

# Condamine State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	Kennedy Street Condamine 4416
Phone	(07) 4627 7147
Fax	(07) 4627 7113
Email	Principal@condaminss.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	Mr James Duffy

## Principal's foreword

### Introduction

Welcome to the Condamine State School Annual Report for 2015. 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 6, 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 2015.

### **School progress towards its goals in 2015**

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 2015 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 overviews and all of our planning documents.

Our Science, History and Geography units integrate relevant literacies and each unit uses specific processes to these learning areas 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 Audit/Review results to a clear path of action to move our school forward.
5. Strategic implementation and integration of ICTs into student learning and professional practice.
6. Continuing to encourage strong parent participation in learning and school activities.
7. Continuing to promote strong staff morale.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	34	15	19		94%
2014	29	10	19		88%
2015	34	11	23		100%

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:

In 2015 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 has changed from even distribution to weighted in favour of boys.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	14	18
Year 4 – Year 7 Primary		16	14
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	2	0	0

Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	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.

## Curriculum delivery

### Our approach to curriculum delivery

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

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
- Science Competitions
- 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 5/6 students.

### How Information and Communication Technologies are used to improve 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 feel safe when attending our school.

### 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)	80%	88%	80%
this is a good school (S2035)	87%	88%	90%
their child likes being at this school (S2001)	93%	100%	90%
their child feels safe at this school (S2002)	93%	100%	100%
their child's learning needs are being met at this school (S2003)	80%	88%	90%
their child is making good progress at this school (S2004)	80%	88%	90%
teachers at this school expect their child to do his or her best (S2005)	93%	88%	90%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	86%	86%	90%
teachers at this school motivate their child to learn (S2007)	87%	88%	90%
teachers at this school treat students fairly (S2008)	87%	100%	90%
they can talk to their child's teachers about their concerns (S2009)	93%	100%	90%
this school works with them to support their child's learning (S2010)	87%	88%	90%
this school takes parents' opinions seriously (S2011)	93%	100%	90%
student behaviour is well managed at this school (S2012)	93%	100%	90%
this school looks for ways to improve (S2013)	93%	100%	90%
this school is well maintained (S2014)	100%	86%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	100%	92%	100%
they feel safe at their school (S2037)	92%	100%	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)	100%	100%	100%
teachers treat students fairly at their school (S2041)	91%	92%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they can talk to their teachers about their concerns (S2042)	92%	100%	100%
their school takes students' opinions seriously (S2043)	92%	100%	100%
student behaviour is well managed at their school (S2044)	83%	92%	93%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

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%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	83%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
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)	100%	100%	86%

# '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

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 2015, 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.

## 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
2012-2013	13,593	1,475
2013-2014	8,281	4,391
2014-2015	8,015	1,345

\*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.

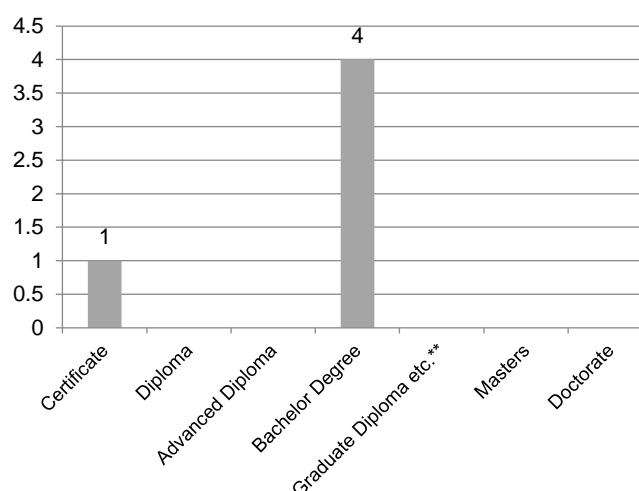
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time equivalents	3	2	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	
Advanced Diploma	
Bachelor Degree	4
Graduate Diploma etc.**	
Masters	
Doctorate	
<b>Total</b>	<b>5</b>



\*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 \$2000

The major professional development initiatives are as follows:

- After school PD – Behaviour Management Discussions
- C2C – meetings
- SWPBS
- Jolly Grammar
- Copyright In Service after school all staff
- Discussions Staff Meetings – Literacy and Numeracy and Key Learning Areas

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.	96%	99%	100%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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).	94%	91%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).		94%	

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)

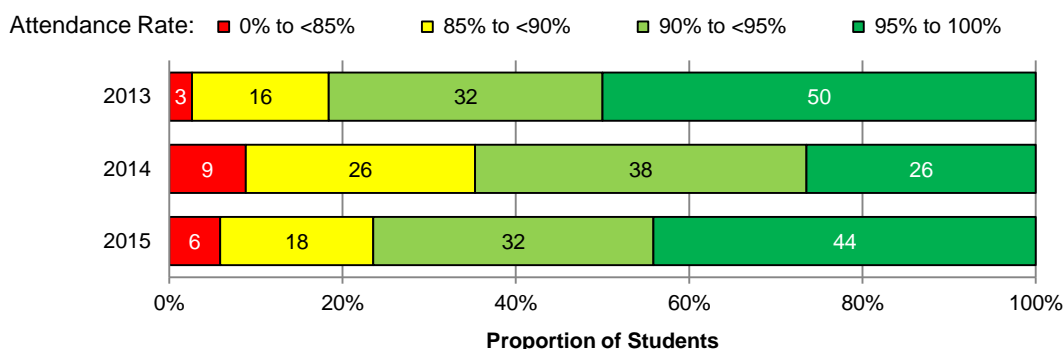
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	97%	94%	92%	95%	95%	DW	93%	91%					
2014	91%	91%	90%	88%	94%	93%	95%	88%					
2015	93%	94%	91%	92%	92%	97%	96%						

\*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.

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

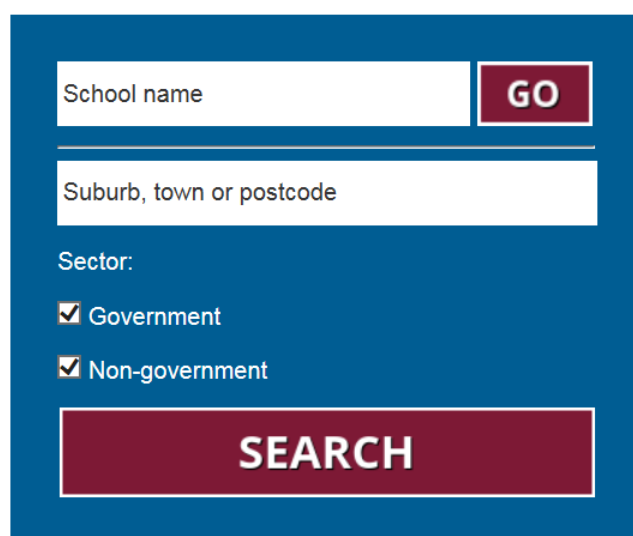
follow up on any unexplained absences through personal contact with parents or guardians. Extended and repeated unexplained absences are managed in accordance with DET Policies.

### 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



The image shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button with the text 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath that, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.

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.

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