



Childers State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Childers State School has been proudly serving the community of Childers since 1889. Here, students are encouraged to be happy, healthy people, positive thinkers, responsible citizens and learners for life. Our Prep to Year 6 curriculum has been established using the Australian Curriculum and has a very strong emphasis on literacy and numeracy. To ensure that a well-rounded curriculum is available, our school proudly offers a wide range of cultural and sporting opportunities. Childers State School has a long tradition of sporting success. Our school musical and instrumental music achievements have received wide acclaim within the community. Our school is active in the community participating in community events such as ANZAC Day, various musical performances and local sporting competitions. Our Ministers Fraternal and Chaplain address the religious, spiritual or ethical needs of students. The value of the parental role in education is well recognised at Childers. Parents are encouraged to become actively involved in the school, with our dedicated Parents and Citizens Association providing the advice and additional resources critical to our success.

Reading	<p>We have continued to ensure that teacher expertise is developed and that funds are expended on teacher aide time to deliver student outcomes in reading.</p> <p>In the Early Years, there has been a very strong focus on Phonological Awareness development and decoding.</p> <p>Comprehension was a focus across the school.</p> <p>Data indicates strong student performance, however it is imperative that a persistent and deliberate focus to maintain improvements and results continues.</p>										
Numeracy	<p>Numeracy Improvement Strategies included:</p> <ul style="list-style-type: none"> - Embedding Numeracy rich routines - Improving pedagogical practice in Numeracy - The provision of additional teacher time for Years 2, 3, 4 and 5 to ensure the implementation of the narrow, sharp focus. <p>The data indicates solid results which is the outcome of a planned and deliberate focus.</p>										
Writing	<p>The writing focus included</p> <ul style="list-style-type: none"> - The implementation of a balanced writing program that includes modelled, shared, guided and independent writing - Explicit lessons on the language conventions of writing. - There needs to be a continued focus on writing and spelling. 										
Attendance	<p>Attendance data was analysed regularly to identify trends and issues.</p> <p>The attendance rates of classes were celebrated regularly.</p> <p>A range of reactive strategies were implemented to increase attendance, including monitoring attendance on a daily basis.</p> <p>The attendance target for 2018 was 92.9%. The result was 92%. This is an improvement from the previous year.</p>										
Upper Two Bands	<p>The deliberate and narrow focus is very evident in the NAPLAN Reading and Numeracy results for the upper two bands of performance. It must be noted that although the Year 5 target for Numeracy was lower than anticipated, 100% of students were above the National Minimum Standard.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Upper Two Bands</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Year 3 Reading Target: 32%</td> <td>Year 3 Reading: 63.6%</td> </tr> <tr> <td>Year 3 Numeracy Target: 36%</td> <td>Year 3 Numeracy: 41.2%</td> </tr> <tr> <td>Year 5 Reading Target: 36%</td> <td>Year 5 Reading: 34.2%</td> </tr> <tr> <td>Year 5 Numeracy Target: 36%</td> <td>Year 5 Numeracy: 20.3%</td> </tr> </tbody> </table>	Upper Two Bands	Result	Year 3 Reading Target: 32%	Year 3 Reading: 63.6%	Year 3 Numeracy Target: 36%	Year 3 Numeracy: 41.2%	Year 5 Reading Target: 36%	Year 5 Reading: 34.2%	Year 5 Numeracy Target: 36%	Year 5 Numeracy: 20.3%
Upper Two Bands	Result										
Year 3 Reading Target: 32%	Year 3 Reading: 63.6%										
Year 3 Numeracy Target: 36%	Year 3 Numeracy: 41.2%										
Year 5 Reading Target: 36%	Year 5 Reading: 34.2%										
Year 5 Numeracy Target: 36%	Year 5 Numeracy: 20.3%										
A to E Data	<p>The overall target for English, Mathematics and Science was that 80% of students would attain a C level. This result was attained.</p>										

Future outlook

Our 2019 Explicit Improvement Agenda is:

Reading

The continued focus will be on reading improvement, with particular focus on reading comprehension across all year levels and decoding for students in the early years and for those students who, for whatever reason, are not proficient in decoding.

Numeracy

We will continue our narrow sharp focus on Numeracy with focussed teaching and learning episodes for students in Years 2, 3, 4 and 5 from a teacher with Mathematical expertise, as well as the continued classroom focus. We will provide extension opportunities for students who have potential to perform in the upper two bands of the NAPLAN testing as well as intensive support for at risk students.

Writing

We will continue to embed a shared understanding of the pedagogical practice of writing procedures of **Modelled Writing, Shared Writing, Guided Writing and Independent Writing**. We will focus on teaching writing micro-skills every day, using deliberately structured cycles that follow the sequence of experiences outlined in the Pearson's Gradual Release of Responsibility Model. Teachers will be involved in Instructional Rounds and Coaching and Feedback Round. Close attention to spelling in context will be made in 2019.

Attendance

We will regularly analyse trends in attendance data at the whole school, class and individual student level. We will communicate and promote student attendance rates in the wider community. We will implement both proactive and reactive strategies to increase student attendance.

Inclusivity

The school will also focus on the inclusivity of all students. A particular focus is the inclusion of all Students with Disabilities in class lessons and activities.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Enrolment category	2016	2017	2018
Total	329	308	293
Girls	154	149	139
Boys	175	159	154
Indigenous	35	33	31

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

The student body consists of student living in mainly rural areas. Many families are involved in FIFO type occupations. Student numbers have increased with families indicating that they would like a green change. We have an active group of Indigenous students in our school who are well supported by the Indigenous community.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	24
Year 4 – Year 6	28	26	27

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

Childers State School delivers the Australian Curriculum subjects. There are planned and explicitly focused teaching lessons across all year levels to improve the areas of Reading, Writing and Numeracy. A pre-prep play group operates at the school once per week. This programme is supported by the P & C.

Co-curricular activities

Children have a range of opportunities to develop socially, emotionally and academically. We proudly offer additional activities to enhance personal development. We have a range of arts and musical activities. Of particular note is the very strong Instrumental Music Program which involves both the Strings and the Brass Woodwind groups. Through Instrumental Music, children are able to participate in the Concert Band and/or Strings Ensemble. These Instrumental Music groups provide many varied learning and performance opportunities for students at this school. The students attend a range of workshops as well as community performances.

Our Outdoor Education Program continues to focus on personal development, team building and curriculum learning. Most students in our school participate in the Outdoor Education Program and thoroughly enjoy the learning experiences.

Participation in the following events provided a great opportunity to showcase our achievements, culture and tone:

- Badge Presentation Ceremony
- ANZAC Day Ceremony
- End of year and graduation assemblies

There is a range of sporting activities offered throughout the year. These include school based team sports, school based carnivals with opportunities to move on to district selections, district organised fun days and sport development days as well as travelling to school sport in Bundaberg for interschool competitions including rugby league, football, netball, rugby union and basketball.

In 2018 the school put on a performance of The Jungle Book. It was a wonderful, uplifting performance that was enjoyed by all who attended. The production would not have been so very successful without the vision and creativity of our music teacher Mrs Catherine Horner. Mr David Horner also did a lot work behind the scenes. A special mention must be made of our teachers Kerri Wills, Garry Marvell and Sandra Challacombe who worked tirelessly in the area of sound, lighting and costumes respectively.

How information and communication technologies are used to assist learning

Our school is committed to the use of technology for learning. It is perceived by the school that digital technology is another useful tool for learning and as such teachers are committed to ensuring that students have access to Digital Technologies. Computers are available in all classroom blocks and the library.

The staff is also committed to improving student learning through the use of appropriate technologies which include coding and robotics. Specific lessons on the acquisition of ICT skills are delivered and monitored. All students are accessing lessons in Digital Technology at year appropriate level.

Social climate

Overview

Childers State School provides a range of options for students who may require support. This includes support from the school chaplain and the chaplaincy group, the Ministers Fraternal and other volunteer groups in the community. Support is also provided by community support workers, Indigenous workers and the guidance officer.

The school has a very positive climate and all school community members work very hard to maintain a warm and supportive environment.

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)	83%	100%	95%
• this is a good school (S2035)	82%	97%	100%
• their child likes being at this school* (S2001)	100%	97%	100%
• their child feels safe at this school* (S2002)	67%	97%	100%
• their child's learning needs are being met at this school* (S2003)	75%	97%	95%
• their child is making good progress at this school* (S2004)	83%	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)	82%	97%	95%
• teachers at this school motivate their child to learn* (S2007)	92%	100%	100%
• teachers at this school treat students fairly* (S2008)	92%	94%	90%
• they can talk to their child's teachers about their concerns* (S2009)	92%	100%	100%
• this school works with them to support their child's learning* (S2010)	92%	100%	90%
• this school takes parents' opinions seriously* (S2011)	92%	97%	89%
• student behaviour is well managed at this school* (S2012)	67%	91%	84%
• this school looks for ways to improve* (S2013)	83%	100%	100%
• 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)	99%	99%	100%
• they like being at their school* (S2036)	95%	99%	97%
• they feel safe at their school* (S2037)	97%	95%	99%
• their teachers motivate them to learn* (S2038)	100%	98%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	99%
• teachers treat students fairly at their school* (S2041)	95%	96%	97%
• they can talk to their teachers about their concerns* (S2042)	95%	98%	88%
• their school takes students' opinions seriously* (S2043)	99%	93%	93%
• student behaviour is well managed at their school* (S2044)	95%	91%	97%
• their school looks for ways to improve* (S2045)	100%	96%	97%
• their school is well maintained* (S2046)	99%	97%	96%
• their school gives them opportunities to do interesting things* (S2047)	98%	99%	99%

* 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%	94%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	94%
• they receive useful feedback about their work at their school (S2071)	96%	88%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	100%
• students are encouraged to do their best at their school (S2072)	96%	100%	100%
• students are treated fairly at their school (S2073)	96%	92%	94%
• student behaviour is well managed at their school (S2074)	85%	88%	94%
• staff are well supported at their school (S2075)	96%	96%	94%
• their school takes staff opinions seriously (S2076)	92%	96%	88%
• 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)	93%	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 are encouraged to be a part of their child's education. They are welcome as volunteers and participants in the various school functions that we have during the year. Parents are invited to "Meet the Teacher Evenings" as well as parent interviews. We welcome parent involvement in all aspects of student learning. Indigenous elders are consulted to address issues of cultural sensitivity.

Respectful relationships education program

Our Positive Behaviour for Learning Program greatly enhances the school's social climate. Late in 2017, our school commenced the implementation of the PATHS (Promoting Alternative Thinking Strategies) program which is a Social Emotional Learning Program. We have had considerable success with this program and it continues to be a focus in 2019.

The school has a regular focus on Anti Bullying with lessons on how to address bullying and how to stay safe. Surveys are conducted to ascertain how students feel about bullying.

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	30	29	17
Long suspensions – 11 to 20 days	1	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

The school only uses water to irrigate the internal part of the school and the gardens. All toilets are modern and use minimum water. There has been an increase to the use of water due to the drought conditions.

The school is careful with its use of power, only using air conditioners in the extremes of heat and cold.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	98189	91783	82428
Water (kL)	4916	3164	4856

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.

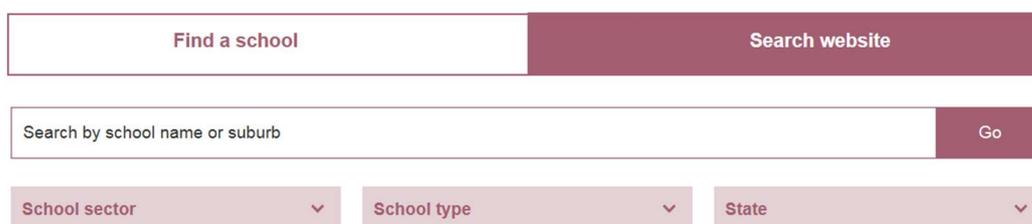
School funding

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.



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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	23	18	<5
Full-time equivalents	21	13	<5

*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	0
Masters	2
Graduate Diploma etc.*	2
Bachelor degree	16
Diploma	3
Certificate	0

*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 \$9077

The major professional development activities included:

- The Art and Science of Teaching
- Curriculum Planning in learning teams and individual support for teachers as required.
- Play, Wonder and Learn
- Literacy Professional Development
- Various online mandatory courses
- Beginners Mind
- Music Professional Development

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.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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	91%	92%	93%
Attendance rate for Indigenous** students at this school	86%	90%	89%

* 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

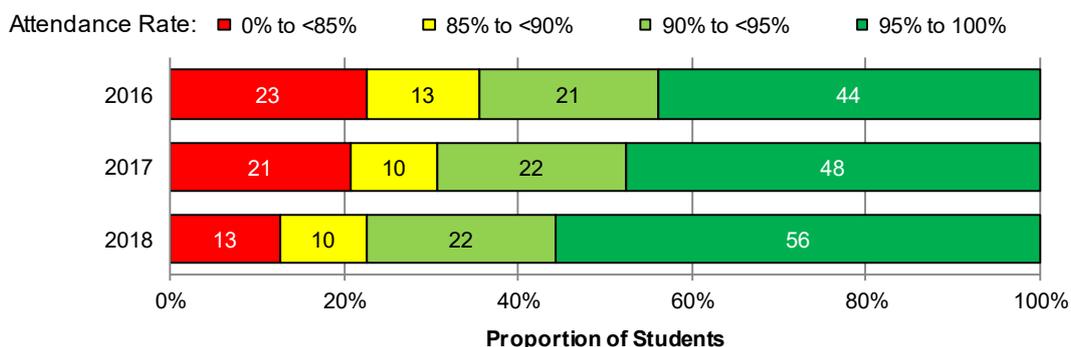
Year level	2016	2017	2018
Prep	90%	91%	94%
Year 1	91%	92%	94%
Year 2	91%	91%	94%
Year 3	93%	93%	95%
Year 4	90%	93%	91%
Year 5	90%	92%	93%
Year 6	89%	91%	92%

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.

On a daily basis, non-attendance was followed up by the use of text messages, email and telephone calls. There were proactive strategies implemented to increase attendance at this school. They included class incentives for attendance and positive acknowledgement of classes with high attendance. Attendance remains a focus for 2019.

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.