



Postal address	Kennedy Street Condamine 4416
Phone	(07) 4627 7147
Fax	(07) 4627 7113
Email	the.principal@condaminss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Mrs Tammy Doudle - Principal

Principal's foreword

Introduction

Welcome to the Condamine State School Annual Report for 2011. This report contains data and information on the progress of our students and school as a whole.

Condamine State School is a Band 5 primary school situated in South-West Queensland. Our school is a state school offering co-educational education from Prep to Year 7, for approximately 55 students. We are a unique school and are very proud of our community and P&C Association, who support all of our exciting endeavours with unfailing enthusiasm.

At Condamine State School, the Principal, the staff, the parents and the community provide an environment which is educational and thought provoking for children of all ages. Through many varied experiences the children are challenged to further their knowledge of their immediate community and the far off world. It is our hope that all students will come to appreciate the importance and necessity of the life skills of co-operation, participation, thoughtfulness and common sense.

Condamine State School aims to develop the full potential of each child through education, thereby empowering students to meet the challenges of the future. Students exiting Condamine State School will leave with the embedded attributes of life-long learners and five crucial skills for success: Inspired Learning, Productive Personality, Resourceful thinking, Effective communication and Attributes of Global citizenship.

We also received support through organisations such as PCAP (Priority Country Area Program). This support ranges from funding to visiting teachers to help us improve our sporting, academic and cultural skills.

Condamine State School is just the beginning of the students' journey in education.

Over the last year there has been a firm emphasis on improving the individual results of each child within literacy and numeracy. Various school programs have been updated and resources renewed to ensure that teachers and students have the tools at their disposal to continue the steady progression of our students' results.

The children, families and staff are all proud of Condamine State School and believe it to be an outstanding school.

I am proud to present the School Annual Report for 2011.

Mrs Tammy Doudle
PRINCIPAL



School progress towards its goals in 2011

School progress to achievement of our goals is ongoing. We continue to strive for improvement for all our students.

Every day, in every classroom, every child will be learning. Student learning is supported through high levels of differentiated teaching planned to meet the learning needs and styles of each individual.

In 2011 we continued to focus on improving the literacy and numeracy outcomes of all students at Condamine State School. This is reflected in our English and Maths overview and all of our planning documents.

Our Science and SOSE units of work integrate relevant literacies and each unit uses investigation and scientific processes to involve all students in meaningful learning activities.

Future outlook

We will continue to strive for our students to achieve the best they can. We will do this through:

1. Implementing the Australian Curriculum into our classrooms in KLA areas of English, Mathematics and Science.
2. Continued monitoring and assessment of student ability to provide a differentiated curriculum.
3. Staff undertaking professional development activities to inform and improved pedagogy and positively Influence curriculum development.
4. Continuing to convert our Curriculum Audit results to a clear path of action to move our school forward.
5. Continuing to develop a plan for a way forward in incorporating EATSIPS into our school.
6. Strategic implementation and integration of ICTs into student learning and professional practice.
7. Continuing to encourage strong parent participation in learning and school activities.
8. Continuing to promote strong staff morale.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
53	23	30	87%

Characteristics of the student body:

In 2011 Condamine was a three teacher school. Our enrolments were generally consistent, with the majority of students remaining at Condamine State School throughout the year. Many students travelled in to school on the bus (some from a significant distance). Gender in our school was relatively evenly distributed.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	17.5
Year 4 – Year 10	18
All Classes	17.7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Condamine State School offers a supportive learning environment and children are exposed to all eight Key Learning Areas, including English, Maths, Science, SOSE, Health, Art and Technology. This forms the basis of our core learnings. The school is operating using the Essential Learning Outcomes across these areas.

We offer 2 hour literacy blocks and 1.5 hour numeracy blocks daily.

Due to classroom organisation students can easily be accommodated at a level best suited with their individual learning needs. Through inclusive practice, the needs of all students are catered for. For children with special needs, this school significantly supports these students through accessing an intervention teacher and one-on-one support.

We use an internal monitoring system to track the progress of our students regularly in order to guide teaching and learning practices.

Extra curricula activities

Condamine State School is a very active school with many extra curricula activities being performed by the students. Some of the extra curricula activities students are involved in include:

- Religious Instruction Programs
- Arts Council Performances
- School run football / netball carnival
- Traditional inter-house, inter-school and district sporting events such as cross country, track and field, soccer, tennis, rugby league, touch football, swimming and netball.
- Arts Development Programs.
- Entries into the local Miles show
- Yearly athletics coaching clinic with Drillham and Dulacca with support from PCAP.
- PCAP organised events such as Cultural Pursuits camp
- Gifted and Talented camps
- School camps, including a 7 day camp to Canberra and the snow for the 6/7 students.

How Information and Communication Technologies are used to assist learning

Teachers are progressively integrating information and communications technologies (ICT's) into the students' learning programs. Effective use of ICT's is a major priority for the enhancement of students' learning. Students are able to use a variety of programs that facilitate the reinforcement of curriculum areas. Each class has access to computers and students use computer-based learning to access Maths, Reading and Spelling support activities in an engaging manner.

ICTs are also used by teachers to easily communicate with students and parents.

Social climate

Parent, student and teacher satisfaction with the school

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	70%
Percentage of students satisfied that they are getting a good education at school	77%
Percentage of parents/caregivers satisfied with their child's school	75%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	100%
Percentage of staff members satisfied with morale in the school	84%

Overall, a high percentage of our parents, students and teachers are satisfied that Condamine is providing a good education for the Condamine community. The area that we will be working on in 2012 is improving parent communication.

Involving parents in their child's education

The parents and community members of Condamine State School are a very supportive and kind group of people, who want the best possible opportunities for their children. As such, the parent body is extremely involved with all school activities, and their kind contributions are greatly appreciated by the staff at the school.

In 2011, parents were actively involved with:

- * Classroom reading programs.
- * The school's P&C association.
- * Running sporting events
- *Volunteering at working bees.

The school keeps parents informed through the publication of a newsletter, parent/teacher interviews, student reporting and parent information sessions.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Our school encourages staff and students to reduce, reuse and recycle where possible. Staff are encouraged to turn off all electrical items at the end of each day, use air-conditioners at appropriate temperatures and manage water usage on a weekly basis. Other efforts to reduce the school's environmental footprint have been made through using the councils recycling program; use of an irrigation system set on timers, and reusing paper. This will continue to be an area the school will work towards.

The variance shown below for our water usage in 2011 is due to not being able to use our irrigation system (a result of the 2010/2011 flood).

Environmental footprint indicators, 2010-2011

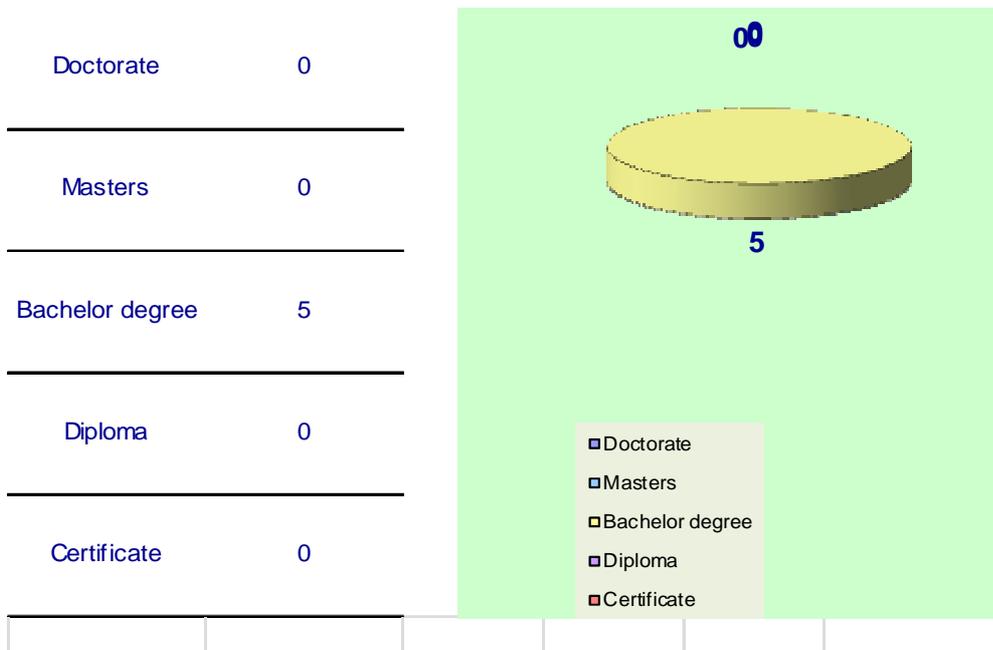
	Electricity KwH	Water KL
2011	20,964	2,207
2010	29,220	7,917
% change 10 - 11	-28%	-72%

Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time equivalents	4	2	0

Qualifications of all teachers



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$9893.78.

The major professional development initiatives are as follows:

- A02 Refresher course
- Australian Curriculum PD – for teachers and Principal
- Inclusive Education PD
- QCAT PD
- First Steps in Mathematics
- Budgeting Workshop
- Principal Development in leadership and curriculum knowledge.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2011 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

Key student outcomes

Student attendance - 2011

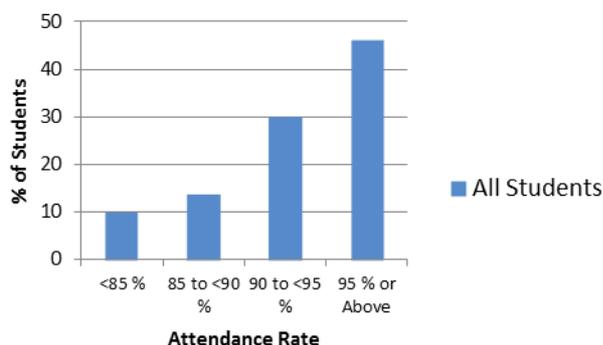
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
95%	91%	87%	94%	89%	96%	94%

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 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.

Roll marking is undertaken twice a day (mornings and afternoons) and absences recorded. Families are requested to explain absences upon the student's return to school and administrative staff will follow up on any unexplained absences through personal contact with parents or guardians. Extended and repeated unexplained absences are managed in accordance with DET Policies.

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.

Performance of our students

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 whose NAPLAN results 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 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 2011 our indigenous cohort was too small to allow for public reporting.