

Queensland State School Reporting – 2011

Childers State School (0568)



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the Department's [Right to Information site](#).

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Principal's foreword

Introduction

It is with much pleasure that I present to you the School Annual Report for 2011. At Childers we strive for excellence in academic, cultural and sporting endeavours. We support and celebrate the achievements 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 2011.

School progress towards its goals in 2011

The priority areas for 2011 were:

- NAPLAN Literacy & Numeracy
- Curriculum, Teaching & Learning - Implementation of ACARA
- Closing the Gap
- School Performance - Teaching & Learning Audit
- School Wide Positive Behaviour Support and Culture

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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 so 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 2011- 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 - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
322	158	164	92%

Characteristics of the student body:

The school has traditionally had a greater number of boys than girls enrolled.
Many children enrolled live in the rural areas surrounding Childers.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	21.6
Year 4 – Year 10	27.4
All Classes	23.8

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	1
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

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. We have two very successful Instrumental Music Programs in the school. Recently our Ensemble was a Regional Finalist for FANFARE. This is an outstanding result for a small country school. 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.

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, Rugby League, Soccer, Athletics and Swimming.

Children from Prep 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.

Each week at our assemblies we focus on the successes and achievements of children in a wide range of areas. Weekly parades also 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 P&C held a very successful Family Golf Day as well as participating in 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 Assembly 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.

Our school at a glance

How Information and Communication Technologies are used to assist learning

There is an acceptance by staff and students at this school that computers and technology 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 AA rating for the implementation of ICTs. 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 delivers a range of social skills programs. The school has a Responsible Behaviour Plan that incorporates School Wide Positive Behaviour as a language base for building positive relationships within the school. The school uses four key concepts as the basis for the Code of Behaviour – Safety, Effort, Respect and Self Responsibility. The School Wide Positive Behaviour Program 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. Our school culture and tone is excellent.

The school continues to focus on the Smart and Healthy Foods Strategy and also offers 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 Minister's Fraternal. The school also has a Chaplaincy program.

The overall satisfaction levels of parents with the school are very positive. Of particular mention are:

General satisfaction

That their child is receiving a good education.

That the school is developing their child's numeracy skills.

That the school is developing their child's literacy skills.

That their child is safe at this school.

That their child works well at this school.

Our school at a glance

Parent, student and teacher satisfaction with the school

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	97%
Percentage of parent /caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	68%
Percentage of staff members satisfied with morale in the school	87%

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 extracurricular 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.

Our school at a glance

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has installed solar panels onto one of its classrooms in an attempt to reduce the use of electricity.

Water usage has changed significantly in 2011 but this is mainly due to the changed weather patterns in 2011.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	74,654	0
2010	80,970	1,422
% change 10 - 11	-8%	-100%

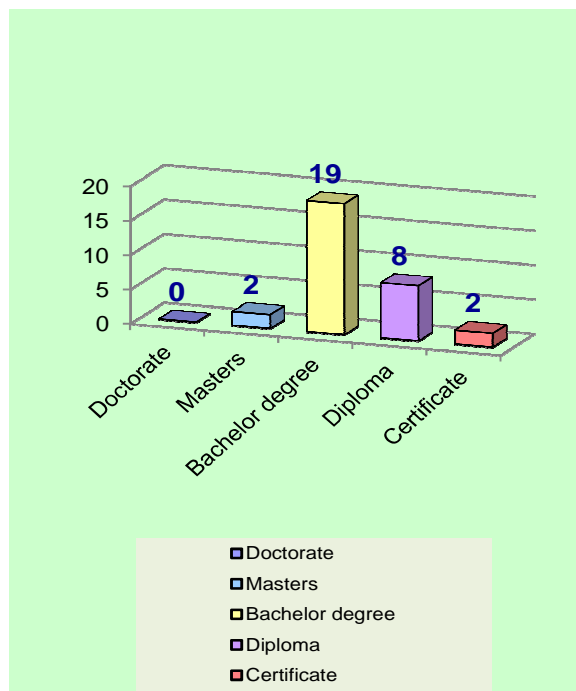
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	31	18	<5
Full-time equivalents	27	11	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	19
Diploma	8
Certificate	2



We have five teachers who have also attained Graduate Diplomas in their areas of specialization.

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$7605.

The major professional development initiatives are as follows:

The major areas of professional development were in Curriculum Implementation, Literacy and Numeracy, ICT and LOTE.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

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

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was **91%**.

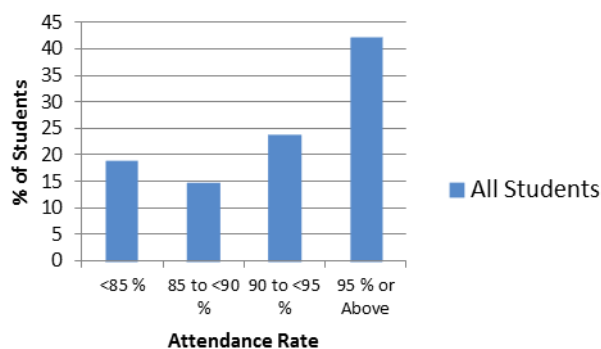
The overall attendance rate for all Queensland state Primary schools over the same period was **92%**.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	90%	91%	89%	90%	92%	91%

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 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.

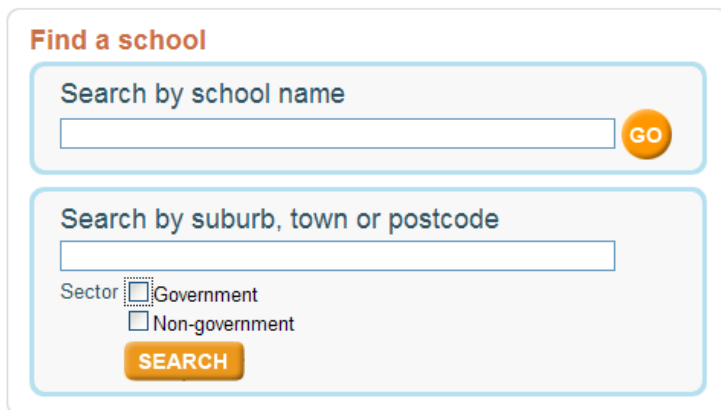
Attendance of students is monitored carefully to identify patterns in absences. Parents are personally contacted for reasons of non - attendance.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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.

Performance of our students

Achievement – Closing the Gap

The school's progress on Closing the Gap between the performance of Indigenous and Non Indigenous Students is very pleasing.

Results in Year 3 Reading, Writing and Numeracy for Indigenous Students are equal or close to the performance of Non-Indigenous Students.

In comparison, the gap between the attendance of Indigenous Students and Non Indigenous students is close to 19%.

Strategies to engage those Indigenous Students who are demonstrating erratic attendance have included personally contacting parents and involving respected indigenous elders.