

# Childers State School (0568)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

It is with much pleasure that I present to you the School Annual Report for 2012.

At Childers we strive for excellence in academic, cultural and sporting areas. We support and celebrate achievements and successes for 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 them.

Education really is a cooperative 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 outlines the progress that has been made in the achievement of educational outcomes for our students in 2012.

### School progress towards its goals in 2012

The priority areas for 2012 were:

Literacy and Numeracy (including reading and writing).

C2Cs implementation and ACARA

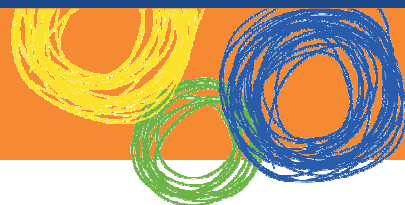
"Closing the Gap" between the attendance and outcomes of Indigenous and non-Indigenous students

ICTs as an Integral Part of Student Learning

These areas are an integral part of the core business of teaching and learning and are still priority areas in 2013.

# Queensland State School Reporting

## 2012 School Annual Report



### Future outlook

The school continues its emphasis on the delivery of Literacy and Numeracy outcomes. The school continues to ensure that quality curriculum is delivered with a focus on a futures perspective so that children are receiving an education that is reflective of the 21<sup>st</sup> Century. The use of technology continues to be an integral part of learning. We are very focussed on maintaining a positive tone for our school community.

The strategic focus areas for 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 in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	293	136	157	92%
2011	322	158	164	92%
2012	324	162	162	95%

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

Characteristics of the student body:

The school is traditionally a rural school with many children travelling by bus to school. Many of the children live on acreage and have a rural upbringing. About 10% of the students are of Aboriginal or Torres Strait Islander descent.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	25	22	23
Year 4 – Year 10	23	27	25
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	5	1	8
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

Children have a range of opportunities to develop socially, emotionally and academically. We continue to 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.

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.

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. The other sports have included junior rugby league, district organised fun days and sport development days.

### Extra curricula activities

In 2012, Childers State School continued its tradition of sporting success. Children from Childers represented the district, zone, region and state in a range of sports. Quite a number of our students represented the zone in touch football, rugby league, cross country, golf, athletics and swimming. The junior rugby league team reached the grand final in the Bundaberg school's Friday competition.

Children from Prep were involved in a community organized Under 8s day.

The Outdoor Education Program was again very successful. Each year level attended an activity which ranged from a day trip for Prep students to a 5 day excursion for Year 7 students. The camps are an excellent opportunity to grow the school culture and tone and to develop individuals personally. Many of the camps have a particular focus on leadership. Again the participation rate was very high.

The School Wide Positive Behaviour Program has been extremely successful in 2012 with the extension of the program to include the recognition of students following the code of behaviour. Students who regularly follow the behaviour code are given tokens which are eligible for weekly and end of term draws. The large draw at the end of term for an iPod or an iPad has been hugely successful.

## INSTRUMENTAL MUSIC

### Concert Band

2012 was a very busy year for Concert Band students at Childers State School. As always, the year started with a performance for the badge ceremony where our two Band Captains received their badges. First term also saw beginner students involved with instrument-specific weekend workshops to focus on the fundamentals of playing and encouraging students to play as much as they can. Term one finished up with a performance, featuring the local school bands - Childers and Cordalba State Schools and Isis District State High School.

The highlight of the whole year, was the Concert Band's performance at Fanfare. After receiving a gold award the ensemble was chosen to perform at the regional final at Banksia Beach State School. After an early morning trip down, coordinated by Mrs. Donna Anderson, the band put in a fine effort against some very large ensembles and were unfortunate not to be chosen to go through to the state final in Brisbane. This term the band and some soloists performed at the Bundaberg Region Emerging Talent Showcase (BRETS) in Gin Gin, which saw the Concert Band taking out the 'People's Choice Award'.

Term three saw the creation of the Isis Combined Schools Band, which included students from Childers and Cordalba State Schools, St. Joseph's School and Isis District State High School during a two day workshop in the Childers Community Stadium. It was followed by a beginner band workshop, involving Childers and Cordalba State Schools. Term three is always a busy term, with various performances at the Maryborough Eisteddfod by soloists, small ensembles and the band. While many students received places in their individual sections, the band's 2<sup>nd</sup> place with 91.5 points – only half a point behind first place! – was surely a memorable moment for the year. The term finished with a combined concert featuring each school ensemble, the Combined Schools Band and also a performance with a visiting ensemble from Brisbane. The concert concluded with a massed band performance of the 1812 overture.

Finally, term four saw the year close with a performance featuring many soloists and small ensembles. The finale of the concert was the Concert Band playing various pieces from throughout the year. The Year 7 graduation also featured a performance from the large number of students leaving for high school. All-in-all, this was a great way to finish up a fantastic year for band students at Childers State School.

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## Strings Group

2012 saw an average of 57 strings students on the roll. The Childers State School String Orchestra consisted of 35 students from Years 3-7. They rehearsed every Tuesday and performed at many school and community functions.

Highlights:

- Providing the music for the school and community ANZAC ceremonies
- Travelling to Bundaberg to workshop with highly esteemed string clinician, Stephen Chin
- Receiving a silver award at Fanfare – quite an achievement for such a large and inclusive group containing many students who have only played for a short time
- Receiving first place at the Maryborough Eisteddfod
- The Bundaberg and District Advanced Music workshop ran as a weekend camp in 2012, and was enjoyed by 10 Childers State School string players, one of the largest school groups in attendance. This provided the more advanced players the opportunity to perform music of a high level in a large group under the baton of Ms Donna McMahon.
- In August the String Orchestra again supported the RSL by providing music for the Vietnam Veteran's Day celebrations at the Cultural Centre.
- 2012's string beginners made great progress. Some of them joined the String Orchestra during the year. They combined with the Childers State School and the Isis District Stat High School String Orchestras to perform at the community Christmas event: "The Christmas Gift"
- Year 7s tried something new for their graduation performance. They played a rock song from memory and included choreography and an electric pick up to amplify the cello. This was a lot of fun for the players and well received by the audience.
- Overall, 2012 was another busy year for the Childers State School string programme where the students are taught to play their instruments for their own education and enrichment, but also for the enjoyment and edification of others, by supporting home, school and community events with music.

## Student Council

Highlights for 2012 included successful badge presentation and awards ceremonies, the introduction of praise cards, and fundraising and fun events such as:

- Crazy hair day
- Easter bonnet parade
- The Most Colourful Spring Disco Ever
- Fashions of the field and icy cups/cheerios in a cup on Melbourne Cup day
- Autism awareness

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

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 The P & C held a number of very successful school events including a social golf day which was a major fundraiser and two book fairs.

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## 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. All classes have computers in their learning areas and computers are also available in the library.

Staff are also committed to improving their learning through the use of appropriate communication technologies which include Robotics and iPads.

# Our school at a glance

## Social climate

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 volunteer parents, 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 School Wide Positive Environment Program greatly enhances the school's climate.

## Parent, student and staff satisfaction with the school

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	96.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	91.7%
their child's learning needs are being met at this school*	92.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	96.0%
teachers at this school provide their child with useful feedback about his or her school work*	88.0%
teachers at this school motivate their child to learn*	96.0%
teachers at this school treat students fairly*	87.0%
they can talk to their child's teachers about their concerns*	96.0%
this school works with them to support their child's learning*	91.7%
this school takes parents' opinions seriously*	91.3%
student behaviour is well managed at this school*	82.6%
this school looks for ways to improve*	95.7%
this school is well maintained*	100.0%



# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	91.7%
they feel safe at their school*	95.8%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	98.6%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	97.2%
they can talk to their teachers about their concerns*	97.2%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	95.8%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	95.8%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	78.1%
with the individual staff morale items	86.3%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

Parents are encouraged to be a part of their child's education. They are welcome as volunteers and also to participate in the various school functions that we have during the year. Parents are invited to "Meet the Teacher Evenings" as well as for parent interviews. We welcome parent involvement in all aspects of student learning.

## Reducing the school's environmental footprint

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	80,970	1,422
2010-2011	74,654	0
2011-2012	95,426	1,974



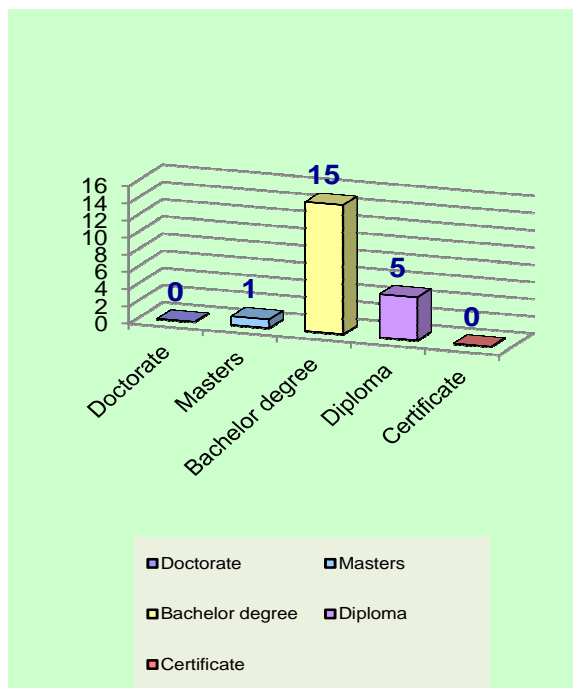
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	30	22	<5
Full-time equivalents	26.7	13.3	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	15
Diploma	5
Certificate	0



A number of staff including administration staff have undertaken additional study to attain additional degrees or Graduate Diplomas. The Head of Curriculum, Head of Special Education Services and the Principal have additional qualifications.

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$7285.45. The major professional development initiatives are as follows:

- Early childhood Professional Development
- Training for the Facilitators of the Art and Science of Teaching
- Commencement of the Art and Science of Teaching.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

## Our staff profile

### Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.3%	96.7%	96.7%

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

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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.

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

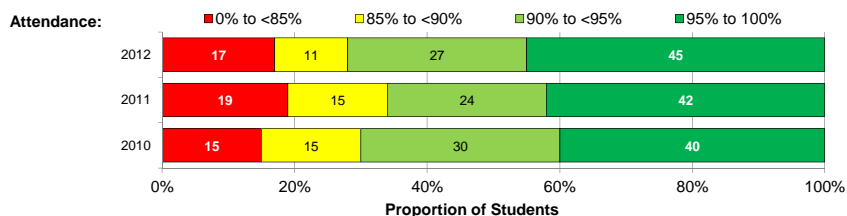
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	88%	93%	91%	91%	93%	90%	91%					
2011	92%	90%	91%	89%	90%	92%	91%					
2012	91%	93%	89%	95%	92%	91%	93%					

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 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.

This school regularly monitors the attendance of students. Parents are contacted if there are patterns of absence. Every endeavour is made to ensure that students are at school. The strategies used by the school range from informal to very formal. The informal strategies include:

Family support by ensuring that students have the right equipment and clothing for school.

Personally contacting families

Using appropriate liaison officers

As a last resort, the formal strategies of prosecution may be used.

# 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>

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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

This school works extremely hard to ensure that the gap between Indigenous and non-Indigenous performance is closed. Last year there was a slight increase in the gap but this can be attributed to a number of new enrolments and the limited time the school has spent working with students to improve performance. Our year 7 results indicate a quite narrow gap between Indigenous and non-Indigenous performance and this can be attributed to a sustained, deliberate focus on literacy and numeracy over a number of years.