

# 2012 Queensland State School Reporting

## Chelona State School [0677]



Postal address	13 Chelona School Access Road Mackay 4740
Phone	[07] 4959 5216
Fax	[07] 4959 5535
Email	the.principal@chelonass.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	Mrs Lynette Wood [Principal]

## Principal's foreword

### Introduction

This report [which is available on our website or in hard copy from the school's office] provides an overall school community profile and academic representation of Chelona State School during 2012. It also provides details about staff qualifications and the key focus areas of professional development undertaken in 2012. The learning outcomes of Chelona students in literacy and numeracy are detailed with reference to the National Assessment Program for Literacy and Numeracy [NAPLAN] tests. The report includes a brief summary of the levels of parent and student satisfaction with Chelona State School.

Chelona State School continues to uphold its reputation as a welcoming and supportive environment for all students, staff and families, as well as its high standards of academic success. Chelona has always been considered a country school with a friendly atmosphere. Although only situated a 10 minute drive along the Bruce Highway from the Mackay Central Business District, Chelona State School is fortunate to have a rural setting, situated amongst cane fields. Our manicured grounds are evidence of the pride the community has in our 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

# Queensland State School Reporting

## 2012 School Annual Report



### School Progress Towards its Goals in 2012

Chelona State School has continued to work towards achieving goals set in the 2010-2012 Strategic Plan. Our Annual Implementation priorities for 2012 were:

- Inferential Reading Comprehension to improve literacy development
- Internal Monitoring and Assessment to facilitate the teaching and learning cycle
- Implementation of the Australian Curriculum and revise existing curriculum documents

### Reading Comprehension and Literacy Development

The school has developed a deep commitment to improving the reading comprehension and literacy development of all students. Classroom Teachers and the Support Teacher for Literacy evaluated each student's literacy development and collaboratively devised a plan for improvement. Students are guided to identify their own goals and strategies for reading development which are communicated with parents in a written format and during parent-teacher interviews. All teachers and teacher support staff engaged in profession development and curriculum materials were purchased.

In 2012 significant improvements in student literacy levels were evidenced in both reading scores [using internal assessment and standardised tests] and National testing [NAPLaN] results

A summary of 2012 Chelona State School NAPLaN data:

Year 3 - Students scored significantly above the National mean in all strands with between 78 and 100% of Year 3 students in the Upper 2 Bands for Reading, Writing, Spelling, Punctuation and Grammar.

Year 5 – To ensure the confidentiality of individuals in the small cohort of Year 5 students in 2012, a detailed analysis cannot be reported. However, students scored statistically similar results to the National mean in Reading, Writing, Spelling, Punctuation and Grammar with particularly favourable results in both Punctuation and Grammar.

Year 7– All students achieved statistically similar results to the National mean in Reading, Writing, Spelling, Punctuation and Grammar.

Chelona State School's NAPLaN results for 2012 were similar to or above the Nation, indicating that there were no areas statistically below. Our 2012 Annual Implementation Plan priority of increased standards aiming to have a greater proportion of students in the Upper 2 Bands is ongoing.

### Internal Monitoring and Assessment

The Chelona Teaching Team recognise that the validity and accuracy of assessment data is essential for informed teaching practice, evaluation of student achievements and planning for students' academic program of instruction. The staff analyse assessment and achievement data gathered using standardised tests, school-based reading benchmarking, regional benchmark tests and. Our practice for internal monitoring and assessment of student academic achievement are providing reliable data evident with the consistent alignment between school based A – E grades on semester report cards, NAPLaN Data, Australian Curriculum Assessment Tasks [2012], Queensland Curriculum Assessment Tasks [2011] and Year 2 Diagnostic Net Data [2011].

### Curriculum Development and ACARA Implementation

During the 2011 school year, Chelona staff committed to ensure readiness for the implementation of the Australian Curriculum, Assessment and Reporting Authority [ACARA] expectations in 2012. Curriculum meetings, utilising the expertise of all Chelona teaching staff and the Mackay Regional Office Advisors for the Australian Curriculum, reviewed and revised the school's curriculum documents. This has resulted in a seamless transition to the Australian Curriculum for English, Mathematics and Science in 2012.

In progressing Chelona State School to its goal of improved student outcomes we reviewed, developed and implemented the following curriculum documents aligned with the Australian Curriculum and made provision for enhanced curriculum delivery:

- Chelona English Curriculum document
- Chelona Mathematics Curriculum document
- Chelona Science Curriculum document
- Explicit Instruction pedagogical practice
- Professional Development opportunities for all staff

Our Curriculum documents are evaluated and refined in a process of continual improvement to meet the academic requirements of our students and as new teaching and learning materials are released. We are preparing for the introduction of the Australian History Curriculum in 2013.

# Queensland State School Reporting

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### Future outlook

Our school remains committed to meeting the expectations of Education Queensland and ACARA in providing an excellent program for the students of our school. This includes preparation for the introduction of The Australian Key Learning Area Curricula [Geography, Health & Physical Development, The Arts] as they are released.

Our Pedagogical Framework will be reviewed and redefined by the end of 2013 at which time all teachers will have engaged in professional development and embedded Explicit Instruction into their teaching practice. The model of Explicit Instruction to which Chelona is committed, is based on the research of John Fleming and uses *Warm-Ups, I Do, We Do, You Do* and *Ploughback* teaching strategies.

Chelona State School has also committed to the following areas for continued improvement:

-  Focused Learning Intent: Minimisation of class disruption for the first 2 hours of learning
-  A concurrent NAPLAN action plan designed annually.
-  Individual Developing Performance Plan completed by all staff
-  Facilities upgrade, maintenance of grounds, School Environmental Management Plan revision.



## School Profile

Chelona State School is a Queensland co-educational primary school situated 15 kilometres south of Mackay. Our 2012 enrolment was 84 students in Prep – Year 7.

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	76	36	40	91%
2011	80	33	47	95%
2012	84	34	50	96%

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

### Characteristics of the student body:

Chelona is a small rural community. The school was established in 1893, with many families from sugar cane farming properties and beach communities in the Mackay area. Several of Chelona State School's current students are the third or fourth generation in their family to attend our school. These historical ties create a strong sense of community pride in our school.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	25	24	24
Year 4 – Year 7	26	16	13

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	nil	<5	<5
Long Suspensions - 6 to 20 days	nil	0	0
Exclusions	nil	0	0
Cancellations of Enrolment	nil	0	0

## Curriculum Offerings

### Our Distinctive Curriculum Offerings include:

- ✚ Music and The Arts – Specialist Staff
- ✚ Global Awareness - Gardening, recycling and environmental awareness programmes
- ✚ Science and Technology – Whole School Science and Technology Fair
- ✚ Curriculum Competitions – Premier's Reading Challenge, Mackay Regional Show entries, OptiMinds, Eisteddfod Performances
- ✚ Religious Education

## Extra Curricula Activities

- ✚ Active After School Sport conducted each term
- ✚ Anzac Day Celebration and March involvement
- ✚ School Choir and Recorder band
- ✚ Eisteddfod performances
- ✚ Participation in the Chelona Country Music Fair
- ✚ Inter/ Intra – Schools and regional athletics and Cross Country competitions,
- ✚ Year level Camps – Canberra Tour and Outdoor Environmental Education & Physical Challenge

## 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

## 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. We focus on rewarding favourable behaviour at weekly parades, special incentive awards each month and a 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 Staff Satisfaction with the School

We have received favourable ratings in the 2012 school opinion survey data. Collectively, we have been pleased that the hard work and endeavours of our staff have been identified by the wider school community, especially our parent body. Staff members work with the Parent and Citizens' Association to ensure a collaborative approach to improving all aspects of our school including interactive communication technologies, interstate learning opportunities [Canberra Tour] in the senior year levels, grounds and sporting equipment and community events hosted at our school.

Whilst parents understand that State Schools are inclusive of all students, we acknowledge that some students feel behaviours of other students let them down. Conversations with our respondents [students in Years 2 - 7 and the Chelona Student Leaders] gave further insight as to how these series of questions were interpreted. In 2012 we identified that our Responsible Behaviour Plan for Students and our Code of Conduct for Student Behaviour required a significant revision and enlisted the School Wide Positive Behaviour Support team to guide this process.

The Chelona staff has been provided with quality professional development opportunities and the level of collegial support demonstrated across the school has been identified in the high level of staff morale identified in 2012.

Due to the relatively small number of parents, staff and students at Chelona State School, we ask all of these key stakeholders to participate in the opinion surveys. We actively encourage the submission of survey information either in paper or on-line, as we believe honest feedback is essential for us to improve the quality of education and supportive environment that our school can offer. In the 2012 School opinion surveys of Parents, Students and Staff at Chelona State School revealed the following feedback:

### Performance measure *(Nationally agreed items shown\*)*

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	97.1%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	97.1%
teachers at this school motivate their child to learn*	97.1%
teachers at this school treat students fairly*	91.4%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	97.1%
this school takes parents' opinions seriously*	94.3%
student behaviour is well managed at this school*	94.3%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	97.4%
they like being at their school*	97.4%
they feel safe at their school*	97.4%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	94.7%
they can talk to their teachers about their concerns*	92.3%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	89.2%
their school looks for ways to improve*	97.4%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	97.4%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

## 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 members 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 [at the end of Term 1 and Term 3] to discuss their child's progress with the teacher. Our newsletters regularly remind parents that they are welcome to make an appointment to discuss issues regarding their child's development with the class teacher or principal.



## 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 and classroom.

	* Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	38, 566	rainwater
2010-2011	38, 149	rainwater
2011-2012	40, 511	rainwater

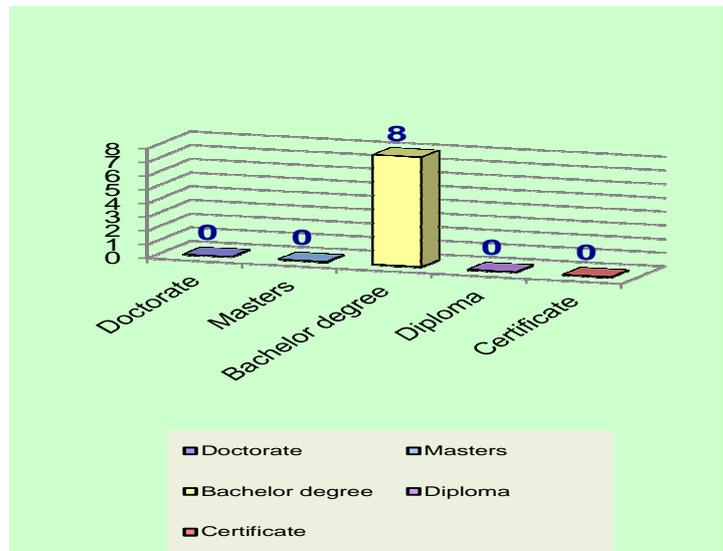
\* Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

## Staff Composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	8	5	0
Full-time equivalents	4.7	2.7	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	8
Diploma	0
Certificate	0



## Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2012 were \$6 571.

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 proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.9%	96.6%	98.3%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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	2010	2011	2012
The overall attendance rate for the students at this school	92%	92%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

### Student Attendance Rate for each Year Level [shown as a percentage]

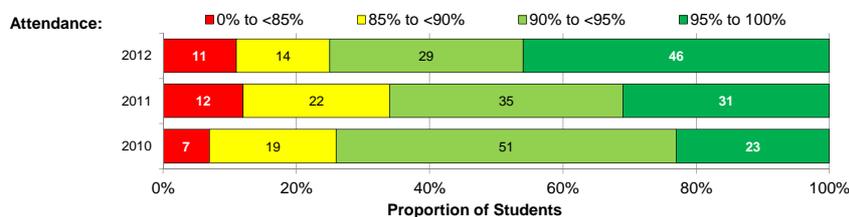
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	94%	92%	DW	91%	91%	92%	94%
2011	91%	93%	92%	DW	94%	91%	93%
2012	93%	95%	95%	93%	DW	95%	91%

DW = Data withheld.

Due to the small cohort of students who were in Year 3 [2010], Year 4 [2011] and Year 5 [2012] this data is withheld to ensure their 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 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.

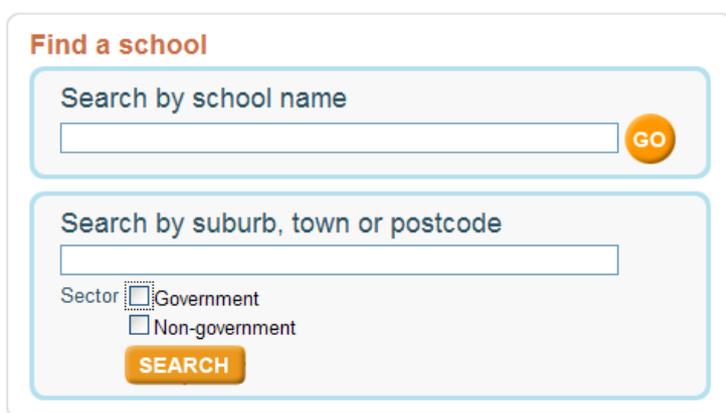
## National Assessment Program – Literacy and Numeracy [NAPLAN] results.

Chelona's reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3, 5 and 7 are available via the My School website at <http://www.myschool.edu.au> or in paper format from the school's office by request.

To ensure the confidentiality of the small cohort of Year 5 students attending Chelona State School in 2012, this data is withheld from publication on the MySchool website. However, we can report that all Year 5 students scored statistically similar results to the National mean in Reading, Writing, Spelling, Punctuation & Grammar and Numeracy, with particularly favourable results in Punctuation and Grammar.

Based on our 2012 NAPLAN and internal monitoring data, Reading comprehension has improved and there is a refocused emphasis on increasing the percentage of students achieving results in the Upper 2 Bands in future National Testing. For those students who have achieved NAPLAN Literacy results in the Upper 2 Bands, our priority is to maintain and further advance their literacy achievements. We have identified writing as an area for enhancement for all year levels in 2013.

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.

## 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.