Midazolam
- Clifton Cluster Collaboration Days

- Lyn Sharrat – Putting Faces on the Data
- IAim
- STEM PD
- State Principal Conference
- Beginning Teacher Workshop

Outline major professional development initiatives in dot point form. Details regarding in-kind professional development activities undertaken (for example, mentoring or peer learning circles) can also be included.

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.	98%	97%	96%

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%	95%	92%
Attendance rate for Indigenous** students at this school	97%	87%	91%

* 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

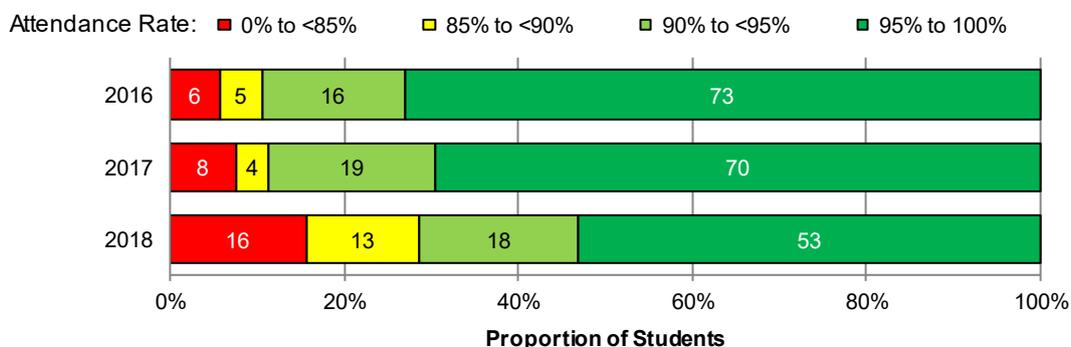
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	95%	98%	95%	Year 7			
Year 1	97%	95%	93%	Year 8			
Year 2	98%	92%	90%	Year 9			
Year 3	95%	98%	93%	Year 10			
Year 4	95%	93%	95%	Year 11			
Year 5	97%	94%	90%	Year 12			
Year 6	97%	95%	90%				

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.

The school manages attendance rates on three levels.

- At the classroom level, rolls are marked twice daily. Teachers note unexplained absences and attempt to contact parents, particularly if the student is absent on consecutive days. Parents have been made aware that they are to contact the school by telephone or send a note with the student upon return to school, explaining the reason for the absence/s.
- Teachers report absence to administration. Administration keeps a record of names and unexplained absence and attempt to contact parents.
- Administration sends relevant letter/s to parents, outlining above DETE policies and processes. Everyday Counts – The school promotes 'Everyday Counts' literature to parents through the school newsletter, website and classroom displays.

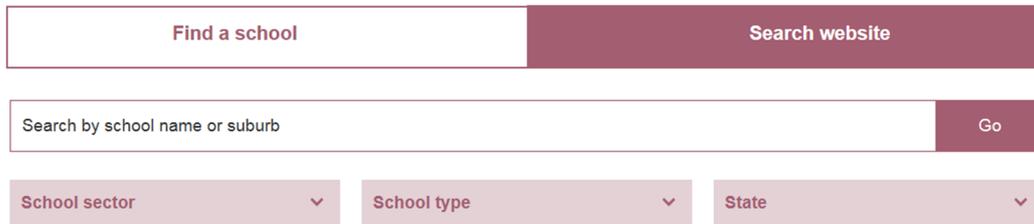
NAPLAN

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.