



Childers State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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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 essential learnings of the Key Learning Areas 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 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 and spiritual 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.

It is with much pleasure that I present to you the School Annual Report for 2016. This report outlines the progress that has been made in the achievement of educational outcomes for our students in 2016.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

<p>Reading</p> <p>Reading has continued to be a major focus at Childers State School.</p>	<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 growth, however it is imperative that a persistent and deliberate focus to maintain improvements and results continues.</p>									
<p>Writing</p>	<p>The writing focus included</p> <ul style="list-style-type: none"> - the implementation of a balanced reading programme that includes modelled, shared, guided and independent writing - explicit lessons on the language conventions of writing. 									
<p>Numeracy</p> <p>The school continued to focus on numeracy as a priority area.</p>	<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>Upper Two Bands of Performance</p> <p>This has been a regional and school focus. Results in the table indicate strong growth.</p>	<p>The deliberate and narrow focus is very evident in the NAPLAN Reading and Numeracy results for the upper two bands of performance.</p> <table border="1" data-bbox="624 1357 1367 1619"> <thead> <tr> <th>U2B</th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40% target 66.7% attained</td> <td>33% target 40% attained</td> </tr> <tr> <td>Numeracy</td> <td>32% target 41.2% attained</td> <td>22% target 29.5% attained</td> </tr> </tbody> </table>	U2B	Year 3	Year 5	Reading	40% target 66.7% attained	33% target 40% attained	Numeracy	32% target 41.2% attained	22% target 29.5% attained
U2B	Year 3	Year 5								
Reading	40% target 66.7% attained	33% target 40% attained								
Numeracy	32% target 41.2% attained	22% target 29.5% attained								
<p>Attendance</p> <p>Attendance is an area of concern.</p>	<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>Attendance continues to be an area of concern and will be a focus in 2017.</p>									

Future Outlook

Our 2017 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 the students in the early years and for those students who, for whatever reason, are not proficient in decoding.

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. Initially the focus will be learning goals and feedback to students and the Gradual Release of Responsibility Model, in conjunction with the teaching of various strategies to ensure writing success. Pre moderation and post moderation sessions will be conducted by year levels to discuss the writing task in C2C units (English, Science, History and Geography) – the aim of these sessions is to improve the quality of teaching, improve the knowledge of the units of work and to improve consistency in the expectations of the written tasks (exemplars which show the shared understanding of the quality of student work).

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.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	334	164	170	23	93%
2015*	337	169	168	30	93%
2016	329	154	175	35	89%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a Pre-Prep** program.

** Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 decreased and this may be the result of the area being declared as drought affected. We have an active group of indigenous students in our school who are well supported by the indigenous community.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	21	22
Year 4 – Year 7	28	28	28
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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.

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 is focussed 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
- End of year and graduation assemblies

There are a range of sporting activities offered throughout the year. These include school based team sports as well as other sports for both boys and girls, including rugby league, football, netball and rugby union, district organised fun days and sport development days.

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 all as 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 classrooms and the library.

The staff is also committed to improving student learning through the use of appropriate technologies which include coding, robotics and iPads. Specific lessons on the acquisition of ICT skills are delivered and monitored.

Social Climate

Overview

Childers State School provides a range of options for students who may require support. This includes the 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 councillor.

The school has a very positive climate and all school community members work very hard to maintain a warm and supportive environment. Our Positive Behaviour for Learning Program greatly enhances the school's social climate. In 2016, considerable time was spent on choosing a formal Social and Emotional Learning Programme for the whole school. The program chosen was PATHS (Promoting Alternative Thinking Strategies).

Parent, Student and Staff Satisfaction

Parent Opinion Survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	90%	92%	83%
this is a good school (S2035)	90%	88%	82%
their child likes being at this school* (S2001)	95%	96%	100%
their child feels safe at this school* (S2002)	95%	92%	67%
their child's learning needs are being met at this school* (S2003)	90%	88%	75%
their child is making good progress at this school* (S2004)	90%	92%	83%
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)	89%	96%	82%
teachers at this school motivate their child to learn* (S2007)	95%	92%	92%
teachers at this school treat students fairly* (S2008)	85%	96%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	92%
this school works with them to support their child's learning* (S2010)	95%	96%	92%
this school takes parents' opinions seriously* (S2011)	89%	92%	92%
student behaviour is well managed at this school* (S2012)	89%	88%	67%
this school looks for ways to improve* (S2013)	90%	96%	83%
this school is well maintained* (S2014)	95%	96%	100%

Student Opinion Survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	99%
they like being at their school* (S2036)	100%	99%	95%
they feel safe at their school* (S2037)	100%	98%	97%
their teachers motivate them to learn* (S2038)	100%	98%	100%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	99%	99%
teachers treat students fairly at their school* (S2041)	100%	97%	95%
they can talk to their teachers about their concerns* (S2042)	100%	97%	95%
their school takes students' opinions seriously* (S2043)	100%	99%	99%
student behaviour is well managed at their school* (S2044)	100%	96%	95%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	99%	99%
their school gives them opportunities to do interesting things* (S2047)	100%	97%	98%

Staff Opinion Survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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%	97%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	100%	100%	85%
staff are well supported at their school (S2075)	100%	100%	96%
their school takes staff opinions seriously (S2076)	95%	100%	92%
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)	100%	100%	93%

* 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 Programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. There are a number of programs running in the school. The PATHS program has been chosen to be implemented across the whole school in 2017. The chaplain has been supporting class teachers to implement programs that focus on anti - bullying, self-esteem, resilience, anger management and making friends. These programs are: Fun Friends, Friends for Life, My Life Rules, Vital Unlimited and a school based mechanics program.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	12	45	30
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the School's Environmental Footprint

The school has had considerable difficulty with the reduction of the environmental footprint as all classrooms are air conditioned and the air conditioners were used for sustained periods of hot weather.

The area was declared as drought affected and in an endeavour to keep the internal areas green so that children are not playing on bare red earth, water was used to keep gardens alive and internal grassy areas green. Even though it was a drought situation, strategies were implemented to reduce the use of water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	99,198	0
2014-2015	96,153	5729
2015-2016	98189	4917

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

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 <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:
 Government
 Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	25	23	<5
Full-time Equivalent	23	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	2
Bachelor degree	16
Diploma	5
Certificate	

*Teaching staff includes School Leaders

**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 2016 was \$8,020.

Professional development opportunities included:

- Moderation, Mentoring and Coaching
- Phonological Awareness
- Oral Language
- Spelling
- Reading
- Decoding in Reading.
- Technology
- Positive Behaviour for Learning
- Leadership Development
- Maths

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff Attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student Attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	87%	86%

*The student attendance rate 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.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

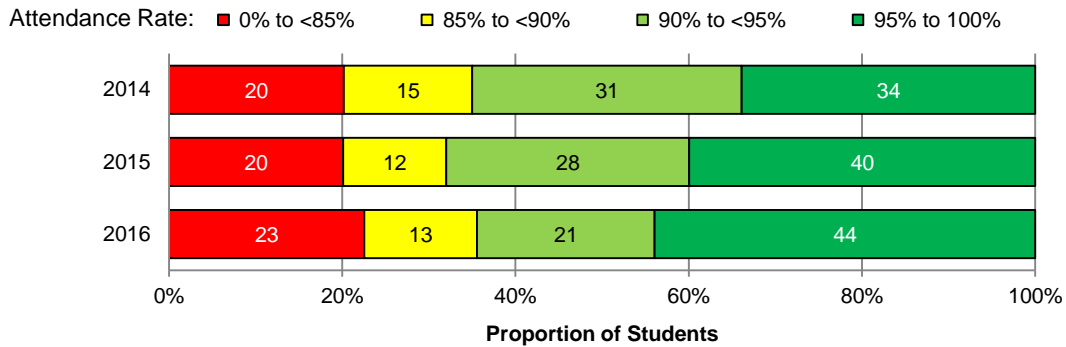
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	89%	89%	89%	91%	90%	93%	88%					
2015	93%	92%	91%	90%	91%	90%	90%						
2016	90%	91%	91%	93%	90%	90%	89%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate 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.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of How Non-attendance is Managed by the School

Non-attendance is managed in state schools in line with the DET 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.

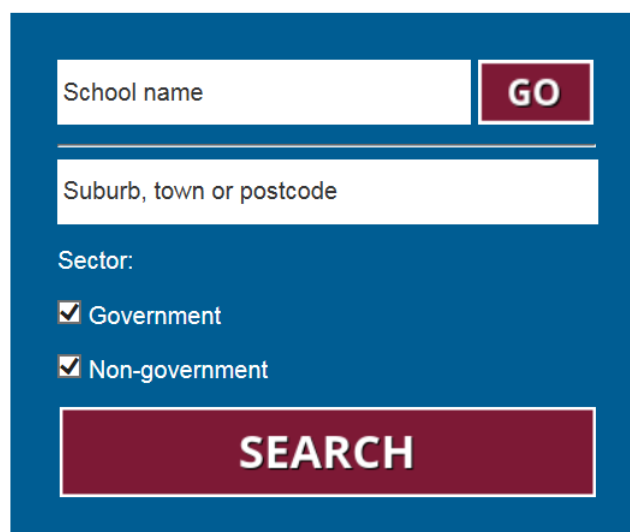
There were proactive strategies implemented to increase attendance at this school. They included class incentives for attendance and positive acknowledgement of classes with high attendance. Attendance remains a focus for 2017.

NAPLAN

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

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a white input field labeled "School name" with a red "GO" button to its right. Underneath is another white input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

As at 3rd February 2017. The above values exclude VISA students.