Condamine State School
Queensland State School Reporting
2014 School Annual Report

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Principal

Principal's foreword

Introduction

Principal's foreword - Introduction

Welcome to the Condamine State School Annual Report for 2014. 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 30 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; cooperation, 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 REAP. 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 in 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. Our staff are committed to the regional explicit teaching agenda to improve the academic achievements of our students. With strong support from our P&C, our school is in the process of embedding ICT's and other technologies into our learning environments.

The children, families and staff are all proud of Condamine State School and believe it to be an outstanding school.
I am pleased to present the School Annual Report for 2014.

Mr James Duffy
Principal

School progress towards its goals in 2014

School progress for achieving 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 2014 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 units 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, Science, History and Geography.
2. Continued monitoring and assessment of student ability to provide a differentiated curriculum.
3. Staff undertaking professional development activities to inform and improve 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 in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	44	20	24	82%
2013	34	15	19	94%
2014	29	10	19	88%

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

Characteristics of the student body:

In 2014 Condamine was a two teacher school. Our enrolments were generally consistent, with the majority of students remaining at Condamine State School throughout the year. Many students travelled to school on the bus (some from a significant distance). Gender in our school was relatively evenly distributed.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	14	19	14
Year 4 – Year 7 Primary	15		16
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	2	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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Curriculum offerings

Our distinctive curriculum offerings

Condamine State School offers a supportive learning environment where children are exposed to Key Learning Areas, including English, Maths, Science, Geography, History, Health, Art and Technology. These areas form the basis of our core learning.

The school operates using the Australian Curriculum and the multi-age C2C Units. We use 'Spelling Mastery' as a targeted program to improve the spelling levels of students in our school. We also introduced 'Cars and Stars' reading comprehension programs to target our student's comprehension skills. We offer 2 hour literacy blocks and 1.5 hour numeracy blocks daily (except Thursday's – Science, History and Geography are taught).

Our classroom organisation allows students to be easily accommodated at a level best suited to their individual learning needs. Through inclusive practice, the needs of all students are catered for. Children with special needs are significantly supported through accessing an intervention teacher and one-to-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-curricular activities being performed by the students. Some of our extra-curricular activities include:

- Religious Instruction Programs
- Dalby Eisteddfod
- Arts Council Performances
- School-run football / netball carnivals
- 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
- Gifted and Talented camps
- P&C run Football/Netball Carnival
- School camps (alternating yearly), including a 9 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

At Condamine State School we conduct 'School Wide Positive Behaviour Scheme (SWPBS). This program models appropriate social behaviours to students and encourages positive interactions. We offer two religious instruction programs and we receive regular visits from the Chaplain who services our local schools. 100% of our parents believe their child feels safe and like being at our school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	76%	80%	88%
this is a good school (S2035)	86%	87%	88%
their child likes being at this school* (S2001)	81%	93%	100%
their child feels safe at this school* (S2002)	90%	93%	100%
their child's learning needs are being met at this school* (S2003)	86%	80%	88%
their child is making good progress at this school* (S2004)	86%	80%	88%
teachers at this school expect their child to do his or her best* (S2005)	90%	93%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	86%	86%
teachers at this school motivate their child to learn* (S2007)	86%	87%	88%
teachers at this school treat students fairly* (S2008)	76%	87%	100%
they can talk to their child's teachers about their concerns* (S2009)	95%	93%	100%
this school works with them to support their child's learning* (S2010)	90%	87%	88%
this school takes parents' opinions seriously* (S2011)	86%	93%	100%
student behaviour is well managed at this school* (S2012)	70%	93%	100%
this school looks for ways to improve* (S2013)	81%	93%	100%
this school is well maintained* (S2014)	90%	100%	86%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	80%	100%	100%
they like being at their school* (S2036)	80%	100%	92%
they feel safe at their school* (S2037)	80%	92%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	87%	100%	100%
teachers treat students fairly at their school* (S2041)	73%	91%	92%
they can talk to their teachers about their concerns* (S2042)	100%	92%	100%

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Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school takes students' opinions seriously* (S2043)	87%	92%	100%
student behaviour is well managed at their school* (S2044)	80%	83%	92%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	87%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		83%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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.

Involving parents in their child's education

The parents and community members of Condamine State School are a supportive and generous 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 contributions are greatly appreciated by the staff at the school.

In 2014, parents were actively involved in a variety of ways:
* Classroom reading programs.
* P&C Association.
* Under 8's Day
* Playgroup Program
* Sporting events
* Volunteering at working bees.
* P&C Fundraising events
* Weekly tuckshop days

The school keeps parents informed through the publication of school newsletters, email correspondence, school website updates, parent/teacher interviews, student reporting and parent information sessions.

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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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	22,633	329
2012-2013	13,593	1,475
2013-2014	8,281	4,391

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	4	0
Full-time equivalents	3	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	2
Graduate Diploma etc.**	
Masters	
Doctorate	
Total	**2**
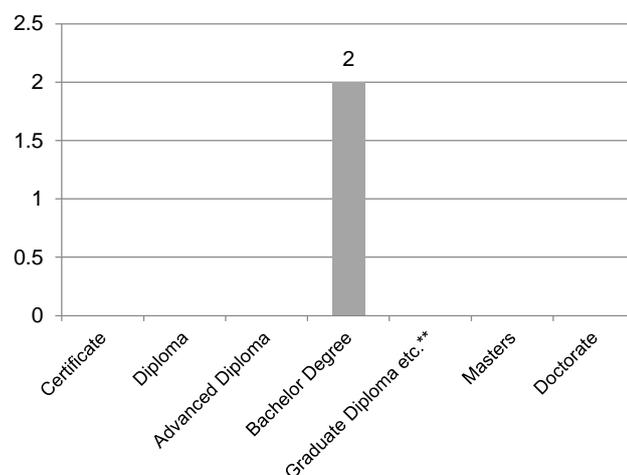
*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $6958.82

The major professional development initiatives are as follows:

- After school PD – Behaviour Management Discussions
- C2C – meetings
- SWPBS
- Jolly Phonics
- OLT - ASD
- Discussions Staff Meetings – Literacy and Numeracy and Key Learning Areas

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

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Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 60% of staff was retained by the school for the entire 2014 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

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government

SEARCH

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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

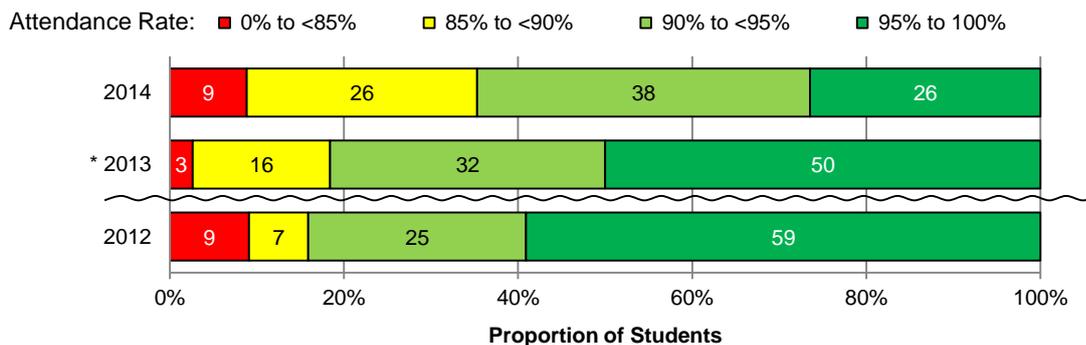| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	91%

The overall attendance rate in 2014 for all Queensland 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
2012	89%	96%	96%	DW	96%	DW	97%					
2013	94%	92%	95%	95%	DW	93%	91%					
2014	91%	90%	88%	94%	93%	95%	88%					

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	9	26	38	26
* 2013	3	16	32	50
2012	9	7	25	59

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 through ONESCHOOL. 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.**

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
☑ Non-government
SEARCH

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 2014 our indigenous cohort was too small to allow for public reporting.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.			

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement			
Number of students awarded a Queensland Certificate of Individual Achievement.			
Number of students receiving an Overall Position (OP)			

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Department of Education and Training

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).			
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).			
Number of students awarded an Australian Qualification Framework Certificate II or above.			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).			
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.			
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012					
2013					
2014					

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students completing qualifications under Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2012			
2013			
2014			

As at 19 February 2015. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

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