

Charleville State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The attached report outlines key indicators for school improvement, and also the key initiatives for 2015. This report provides an overview of our progress towards these goals.

School progress towards its goals in 2015

Throughout 2015 enrolments increased significantly at Charleville State School. 2015 also 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 and resulted in the closing of the gap by year 5 in reading, number, spelling and punctuation.

Future outlook

Charleville State School is an improving school that is building towards many exemplary practices. We do this by ensuring that we have a highly skilled teaching team, great attendance, and reinforcing that 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, by skilling staff, and by developing and implementing consistent teaching of reading (reading texts and comprehension) across the whole school site.

Staff will also continue to further embed PBL 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.

In 2016 we are continuing to strive for further improvement through enhanced consistency of practices across the school site and a distinct focus on Reading, Number and Social and Emotional Wellbeing.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	225	118	107	87	89%
2014	248	128	120	87	87%
2015	254	137	117	96	87%

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:

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 866 which places it in the 5th percentile nationally. Approximately 38% of the children are of Aboriginal descent; 6% Vietnamese and 5% Maori descent.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	26	23	24
Year 4 – Year 7 Primary	24	29	26
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	73	72	70
Long Suspensions - 6 to 20 days	6	5	1

Exclusions	0	2	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

Our distinctive curriculum offerings:

- Our teachers focus on developing teaching and learning programs based on the specific needs of the individual students in the classroom
- We focus on Reading, Number and Social and Emotional Wellbeing
- Our professional practice is guided by Know the Content (KTC), Know the Learner (KTL) and Vary the Pathway (VTP)
- We use the Australian Curriculum with the support of various resources, we do not teach C2C
- We focus as much on moving a B student to a A as we do on moving a D student to a C
- We engage 5 key pedagogies for specific purposes, including Explicit Instruction (only for the teaching of new concepts and skills)
- 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.

Extra curricula activities

- Sporting Schools
- Rugby League Program
- Instrumental Music – Strings, Percussion, Brass, Woodwind
- Homework Club
- Swimming Program
- Chill Zone

How Information and Communication Technologies are used to improve learning

Students have frequent access to a range of technologies to support their learning including;

- I pads
- Laptops
- Computer Labs
- Assistive Technologies
- Interactive Whiteboards
- Hovercams

Social Climate

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 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. PBL continues to address this, and recent data shows that this approach is working towards addressing these concerns.

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)	83%	92%	78%
this is a good school (S2035)	83%	92%	67%
their child likes being at this school (S2001)	88%	92%	78%
their child feels safe at this school (S2002)	89%	83%	67%
their child's learning needs are being met at this school (S2003)	83%	92%	67%
their child is making good progress at this school (S2004)	83%	92%	78%
teachers at this school expect their child to do his or her best (S2005)	94%	100%	78%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	92%	67%
teachers at this school motivate their child to learn (S2007)	94%	92%	78%
teachers at this school treat students fairly (S2008)	83%	92%	67%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	67%
this school works with them to support their child's learning (S2010)	89%	92%	78%
this school takes parents' opinions seriously (S2011)	83%	83%	78%
student behaviour is well managed at this school (S2012)	83%	83%	56%
this school looks for ways to improve (S2013)	89%	92%	56%
this school is well maintained (S2014)	89%	83%	89%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	88%	93%
they like being at their school (S2036)	89%	80%	93%
they feel safe at their school (S2037)	91%	84%	91%
their teachers motivate them to learn (S2038)	94%	96%	98%
their teachers expect them to do their best (S2039)	94%	94%	98%
their teachers provide them with useful feedback about their school work (S2040)	91%	88%	95%
teachers treat students fairly at their school (S2041)	85%	78%	93%
they can talk to their teachers about their concerns (S2042)	94%	88%	95%
their school takes students' opinions seriously (S2043)	89%	78%	93%
student behaviour is well managed at their school (S2044)	53%	80%	79%
their school looks for ways to improve (S2045)	94%	92%	100%
their school is well maintained (S2046)	94%	94%	91%
their school gives them opportunities to do interesting things (S2047)	89%	94%	98%

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%	92%
they receive useful feedback about their work at their school (S2071)	96%	92%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	100%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	100%	84%	92%
student behaviour is well managed at their school (S2074)	86%	80%	50%
staff are well supported at their school (S2075)	100%	92%	75%
their school takes staff opinions seriously (S2076)	96%	88%	90%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	96%	92%	92%

'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
- 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	127,152	640
2013-2014	130,672	0
2014-2015	148,255	

*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.

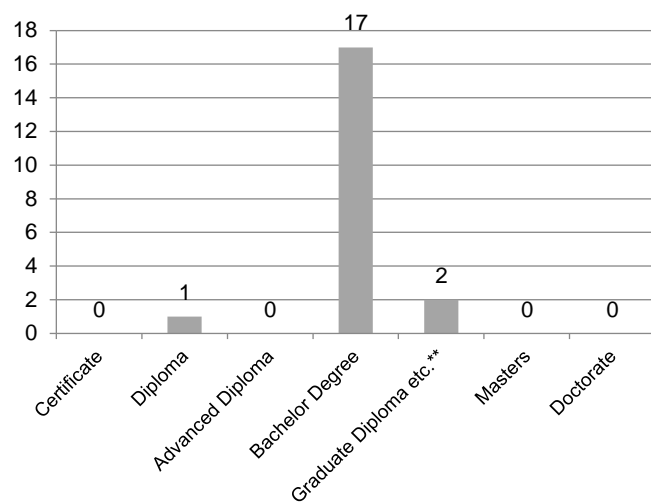
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	16	<5
Full-time equivalents	20	12	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	2
Masters	0
Doctorate	0
Total	20



*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 \$14296.

The major professional development initiatives are as follows:

- Reading
- Number
- Pedagogy
- Behaviour support / engagement
- Indigenous Education
- School Review training
- Finance/administration
- Principal PD

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%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 68% 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

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%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	87%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

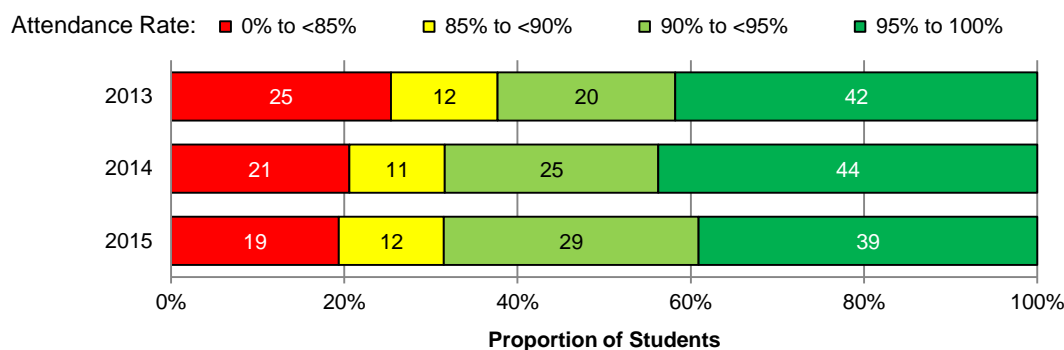
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	90%	93%	88%	93%	89%	87%	90%					
2014	91%	92%	90%	91%	92%	93%	90%	86%					
2015	90%	92%	91%	93%	91%	90%	92%						

*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.



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.

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.

Find a school

Sector:

Government

Non-government

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 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.