

Childers State School

Queensland State School Reporting

2014 School Annual Report



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|----------------|---|
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Principal's foreword

Introduction

It is with much pleasure that I present to you the School Annual Report for 2014. 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 2014.

School progress towards its goals in 2014

The priority areas for 2014 were:

- Implementation of the Flying Start Initiative for students in year 7 in 2015
- Implementation of the Australian Curriculum
- Actions to improve Science
- Actions to improve Numeracy
- Actions to improve Literacy
- Upper Two Band Performance
- Monitoring of student achievement
- Implementing a Performance Framework for all staff
- Implementation of a Pedagogical Framework
- Development of Instructional Leadership
- Principal leading the implementation of the Australian Curriculum.

All of these priority areas have been the focus for 2014 with continued focus in 2015. 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 2015 and beyond are:

- School and Community Partnerships
- School Curriculum
- Teaching Practice
- Principal Leadership and School Capability

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 324 | 162 | 162 | 95% |
| 2013 | 340 | 169 | 171 | 94% |
| 2014 | 334 | 164 | 170 | 93% |

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

Characteristics of the student body:

The student body consists of students living in mainly rural areas. Many families are involved in FIFO type occupations. Student numbers are growing as families make choices to live in a rural area. We have an active group of Indigenous students in our school who are well supported by the wider Indigenous population.

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 23 | 26 | 20 |
| Year 4 – Year 7 Primary | 25 | 26 | 28 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|-------|
| | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 8 | 20 | 12 |
| Long Suspensions - 6 to 20 days | 0 | 5 | 0 |
| Exclusions [#] | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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

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.

Highlights of 2014 for the Concert Band:

- ♫ Performed regularly on parade playing the National Anthem and a performance item.
- ♫ Participated in Fanfare receiving a Bronze Certificate.
- ♫ Participated in the Maryborough Eisteddfod and received a Highly Commended Certificate.
- ♫ Five students participated in the Bundaberg Multicultural Festival with John Morrison and Jacki Cooper.
- ♫ Year 6 and 7 Concert Band members performed with the Isis District State High School Concert Band at the Arts Gala Night as well as playing at the Awards Day Ceremony.

Highlights of 2014 for the Strings Group:

- ♫ Rehearsed every Tuesday morning.
- ♫ Performed at many school and community functions.
- ♫ Provided the music for the school and community ANZAC ceremonies.
- ♫ Started the year with an intensive "Beginner Booster" (a lesson every day for the first 8 days of school) which again proved invaluable in getting the beginners off to a good start.
- ♫ Performed at Fanfare in May, receiving a silver award.
- ♫ For the first time ever, entered a beginner string group in the Fanfare event, and they received a gold award!
- ♫ The annual Multicultural Music Fest was changed to a predominantly High School event, with only the most advanced primary schoolers being accepted by audition. Four string students from Childers State School were accepted.
- ♫ Some beginners attended a workshop in Bundaberg, and they all enjoyed a beginner workshop held at Childers State School as well.
- ♫ Daniel Haaksma represented Childers State School at Creative Generation, State Schools Onstage for the first time.
- ♫ The orchestra and a small string group as well as many solos, duets and trios entered the Maryborough Eisteddfod and received many first and second places.
- ♫ 13 Childers State School string students attended the Bundaberg Intermediate Crush Festival String Workshop led by Donna McMahon. Childers student Mav Ashcroft was selected to lead the orchestra for the culminating concert.
- ♫ The orchestra benefitted from having 12 year 6 and 7 students. Most of these participated in the transition to high school music program and performed at the High School Arts Gala.
- ♫ The String Orchestra and beginners combined to play several pieces for the Childers State School 125th anniversary concert.
- ♫ Xanthe Whitaker performed a bass solo accompanied by the orchestra at the Awards Presentation before receiving the major Cultural Award.

Extra curricula activities

- Children from Prep were involved in a community organised Under 8s day.
- In 2014 the Student Council continued to conduct fundraisers to enable them to purchase badges for the leaders in our school. The Student Council worked on two landscaping projects. The first to reach completion was the cottage garden outside the library. Later in the year, students worked together to complete a memorial garden around a tree planted in memoriam of late teacher Fiona Laidler. The students began preparation work on stage one of their Live Learning project, a bearded dragon enclosure to be completed in 2015.



- Seussical
As one of seven partner schools drawn into the Seussical journey, Childers State School's student body and staff travelled on a tiny dust speck and landed without too many bumps on a forest floor. Our involvement with Isis Community Theatre's production of *'Seussical the Musical'* provided students with the opportunity to be involved in a large scale musical production through drama, dance and singing. Students from Prep to Year 7 learnt the chorus songs in Music classes, whilst student members of the dance troupe and main cast met and practised outside of school hours. The school's classes were split into two performing chorus groups and these rotated through movement and vocalisation practices for the penultimate two weeks leading up to the two performances on November 27th and 28th at the Isis Cultural Centre. A pleasing number of students joined the main cast and dancers on stage for the final two performances, marking the school's involvement more than worthwhile and ensuring that we continue to maintain strong links with the Childers community and other organisations through our participation in a wide variety of extra curricular activities.



- The P & C held a number of very successful school events including a 125 year birthday celebration and two book fairs.
- Children participated in the Primary Schools Competitions for Mathematics, English, Science and Computer Studies.

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 access to computers and computers are also available in the library.

Staff is also committed to improving student 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

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2012 | 2013 | 2014 |
| their child is getting a good education at school (S2016) | 96% | 100% | 90% |
| this is a good school (S2035) | 100% | 100% | 90% |
| their child likes being at this school* (S2001) | 100% | 100% | 95% |
| their child feels safe at this school* (S2002) | 92% | 100% | 95% |
| their child's learning needs are being met at this school* (S2003) | 92% | 100% | 90% |
| their child is making good progress at this school* (S2004) | 100% | 100% | 90% |
| teachers at this school expect their child to do his or her best* (S2005) | 96% | 93% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 88% | 94% | 89% |
| teachers at this school motivate their child to learn* (S2007) | 96% | 94% | 95% |
| teachers at this school treat students fairly* (S2008) | 87% | 93% | 85% |
| they can talk to their child's teachers about their concerns* (S2009) | 96% | 100% | 95% |
| this school works with them to support their child's learning* (S2010) | 92% | 88% | 95% |
| this school takes parents' opinions seriously* (S2011) | 91% | 93% | 89% |
| student behaviour is well managed at this school* (S2012) | 83% | 93% | 89% |
| this school looks for ways to improve* (S2013) | 96% | 100% | 90% |
| this school is well maintained* (S2014) | 100% | 100% | 95% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 100% | 100% | 100% |
| they like being at their school* (S2036) | 92% | 100% | 100% |
| they feel safe at their school* (S2037) | 96% | 98% | 100% |
| their teachers motivate them to learn* (S2038) | 100% | 100% | 100% |
| their teachers expect them to do their best* (S2039) | 99% | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 98% | 100% |
| teachers treat students fairly at their school* (S2041) | 97% | 98% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 97% | 100% | 100% |
| their school takes students' opinions seriously* (S2043) | 100% | 100% | 100% |
| student behaviour is well managed at their school* (S2044) | 96% | 97% | 100% |
| their school looks for ways to improve* (S2045) | 100% | 100% | 100% |
| their school is well maintained* (S2046) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 96% | 100% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | | 95% | 100% |
| students are encouraged to do their best at their school (S2072) | | 100% | 100% |
| students are treated fairly at their school (S2073) | | 100% | 100% |
| student behaviour is well managed at their school (S2074) | | 100% | 100% |
| staff are well supported at their school (S2075) | | 100% | 100% |
| their school takes staff opinions seriously (S2076) | | 100% | 95% |
| their school looks for ways to improve (S2077) | | 100% | 100% |
| their school is well maintained (S2078) | | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | | 100% | 100% |

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

'Agree' represents the 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.

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 as 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.

Reducing the school's environmental footprint

Electricity consumption has increased as all teaching classrooms have air conditioners which are used on extremely hot days. The school is very conscious of the use of electricity and restricts the use of air conditioning to the weather extremes.

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

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2011-2012 | 95,426 | 1,974 |
| 2012-2013 | 94,591 | 3,267 |
| 2013-2014 | 99,198 | 5729 |

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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.

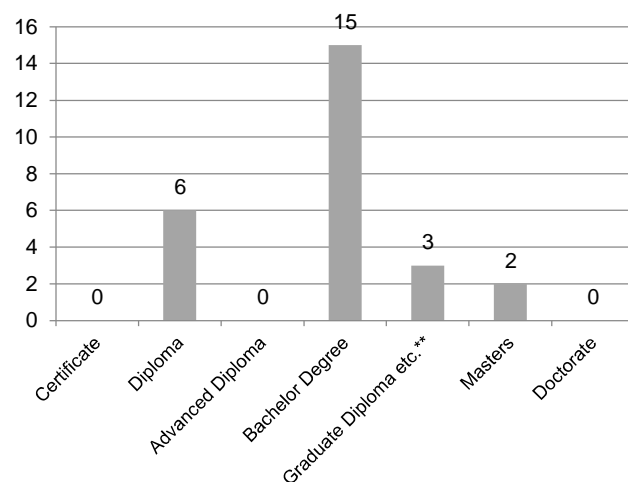
Our staff profile

Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 30 | 25 | <5 |
| Full-time equivalents | 27 | 16 | <5 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 6 |
| Advanced Diploma | 0 |
| Bachelor Degree | 15 |
| Graduate Diploma etc.** | 3 |
| Masters | 2 |
| Doctorate | 0 |
| Total | 26 |



*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 2014 were \$14, 555

The major professional development initiatives are as follows:

- Prep Inservice
- The Art and Science of Teaching
- Reading
- Various mandatory workshops

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

| Average staff attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| 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, 94% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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 | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 92% | 90% | 90% |

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

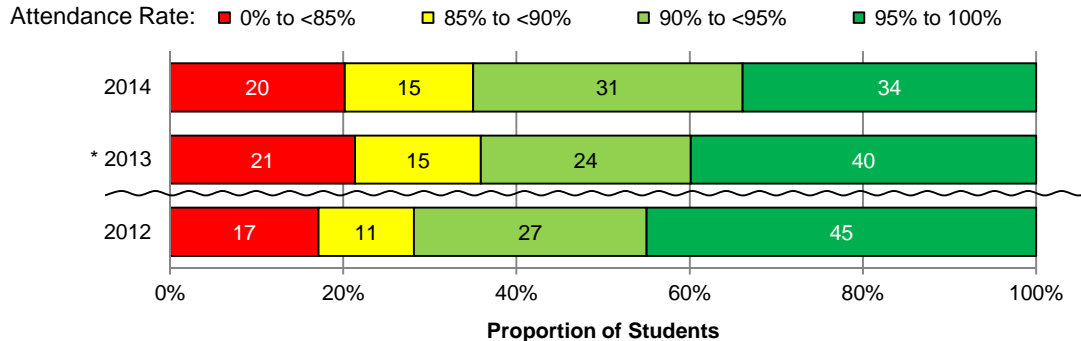
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|--------|--------|--------|--------|--------|--------|--------|
| 2012 | 91% | 93% | 89% | 95% | 92% | 91% | 93% |
| 2013 | 88% | 91% | 93% | 90% | 91% | 89% | 89% |
| 2014 | 89% | 89% | 89% | 91% | 90% | 93% | 88% |

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 after 2012 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 DETE 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.
- Same day contact to parents whose children are not at school.
- Using more formal methods of following non-attendance.
- Providing class incentives to students for high attendance rates.

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**.

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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 2014 there was a sustained and deliberate focus on literacy and numeracy. All Indigenous students had an Individualised Learning Plan designed to develop their talents and interests as well as support areas that are at risk. This school is pleased with the results that Indigenous students attained in NAPLAN in year 3 and year 5 with the gap between indigenous and non Indigenous students greatly improved since 2013.

Results for year 7 NAPLAN were very pleasing in the area of Numeracy.
The gap in attendance for Indigenous and non- Indigenous students is an area that requires attention.