



Condamine State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Opened in 1863, Condamine State School prides itself on providing exceptional educational opportunities to its students. We offer enrolments from Prep to Year 6 and draw students from both within the township and surrounding properties. Individualised needs are taken into consideration within the school and student-teacher ratios enable personalised learning to transpire in a multi-age, pastorally-oriented setting. Our highly skilled, dedicated staff members are committed to improving literacy and numeracy outcomes for our students and continue to develop programs to support this initiative. The curriculum at Condamine is based around a multi-age philosophy which creates a range of opportunities for extension or support during the learning process. Our school values the importance of daily uninterrupted literacy and numeracy blocks and whereby we integrate Information and Communication Technologies (ICTs) into our teaching and learning experiences.

Our students frequently join neighbouring small schools, Drillham and Dulacca, to form the TriStars alliance, providing Condamine students with further opportunities to succeed in their sporting endeavours. Our school is grateful to our extremely dedicated community which provides invaluable support in a number of facets of school life - within the classroom, in the sporting arena and during cultural pursuits. Condamine State School staff members are proud of our school's strong relationship with our community members, which has been built upon mutual trust and respect.

Principal's Forward

Introduction

The Condamine State School Annual Report contains data and information on the progress of our students and school as a whole throughout the year.

Condamine State School is a Band 5 primary school situated in South-West Queensland. Our school offers co-educational instruction 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, staff, parents and community provide an environment which is educational and thought provoking for children of all ages. Students are challenged to further their knowledge of their immediate community and the world through many varied experiences.

Condamine State School aims to empower students to meet challenges of the future, through developing the full potential of each child. Students of Condamine State School embrace the five crucial skills for success: Inspired Learning, Productive Personality, Resourceful Thinking, Effective Communication and Attributes of Global Citizenship. School is just the beginning of our students' journey in education and becoming life-long learners.

Our school receives support through organisations such as RREAP, which assists us in funding visiting teachers to further develop our sporting, academic and cultural skills.

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 are provided with the tools to continue the 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 embeds ICT's and other technologies into our learning environments.

The children, families and staff alike, are proud of Condamine State School and believe it is an outstanding school.

School Progress towards its goals in 2016

Priority	Actions	Targets	Progress
Implementing the Australian Curriculum into our classrooms in KLA areas of English, Mathematics, Science, History and Geography.	- Continue pedagogy coach session	100% of staff partaking in Pedagogy coaching sessions.	Completed
	- Lesson plan format includes warm ups, 'I do, we do and you do' structure and success criteria across curriculum areas.	100% of staff implementing Literacy, Numeracy, Science, History and Geography.	Completed
Revise and implement Schools Pedagogical Framework aligned with State and Regional agendas, including UPE and the new P-12 Curriculum, Assessment and Reporting Framework	- Fully embed school wide pedagogical framework with specific emphasis on Explicit Teaching	100% of staff have knowledge of and are developing skills in explicit teaching.	Completed
	- Continue working with Explicit Instruction - Develop whole school writing program	100% of staff are using warm ups, success criteria and Explicit teaching model	Completed
Connect with parents and the community to support successful student learning outcomes.	- Implement individual goal setting meetings for all students	100% of parents/caregivers satisfied with their child's school	Completed
	- Promote open communication with all staff for parents and community members - Ensure clear and timely communication is provided	100% of parents/caregivers satisfied that their child is getting a good education	Completed

Future Outlook

Priority	Actions	Targets
<p>Students in years 3 and 5 achieving 60% or more within the 'vocabulary' criteria for the NAPLAN writing task.</p> <p>All students demonstrate at least 12 months gain within the 'vocabulary knowledge' aspect of the literacy continuum.</p>	<ul style="list-style-type: none"> - Implement STRIVE teaching approach across all curriculum areas to explicitly teach vocabulary - Provide students with opportunities to write daily - Implement Short Term Data Cycles to track student growth and individualise learning focus - Engage CP&L team to work with staff around identifying focus vocabulary (tier 2 words) within units 	<ul style="list-style-type: none"> - 100% of students making age appropriate gains within the 'vocabulary knowledge' aspect of the literacy continuum. - Gains within the 'vocabulary' criteria of the NAPLAN writing task. - All students using a range of vocabulary when communicating (written, oral, comprehension)
<p>Continue to develop staff capability around teaching vocabulary.</p>	<ul style="list-style-type: none"> - Access STRIVE vocabulary training for all staff - Engage CP&L team to develop staff data literacies capability - Participate in inter- and intra- school moderation processes. - Develop DPPs with a focus on writing – vocabulary - Utilise the DET Pedagogical Tool to conduct lesson observations of all staff (vocabulary focus) 	<ul style="list-style-type: none"> - 100% of staff competent with implementing the STRIVE approach for teaching vocabulary across all subject areas. - Common language used across the school around teaching vocabulary
<p>Review and refine pedagogical strategies to reflect current practise.</p>	<ul style="list-style-type: none"> - Review current curriculum frameworks against the new PCARF document - Collaboratively review and refine the Pedagogical Framework - Enact pedagogical Framework across the school 	<ul style="list-style-type: none"> - Pedagogical Framework reflects current practise around the teaching of vocabulary

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	29	10	19		88%
2015*	34	11	23		100%
2016	32	9	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 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

The student population of Condamine State School is predominately formed from local properties, with 20% residing in town. Families of Condamine State School work in a range of employment positions including self-employment.

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	14	18	18
Year 4 – Year 7	16	14	12
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.

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 C2C resources. 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 learning difficulties are supported through accessing a learning support teacher and through one-on-one support within daily classroom tasks. We use an internal monitoring system to track the progress of our students in order to guide teaching and learning practices.

Co-curricular Activities

Condamine State School is a very active school with many extra-curricular activities offered to the students each year. Some of these activities include:

- Dalby Eisteddfod
- 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.
- Entries into the local Miles Show
- P&C run Football/Netball Carnival
- Gifted and Talented camps/excursions
- Science camp (Prep to Year 4)
- History excursion
- Specialist teacher visits (science, author)

How Information and Communication Technologies are used to Assist Learning

Effective use of ICT's is a major priority for the enhancement of students' learning. Teachers at Condamine State School integrate information and communications technologies (ICT's) into daily learning experiences. Students use a variety of programs that facilitate and reinforce the curriculum on a daily basis.

The use of ICTs is also highly supported by our P & C, through funding provided to ensure each student is supplied with their own device.

ICTs are also utilised by staff to effectively communicate with students and parents.

Playgroup Program

Condamine State School offer a playgroup program during Semester 2. Up to 18 students participated in this program during 2016. This program offers students aged from 0 to 5 to interact socially with other students, become accustomed to school life, become familiar with school staff and prepare them for their first formal year of schooling (prep).

Social Climate

Overview

At Condamine State School we conduct 'School Wide Positive Behaviour Scheme' (SWPBS). This program models appropriate social behaviours to students and encourages positive interactions. Religious Education was offered throughout 2016, and we also received regular visits from the Chaplain who services our local schools. 100% of our parents believe their child feels safe when attending our school.

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

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	92%	100%	100%
they feel safe at their school* (S2037)	100%	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)	92%	93%	85%
they can talk to their teachers about their concerns* (S2042)	100%	100%	85%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	92%	93%	92%
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%

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%	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%	DW	100%
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)	100%	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%	86%	100%

* 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 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.

In 2016, parents were actively involved in a variety of ways including:

- 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	0	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.

Environmental Footprint

Reducing the school's environmental footprint

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.

An increase in electricity was identified when the school encountered problems with the solar power inverter. This, in conjunction with a server movement (changing places) and the requirement to continually run an air-conditioning unit, resulted in a vast increase in electricity consumption.

Throughout 2016, Condamine State School incurred problems with the irrigation timer system causing an increase in both electricity and water usage. In addition to this, there were also implications with the water storage tank requiring repair and once again increasing water usage at the school.

Our school and community take pride in the aesthetic appearance of our school. Therefore with reduced rainfall, we were required to water more to keep the grounds at an acceptable standard for our school community.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	8,281	4,391
2014-2015	8,015	1,345
2015-2016	19,080	2,540

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.

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.

Find a school

GO

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 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	5	4	0
Full-time Equivalents	3	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	5
Diploma	
Certificate	1

*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 \$5556

The major professional development initiatives are as follows:

- NAPLAN Data Analysis
- Literacy Continuum
- Moderation
- Backward Mapping
- Explicit Teaching
- Dyslexia
- CPR – Refresher
- Finance Workshop
- Module 7 – Creating Successful Writers

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.	99%	100%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 63% 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%	94%	91%
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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

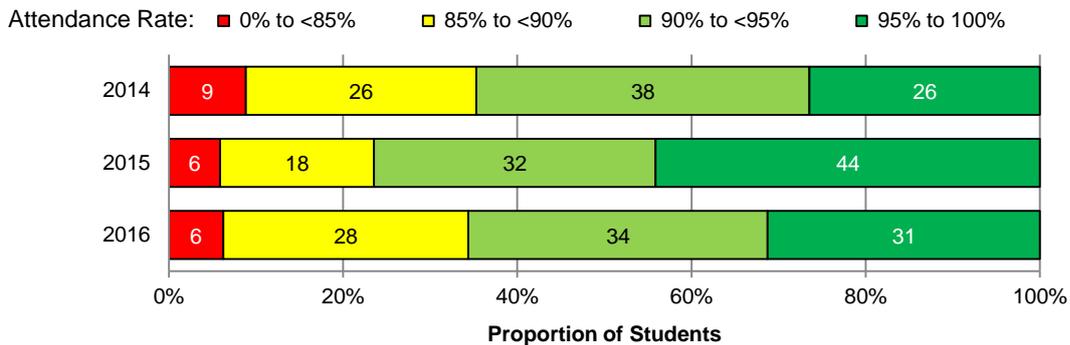
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	91%	90%	88%	94%	93%	95%	88%					
2015	93%	94%	91%	92%	92%	97%	96%						
2016	93%	92%	92%	89%	93%	90%	89%						

*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:



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.

At Condamine State School, rolls are marked electronically twice daily (first and last session). Parents are required to notify the school of any absence either by phone, email or written note. The school's process for absence is explained during the enrolment process and all absences are promptly followed up with a text message or phone call from a staff member.

unexplained absences are referred to administration for follow up. Unexplained absences are checked regularly and letters are sent to parents asking for clarification for the specific dates. Information regarding attendance, targets and statistics and key messages are given within the school's newsletter.

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

Suburb, town or postcode

Sector:

Government

Non-government

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.

Conclusion