

Charleville State School  
Queensland State School Reporting  
2013 School Annual Report



Postal address	PO Box 312 Charleville 4470
Phone	(07) 4656 8222
Fax	(07) 4656 8200
Email	the.principal@charlevilles.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Justin Kummerow

Principal's foreword

### Introduction

The attached report outlines key indicators for school improvement, and also the key initiatives for 2012. This report provides an overview of our progress towards these goals.

### School progress towards its goals in 2013

2013 saw significant gains in student attendance, through a range of proactive measures the school implemented. Reading, attendance and Closing the Gap remained our first priorities for student achievement. During 2013 we celebrated some outstanding improved reading outcomes, performing in the Top 3 most improved schools in the Darling Downs South West Region. During 2014, the school looks to capitalise on the great achievements in 2013.

### Future outlook

Charleville State School looks to build upon the great success in 2013, by ensuring that we have a highly skilled teaching team, ensuring great attendance, and by ensuring every child learns every day. We will continue a strong focus on improving reading, by developing plans for children at risk of not meeting benchmarks, and by up skilling staff.

Staff will also continue to further embed SWPBS to ensure a safe, supportive learning environment, and to ensure students are being explicitly taught appropriate behaviours to contribute to society in a meaningful way.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	247	119	128	92%
2012	247	131	116	91%
2013	225	118	107	89%

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

Characteristics of the student body:

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. Approximately 33% of the children are of Aboriginal descent; approximately 8% Vietnamese and 5% Maori descent, and also 1% South African descent.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	21	26
Year 4 – Year 7 Primary	25	26	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	76	64	73
Long Suspensions - 6 to 20 days	6	10	6
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

Our distinctive curriculum offerings All eight Key Learning Areas are addressed and new curricula are being incorporated in student programs, staff development, and resource provisions as appropriate. Our other language is Japanese. The school Sports program is developed with staff, parent and student involvement leading to an increased number of awards and trophies being received by students and teams. Sport is one avenue used to encourage teamwork and group skills, as well as practical thinking and problem solving.

School Wide Positive Behaviour Support 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.

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Extra curricula activities include Instrumental Music, Active After School and a range of sporting options.

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How Information and Communication Technologies are used to assist learning – Students have frequent access to a range of technologies to support their learning including;

- Ipads
- Laptops
- Computer Labs
- Assistive Technologies
- Interactive Whiteboards
- Hovercams

## Social climate

School Wide Positive Behaviour Support 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 ensure 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 some dissatisfaction with the behaviour of students. SWPBS continues to address this, and recent data shows that the SWPBS approach is working towards addressing these concerns

# Our school at a glance

## Parent, student and staff satisfaction with the school

2012 saw extremely high rates of satisfaction, with students liking school, parents being satisfied with the school, and that students are getting a good education. Whilst 2013 has slightly lower levels of satisfaction, the overall opinion of the school remains high. Our staff are committed to addressing some of the factors that may have seen these levels drop during 2013.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	92%	83%
this is a good school (S2035)	96%	83%
their child likes being at this school* (S2001)	100%	88%
their child feels safe at this school* (S2002)	100%	89%
their child's learning needs are being met at this school* (S2003)	87%	83%
their child is making good progress at this school* (S2004)	88%	83%
teachers at this school expect their child to do his or her best* (S2005)	92%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	89%
teachers at this school motivate their child to learn* (S2007)	92%	94%
teachers at this school treat students fairly* (S2008)	86%	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	96%	89%
this school takes parents' opinions seriously* (S2011)	91%	83%
student behaviour is well managed at this school* (S2012)	78%	83%
this school looks for ways to improve* (S2013)	96%	89%
this school is well maintained* (S2014)	100%	89%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	90%	91%
they like being at their school* (S2036)	83%	89%
they feel safe at their school* (S2037)	87%	91%
their teachers motivate them to learn* (S2038)	93%	94%
their teachers expect them to do their best* (S2039)	97%	94%
their teachers provide them with useful feedback about their school work* (S2040)	90%	91%
teachers treat students fairly at their school* (S2041)	83%	85%
they can talk to their teachers about their concerns* (S2042)	83%	94%
their school takes students' opinions seriously* (S2043)	76%	89%
student behaviour is well managed at their school* (S2044)	58%	53%

## Our school at a glance

their school looks for ways to improve* (S2045)	100%	94%
their school is well maintained* (S2046)	90%	94%
their school gives them opportunities to do interesting things* (S2047)	87%	89%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	96%
students are encouraged to do their best at their school (S2072)	96%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	86%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	96%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	96%

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

Parents are all encouraged to be a part of the education of their children through:

- P and C Association
- Reading in Classes
- Breakfast club support
- Fundraising activities
- Annual Fete

Homework Club

## Reducing the 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	101,436	640
2011-2012	107,084	640
2012-2013	127,152	640

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

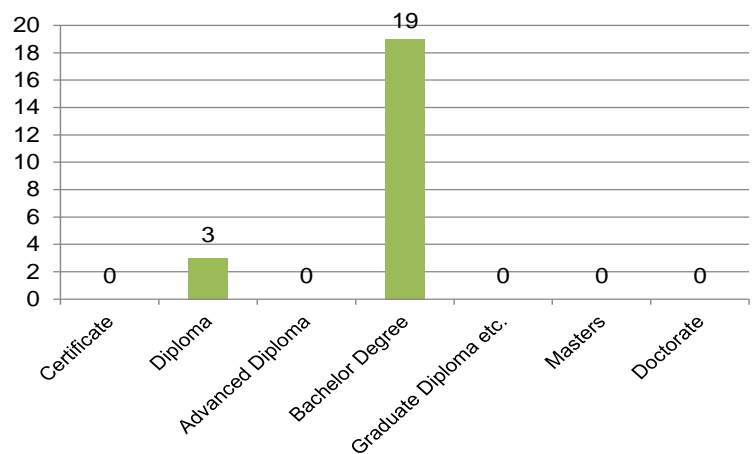
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	22	16	<5
Full-time equivalents	18	12	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.	0
Masters	0
Doctorate	0
<b>Total</b>	<b>22</b>



\* Teaching Staff includes School Leaders

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

## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$48379.51

The major professional development initiatives are as follows:

Coaching PD

Literacy PD

First Aid PD

Explicit Teaching PD

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

### Average staff attendance

	2011	2012	2013
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, 81% of staff was retained by the school for the entire 2013 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.



# Performance of our students

## Key student outcomes

<b>Student attendance</b>	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

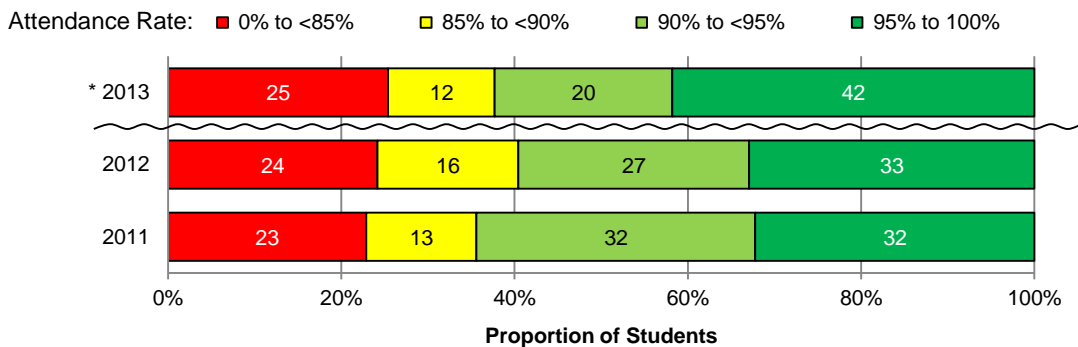
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	87%	91%	90%	89%	92%	91%	89%					
2012	88%	91%	91%	89%	89%	88%	90%					
2013	90%	93%	88%	93%	89%	87%	90%					

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



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

# Performance of our students

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

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

## 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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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

In 2013, attendance rates for Indigenous students improved significantly through a range of proactive strategies being employed. Our Gap data in NAPLAN was particularly impressive, in nearly all NAPLAN domains the gap is not only closed, it has been reversed.