



Clarke Creek State School

School annual report

Queensland state school reporting

2020



From the Principal

School overview

Clarke Creek State School provides a quality educational program in a rural remote multi-age setting for students from Kindergarten through to Year Six. The curriculum offers children opportunities in all key learning areas, with a strong focus on Literacy, Numeracy, Digital Technologies and personal development. Clarke Creek State School joined the Department Delivered Kindergarten Program in 2019 and is a proud member of remote and rural centres that enable kindergarten aged children to access learning experiences prior to commencement of Prep. The school is led by a teaching principal with a range of support staff and a highly supportive and engaged school community. Parents work collaboratively through a dynamic Parents and Citizens Association which endeavours to assist with the educational program as well as development of the facilities and services for the students in this remote community. We are also strongly supported by our local branch of the ICPA, with students and families able to access a range of services and programs designed to ensure that our students are not disadvantaged, in spite of their remote location. The school has a range of facilities beyond the classroom including a multi-purpose building that includes a library housing a wide range of books and electronic resources. As well as an all seasons tennis and basketball court, the children have access to a school swimming pool which is used to ensure water safety training and swimming stroke development in the warmer months. The school serves its community as a hub for community activities and enjoys a strong connection with a group of surrounding small, rural remote schools to support best educational opportunities for the area's children.

School progress towards its goals in 2020

Clarke Creek State School continues to follow these priorities in keeping with its Strategic Plan 2020-2024, periodically reviewing whether these priorities continue to align with Regional and State foci and remain relevant to the School's context.

Priority One: Parent Engagement and Communication

Performance Measure: Improved Parent Improvement Survey results, increase in the number and types of parent communication going home throughout each term.

Priority Two: Targeted Student Support

Performance Measure: Documentation of processes for identifying students needs and allocation of resources, and students working above the expected level to maintain or improve their achievement as they move through the grades.

Priority Three: Pedagogy and Teaching practices

Performance Measure: All staff to be using agreed pedagogies across all curriculum areas, weekly and unit planning to reflect agreed teaching pedagogies.

Priority Four: Curriculum and Reporting

Performance measure: Clear and precise EIA (Education Improvement Agenda) to be articulated for the school each year, whole school curriculum and planning framework to be developed and refined.

It has been a pleasure to work with the staff, students and community throughout 2020 as we seek to enhance the educational opportunities for our students. The Covid outbreak certainly added a level of challenge that we were not expecting, but I strongly believe that together, we were able to make the best of the situation. I would like to thank everyone for their support during my first year of leadership at Clarke Creek State School, and look forward to many more years together.

Daniel Hammond
 Principal

Contact details

Postal Address	Mail Service 898 Marlborough 4705
Phone	(07) 4938 9127
Fax	(07) 4938 9157
Email	principal@clarkecreekss.eq.edu.au
Website	https://clarkecreekss.eq.edu.au

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School context

Coeducational or single sex Coeducational

Independent Public School No

Year levels offered in 2020 Early Childhood – Year 6

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	5	4	2	4	4	2
Year 1	2	3	4	2	3	4
Year 2	1	2	3		2	3
Year 3	2		2	3		2
Year 4	2	3		2	3	
Year 5	1	2	3	1	2	3
Year 6	3		1	3		1
Total	16	14	15	15	14	15

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	9	7	11
Year 4 – Year 6			4

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	80.0%	100.0%	
This is a good school.	80.0%	83.3%	
My child likes being at this school. ²	90.0%	83.3%	
My child feels safe at this school. ²	90.0%	83.3%	
My child's learning needs are being met at this school. ²	80.0%	66.7%	
My child is making good progress at this school. ²	80.0%	83.3%	
Teachers at this school expect my child to do his or her best. ²	80.0%	66.7%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	75.0%	66.7%	
Teachers at this school motivate my child to learn. ²	70.0%	66.7%	
Teachers at this school treat students fairly. ²	100.0%	83.3%	
I can talk to my child's teachers about my concerns. ²	90.0%	83.3%	
This school works with me to support my child's learning. ²	77.8%	66.7%	
This school takes parents' opinions seriously. ²	80.0%	66.7%	
Student behaviour is well managed at this school. ²	80.0%	66.7%	
This school looks for ways to improve. ²	70.0%	66.7%	
This school is well maintained. ²	90.0%	100.0%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	87.5%	100.0%	
I like being at my school. ²	87.5%	100.0%	
I feel safe at my school. ²	87.5%	100.0%	
My teachers motivate me to learn. ²	100.0%	100.0%	
My teachers expect me to do my best. ²	100.0%	83.3%	
My teachers provide me with useful feedback about my school work. ²	100.0%	100.0%	
Teachers at my school treat students fairly. ²	87.5%	100.0%	
I can talk to my teachers about my concerns. ²	87.5%	100.0%	
My school takes students' opinions seriously. ²	87.5%	100.0%	
Student behaviour is well managed at my school. ²	87.5%	91.7%	
My school looks for ways to improve. ²	100.0%	100.0%	
My school is well maintained. ²	100.0%	100.0%	
My school gives me opportunities to do interesting things. ²	75.0%	92.3%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	100.0%	100.0%	
I feel this school is a safe place in which to work.	100.0%	80.0%	
I receive useful feedback about my work at this school.	100.0%	100.0%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%	100.0%	
Students are treated fairly at this school.	100.0%	100.0%	
Student behaviour is well managed at this school.	100.0%	100.0%	
Staff are well supported at this school.	100.0%	100.0%	
This school takes staff opinions seriously.	100.0%	100.0%	
This school looks for ways to improve.	100.0%	100.0%	
This school is well maintained.	100.0%	80.0%	
This school gives me opportunities to do interesting things.	100.0%	100.0%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	0	0	0
Long Suspension	0	0	0
Exclusion	0	0	0
Total	0	0	0

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

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

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.



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

[View School Profile](#)

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



Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	<5	<5	<5	<5	5	<5			
FTE	<5	<5	<5	<5	<5	<5			

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	94%	94%	90%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	93%	96%	91%
Year 1	90%	93%	89%
Year 2	DW	89%	91%
Year 3	93%		89%
Year 4	94%	96%	
Year 5	DW	90%	91%
Year 6	94%		DW

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



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.