Childers State School
Queensland State School Reporting
2015 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 2015. At Childers State School 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 2015.

School progress towards its goals in 2015

The school worked strategically towards every student succeeding.

Set out below is the progress against goals set for 2015

Analyse Student Data • Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention. • Further develop teacher expertise in data analysis to inform effective teaching and learning.	Staff are engaged in the collection and analysis of data with particular emphasis on short term data cycles in reading and numeracy. This has become a continued focus in 2016.
• Analyse trends in student attendance and implement strategies to increase student attendance to 92.2% in primary years. • Develop a range of positive acknowledgements, class rewards and incentives for improved student attendance. • Publish data on attendance	Attendance has been reviewed on a weekly basis with an overall increase to 92% for 2015. Attendance is regularly acknowledged on assemblies and as class rewards. Data on attendance is published in each school newsletter.

Cater for Student Needs • Implement strategies to cater for students' academic, social and emotional needs including the introduction of the BEAR Plan.	The BEAR Plan for students who are emotionally at risk has been a positive strategy to lower student stress and address emotional needs. This plan will be continued in 2016.
Upper 2 Bands Priority • Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep). • All identified Upper Two Band students are provided with enriched and extension learning activities. • Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, use resources from the Upper 2 Band Projects. Students in the Upper Two Bands in years 2, 3 5 and 6 are grouped in order to engage in extension activities to ensure peak performance. • Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations.	Student data was carefully analysed to ensure that students capable of performing in the Upper Two Bands of NAPLAN were identified. A range of extension opportunities were provided to students in 2, 3,4 and also 6 at different times during the year. The focus of the extension activities was around Reading, Writing and Number.
NAPLAN Strategy • Complete a thorough interrogation of NAPLAN data - (2013 / 2014) in preparation for 2015 NAPLAN. • Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B through the articulation of class action plans for years 3 and 5. • Deliver additional teaching time from administration to ensure the deliberate focus on reading, writing and numeracy. • Provide additional teacher aide time to identified students for improvement in Reading	A comprehensive NAPLAN improvement strategy was implemented to address learning needs in years 2, 3, 4 and 6 and which included the flexible use of staff.
ACARA Priorities • Deliver English, Mathematics, Science, History & Geography (National Curriculum) using the C2C resource ensuring alignment with community expectations. • Implement Civics and Citizenship (from Year 3) & Economics and Business (from Year 5) using the C2C resource. • Familiarize staff with the curriculum area of "Health and Physical Education, Technologies, Languages & The Arts" using the C2C resource in preparation for implementation in 2016 and in line with roll out protocols. • Continue to align and embed Australian Curriculum in all settings. • Implement the North Coast Region: " *A Guide to School Based Assessment Tools and Year Level Expectations"*.	All subjects were delivered with the use of the C2C resources. Civics and Economics were placed on hold as per a departmental directive. The North Coast Region's guide to school based assessment tools was utilised to monitor student progress
Literacy Priority • Continue to implement a balanced reading program • Develop and implement a balanced writing program • Align writing pedagogy to Pearson's Gradual Release of Responsibility Model.	The implementation of the Balanced Reading programme based on Pearson's Gradual Release of Responsibility Model was continued. The balanced writing programme was also implemented.7 Steps to writing was also implemented as a part of this process. This is a continued focus in 2016.
Numeracy Priority • Implement *Numeracy Rich Routines* that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M and NCR Diagnostics.	Numeracy Rich Routines were implemented and continue to be implemented in 2016. The formation of a Maths Focus Team to address issues related to the teaching and learning of Maths.
Master Teachers • Develop opportunities for Master Teachers to work alongside teachers to improve teaching practices. • Implement an action research to identify and verify the effectiveness of strategies in Reading.	Our Master Teacher Mrs Cutler has been working with teachers to improve their teaching practice with particular emphasis on Reading and Writing.

ASOT • Continue to develop and implement an overarching Curriculum Framework based on ASOT. • Continue to implement GROWTH coaching for all teachers. • Provide opportunities for teachers to attend professional development on ASOT.	Teachers have been provided with professional development related to the Art and Science of Teaching. GROWTH coaching was implemented across all year levels.
Moderation • Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice	A focus for 2016 is greater opportunities for moderation of assessment tasks.
Engage in quality professional development and professional sharing via BPNs. Foster participation of whole of leadership team in improvement through discussions and participation.	The leadership team took part in some Best Practice Networks.
Developing Performance Framework • Implement the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs. Ensure that the Principal Performance Development Plan is developed with clearly identified leadership focus.	All staff developed Performance Plans and they were implemented. The Principal's Performance Plan was implemented.
Learning Communities • Lead and model learning to develop a shared belief that all students can learn and all teachers can teach. • Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning.	Strong professional learning communities have been developed within the school structures of Early Years and Middle Years. The continued growth of the learning communities is a focus of continued development in 2016.
Explicit Improvement Agenda • Analyse whole school trends to develop an explicit improvement agenda with particular emphasis on Reading, NAPLAN and Writing. • Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted.	Both the early and middle professional learning communities have developed action plans to address the priority areas of Reading, Writing and Numeracy with a particular focus on NAPLAN. All teachers and aides know and share the focus on the particular areas for improvement.
Audits and Opinion Surveys **Curriculum Teaching and Learning/ Discipline Audit** • Implement recommendations from latest audit report. **Internal Audit** • Implement strategies to fulfil internal audit requirements and recommendations **Opinion Survey Priorities** • Use the opinion survey data to respond to concerns in order to ensure better outcomes for students.	Recommendations from the audits and also actions developed from the School Opinion Survey were implemented.
Alignment and Consistency • Continue to develop opportunities to work with the IPS Alliance. • Develop opportunities for schools to work together to share knowledge and resources. • Implement the recommendations from the School Improvement Unit as required	Childers State School is a member of the Independent Public School Alliance. Childers State School also works with Cluster schools and other schools in the North Coast Region to share expertise and resources.
Flying Start initiative • Develop mutually satisfying partnerships with Isis District State High School. • Maintain opportunities to ensure the Junior Secondary initiative is successful. • Develop a range of locally pertinent communication strategies that enable the sharing of information. • Continue the fostering of strategies concerning staffing and resource allocations	All Flying Start initiatives were implemented.
Partnerships • Continue to work with IPS team to support and sustain school improvement • Develop partnerships within and beyond the school that support student learning. • Embrace opportunities to collaborate with local communities with particular focus on the indigenous community. • Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centers.	The Early Educators Group has worked intensively to develop strong partnerships between early educators and Childers State School.

Parent and Community Engagement Strategy • Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement • Use multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and letter • Provide programs and opportunities for parents to build their capacity to support their child's learning • Actively seek and develop a wide range of community partnerships	The school has continued to work closely with various community groups including: Early educators, cluster Schools, Neighbourhood Centre and the local RSL . The school has used a variety of communication channels to engage with parents.

Future outlook

Our 2016 Explicit School Improvement Agenda is:

Reading
The focii for reading improvement in 2016 will be to:
Continue to implement the Gradual Release Model of Responsibility in reading with the major focus to improve reading comprehension.
To improve decoding strategies in the early years through the implementation of the Reading Link Programme.

Writing
In 2016 we will continue to implement the Gradual Release Model of Responsibility in Writing and Seven Steps To Writing.

Numeracy
In 2016 the school will continue to implement Numeracy Rich Routines and the North Coast Region Maths Programme.

Upper Two Bands
Childers State School will continue to implement focussed teaching episodes in reading Writing and Maths to ensure that students capable of performing in the Upper Two Bands of National Testing are performing in these bands.
Students who are already performing in the Upper Two bands are identified and provided with Individual Curriculum Plans.
Opportunities for extension and enrichment through the implementation of after school programmes will be investigated.

Attendance
Attendance remains a major area of focus for 2016. A range of strategies are identified in the 2016 Annual Improvement Plan to address erratic or irregular attendance. These strategies include reward for regular attendance, and promptly and personally contacting families to address issues related to attendance.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015:   Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	340	169	171	36	94%
2014	334	164	170	23	93%
2015	337	169	168	30	93%

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 2015, 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:

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 rea.
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		
	2013	2014	2015
Prep – Year 3	26	20	12
Year 4 – Year 7 Primary	26	28	7
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	20	12	45
Long Suspensions - 6 to 20 days	5	0	0
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.

Curriculum delivery

Our approach to curriculum delivery

Childers State School has delivered the curriculum for English, Science, History Geography, German, Physical Education, Music and Technology through the implementation of units of wrok based on the resource - Curriculum To Classroom Units .

There are planned and focused teaching lessons across all year levels to deliberately and improve Reading, Writing and Mathematics.

Extra curricula activities

• 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:
o Badge Presentation Ceremony
o ANZAC Day
o 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, Football, Netball and Junior rugby Union, district organised fun days and sport development days.

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..

How Information and Communication Technologies are used to improve 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 Behaviour Environment Program greatly enhances the school's social climate.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	90%	92%
this is a good school (S2035)	100%	90%	88%
their child likes being at this school (S2001)	100%	95%	96%
their child feels safe at this school (S2002)	100%	95%	92%
their child's learning needs are being met at this school (S2003)	100%	90%	88%
their child is making good progress at this school (S2004)	100%	90%	92%
teachers at this school expect their child to do his or her best (S2005)	93%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	89%	96%
teachers at this school motivate their child to learn (S2007)	94%	95%	92%
teachers at this school treat students fairly (S2008)	93%	85%	96%
they can talk to their child's teachers about their concerns (S2009)	100%	95%	100%
this school works with them to support their child's learning (S2010)	88%	95%	96%
this school takes parents' opinions seriously (S2011)	93%	89%	92%
student behaviour is well managed at this school (S2012)	93%	89%	88%
this school looks for ways to improve (S2013)	100%	90%	96%
this school is well maintained (S2014)	100%	95%	96%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	100%	99%
they feel safe at their school (S2037)	98%	100%	98%
their teachers motivate them to learn (S2038)	100%	100%	98%
their teachers expect them to do their best (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	98%	100%	99%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	98%	100%	97%
they can talk to their teachers about their concerns (S2042)	100%	100%	97%
their school takes students' opinions seriously (S2043)	100%	100%	99%
student behaviour is well managed at their school (S2044)	97%	100%	96%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	99%
their school gives them opportunities to do interesting things (S2047)	100%	100%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	95%	100%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	95%	100%
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%	100%

# '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 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 or cold days. The school is very conscious of the use of electricity and restricts the use of air conditioning to the weather extremes.

| Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	94,591	3,267
2013-2014	99,198	0
2014-2015	96,153	

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	27	<5
Full-time equivalents	26	16	<5

Highest level of attainment	Number of Teaching Staff*
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	11
Graduate Diploma etc.**	2
Masters	1
Doctorate	0
Total	**18**
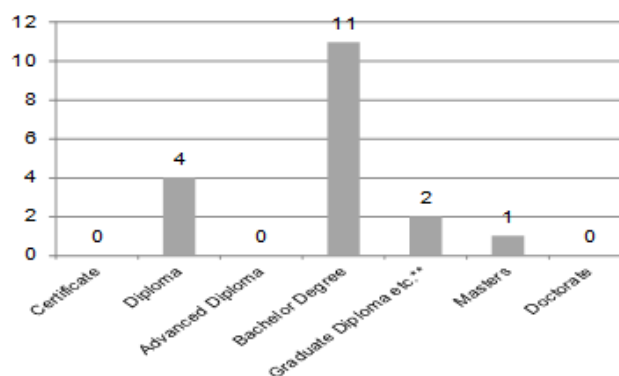
*Teaching staff includes School Leaders

**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 2015 were $35,438.00

The major professional development initiatives are as follows:

- 7 Steps to Writing
- Reading Link Professional Development
- Managing Student Behaviour
- Art and Science of Teaching
- Mentoring Teachers
- Peer Coaching

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% of staff was retained by the school for the entire 2015 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

School name GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	84%	87%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	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
2013	89%	88%	91%	93%	90%	91%	89%	89%					
2014	90%	89%	89%	89%	91%	90%	93%	88%					
2015	93%	92%	91%	90%	91%	90%	90%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Attendance Rate: ■ 0% to <85%   □ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	21	15	24	40
2014	20	15	31	34
2015	20	12	28	40

Proportion of Students
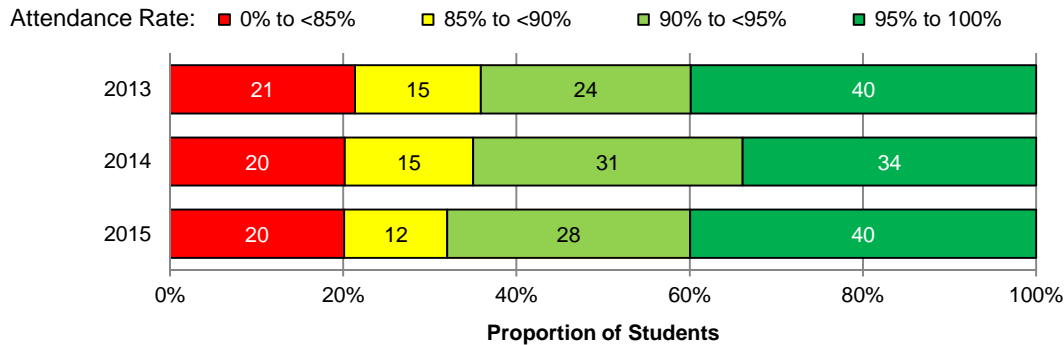
Description of how non-attendance is managed by the school

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.
Rolls are marked twice daily and unexplained absences are followed up daily with a phone call. If necessary the principal meets with families to address any issues related to non attendance.

Non-attendance is also managed in a variety of ways:
o Reminders to parents and students about Every Day Counts.
o Same day contact to parents whose children are not at school.
o Using more formal methods of following non-attendance.
o 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.

Find a school

| School name | GO |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

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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.

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