



Condamine State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	Kennedy Street Condamine 4416
Phone	(07) 4627 7147
Fax	(07) 4627 7113
Email	principal@condaminess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Melissa O'Neill – Principal

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 within the town itself as well as surrounding properties. Individualised needs are taken into account 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 are continuing 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 we endeavour to integrate Information and Communication Technologies (ICTs) into our teaching and learning. We are currently working to enhance our extension programs here at Condamine State School and are continuing to develop our whole school Curriculum Framework. Our students frequently join with students from 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. Our staff members are proud of our school's strong relationship with our community members, which has been built upon mutual trust and respect.

School progress towards its goals in 2018

Priority	Actions	Targets	Progress
Increase students' outcomes in mathematics through developing vocabulary.	<ul style="list-style-type: none"> - Build teacher capability around the teaching of vocabulary and problem solving. 	<ul style="list-style-type: none"> - Increase the number of year 3 students correctly answering NAPLAN numeracy questions to 60% - Increase students in year 5 NAPLAN Measurement and Number tests results to 80% - Increase students' ability to interpret mathematical language and texts in written questions. 	Implemented – work commenced around developing student knowledge and ability.
Develop staff capability around teaching vocabulary.	<ul style="list-style-type: none"> - Engage RPO to develop staff capability around teaching vocabulary - Develop PDPs with a focus on numeracy – vocabulary - Utilise the DET Pedagogical Tool to conduct lesson observations and provide feedback. 	<ul style="list-style-type: none"> - 100% of staff competent with teaching vocabulary 	Partially completed – mathematics professional development accessed by some staff. More work required around observations and feedback.
Review and refine pedagogical strategies to reflect current practise.	<ul style="list-style-type: none"> - Review current curriculum plan - Collaboratively review and refine the pedagogical framework - Enact pedagogical framework across the school. 	<ul style="list-style-type: none"> - Pedagogical Framework reflects current practice around the teaching of numeracy and vocabulary. 	Partially completed – work with the RPO around the alignment of the curriculum plan against achievement standards. Some confusion by staff around what units or cycle to teach from the curriculum plan

Future outlook

Priority	Actions	Targets
Increase students' outcomes in mathematics by developing their vocabulary and problem solving skills.	<ul style="list-style-type: none"> - Embed STRIVE approach to teaching vocabulary across subject areas - Develop and implement a whole school problem solving model - Develop and implement a whole school mathematics framework 	<ul style="list-style-type: none"> - Students can identify important information to interpret mathematical word problems - Increase the percentage of students achieving a C or better in mathematics - Increase students mathematical vocabulary
Develop staff capacity and capability around teaching mathematics	<ul style="list-style-type: none"> - Access RPO to develop staffs knowledge of the Australian curriculum and assist with planning and assessment - Access the 'How to Teach Maths' modules during staff meetings - Develop staffs knowledge and understanding of implementing learning walls within the classroom 	<ul style="list-style-type: none"> - 100% of staff confident planning and assessing the Australian Curriculum - 100% of staff confident with pedagogical practices for teaching mathematics vocabulary and problem solving skills - Learning walls established across the school, - Students know how to access and use learning walls to assist with their learning.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	32	32	26
Girls	9	12	11
Boys	23	20	15
Indigenous			
Enrolment continuity (Feb. – Nov.)	100%	86%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	18	15	14
Year 4 – Year 6	12		
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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, HASS, 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:

- 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
- School choir
- Sporting Schools programs including Learn to Swim

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 regular 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, parents and other colleagues.

Playgroup Program

Condamine State School facilitated a playgroup program offered through 'Save the Children' for the entirety of the school year. This was well supported by the community with up to 6 students participating on a regular basis. This program offers students aged from 0 to 5 to interact socially with other students and develop their fine and gross motor skills through a range of fun activities.

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. The program, 'Respectful Relationships' was also introduced throughout 2018 to support students in building healthy relationships, resilience and confidence.

Religious Education was offered throughout 2018.

100% of our students believe their child feels safe when attending our school and feel that they can talk to their teachers about any concerns.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	86%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	86%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	83%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	86%	100%
• this school takes parents' opinions seriously* (S2011)	100%	57%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	83%	100%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	93%	100%
• they like being at their school* (S2036)	100%	87%	100%
• they feel safe at their school* (S2037)	100%	87%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	93%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	100%	93%	100%
• teachers treat students fairly at their school* (S2041)	85%	93%	91%
• they can talk to their teachers about their concerns* (S2042)	85%	93%	100%
• their school takes students' opinions seriously* (S2043)	100%	93%	100%
• student behaviour is well managed at their school* (S2044)	92%	73%	82%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	93%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	87%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	83%
• 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%	50%
• 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)	100%	100%	80%
• staff are well supported at their school (S2075)	100%	100%	50%
• their school takes staff opinions seriously (S2076)	100%	100%	50%
• their school looks for ways to improve (S2077)	100%	100%	83%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	67%

* 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 heavily involved with all school activities, and their contributions are greatly appreciated.

In 2018, 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

- Student council fundraising days
- Participation and assistance for camps and excursions

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 education programs

Throughout the 2018 school year, the 'Respectful Relationships' program was introduced to support students in building healthy relationships, resilience and confidence. This program was well received by staff, students and the wider school community.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Electricity usage is down owing to rectifying problems with the solar power inverter. We have also continued to encourage staff and students to be power wise and switch items off that aren't in use.

Throughout 2018, Condamine State School introduced a vegetable garden which required additional watering causing an increase in water usage. In addition to this, our school and community take pride in the aesthetic appearance of our school. Therefore with limited rainfall, we were required to water more to keep the grounds at an acceptable standard.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	19,080	21,360	16,525
Water (kL)	2,540	1,960	3,950

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

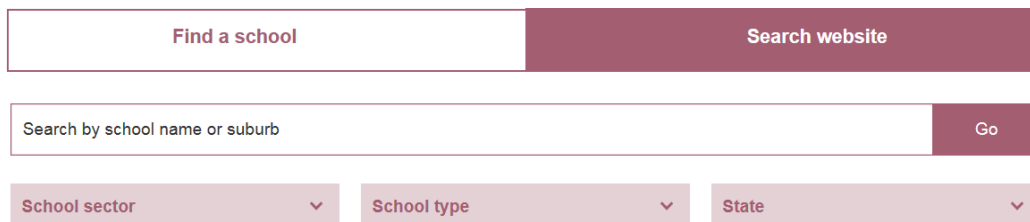
School funding

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with the text "View School Profile" in a dark font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	4	<5
Full-time equivalents	3	2	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	4
Diploma	
Certificate	

*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 2018 were \$7833.56.

The major professional development initiatives are as follows:

- Certificate III Education Support
- Number sense and mathematical literacies
- Learning Made Easier
- Moderation
- QAGTC State Conference
- Corporate Services Training

The proportion of the teaching staff involved in professional development activities during 2018 was 60%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	100%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	92%	93%
Attendance rate for Indigenous** students at this school		DW	

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	92%	DW
Year 1	92%	92%	92%
Year 2	92%	92%	91%
Year 3	89%	91%	93%
Year 4	93%	90%	93%
Year 5	90%	91%	99%
Year 6	89%	95%	95%

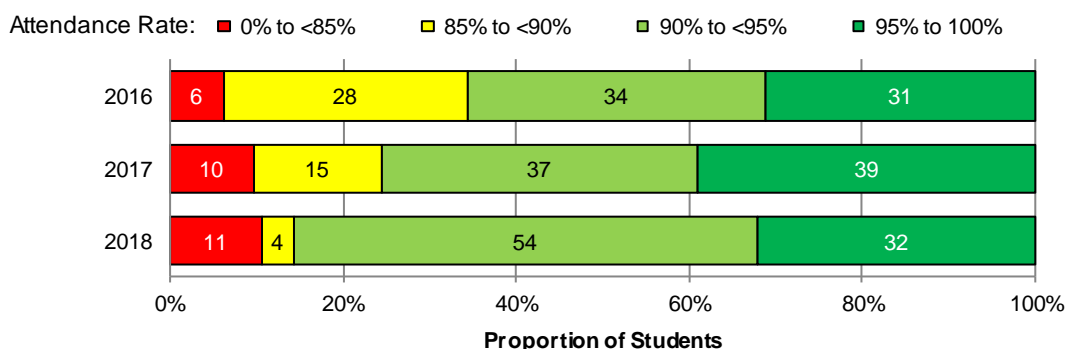
Year level	2016	2017	2018
Year 7		100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 a day (first and last session). Parents are required to notify the school of any absence either by phone call, text, email or in writing. The school's process for absence is explained during the enrolment process and reiterated at P&C meetings and through the school newsletter. All absences are promptly followed up via a text message or a phone call from a staff member. Students are rewarded with certificates at the end of term for maintaining 100% attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.