Charleville State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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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 7 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 CASE (Charleville Alliance of State Education). Students participate in community events such as Anzac Day, NAIDOC, Eisteddfod including choir, small group and individual singing and instrumental music, Charleville Show and local competitions. Our students are very involved in District and Regional Sport Representation. There is a high level of community support for our school.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

2016 saw significant gains in student achievement in reading, especially the percentage of students reaching regional benchmark. Our results in NAPLAN continued to show significant improvement over short and long term data though requires a continued focus to see this transition to demonstrate greater levels of achievement comparable to state and national norms. Reading, Number and Social and Emotional Well Being (SEWB) remained our priorities for student achievement and resulted in the closing of the gap by year 5 in reading and writing.

Future Outlook

Charleville State School is an improving school that is focussed on High Quality Teaching Practices in Reading – specifically Modelled, Shared and Guided Reading across all classrooms. 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 enhancing teacher planning practice, by skilling staff, and by developing and implementing consistent teaching of reading 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.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	248	128	120	87	87%
2015*	254	137	117	96	87%
2016	238	127	111	97	78%

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 2016, 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

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 838 which places it in the 4th percentile nationally. Approximately 43% of the children are of Aboriginal descent; 6% Vietnamese and 5% Maori descent.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	21
Year 4 – Year 7	29	26	24
Year 8 – 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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

- Our teachers focus on developing teaching and learning programs based on the specific needs of the individual students in the classroom
- We focus on High Quality Teaching Practice in Reading
- 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 (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.

Co-curricular 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 Assist Learning

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
- Hovercams

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 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	78%	75%
this is a good school (S2035)	92%	67%	100%
their child likes being at this school* (S2001)	92%	78%	100%
their child feels safe at this school* (S2002)	83%	67%	88%
their child's learning needs are being met at this school* (S2003)	92%	67%	88%
their child is making good progress at this school* (S2004)	92%	78%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	78%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	67%	75%
teachers at this school motivate their child to learn* (S2007)	92%	78%	86%
teachers at this school treat students fairly* (S2008)	92%	67%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	67%	100%
this school works with them to support their child's learning* (S2010)	92%	78%	100%
this school takes parents' opinions seriously* (S2011)	83%	78%	75%
student behaviour is well managed at this school* (S2012)	83%	56%	63%
this school looks for ways to improve* (S2013)	92%	56%	75%
this school is well maintained* (S2014)	83%	89%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	88%	93%	92%
they like being at their school* (S2036)	80%	93%	89%
they feel safe at their school* (S2037)	84%	91%	85%
their teachers motivate them to learn* (S2038)	96%	98%	92%
their teachers expect them to do their best* (S2039)	94%	98%	92%
their teachers provide them with useful feedback about their school work* (S2040)	88%	95%	86%
teachers treat students fairly at their school* (S2041)	78%	93%	85%
they can talk to their teachers about their concerns* (S2042)	88%	95%	84%
their school takes students' opinions seriously* (S2043)	78%	93%	80%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	80%	79%	70%
their school looks for ways to improve* (S2045)	92%	100%	92%
their school is well maintained* (S2046)	94%	91%	77%
their school gives them opportunities to do interesting things* (S2047)	94%	98%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	92%	100%
they receive useful feedback about their work at their school (S2071)	92%	100%	73%
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%	93%
students are treated fairly at their school (S2073)	84%	92%	80%
student behaviour is well managed at their school (S2074)	80%	50%	60%
staff are well supported at their school (S2075)	92%	75%	60%
their school takes staff opinions seriously (S2076)	88%	90%	62%
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)	92%	92%	93%

* 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
- P and C Association
- Reading in Classes
- Breakfast club support
- Fundraising activities
- P&C Rodeo
- Homework Club

Respectful relationships programs
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 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.

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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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	72	70	70
Long Suspensions – 6 to 20 days	5	1	0
Exclusions	2	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.

Environmental Footprint

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		
Years	Electricity kWh	Water kL
2013-2014	130,672	0
2014-2015	148,255	
2015-2016		

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.
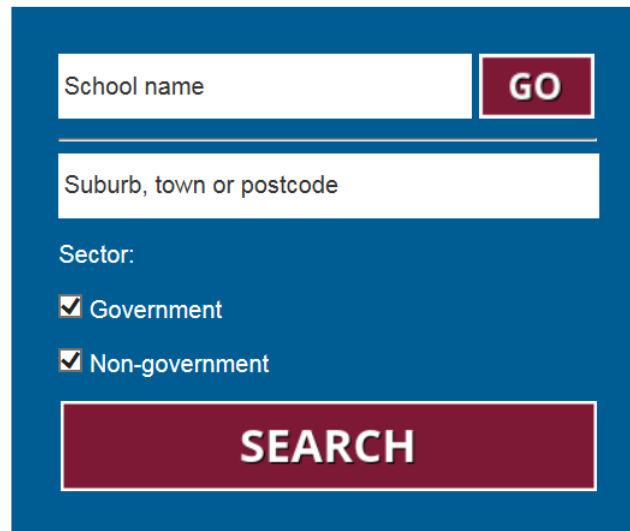
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School Funding

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.**

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	23	19	<5
Full-time Equivalents	22	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	3
Bachelor degree	18
Diploma	1
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 2016 were $**46528**

The major professional development initiatives are as follows:

- Anita Archer Good to Great Conference for teaching staff
- Back to Front Maths Training for lead tem of teachers
- Teaching students with disabilities as well as those with diverse needs
- PreLit, MiniLit and Reading Tutor training for all teachers and teacher aides
- The teaching of Reading
- The teaching of Literacy
- SSP Approach

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	90%	88%

*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 2016 for all Queensland Primary schools was 93%.
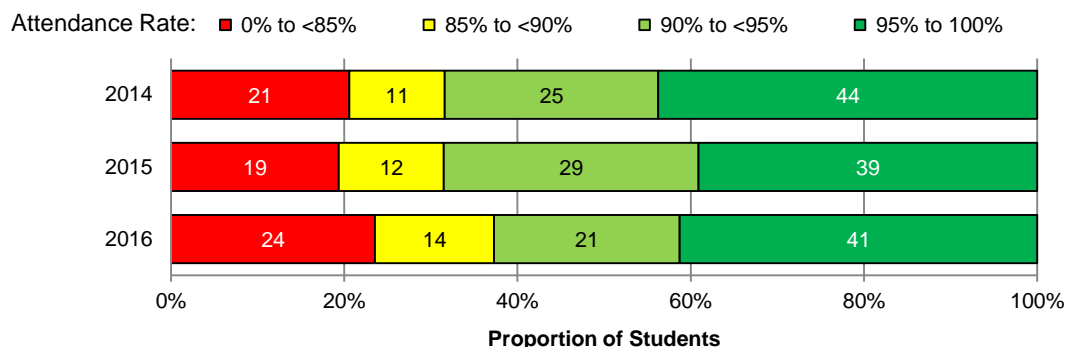
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	90%	91%	92%	93%	90%	86%					
2015	90%	92%	91%	93%	91%	90%	92%						
2016	87%	89%	90%	88%	89%	91%	89%	100%					

*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:

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%
2014	21	11	25	44
2015	19	12	29	39
2016	24	14	21	41

Proportion of Students

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.

NAPLAN

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

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.