

Childers State School

Queensland State School Reporting

2013 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 2013. 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 working with you to strengthen this partnership.

This report outlines the progress that has been made in the achievement of educational outcomes for our students in 2013.

School progress towards its goals in 2013

The priority areas for 2013 were:

Getting Ready for Secondary School

Transition Year 7 to high school

Implementation of the Australian Curriculum

Actions to improve Science

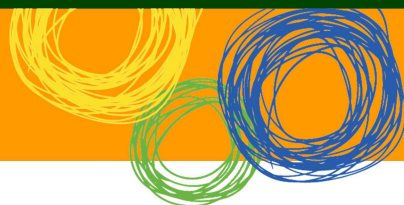
Actions to improve Numeracy

Actions to improve Writing

Actions to improve Reading

Implementation of a Pedagogical Framework

Queensland State School Reporting 2012 School Annual Report



Actions to Close the Gap

Monitoring of Student Achievement

Developing Performance Framework for Staff

Development of Instructional Leadership

Principal Leading the implementation of the Australian curriculum.

All of these priority areas have been the focus for 2013 with continued focus in 2014. With the exception of the transition of year 7 to high school, it is anticipated that the above areas will be ongoing priorities to ensure student success.

Future outlook

The school continues its emphasis on the delivery of Literacy and Numeracy outcomes. The school continues to ensure quality curriculum that is delivered with a focus on a futures perspective so that children receive an education that is reflective of the 21st 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 2013: Preschool - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	322	158	164	92%
2012	324	162	162	95%
2013	340	169	171	94%

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		
	2011	2012	2013
Prep – Year 3	22	23	26
Year 4 – Year 7 Primary	27	25	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	1	8	20
Long Suspensions - 6 to 20 days	0	0	5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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 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 2013, 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 schools' Friday competition.

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

Outdoor Education

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.

School Wide Positive Behaviour

The School Wide Positive Behaviour Program has again been extremely successful in 2013 with the extension of the program to include a variety of ways of recognising students who are consistently 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. There are also the class rewards and individual recognition such as the "I did the right thing" wristband. The large draw at the end of term for an iPod or a Samsung Galaxy tablet has again been hugely successful.

Instrumental Music

Children are able to participate in either Concert Band or Strings. 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. Last year was a quieter year for the concert band as many of the students had moved on to high school and a new cohort had to start. Strings students again had a very successful year with performances at many school and community functions.

Highlights for the Brass Woodwind group included the following:

- Multicultural Workshop in Bundaberg 14-16 August with 3 of Australia's best musicians, John Morrison, Veren Grigorov and Jacki Cooper. Performance at Bundaberg Multicultural Festival 18 Aug.
- Beginner And Intermediate Workshops 18-19 Sep with 1st Regiment Royal Australian Artillery Band at Kalkie SS
- Awards Day and Year 7 Graduation.
- Providing the music for the school and community ANZAC ceremonies

2013 saw an average of 50 string students on the roll.

The Childers SS String Orchestra consisted of 33 students from Years 3-7. They rehearsed every Tuesday morning and performed at many school and community functions.

Our school at a glance

Highlights are as follows:

- ♪ Providing the music for the school and Community ANZAC ceremonies
- ♪ Performing at the Choral Society's Flood benefit Concert to help raise money for flood victims
- ♪ The 2013 String Beginners also performed at this concert and received many compliments for their fine work
- ♪ The Bundaberg and District Advanced Music workshop was renamed the Multicultural Music Fest and ran as a three day workshop with performances at the Moncrieff Theatre and at the Bundaberg Multicultural Festival. 11 string players from CSS successfully auditioned for this workshop - the largest group of string players in attendance from any school in the Bundaberg District. Here more advanced players received the opportunity to perform music of a high level in a large group under the baton of world-class violinist, Veren Grigorov
- ♪ Starting the year with an intensive "Beginner Booster" (a lesson every day for the first 8 days of school) again proved invaluable in getting the beginners off to a good start
- ♪ 2013's string beginners made especially good progress. The Year 3s of 2013 seemed to be a particularly bright and well-organised bunch of students
- ♪ Beginners attended several workshops in Bundaberg, combining with beginners from the district to spend a whole morning learning more about playing their instruments.
- ♪ A new Intermediate workshop started in the Bundaberg District aligned with their Crush Festival. 10 CSS string students attended this workshop led by Donna McMahon.
- ♪ The String Orchestra tackled and conquered the very new and difficult skill of accompanying a soloist for a slow and sensitive piece of music. The solo was beautifully played by Tay-Lah Bradford.
- ♪ Tay-Lah's achievements reinforced my firm belief that instrumental music plays an important role in the school's Gifted and Talented programme. Only in instrumental music are students grouped according to ability regardless of their year level or age. Even within like groups differentiation is achieved by giving more challenging parts to advanced students. The challenge provided by instrumental music is particularly important for high achieving students.

Overall, 2013 was another busy year for the Childers State School string and brass woodwind 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 the 2013 Student Council included organising a successful badge presentation and awards ceremonies, the continuation of praise cards, and fundraising and fun events such as:

- Crazy Hair Day
- Easter Bonnet Parade
- Fundraising for flood damaged East State School
- Reconciliation Day
- Icy Cups for Sports Days
- Sale of Fruit and Vegetables from the Year 4 Gardening Group
- Fashions of the Field and Icy Cup Day for Melbourne Cup

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.

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

Our school at a glance

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

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

In the majority of areas there has been an overall improvement in the satisfaction levels of staff, students and parents.

Performance measure *(Nationally agreed items shown*)*

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	92%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	96%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	94%
teachers at this school motivate their child to learn* (S2007)	96%	94%
teachers at this school treat students fairly* (S2008)	87%	93%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%
this school works with them to support their child's learning* (S2010)	92%	88%
this school takes parents' opinions seriously* (S2011)	91%	93%
student behaviour is well managed at this school* (S2012)	83%	93%
this school looks for ways to improve* (S2013)	96%	100%
this school is well maintained* (S2014)	100%	100%

Our school at a glance

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	92%	100%
they feel safe at their school* (S2037)	96%	98%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%
teachers treat students fairly at their school* (S2041)	97%	98%
they can talk to their teachers about their concerns* (S2042)	97%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	96%	97%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	96%	100%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	95%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 parent interviews. We welcome parent involvement in all aspects of student learning.

Reducing the school's environmental footprint

The school is very conscious of the use of electricity and restricts the use of air conditioning to the weather extremes.

Water usage increased in 2013 due to the increasingly dry periods however water usage was not used on the oval or extended play areas.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	74,654	0
2011-2012	95,426	1,974
2012-2013	94,591	3,267

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

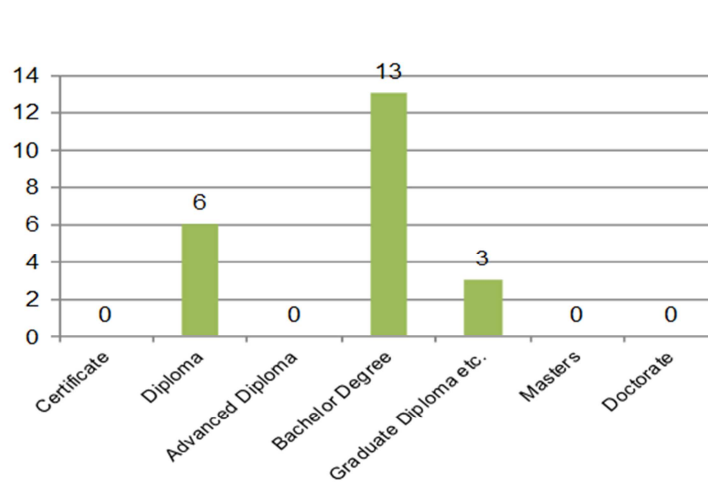
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	29	26	<5
Full-time equivalents	26	15	<5

Qualifications of all

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	13
Graduate Diploma etc.	3
Masters	0
Doctorate	0
Total	22



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$11,728. 00. The major professional development initiatives are as follows:

Prep Inservice

The Art and Science of Teaching.

Various Mandatory workshops

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2013 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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

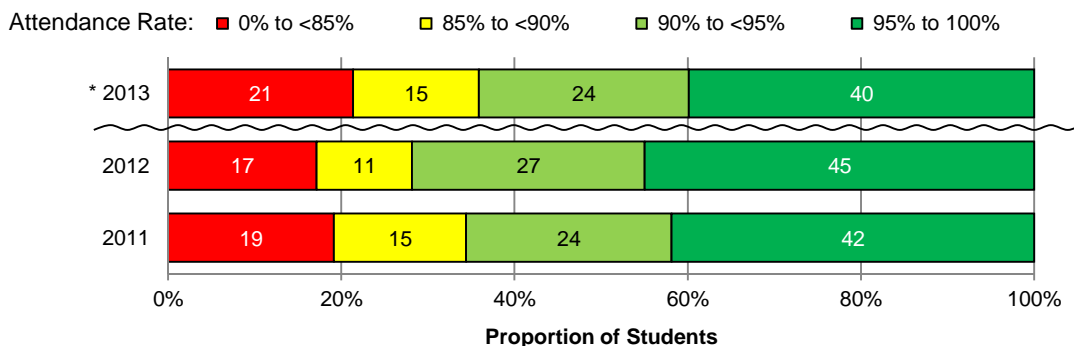
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	90%	91%	89%	90%	92%	91%					
2012	91%	93%	89%	95%	92%	91%	93%					
2013	88%	91%	93%	90%	91%	89%	89%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

Non-attendance is also managed in a variety of ways:

Reminders to parents and students about Every Day Counts.

Personally contacting families who are not attending.

Using to formal methods of following non-attendance.

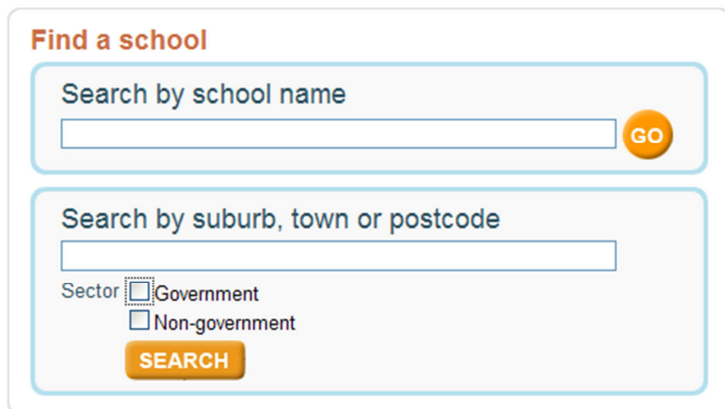
Providing class incentives to students for high attendance rates.

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 'Find a school' search interface. It has two main search sections. The first section is titled 'Find a school' and contains a 'Search by school name' input field with a 'GO' button. The second section is titled 'Search by suburb, town or postcode' and contains a corresponding input field. Below this, there is a 'Sector' section with two radio buttons: 'Government' (selected) and 'Non-government'. A 'SEARCH' button is located at the bottom of the second section.

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

This school works extremely hard to ensure that the gap between Indigenous and non-Indigenous performance is closed. In 2013 there was a sustained and deliberate focus on literacy and numeracy. All indigenous students have an Individualised Learning Plan designed to develop their talents and interests as well as support areas that are at risk.