



Childers State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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## School Overview

Childers State School has been proudly serving the community of Childers since 1889. Here, students are encouraged to be happy, healthy people, positive thinkers, responsible citizens and learners for life. Our Prep to Year 6 curriculum has been established using the Australian Curriculum and has a very strong emphasis on literacy and numeracy. To ensure that a well-rounded curriculum is available, our school proudly offers a wide range of cultural and sporting opportunities. Childers State School has a long tradition of sporting success. Our school musical and instrumental music achievements have received wide acclaim within the community. Our school is active in the community, participating in community events such as ANZAC Day, various musical performances and local sporting competitions. Our Ministers Fraternal and Chaplain address the religious, spiritual or ethical needs of students. The value of the parental role in education is well recognised at Childers. Parents are encouraged to become actively involved in the school, with our dedicated Parents and Citizens Association providing the advice and additional resources critical to our success.

It is with much pleasure that I present to you the School Annual report for 2017. This report outlines the progress that has been made in the achievement of educational outcomes for our students in 2017.

# Principal's Foreword

## Introduction

### School Progress towards its goals in 2017

<p>Reading</p> <p>Reading has continued to be a major focus at Childers State School.</p>	<p>We have continued to ensure that teacher expertise is developed and that funds are expended on teacher aide time to deliver student outcomes in reading.</p> <p>In the Early Years, there has been a very strong focus on Phonological Awareness development and decoding.</p> <p>Comprehension was a focus across the school.</p> <p>Data indicates strong student growth, however it is imperative that a persistent and deliberate focus to maintain improvements and results continues.</p>									
<p>Writing</p>	<p>The writing focus included</p> <ul style="list-style-type: none"> <li>- The implementation of a balanced writing program that includes modelled, shared, guided and independent writing</li> <li>- Explicit lessons on the language conventions of writing.</li> <li>- The commencement of planned and deliberate strategies to address spelling.</li> </ul>									
<p>Numeracy</p> <p>The school continued to focus on numeracy as a priority area.</p>	<p>Numeracy Improvement Strategies included:</p> <ul style="list-style-type: none"> <li>- Embedding Numeracy rich routines</li> <li>- Improving pedagogical practice in Numeracy</li> <li>- The provision of additional teacher time for Years 2, 3, 4 and 5 to ensure the implementation of the narrow, sharp focus.</li> </ul> <p>There were some extremely pleasing results in Numeracy in 2017 for both year 3 and year 5 students.</p>									
<p>Upper Two Bands of Performance</p> <p>This has been a regional and school focus. Results in the table indicate strong growth.</p>	<p>The deliberate and narrow focus is very evident in the NAPLAN Reading and Numeracy results for the upper two bands of performance. The results for Maths are especially pleasing.</p> <table border="1" data-bbox="639 1285 1385 1518"> <thead> <tr> <th>U2B</th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40% target 24% attained</td> <td>46% target 38% attained</td> </tr> <tr> <td>Numeracy</td> <td>35% target 56% attained</td> <td>40% target 48% attained</td> </tr> </tbody> </table>	U2B	Year 3	Year 5	Reading	40% target 24% attained	46% target 38% attained	Numeracy	35% target 56% attained	40% target 48% attained
U2B	Year 3	Year 5								
Reading	40% target 24% attained	46% target 38% attained								
Numeracy	35% target 56% attained	40% target 48% attained								
<p>Attendance</p> <p>Attendance is an area of concern.</p>	<p>Attendance data was analysed regularly to identify trends and issues.</p> <p>The attendance rates of classes were celebrated regularly.</p> <p>A range of reactive strategies were implemented to increase attendance, including monitoring attendance on a daily basis.</p> <p>Attendance continues to be an area of concern and will be a focus in 2018.</p>									

## Future Outlook

Our 2018 Explicit Improvement Agenda is:

### Reading

The continued focus will be on reading improvement, with particular focus on reading comprehension across all year levels and decoding for students in the early years and for those students who, for whatever reason, are not proficient in decoding.

### Numeracy

We will continue our narrow sharp focus on Numeracy with focussed teaching and learning episodes for students in years 2,3, 4 and 5 from a teacher with Mathematical expertise, as well as the continued classroom focus. We will provide extension opportunities for students who have potential to perform in the upper two bands of the NAPLAN testing as well as intensive support for at risk students.

### Writing

We will continue to embed a shared understanding of the pedagogical practice of writing procedures of **Modelled Writing, Shared Writing, Guided Writing and Independent Writing.**

We will focus on teaching writing micro-skills every day, using deliberately structured cycles that follow the sequence of experiences outlined in the Pearson's Gradual Release of Responsibility Model. Teachers will be involved in Instructional Rounds and Coaching and Feedback Round. Close attention to spelling in context will be made in 2018.

### Attendance

We will regularly analyse trends in attendance data at the whole school, class and individual student level. We will communicate and promote student attendance rates in the wider community. We will implement both proactive and reactive strategies to increase student attendance.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Early Childhood - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	337	169	168	30	93%
<b>2016</b>	329	154	175	35	89%
<b>2017</b>	308	149	159	33	92%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

The student body consists of student living in mainly rural areas. Many families are involved in FIFO type occupations. Student numbers have decreased and this may be the result of the area being declared as drought affected. We have an active group of indigenous students in our school who are well supported by the indigenous community.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	22	22
Year 4 – Year 6	28	28	26

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Childers State School delivers the Australian Curriculum subjects. There are planned and explicitly focused teaching lessons across all year levels to improve the areas of Reading, Writing and Numeracy.

### Co-curricular Activities

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

Our Outdoor Education Program continues to focus 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 Ceremony
- End of year and graduation assemblies

There are a range of sporting activities offered throughout the year. These include school based team sports, school based carnivals with opportunities to move on to district selections, district organised fun days and sport development days as well as travelling to school sport in Bundaberg for interschool competitions including rugby league, football, netball, rugby union and basketball.

### 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. Computers are available in all classroom blocks and the library.

The staff is also committed to improving student learning through the use of appropriate technologies which include coding and robotics. Specific lessons on the acquisition of ICT skills are delivered and monitored. All students are accessing lessons in Digital Technology at year appropriate level.

## Social Climate

### Overview

Childers State School provides a range of options for students who may require support. This includes support from the school chaplain and the chaplaincy group, the Ministers Fraternal and other volunteer groups in the community. Support is also provided by community support workers, 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 Positive Behaviour for Learning Program greatly enhances the school's social climate. In 2017, our school commenced the implementation of the PATHS (Promoting Alternative Thinking Strategies) program which is a Social Emotional Learning Program. We have had considerable success with this program and it continues to be a focus in 2018.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	92%	83%	100%
this is a good school (S2035)	88%	82%	97%
their child likes being at this school* (S2001)	96%	100%	97%
their child feels safe at this school* (S2002)	92%	67%	97%
their child's learning needs are being met at this school* (S2003)	88%	75%	97%
their child is making good progress at this school* (S2004)	92%	83%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	82%	97%
teachers at this school motivate their child to learn* (S2007)	92%	92%	100%
teachers at this school treat students fairly* (S2008)	96%	92%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	100%
this school works with them to support their child's learning* (S2010)	96%	92%	100%
this school takes parents' opinions seriously* (S2011)	92%	92%	97%
student behaviour is well managed at this school* (S2012)	88%	67%	91%
this school looks for ways to improve* (S2013)	96%	83%	100%
this school is well maintained* (S2014)	96%	100%	100%

#### Student opinion survey

Performance measure			
Percentage of students who agree* that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	99%	99%
they like being at their school* (S2036)	99%	95%	99%
they feel safe at their school* (S2037)	98%	97%	95%
their teachers motivate them to learn* (S2038)	98%	100%	98%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	98%
teachers treat students fairly at their school* (S2041)	97%	95%	96%
they can talk to their teachers about their concerns* (S2042)	97%	95%	98%
their school takes students' opinions seriously* (S2043)	99%	99%	93%
student behaviour is well managed at their school* (S2044)	96%	95%	91%
their school looks for ways to improve* (S2045)	100%	100%	96%
their school is well maintained* (S2046)	99%	99%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	98%	99%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%	96%
they receive useful feedback about their work at their school (S2071)	97%	96%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	100%
students are encouraged to do their best at their school (S2072)	100%	96%	100%
students are treated fairly at their school (S2073)	100%	96%	92%
student behaviour is well managed at their school (S2074)	100%	85%	88%
staff are well supported at their school (S2075)	100%	96%	96%
their school takes staff opinions seriously (S2076)	100%	92%	96%
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%	93%	100%

\* Nationally agreed student and parent/caregiver items

# '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 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. Indigenous elders are consulted to address issues of cultural sensitivity.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. There are a number of programs running in the school. The PATHS program has been implemented across all year levels in 2017. The chaplain has been supporting class teachers to implement programs that focus on anti-bullying, self-esteem, resilience, anger management and making friends. These programs are: Fun Friends, Friends for Life, My Life Rules, Vital Unlimited and a school based mechanics program.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	45	30	29
Long Suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The school has had considerable difficulty with the reduction of the environmental footprint as all classrooms are air conditioned and the air conditioners were used for sustained periods of hot weather. All air conditioner use has been minimized to periods of extreme heat or cold.

In 2017 the school worked hard to keep the internal areas green so that children were not playing on bare red earth. Water was used to keep gardens alive and internal grassy areas green. The careful use of water ensured that we were able to decrease our overall water use from the previous year.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	96,153	5729
2015-2016	98189	4917
2016-2017	91783	3164

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.



## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:  
 Government  
 Non-government

Where it states '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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	24	21	<5
Full-time Equivalents	22	15	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	3
Bachelor degree	16
Diploma	4
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 was \$9,483.

The major professional development initiatives are as follows:

Professional Learning Episodes included:

- PATHS
- Curriculum Implementation including planning and assessing units of work.
- Technology Implementation
- All mandatory professional learning

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	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 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	90%

\*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

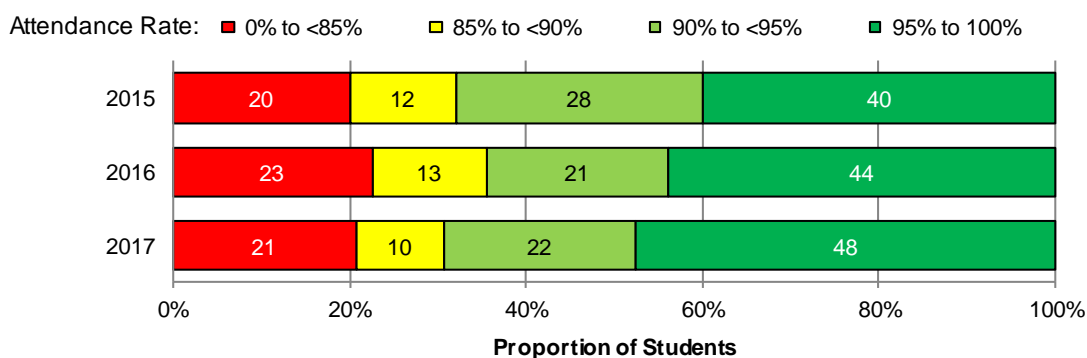
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	92%	91%	90%	91%	90%	90%						
2016	90%	91%	91%	93%	90%	90%	89%						
2017	91%	92%	91%	93%	93%	92%	91%						

\*Attendance rates effectively count 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:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

On a daily basis, non-attendance was followed up by the use of text messages, email and telephone calls.

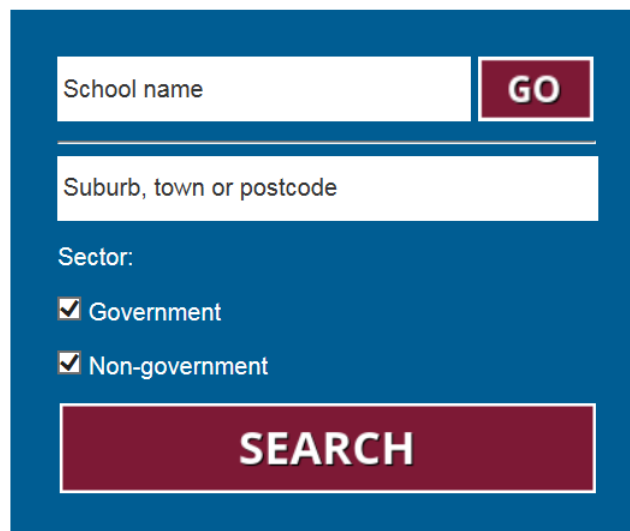
There were proactive strategies implemented to increase attendance at this school. They included class incentives for attendance, and positive acknowledgement of classes with high attendance. Attendance remains a focus for 2018.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 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



Where it states '**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 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.

## Conclusion

Childers State School is well placed to deliver a quality curriculum to all students, including students from different cultural backgrounds, students with disabilities and students who are gifted and talented. In 2017 the school undertook a full school review with very positive comments from the auditors as to how the school was progressing. We are very proud of the results of the school's review.

Childers State School will continue to ensure that it delivers quality outcomes for all students.