Introduction

Strive To Succeed - Learn For Life

It is with much pleasure that I present to you the School Annual Report for 2010. At Childers we strive for excellence in academic, cultural and sporting endeavours. We support and celebrate the achievement and successes of all students. We know that you will want to share the achievements and successes of your child and we encourage you to work with us to ensure the best educational outcomes for your child.

Education is really a co-operative process, a three-way partnership between parents, children and staff. It is also a great opportunity to develop the emotional, physical and social growth of your child. We look forward to your participation in this partnership.

This report is to outline the progress that has been made in the achievement of educational outcomes for our students in 2010.

School progress towards its goals in 2010

The priority areas for 2010 were:

- Literacy and Numeracy
- Curriculum Teaching Assessment and Reporting incorporating ICTs
- Closing the Gap
- School Wide Positive Behaviour Support and Culture

Future outlook
This school will continue its emphasis on the delivery of Literacy and Numeracy outcomes for all students. The school will ensure that quality Curriculum is delivered with a focus on a futures perspective in that children are prepared for the 21st Century. The use of technology will be an integral aspect of teaching and learning. There will also be a focus on the creation of a happy healthy school community.

The strategic focus areas for 2010-2014 are:

- Student Outcomes
- Curriculum
- Targeted Learning and Inclusivity
- School Culture
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>293</td>
<td>136</td>
<td>157</td>
<td>81%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
The school has traditionally had a greater number of boys than girls enrolled. The student group is a happy and co-operative group with a very good sense of community. Tolerance and inclusion, honesty and doing ones best are very strong traits in our school.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>25</td>
<td>83%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23</td>
<td>83%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24</td>
<td>83%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>5</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Children have a range of opportunities to develop socially, emotionally and academically. We proudly offer additional activities to enhance personal development through involvement and participation in the Outdoor Education Program and various arts/musical activities. Other activities include Instrumental Music and Choir. Specific blocks of time are allocated to Literacy and Numeracy. The school also ensures that students engage in carefully structured health and fitness activities. Many of these health and fitness activities are organised for lunch time participation. Children also have the opportunity to be involved in Gifted and Talented activities such as Optiminds.

Extra Curricula Activities

Childers State School has a long tradition of sporting success. Children from Childers State School represent the District, Zone and Region in a number of sports. Children also represent the Zone in Touch Football, Tennis, Cricket, Hockey, Rugby League, Soccer, Athletics and Swimming.

Children from Prep to Year 2 are involved in community organized activities such as under 8s Day.

A highlight of every school year is the Outdoor Education Camping Program. Each year level conducts a camp that is carefully planned to match the age and ability of the students. These camps are well attended and are a great opportunity to foster a positive school environment as well as involve students in real life experiences. We have a very high participation rate in these experiences.

Student Council is highly involved in a variety of activities. Events held by the Student Council are Discos, Free Dress Days and Movie Nights. Through their fundraising activities, the students purchase sports equipment and sponsor fellow students for sporting events. In recognition of fellow students, the Student Council purchases Star of the Week ribbons, updates Honour Boards and purchases trophies for Annual Student Achievement Awards in Culture, Sport and Citizenship.

Weekly parades provide a forum to display the talents of the children. Class musical performances, recognition of sporting achievements, recognition of academic achievements and recognition of class work are all part of this time.

The Childers State Primary School Band and String Orchestra continue to grow. Progress shown by the beginning students is commendable. The Strings Group and Brass Woodwind Group are very popular groups in our school. They are involved in many successful performances throughout the year. At the end of the year the parents of all Instrumental Music students are treated to a concert.

Traditional days, such as Anzac Day are recognized within our school with intense community involvement.

The School Choir performs in the wider community.

The P&C held a very successful Family Golf Day as well as other community activities. Our school is committed to improving fitness of children. All children participate in a range of fitness activities.

Children participate in the Primary Schools Mathematics, English, Science and Computer Studies Competitions.

The End of Year Parade is a proud highlight of the year. P&C, Staff, Visiting Teachers and Student participation prove that it is a celebration of achievement of the whole school community. Recognition is made of student achievement in the sporting, cultural, academic, citizenship and music fields.

How Information and Communication Technologies are used to assist learning

There is an acceptance by staff and students at this school that computers are an integral part of learning. Teachers are committed to ensuring that students have access to digital technologies to enhance their learning.

The use of computer technology is an integral part of teaching and learning and all year levels have access to learning activities and resources to engage with technology.

The school was assigned an AAA rating for Enabling Learners. This is a very pleasing result.
Social climate

One of the key focus areas for personal growth of students is the Outdoor Education Program that is run across all year levels. There is strong support from the P & C in the form of fundraising to offset the costs of the camp and ensure that there is maximum participation for all students. In addition to the Outdoor Education Program, the school will deliver a range of social skills programs. The school has a Responsible Behaviour Plan that incorporates Pathways to Peace as a language base for building positive relationships within the school. The school used four key words as the basis on the Code of Behaviour – Safety, Effort, Respect and Self Responsibility. The school has implemented a School Wide Positive Behaviour Program that focuses on the use of appropriate behaviour by all students. This program has been extremely successful and the standard of behaviour in the school has improved significantly.

The school continued to focus on the Smart and Healthy Foods Strategy and also offered a range of lunch time sporting and cultural activities so that children are engaged and involved in meaningful experiences to strengthen social interactions. This is especially important for so many children at this school as they travel to school by bus and have limited opportunities for after school activities. Teacher time is redirected to support the implementation of these programs - teachers are rostered as part of playground duty to do sporting activities at lunch. The camping program has additional teacher time allocated to it to ensure safety, expertise and maximum participation. We have a very supportive Ministers Fraternal. The school also has a Chaplaincy program as well as receiving support from one of the church groups to implement a non-denominational Kids Hope Program for students who would benefit from additional support to develop confidence.

The overall satisfaction levels of parents and students with the school are very positive.

Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>87%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

There are many opportunities for parents to be involved in their children's education. Parents are encouraged to:
- Attend the various parent teacher meetings offered throughout the year
- Visit the school for special events
- Attend the weekly assemblies
- Volunteer at the various extra curricular activities that are offered
- Talk to administration about any concerns that they may have
- Become a member of a parent support group and/or the P&C
- Attend various workshops that are offered to parents
- Talk to staff about student progress and also any issues that they may have. The school considers that working with parents is of utmost importance and we work very hard to build positive relationships and partnerships.

Reducing the school’s environmental footprint

We received a grant to install Solar Panels and through this program we have contributed back to the electricity grid

We have an increase in the water usage from the previous year when we were using desert urinal cubes but there were constant problems with the use of them so we have changed our continuous flushing urinals to sensor flushing urinals.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity Kwh</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$32,918</td>
<td>$15,291</td>
<td>$11,520</td>
<td>$3,360</td>
<td>$2,747</td>
<td>$0</td>
<td>$0</td>
<td>$80,970</td>
<td>1,422</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$27,346</td>
<td>$14,156</td>
<td>$0</td>
<td>$0</td>
<td>$1,333</td>
<td>$0</td>
<td>$11,857</td>
<td>$85,460</td>
<td>857</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>20%</td>
<td>8%</td>
<td>N/A</td>
<td>N/A</td>
<td>106%</td>
<td>N/A</td>
<td>-100%</td>
<td>-5%</td>
<td>66%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>28</td>
<td>20</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25</td>
<td>12</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>10</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
</tbody>
</table>

Of particular mention for their high qualifications are:

- Mrs Pam McHardy – Master in Education
- Mrs Robyn Philpott – Graduate Diploma in Learning Support
- Mrs Narelle Griffith – Graduate Diploma in Special Education
- Mrs Lyn Madle – Graduate Diploma in Special Education
- Mr Maynard Heap – Post Graduate Diploma in Aboriginal and Torres Strait Islander Education
- Mr Paul Russo – Degrees in Psychology and Educational Studies.
- Mrs Cath Horner – Graduate Certificate in Language Studies

All teaching staff keep up to date with modern teaching and learning practices through their dedication and commitment to attending courses and workshops.
## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2010 was $15,062.00

The major professional development initiatives were as follows:

- Science Spark
- Teaching Persuasive Writing
- Behaviour Support Team training
- Literacy
- Maths First Steps
- Various Individual Courses for Staff.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

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

From the end of the previous school year, 88% of staff were retained by the school for the entire 2010 school year.
Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91%

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>88%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93%</td>
</tr>
<tr>
<td>Year 3</td>
<td>91%</td>
</tr>
<tr>
<td>Year 4</td>
<td>91%</td>
</tr>
<tr>
<td>Year 5</td>
<td>93%</td>
</tr>
<tr>
<td>Year 6</td>
<td>90%</td>
</tr>
<tr>
<td>Year 7</td>
<td>91%</td>
</tr>
</tbody>
</table>

How non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice daily.

Following up on consecutive absences the school may ring the parent.

The school does send home regularly a note detailing the dates of a child’s absence/unexplained absences seeking parent information.

The school can send home a note detailing parental responsibilities on a child’s regular attendance at school.

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following ‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Achievement – Closing the Gap**

In the areas of Reading, Writing and Numeracy the gap in results between our Non Indigenous and Indigenous students is reducing.

The progress of our Indigenous students in Reading and Numeracy is such that their results are higher than results of the Non-Indigenous students. This is extremely pleasing.