



Charleville State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



Queensland  
Government

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## School overview

Charleville State School has been serving the community since 1875. We are committed to providing high quality learning programs that cater for the needs of all students through offering a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens. Our Prep to Year 6 curriculum uses the Australian Curriculum, and is tailored to the needs of each child. We have a staff of highly dedicated and talented teachers. Teachers are heavily invested in evidence based practices, and use data to inform pedagogical practices to ensure student success. The school has forged many partnerships with local community, sporting organisations, businesses, government agencies and Charleville State High School through the CASE (Charleville Alliance of State Education). Students participate in community events such as Anzac Day, NAIDOC Week, Choir and Instrumental Music, Charleville Show and the Readers Cup. Our students are very involved in District and Regional Sport trials and events. There is a high level of community support for our school.

## School progress towards its goals in 2018

**Reading:** 2018 saw the embedding of a whole school Reading Framework, the Charleville Reading Sequence. Every student engages in an intensive 30 minute, levelled, Reading lesson every day.

**English:** 2018 saw significant improvements in English Achievement over the course of the year, as shown in Table A. The key strategy in driving this improvement has been the use of English Learning Walls to improve student Assessment Literacy and enhance Curriculum Clarity.

<b>Table A: Students Attaining a C or Higher in English (Source: OneSchool)</b>	Semester 1, 2018	Semester 2, 2018	Change
Year 3 – all students	52%	74%	+22%
Year 4 – all students	50%	74%	+24%
Year 5 – all students	46%	79%	+33%
Year 6 – all students	45%	64%	+29%

**Positive Behaviour for Learning (PBL):** Our school has successfully embedded an effective Positive Behaviour for Learning Framework with strong buy-in from all stakeholders. This has resulted in a 43% reduction in Behaviour Incidents recorded on OneSchool when comparing Term 1, 2018 and Term 1, 2019.

## Future outlook

Our School Priorities and Goals for 2019 are;

**Reading:** 65% of students at or above Regional Reading benchmarks by the end of 2019.

**Writing:** 80% of students will attain a C or higher in English by the end of 2019

**Coaching:** 100% of teachers will engage in an Instructional Coaching cycle in 2019

**Positive Behaviour for Learning:** 90% of staff, parents and students say that 'behaviour is well managed at this school' on the 2019 School Opinion Survey.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	238	237	205
Girls	127	130	113
Boys	111	107	92
Indigenous	97	105	97
Enrolment continuity (Feb. – Nov.)	78%	82%	77%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Charleville State School is a co-educational Queensland State Government School. The students in the school are predominantly from the local township and surrounding districts. Significant proportions of students are children of public servants and those employed in the rural and commercial sector. The school has an ICSEA rating of 24 which places it in the 4th percentile nationally. Approximately 49% of the children are of Aboriginal descent and 12% Vietnamese descent.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	20
Year 4 – Year 6	24	25	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

- We focus on high quality and consistent teaching practice in Reading across the entire school – the Charleville State School Reading Sequence
- Our pedagogical framework is the Gradual Release of Responsibility – Modelled, Shared, Guided and Independent learning
- We use the Australian Curriculum with the support of the C2C resources
- We use Learning Walls and Unit Analysis to enhance Assessment Literacy in the classroom
- We build staff capacity through our whole-school Instructional Coaching Framework
- Our teachers focus on developing teaching and learning programs based on the specific needs of the individual students in the classroom
- PBL provides a framework to teach expected behaviours, and in turn increase engagement for all students. Our students are becoming active members in the school community, with students progressively taking more responsibility and moving towards various leadership roles.

### Co-curricular activities

- We support students to engage in District and Regional representative sports programs
- Sporting Schools
- Camps in Years 5 and 6
- Instrumental Music – Strings, Percussion, Brass, Woodwind
- Weekly Homework Club
- Term 1 & 4 Swimming Program
- Lunchtime 'Clubs' every day offering a range of activities

### How information and communication technologies are used to assist learning

We employ a specialist Digital Technology teacher and students have frequent access to a range of technologies to support their learning including;

- Laptops
- Computer Labs
- Robotics and Coding lessons
- iPads
- Assistive Technologies
- Interactive Whiteboards
- Drone

## Social climate

### Overview

PBL provides a framework to teach students expected social behaviours. This program supports proactive strategies to respond to bullying. Charleville State School has a strong staff network that ensures that all students feel safe and secure, and can access an adult to talk about any issues they may have. Parents and students have reported very high levels of satisfaction with the school, however there is still work to be done in terms of behaviour. PBL continues to improve outcomes in this area, and recent data shows that this approach is working towards addressing these concerns.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	75%	75%	80%
• this is a good school (S2035)	100%	85%	80%
• their child likes being at this school* (S2001)	100%	90%	70%
• their child feels safe at this school* (S2002)	88%	90%	80%
• their child's learning needs are being met at this school* (S2003)	88%	80%	90%
• their child is making good progress at this school* (S2004)	88%	75%	60%
• teachers at this school expect their child to do his or her best* (S2005)	100%	84%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	75%	70%
• teachers at this school motivate their child to learn* (S2007)	86%	74%	70%
• teachers at this school treat students fairly* (S2008)	88%	60%	60%
• they can talk to their child's teachers about their concerns* (S2009)	100%	90%	90%
• this school works with them to support their child's learning* (S2010)	100%	85%	80%
• this school takes parents' opinions seriously* (S2011)	75%	80%	70%
• student behaviour is well managed at this school* (S2012)	63%	35%	50%
• this school looks for ways to improve* (S2013)	75%	89%	80%
• this school is well maintained* (S2014)	88%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	100%	87%
• they like being at their school* (S2036)	89%	85%	85%
• they feel safe at their school* (S2037)	85%	78%	86%
• their teachers motivate them to learn* (S2038)	92%	96%	93%
• their teachers expect them to do their best* (S2039)	92%	100%	91%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	94%	90%
• teachers treat students fairly at their school* (S2041)	85%	80%	69%
• they can talk to their teachers about their concerns* (S2042)	84%	83%	77%
• their school takes students' opinions seriously* (S2043)	80%	85%	77%
• student behaviour is well managed at their school* (S2044)	70%	64%	61%
• their school looks for ways to improve* (S2045)	92%	94%	88%
• their school is well maintained* (S2046)	77%	96%	79%
• their school gives them opportunities to do interesting things* (S2047)	85%	92%	88%

Percentage of students who agree# that:	2016	2017	2018
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\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	75%	83%
• they feel that their school is a safe place in which to work (S2070)	100%	85%	87%
• they receive useful feedback about their work at their school (S2071)	73%	70%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	71%	86%
• students are encouraged to do their best at their school (S2072)	93%	90%	91%
• students are treated fairly at their school (S2073)	80%	55%	78%
• student behaviour is well managed at their school (S2074)	60%	15%	74%
• staff are well supported at their school (S2075)	60%	25%	74%
• their school takes staff opinions seriously (S2076)	62%	45%	74%
• their school looks for ways to improve (S2077)	100%	90%	96%
• their school is well maintained (S2078)	100%	95%	100%
• their school gives them opportunities to do interesting things (S2079)	93%	80%	70%

\* 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 all encouraged to be a part of the education of their children through:

- Consultation processes regarding decision making processes
- Community partnership meetings
- Inclusive Education Community forums
- Positive Behaviour for Learning Forums
- P and C Association
- Reading in Classes
- Breakfast club support
- Fundraising activities
- P&C Rodeo
- Homework Club
- Fortnightly newsletters
- School Facebook Page

## Respectful relationships education programs

Students undertake study on developing and maintaining Respectful Relationships as part of their Health & Physical Education units.

Through PBL the school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. The school has also included presentations from various community groups and members for students so that children develop a deeper understanding of respectful relationships and what to do when they feel that they, or anyone else, is unsafe.

Our school proudly participates in our local White Ribbon community march promoting awareness of Domestic Violence, and the Day for Daniel community march to promote child safety.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	70	60	129
Long suspensions – 11 to 20 days	0	3	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Charleville State School continues to look for ways to minimise our environmental footprint. An increased technology fleet has lowered paper usage, but has increased electricity consumption. We continue to look for ways to improve this aspect of school operations. Classes are encouraged to use air conditioners and heaters in a way that maximises efficiency.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	148,255		132,608
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	19	21	<5
Full-time equivalents	18	15	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	1	
Graduate Diploma etc.*	3	
Bachelor degree	17	
Diploma	1	
Certificate		

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$46 750.00

The major professional development initiatives are as follows:

- Trauma Informed Practises training

- Beginning Teacher Professional Development
- Sheena Cameron Writing
- QELI Coaching Professional Development
- Principal's Induction and training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 84% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	89%	88%
Attendance rate for Indigenous** students at this school	88%	86%	86%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	87%	86%	88%
Year 1	89%	89%	88%
Year 2	90%	92%	88%
Year 3	88%	87%	91%
Year 4	89%	88%	89%
Year 5	91%	91%	91%
Year 6	89%	92%	84%

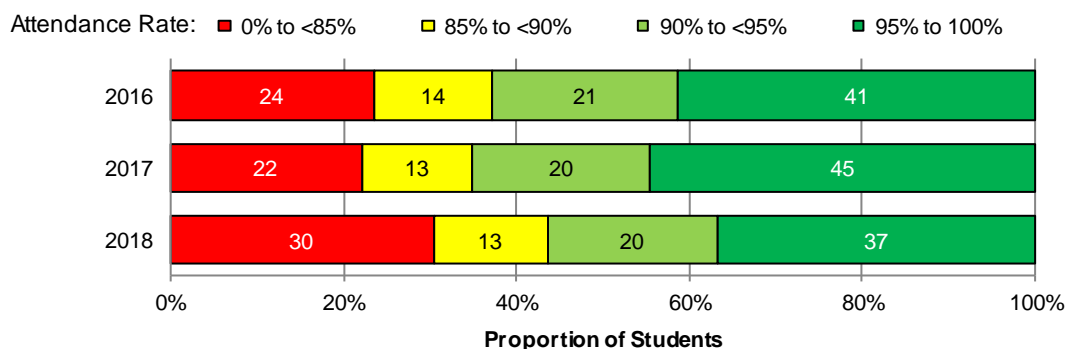
Year level	2016	2017	2018
Year 7	100%	100%	100%
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Charleville State School uses an external system to monitor student attendance, including an SMS system to alert parents of unexplained absences. This system also allows parents to message the school regarding absences. Rolls are marked twice daily by staff. All staff are aware of the importance of attendance in relation to achievement. Charleville State School takes a proactive approach with attendance, by rewarding and acknowledging high attendance.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		Go
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile
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4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.