



Depot Hill State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

## Contact information

<b>Postal address</b>	O'Connell Street Rockhampton 4700
<b>Phone</b>	(07) 4922 1795
<b>Fax</b>	(07) 4922 9192
<b>Email</b>	principal@depothillss.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Elizabeth Jacobson - Principal

## School Overview

Depot Hill State School, located on the south side of Rockhampton, is a co-educational, Prep to Year 6 School which provides an inclusive and supportive learning environment to wrap around and help prepare our students to be ready to learn. By offering breakfast club daily and a morning playgroup, a chaplain two days a week, after school sport and learning clubs weekly, we cater to the needs of our diverse population. Curriculum at Depot Hill State School is organised under the eight curriculum areas of English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies and The Arts and Languages Other Than English (LOTE). Literacy and numeracy are our core business as these life skills underpin all aspects of the teaching and learning process. Learning outcomes are achieved through the implementation of dedicated literacy and numeracy blocks and moderated, multi age units of work. Collaboration between teachers across the school provides differentiation for students in the areas of Reading, Writing and Mathematics. Depot Hill State School aims to provide high quality education that makes a positive difference to the lives of all Queenslanders within the confines of a safe and supportive learning environment. We aim to develop students into life-long learners so they are able to successfully participate in society. Depot Hill State School is proud to provide family values within a family environment. The School Opinion Surveys confirm that parents, staff and students believe that Depot Hill State School is a good school.

## Introduction

Any parents wishing to access a hard copy of the 2018 School Annual Report may do so at the school office.

### School progress towards its goals in 2018

<p><b>Develop productive partnerships with students, staff, parents and the Community</b></p>	<ul style="list-style-type: none"> <li>• Our average attendance rate for 2017 was 89.4%. In 2018 we improved the whole school attendance rate to 90% by funding a school attendance officer and developing stronger school partnerships with families and organisations</li> <li>• In 2017, 87.5 % of parents and 60% of staff indicated on the school opinion survey, that the school was well maintained. By employing a Schools Officer for the Grounds for two days a week in 2018, we have improved this to 100% of parents and staff indicating that the school is well maintained</li> <li>• In 2017, the school opinion survey showed that 87.5% of parents believe that student behaviour is well managed. By embedding the agreed, consistent Positive Behaviours for Learning processes in all school settings, particularly anti-bullying processes, in 2018, 94.3%, of students indicated that they feel safe at school.</li> <li>• In 2018 our enrolments hit a 14 year high with 56 students enrolled in the school</li> </ul>
<p><b>Improve student academic performance</b></p>	<ul style="list-style-type: none"> <li>• In 2018, we prioritised writing in our classrooms and 100% of teachers were trained in and used Collins Writing processes to increase focus on writing skills and to provide feedback to students in a timely manner.</li> <li>• In 2017, there was a 26 point gap on Yr 3 NAPLAN and a 34 point gap on Yr 5 NAPLAN between indigenous and nonindigenous student's writing. In 2018, Yr 3 NAPLAN results showed no gap and Yr 5 NAPLAN results showed a 16 point gap.</li> </ul>
<p><b>Embed whole school pedagogical practices</b></p>	<ul style="list-style-type: none"> <li>• In 2018 all classroom planning was based on the Curriculum Assessment and Reporting Framework</li> <li>• In 2018 we offered quality professional development to all staff to help support them in meeting their goals as set out in PDPs. Some examples of this being             <ul style="list-style-type: none"> <li>• <i>Beginning teachers</i> professional development to support teachers who have been teaching for less than three years</li> <li>• professional development to support the use of <i>iPads in the classroom</i></li> <li>• professional development to support <i>students diagnosed with Autism</i></li> <li>• All teaching staff to take part in <i>The John Collins approach to writing</i> and implement appropriate strategies in all classrooms.</li> </ul> </li> </ul>

## Future outlook

<p><b>Develop productive partnerships with students, staff, parents and the Community</b></p>	<ul style="list-style-type: none"> <li>• Our average attendance rate for 2018 was 90%. By implementing programmes to develop Indigenous perspectives, we aim to improve the whole school attendance rate to be equal to the CQ target of 93%</li> <li>• In 2018, 75% of parents reported in the School Opinion Survey, that student behaviour was well managed in this school. By implementing a parent and community engagement framework we aim to improve this to 82% to be equal to our geographic region.</li> <li>• In 2018, in the school opinion survey, 80% of students reported that they understood how they were assessed in this school. In 2019, 100% of teachers will use learning walls to embed and display GTMJ to improve this to the state average of 90%.</li> </ul>
<p><b>Improve student academic performance</b></p>	<ul style="list-style-type: none"> <li>• In 2018, no students in Year 3 or 5 were in the upper two bands in NAPLAN writing results. By training teachers in the use of the Literacy Continuum and using this to set aspirational targets for students in writing, we aim to have 25% of students in the upper two bands in 2019.</li> <li>• By the end of 2019, 100% of teachers will be using the CQ planning process to plan units of work in English and Maths.</li> <li>• 100% of teachers will be involved in a moderation process at a school and cluster level</li> </ul>
<p><b>Embed whole school pedagogical practices</b></p>	<ul style="list-style-type: none"> <li>• By the end of 2019, 100% of teachers will be engaged in a timetable of observation and feedback with colleagues based on the PBL in the classroom processes.</li> <li>• By the end of 2019, 100% of teachers will be involved in moderating samples of work within the school and our cluster of small schools every term.</li> <li>• By the end of 2019, 100% of classes will follow Positive Behaviour for Learning (PBL) processes</li> </ul>

# 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	36	47	56
Girls	20	21	27
Boys	16	26	29
Indigenous	11	17	15
Enrolment continuity (Feb. – Nov.)	74%	91%	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 5 students involved in the pre-prep programme Step into Prep.

## Characteristics of the student body

### Overview

Depot Hill State School is a small school which is part of a close knit community found on the outskirts of the city of Rockhampton. Our student body is diverse with approximately 30% of the student population being indigenous. In 2018, the school had approximately 35 families so this created a family atmosphere with parents supporting each other to provide for the needs of the children. Many of our families are large, with many families having three or four children attending our school. Parents see the school as the hub for the community and are very supportive of school initiatives such as after-school learning clubs and sporting opportunities which many of our students attend. Our school aims to keep class sizes small to better cater to the needs of all students. We have three classroom teachers, teaching composite classes of Prep/1/2, Year 2/3/4 and Year 5/6.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	18	14
Year 4 – Year 6		16	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

At Depot Hill State School we offer a range of distinctive programs both within and outside of the classroom. We value the whole student and therefore provide a range of excursions, camps and after school activities which are a key component of our curriculum. Our Investing for Success funding has been used to purchase extra teacher and teacher aide support, resulting in small classes which are heavily supported by teacher aides. Students are ability grouped where appropriate for English and Mathematics and differentiation occurs between classrooms to support students who are working on Individual Curriculum plans.

LOTE (Languages Other Than English) at our school is taught in the Year 2/3/4 and 5/6 classroom by an additional specialist teacher. These students are currently being taught Japanese through two 45 minutes lessons per week.

Our Whole school curriculum plan is based on Curriculum to Classroom (C2C) units which assist teachers to backward map from assessment pieces and create purposeful, differentiated and aligned curriculum units. Units are aligned with The Achievement Standards from the Australian Curriculum.

### Co-curricular activities

Our school provides a rich array of extra-curricular activities across a wide range of areas. The following are some of the opportunities provided to our students during 2016:

**Music and Performance** – Our school choir worked with a guest conductor at the district choral festival and learned Christmas Carols which they sang around the streets of Depot Hill and in the Christmas Parade, in the lead up to Christmas. All students attended a performance of the musical ‘Strictly Ballroom’ at the Pilbeam Theatre.

**Camps** – 100% of Depot Hill students took part in school camps and excursions in 2018. Through P & C and community donations the school strives to keep camp costs to a minimum so that no child will miss out. Students in the Year Three to Six classrooms attended a three day camp to the Capricorn Caves in September whilst students in the Prep to Year Two classroom took part in an excursion to the Pilbeam Theatre, Town Library and Council chambers before sleeping over at the school.

**Community Involvement** – Our students marched in the ANZAC parade and attended an excursion to Mt Hay as a PBL rewards day. Students also marched in the Rockhampton Christmas Parade. A team of six students competed in the Optiminds Competition receiving a second placing. Year 5 and 6 students also competed in the Glenmore Challenge Cup in the areas of dance, STEM and Humanities.

**Early Years** – All students in Prep, Year 1 and Year 2 attended the Romp in the Park celebration of under 8s week at the Botanical gardens. Playgroup was provided on the school grounds and was attended by our prep students and teacher aides. The Connect and Grow programme was provided by Playgroup Queensland in term 1 and Step into Prep was offered in term 3 and 4.

**Sport** – All students in years 5 & 6 participated in an interschool sporting program, (sports offered were soccer and hockey). Our After School Sport program was available one afternoon per week and provided coaching in soccer and OzTag. In addition, many students competed in district sports with students representing our school at the Cross Country and athletics carnivals. Our students also attended a small school’s sports day which was held at Port Curtis Road for our cluster of schools. All students took part in swimming lessons in term 1 and 4 with lessons provided by qualified coaches, culminating in a swimming carnival competing against six other small schools.

**Culture** – Our school worked with Darumbal to offer indigenous games and the Tackle 6 programme to our students. Four of our indigenous students attended the BROLGA programme offered at CQU. The Year 5/6 class attended a Japanese Day at Cawarral State School and a Japanese Lunch at Rydges, Yeppoon. All students in the school attended an excursion to Beef Week to learn about the Beef Industry and its importance to our local area.

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

2018 saw further investment in Information Communication Technologies at Depot Hill State School with the purchasing of 5 additional iPads and 5 desktop computers. With our ratio of students to computers being greater than 2:1, our students have many opportunities to use computers for school work and projects. In 2018, students in the Year 5/6 classroom had 1:1 access to iPads in their classroom. The whole school continued its journey implementing the digital technologies curriculum using the robotics kits which were purchased to be used in association with the iPads to support this curriculum delivery.

## Social climate

Depot Hill State School prides itself on being able to provide family values within a safe, supportive environment. We provided a wide range of initiatives in 2018, including daily breakfast club, additional teacher aides, after school learning, sporting and cultural clubs and a chaplain two days a week. Depot Hill State School worked in partnership with Relationships Australia who provided counselling for students from our campus.

Our school chaplains ran an A to B Programme with the Year 5 and 6 students which included adventure caving and a camp to Byfield and Five Rocks. This programme greatly enhanced student resilience and the student’s ability to work as a team.

Depot Hill is in the fourth year of its implementation of the whole school Positive Behaviour for Learning (PBL) programme which assists to promote responsible behaviours within our safe, supportive learning environment. From school opinion surveys 100% of parents indicated that they believe that Depot Hill is a good school and that their children’s learning needs are being met. 100% of students indicated that teachers clearly explain what is required in my school work and teachers use a variety of resources to help them learn.

## Overview

### 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)	86%	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)	100%	100%	88%
• they can talk to their child's teachers about their concerns* (S2009)	86%	100%	88%
• this school works with them to support their child's learning* (S2010)	100%	100%	88%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	86%	88%	75%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	86%	88%	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%	91%
• they like being at their school* (S2036)	100%	100%	94%
• they feel safe at their school* (S2037)	100%	88%	94%
• their teachers motivate them to learn* (S2038)	100%	100%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	94%
• teachers treat students fairly at their school* (S2041)	90%	92%	97%
• they can talk to their teachers about their concerns* (S2042)	90%	96%	91%
• their school takes students' opinions seriously* (S2043)	70%	88%	91%
• student behaviour is well managed at their school* (S2044)	80%	96%	91%
• their school looks for ways to improve* (S2045)	90%	96%	91%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	100%	91%	89%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	89%

\* 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%	90%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	75%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	90%	100%
• student behaviour is well managed at their school (S2074)	92%	90%	100%
• staff are well supported at their school (S2075)	100%	90%	100%
• their school takes staff opinions seriously (S2076)	100%	90%	100%
• their school looks for ways to improve (S2077)	100%	90%	100%
• their school is well maintained (S2078)	83%	60%	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

Parent involvement is strongly encouraged at Depot Hill State School, with approximately 30% of the parent base being active members of our P&C Committee. This group organized numerous fundraising/promotional events to assist with the provision of relevant educational activities/excursions for our students.

Parents were also invited (through open classroom practices) to participate in the educational, social and sporting lives of their child/ren. We encouraged parental involvement in excursions and our end of year concert, saw 90% of our parents attending an evening at the school to celebrate their child's achievements. Our After School Clubs are also an excellent way for parents to be involved in their child's school life. A variety of parents regularly helped out in the learning club, after school sport or garden club. Parent interviews are held twice a year although we encourage parents to speak to teachers throughout the term if there are any concerns.

Local community members are an important part of our Community Watch programme and many of the school's neighbours attended our end of year school concert and gave very positive feedback about the school and the children. We also have community members volunteering at the school and helping out with reading programmes in the school.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. We teach appropriate, respectful and helpful relationships as part of our health program and Positive Behaviours for Learning (PBL). In 2018, every child participated in the Life Education program at no cost, thanks to Communities for Children. Our school purchased resources to support the teaching of the wellbeing strategy "Bucket filling" to improve relationships and increase self esteem of students. Each week on parade a student from each class is recognised with a Resilience Award along with a Student of the Week. Our staff took part in training on the impact of trauma and poverty on children. The whole school took part in a free dress day for Day for Daniel and lessons regarding child safety.

## 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

Students, staff and the community are made aware of the need to be environmentally wise. The importance of recycling is taught in the classrooms and encouraged in the playground. Students are often reminded of the importance of being waterwise and responsible with the use of electricity. A classroom monitor is established to turn off fans and air conditioners in the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	20,494	43,940	37,518
Water (kL)	584	1,378	

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.



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	6	0
Full-time equivalents	3	4	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.*	
Bachelor degree	4
Diploma	
Certificate	

\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$8 124.

The major professional development initiatives are as follows

- Cluster moderation at the before and after phases of moderation for all classroom teachers.
- Positive Behaviours for Learning( PBL) training for the team leader and data collector
- Autism Workshop
- Early Career Programmes for two teachers in their first five years of teaching
- Sheena Cameron writing workshop

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%	96%	98%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 71% 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	89%	88%	92%
Attendance rate for Indigenous** students at this school	89%	86%	95%

\* 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

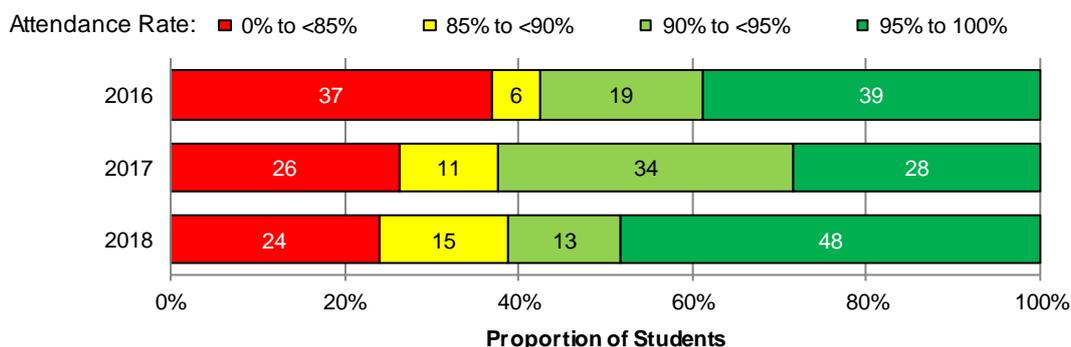
Year level	2016	2017	2018
Prep	96%	91%	86%
Year 1	83%	91%	91%
Year 2	94%	88%	91%
Year 3	88%	93%	94%
Year 4	89%	81%	92%
Year 5	92%	87%	92%
Year 6	80%	82%	91%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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 Depot Hill State School we use a number of strategies to manage attendance. Attendance rolls are marked twice daily (in the morning and afternoon sessions). Non-attendance is recorded; including "late arrivals" and absenteeism for part of the day/session. Texts are sent on a daily basis for students who do not attend, giving parents the opportunity to give a reason for the absence. Where a student is absent for three consecutive days without explanation, contact is made with the family by the Principal. Each classroom displays the attendance rates of students on their classroom door with this data being updated every 5 weeks. Information is provided to parents about the impact of good attendance on student achievement. To proactively address attendance we also work with families to help resolve issues which are potential blocks to regular attendance. We work with outside agencies such as Darumbal, Relationships Australia and Uniting Care to support families to enable students to attend school regularly. Our school is a Positive Behaviour for Learning School and we hold a rewards day on the last day of each term. These rewards are tied to attendance as students with low attendance rates do not receive enough "gotchas" to earn the highest rewards.

## 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

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.
-