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Contact Person	Mrs Lynette Wood [Principal]

## Principal's foreword

### Introduction

This report provides an overall school community profile and academic representation of Chelona State School during 2011. The School Annual Report is available on the school's website and in hard copy from the school.

Chelona State School aims to provide a responsive learning environment which will enable our students to excel in their lifelong learning endeavours and be an active contributor to the wider community.

This is facilitated through:

- ✚ The provisions of a broad and innovative curriculum that caters for a diverse range of students needs
- ✚ The appreciation of tolerance and difference
- ✚ Positive community involvement in school based decision making
- ✚ The development of student self-discipline and a goal-oriented approach
- ✚ Dedication and commitment of all staff

### School progress towards its goals in 2011

In progressing Chelona State School to its goal of improved student outcomes we reviewed, developed and implemented:

- ✚ School English [including Reading and Spelling] Curriculum document
- ✚ School Mathematics Curriculum document
- ✚ Quality professional development opportunities for staff

### Future outlook

Chelona State School has identified the following areas for improvement:

- ✚ Focused Learning Intent: Minimisation of class disruption for the first 2 hours of learning
- ✚ A concurrent NAPLAN action plan designed annually.
- ✚ School Environmental Management Plan to be revised and up-dated annually.
- ✚ Inclusive design and delivery of curricular/pedagogy content and educational practices across whole of school.
- ✚ Individual Developing Performance Plan completed by all staff
- ✚ Facilities upgrade and maintenance of grounds.



## School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Gir ls	Bo ys	Enrolment Continuity (Feb 2011 – Nov 2011)
80	36	44	95%

### Characteristics of the student body:

Chelona State School is a small rural community with many families from farming properties in the Mackay area. Several of Chelona State School's current students are third or fourth generation. These historical ties create a strong sense of community pride in our school.

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

Phase	Average Class Size
Prep – Year 3	24
Year 4 – Year 10	16
All Classes	20

### School Disciplinary Absences

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



## Curriculum offerings

Our distinctive curriculum offerings

- o Music and The Arts – Specialist Staff
- o Global Awareness: G gardening, recycling and environmental awareness programmes
- o Science and Technology – Whole School Science and Technology Fair
- o Curriculum Competitions –Premiers Reading Challenge, Mackay District Show entries
- o Religious Education

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## Extra curricula activities

- ❖ Active After School Sport conducted each term
- ❖ Anzac Day Celebration and March involvement
- ❖ School Choir and Recorder band
- ❖ Eisteddfod performances
- ❖ Inter/ Intra – Schools and regional athletics and Cross Country competitions,
- ❖ 2 x Year level Camps per year (senior camp, junior camp)

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## How Information and Communication Technologies are used to assist learning

ICT is immersed into daily teaching and learning practices, where students:

- ❖ have the opportunity to access interactive pedagogy and eLearning programmes via electronic white boards
- ❖ whole school participation in a weekly guided typing programme
- ❖ access internet based interactive learning and digital pedagogical resources
- ❖ have daily access to electronic learning resources

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## Social climate

Students of Chelona State School represent their school with pride and are recognised for their learning, social and performance achievements. Many of our students are active within the community through involvement in local sports and arts disciplines.

Chelona State School has a strong peer leadership element in its daily routine and learning structure. School leaders [School Captains, Sports Captains and Student Council] are elected each year through a democratic voting system and are inducted into the Chelona School Code of Conduct for School Leaders.

Chelona State School has a strong commitment to promoting a safe school environment. Our school's Responsible Behaviour Plan acknowledges that students, staff and parents have responsibilities in regards to being part of the school community. At Chelona we have a strong focus on rewarding favourable behaviour at weekly parades, special incentive awards each month and an trophy presented on our annual awards evening.

Inappropriate behaviour, as detailed in the Chelona Responsible Behaviour Plan, attracts consequences such as the loss of privileges. There is broad agreement that bullying is an observable and measurable behaviour. Throughout our curriculum delivery, students engage with anti-bullying strategies on all levels including bystanders and cyber-bullying. We believe that if disruptive behaviour is minimised, then behaviours such as bullying will be less common and consequently we have very few incidents of bullying at our school.





## Parent, student and teacher satisfaction with the school

The 2011 School opinion surveys of Parents, Students and Staff revealed that Chelona State School:

- ✓ Is a happy place to be and that our children feel safe.
- ✓ Parents and students rated the School's curriculum, pedagogy and the teaching and learning as very satisfied and those students receive a high level of opportunities for learning development.
- ✓ Community relations and communications rated very highly among parents and students
- ✓ Parents and students responded to the performance of behaviour and discipline as being very satisfied

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	97%
Percentage of students satisfied that they are getting a good education at school	90%
Percentage of parents/caregivers satisfied with their child's school	97%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	100%
Percentage of staff members satisfied with morale in the school	95%

## Involving parents in their child's education

Chelona State School's parent and community body is highly regarded when making decisions about the school and the educational future of their children. Active fundraising by the P & C committee allows them to purchase extra learning resources for the students to use and subsidise the costs of school excursions and camps.

Staff welcome parents into classrooms to assist students in their metacognitive learning, reading, writing and speaking. Parents are also invited to assist with school excursions, camps and sporting activities.

Parents are offered 2 formal interviews per year and are encouraged to seek feedback or discuss issues regarding their child's development with the class teacher or principal at any time.

## Reducing the school's environmental footprint

We aim for Chelona State School to be environmentally sustainable in our daily operations, as a place of total learning, as a key part of the local community and provide opportunities for students to contribute to a more sustainable future.

Chelona's waste system includes three bins: paper/cardboard, non-recyclable materials and food scraps. Food scraps are used in the composter and worm farm. Compost is used on vegetable gardens. Students are encouraged to bring their lunch in reusable containers rather than plastic wrapped or bags.

The school has made a concerted effort to reduce electricity use by making staff more aware and encouraging students also to be more aware about turning off equipment when not in use, especially computers. The increase in kWh can be attributed to the construction of the library.

Environmental footprint indicators, 2010-2011\*

	Electricity KwH	Water KL
2011	38,149	Rainwater
2010	38,566	Rainwater
% change 10 - 11	-1%	N/A

\*Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

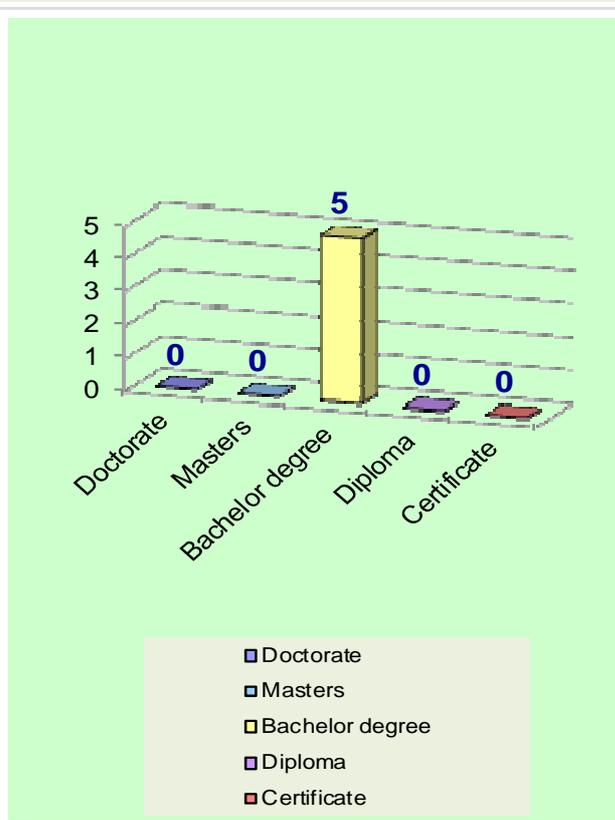
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time equivalents	5	3	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	5
Diploma	0
Certificate	0



Whilst the table above indicates the highest qualification the teachers at this school have, it does not indicate the number of degrees and qualifications the teachers have.

## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$4675.00

The major professional development initiatives are as follows:

- Literacy and Numeracy development
- Implementation of the Australian Curriculum
- ICT/eLearning
- Small School Curriculum development and management
- OneSchool and Workplace Health and Safety

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

### Average staff attendance

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

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

From the end of the previous school year, 50% of staff was retained by the school for the entire 2011 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source



## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

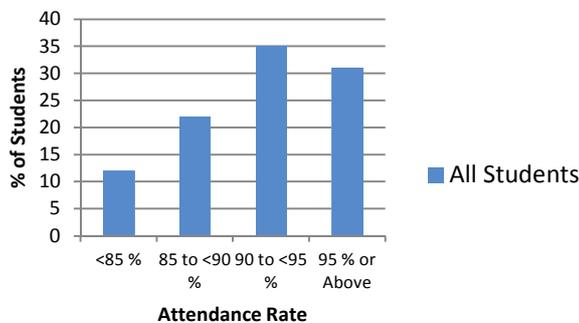
### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
91%	93%	92%	DW	94%	91%	93%

DW = Data withheld due to a small cohort

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Chelona classroom rolls are marked each day at the beginning of the day and also after 2nd break so that accuracy is maintained.

Parents are required to supply a reason for student absence and if children are absent for a couple of days without reason, the school will contact the parents. This forms part of our legal duty of care.

Chelona State School has not had an issue with parents informing us about children's absence. Parents either ring or email the Teacher or Administration informing us of a child's absence. In the last 12 months the school has rarely needed to contact any parent to ascertain why their child was absent from school.

Attendance is encouraged through various articles in the school newsletter.



## 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.

A screenshot of the 'Find a school' search interface. It has a title 'Find a school' in orange. Below it are two search boxes. The first is labeled 'Search by school name' and has a 'GO' button. The second is labeled 'Search by suburb, town or postcode' and has a 'SEARCH' button. Below the second search box are two radio buttons for 'Sector': 'Government' and 'Non-government'.

**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

Chelona State School is unable to report on Closing the Gap as the number of Indigenous students is less than five and reporting could lead to identification.

Our school expectations are that Indigenous & Non indigenous students should be achieving at the same high level and their attendance is also at a high level.