



Cleveland State School

School annual report

Queensland state school reporting

2020



Every student succeeding

State Schools Improvement Strategy

Department of Education



**Queensland
Government**



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Together - Every Child, Every Chance, Every day is the guiding philosophy that shapes the efforts of the Cleveland State School community to provide quality education for all learners. For over 150 years our school has been an integral part of the local community, establishing itself as a well-respected, well-resourced school with a dedicated team of staff and volunteers who support and encourage learners to experience daily success. When asked about our school, students talk about relationships, connection and the quality of their teachers. Our consistent teaching approach, known as the 'Cleveland Way' encompasses not only the highest quality teaching strategies from prep to year 6, but how we go about 'wrapping around' students and families with our innovative wellbeing program. Our school community love the friendly atmosphere of our school. We believe quality education is best achieved with a strong three-way partnership, with all of us working together to ensure learning success.

Coeducational or single sex	Coeducational
Independent Public School	Yes
Year levels offered in 2020	Prep Year – Year 6
Webpages	Additional information about Queensland state schools is located on the: <ul style="list-style-type: none"> • 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	91	88	77	92	84	76
Year 1	81	95	82	82	96	81
Year 2	101	86	98	104	90	97
Year 3	117	105	93	116	104	92
Year 4	93	129	101	97	124	101
Year 5	109	102	127	108	102	125
Year 6	106	113	99	107	113	98
Total	698	718	677	706	713	670

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	24	23	23
Year 4 – Year 6	27	26	26

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.	91.5%	96.4%	
This is a good school.	93.5%	98.2%	
My child likes being at this school. ²	95.7%	94.7%	
My child feels safe at this school. ²	97.9%	94.7%	
My child's learning needs are being met at this school. ²	91.5%	96.5%	
My child is making good progress at this school. ²	91.5%	94.6%	
Teachers at this school expect my child to do his or her best. ²	95.7%	98.2%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	89.4%	96.4%	
Teachers at this school motivate my child to learn. ²	87.2%	94.7%	
Teachers at this school treat students fairly. ²	86.7%	94.7%	
I can talk to my child's teachers about my concerns. ²	87.2%	96.4%	
This school works with me to support my child's learning. ²	83.0%	96.2%	
This school takes parents' opinions seriously. ²	76.2%	90.4%	
Student behaviour is well managed at this school. ²	73.3%	91.1%	
This school looks for ways to improve. ²	86.4%	96.4%	
This school is well maintained. ²	93.5%	85.7%	

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.	97.0%	100.0%	
I like being at my school. ²	96.1%	98.0%	
I feel safe at my school. ²	95.0%	96.0%	
My teachers motivate me to learn. ²	97.0%	98.0%	
My teachers expect me to do my best. ²	98.0%	100.0%	
My teachers provide me with useful feedback about my school work. ²	98.0%	99.0%	
Teachers at my school treat students fairly. ²	89.2%	97.0%	
I can talk to my teachers about my concerns. ²	84.3%	93.0%	
My school takes students' opinions seriously. ²	87.1%	97.0%	
Student behaviour is well managed at my school. ²	88.2%	93.0%	
My school looks for ways to improve. ²	98.0%	99.0%	
My school is well maintained. ²	89.2%	95.0%	
My school gives me opportunities to do interesting things. ²	94.1%	94.9%	

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.	95.8%	100.0%	
I feel this school is a safe place in which to work.	95.8%	100.0%	
I receive useful feedback about my work at this school.	79.2%	81.1%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	79.3%	72.7%	
Students are treated fairly at this school.	93.8%	97.2%	
Student behaviour is well managed at this school.	78.7%	81.1%	
Staff are well supported at this school.	87.5%	86.5%	
This school takes staff opinions seriously.	83.0%	86.1%	
This school looks for ways to improve.	91.7%	94.6%	
This school is well maintained.	91.7%	86.5%	
This school gives me opportunities to do interesting things.	89.4%	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.

Electronic Class Rolls are marked at the beginning of the day and at the commencement of the afternoon session. Children who arrive after school has commenced (9.00am) are to report to the school administration building to receive a late slip. This late slip is then handed to the

child's classroom teacher so that late attendance to class can be recorded.

Following advice from the class teacher's roll marking, same day notification occurs for students absent via a messaging service, where it is expected parents/caregivers receive and respond with explanatory information as to the reason for non-attendance. This can be done via a written note, Skoolbag, Qparents, email or the office phone number. This is updated electronically and stored.

The school will contact parent/carers if there have been a number of unexplained or high absences reported.

A regular review of attendance is conducted to identify students with a high level of absenteeism. Parents are asked to provide a justification for a high level of absenteeism.

Our school very much supports the Every Day Counts initiative by the Department of Education:

- Regular newsletter articles
- Promotion of attendance with Class Teachers
- Ongoing wrap around support for students and families

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	21	23	13
Long Suspension	0	1	0
Exclusion	1	0	0
Total	22	24	13

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.



Staff profile

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	49	50	48	26	28	30			
FTE	44	46	43	18	19	20			

Notes

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

Student performance

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	93%	92%	91%

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	92%	92%	92%
Year 1	93%	92%	88%
Year 2	93%	94%	91%
Year 3	93%	92%	92%
Year 4	94%	92%	90%
Year 5	93%	94%	91%
Year 6	92%	92%	93%

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.



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

[View School 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.

Conclusion

The information presented in this report reflects the total commitment of a group of dedicated members of the school community. Cleveland State School State School operates on the strength of a three-way partnership on two levels:

- The strong relationships between student, school and parents/caregivers
- School, School Council and P&C and our system.

The alignment of these committed partners makes our school stronger and prepared to take on the multifaceted challenges emerging in a world of disruption. I commend the work of all on this journey and celebrate with the entire community our place in providing world-class quality education in the Redlands.

Mark Ionn
Principal