

# Chelona State School

## Queensland State School Reporting

### 2013 School Annual Report



|                |   |
|----------------|---|
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| Contact Person | Mrs Lynette Wood [Principal]  |

## Principal's foreword

### Introduction

The intent of this report is to provide parents and the community with information which is common for all State and Non-State schools in Queensland. It provides an overview of the highlights and successes of Chelona State School during 2013.

Chelona State School is surrounded by cane and cattle properties yet only a ten minute drive south of the Mackay Central Business District. We are proud of our learning environment which encompasses a strong sense of community and sensitivity to our ecological footprint.

Chelona State School enjoys a reputation for providing an inclusive and progressive academic program. We have a dedicated staff who are committed to ensuring all students receive the educational experiences they require to meet their needs for the future. Our goal is to develop the whole child which includes academic, sporting, cultural social and emotional. Through high expectations for the provision of learning experiences, our focus is to build on the existing strengths of our students, while taking advantage of the wide range of opportunities that emerge.

### School Progress Towards its Goals in 2013

During 2013 the Chelona staff:

- ✚ Developed our Pedagogical Framework which reflects the systemic core values and strategies addressed in Education Queensland's *United in our Pursuit of Excellence - Agenda for Improvement*. Our focus is high quality teaching and monitoring student achievement.
- ✚ Revised our Reading Program with improvement strategies and targets for reading comprehension.

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- Developed and implemented improvement strategies and targets for writing [spelling, grammar, punctuation, sentence structure, paragraphing]
- Aligned student's learning needs and teaching practices with the continuing development and refinement of Australian Curriculum, Assessment and Reporting [[ACARA](#)] guidelines.
- Collaboratively implemented sharing of best practice in Explicit Instruction through moderation with cluster schools and pedagogical coaching.
- Developed confidence and abilities in analysing school data to inform differentiation planning for all students.

## Future Outlook

*Chelona State School's Key Areas for Improvement in 2014 include:*

- *Explicit Instruction:* Our focus is to refine the content and delivery of our signature pedagogy to our lessons, thereby optimising student engagement and learning.
- *Collegial Coaching:* Staff will identify their learning needs and work with colleagues to acquire new skills. This profession sharing will be a regular practice at our school.
- *Chelona Reading Program:* Embedding explicit instruction lessons in comprehension strategies across the whole school.
- *Vocabulary Focus:* Tier 2 words will be a daily focus in all Chelona classrooms and communicated with parents in the newsletter.



## School Profile

*Coeducational or single sex:* Coeducational

*Year levels offered in 2013:* Prep Year - Year 7

*Total student enrolments for this school:*

|      |       |       | Enrolment Continuity |             |
|------|-------|-------|----------------------|-------------|
|      | Total | Girls | Boys                 | (Feb – Nov) |
| 2011 | 77    | 33    | 44                   | 95%         |
| 2012 | 84    | 34    | 50                   | 96%         |
| 2013 | 90    | 38    | 52                   | 93%         |

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

### Characteristics of the Student Body:

Chelona State School was established in 1893. It is a Queensland co-educational primary school situated 15 kilometres south of Mackay, with a 2013 enrolment of 90 students. Chelona is a small rural community with many families from sugar cane 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 |      |      |
|-------------------------|--------------------|------|------|
|                         | 2011               | 2012 | 2013 |
| Prep – Year 3           | 24                 | 24   | 23   |
| Year 4 – Year 7 Primary | 16                 | 13   | 11   |

## School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |      |      |
|---------------------------------|--------------------|------|------|
|                                 | 2011               | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 2                  | 1    | 0    |
| Long Suspensions - 6 to 20 days | 0                  | 0    | 0    |
| Exclusions                      | 0                  | 0    | 0    |
| Cancellations of Enrolment      | 0                  | 0    | 0    |

## Curriculum Offerings

### *Our Distinctive Curriculum Offerings*

- ✚ 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, Opti-Minds and Eisteddfod Performances
- ✚ Religious and Values Education

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### *Extra Curricula Activities*

- ✚ Active After School Sport conducted each term
- ✚ Anzac Day Celebration and March involvement
- ✚ School Choir, Recorder band, Drumming Band
- ✚ Eisteddfod performances
- ✚ Tappet Cover Car Technology & Design Competition
- ✚ Inter/ Intra – Schools and regional athletics and Cross Country competitions,
- ✚ Year level Camps – Canberra Tour and Outdoor Environmental Education & Physical Challenge

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### *Information and Communication Technologies*

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

- ✚ have access interactive pedagogy and eLearning programmes via electronic white boards, tablets [iPads and Samsung]and The Learning Place.
- ✚ whole school guided practise using Microsoft software programmes.
- ✚ internet based interactive learning and digital pedagogical resources [ABC Reading Eggs]
- ✚ have daily access to electronic learning resources including laptop computers.

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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. 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

The 2013 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 | 2013 |
|--|------|------|
| their child is getting a good education at school (S2016)  | 100% | 89%  |
| this is a good school (S2035)  | 100% | 100% |
| their child likes being at this school* (S2001)  | 97%  | 94%  |
| their child feels safe at this school* (S2002)   | 100% | 94%  |
| their child's learning needs are being met at this school* (S2003)                                     | 100% | 92%  |
| their child is making good progress at this school* (S2004)  | 100% | 92%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 97%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 97%  | 94%  |
| teachers at this school motivate their child to learn* (S2007)   | 97%  | 97%  |
| teachers at this school treat students fairly* (S2008)   | 91%  | 92%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 100% | 100% |
| this school works with them to support their child's learning* (S2010)                                 | 97%  | 100% |
| this school takes parents' opinions seriously* (S2011)   | 94%  | 97%  |
| student behaviour is well managed at this school* (S2012)  | 94%  | 92%  |
| this school looks for ways to improve* (S2013)   | 100% | 100% |
| this school is well maintained* (S2014)  | 100% | 100% |

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

| Percentage of students who agree that:  | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048)                               | 97%  | 95%  |
| they like being at their school* (S2036)  | 97%  | 93%  |
| they feel safe at their school* (S2037)   | 97%  | 97%  |
| their teachers motivate them to learn* (S2038)                                    | 100% | 98%  |
| their teachers expect them to do their best* (S2039)                              | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 95%  |
| teachers treat students fairly at their school* (S2041)                           | 95%  | 98%  |
| they can talk to their teachers about their concerns* (S2042)                     | 92%  | 98%  |
| their school takes students' opinions seriously* (S2043)                          | 100% | 92%  |
| student behaviour is well managed at their school* (S2044)                        | 89%  | 93%  |

|   |      |      |
|---|------|------|
| their school looks for ways to improve* (S2045)                         | 97%  | 100% |
| their school is well maintained* (S2046)                                | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 97%  | 98%  |

## Performance measure

|  |      |
|--|------|
| Percentage of school staff who agree that:                             | 2013 |
| they enjoy working at their school (S2069)                             | 100% |
| they feel that their school is a safe place in which to work (S2070)   | 100% |
| they receive useful feedback about their work at their school (S2071)  | 100% |
| students are encouraged to do their best at their school (S2072)       | 100% |
| students are treated fairly at their school (S2073)                    | 100% |
| student behaviour is well managed at their school (S2074)              | 100% |
| staff are well supported at their school (S2075)                       | 100% |
| their school takes staff opinions seriously (S2076)                    | 100% |
| their school looks for ways to improve (S2077)                         | 100% |
| their school is well maintained (S2078)                                | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% |

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## 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 two 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

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

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 reduction KwH can be attributed to the efforts of our staff and students.

| Environmental footprint indicators |                    |           |
|------------------------------------|--------------------|-----------|
|                                    | Electricity<br>kWh | Water kL  |
| 2010-2011                          | -                  | rainwater |
| 2011-2012                          | 40,511             | rainwater |
| 2012-2013                          | 31,968             | rainwater |

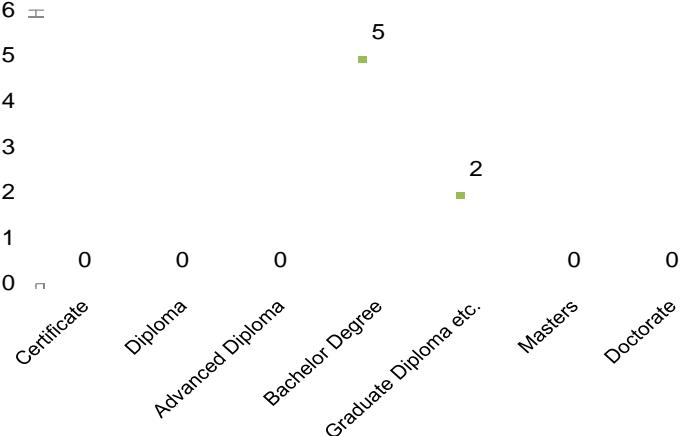
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

## Staff Composition, Including Indigenous Staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts                 | 7                | 6                  | 0                |
| Full-time equivalents      | 5                | 3                  | 0                |

### Qualifications of All Teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate                 | 0                          |
| Diploma                     | 0                          |
| Advanced Diploma            | 0                          |
| Bachelor Degree             | 5                          |
| Graduate Diploma etc.       | 2                          |
| Masters                     | 0                          |
| Doctorate                   | 0                          |
| <b>Total</b>                | <b>7</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 2013 were \$6 800.

The major professional development initiatives are as follows:

- ✚ Literacy and Numeracy development
- ✚ Explicit Instruction
- ✚ 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 2013 was 100%. The major professional development initiatives are as follows:

| Average Staff Attendance   | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97%  | 98%  | 98%  |

## Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 57% of staff was retained by the school for the entire 2013 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 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage).  | 92%  | 93%  | 94%  |
| The overall attendance rate in 2013 for all Queensland state Primary schools was 92%. |      |      |      |

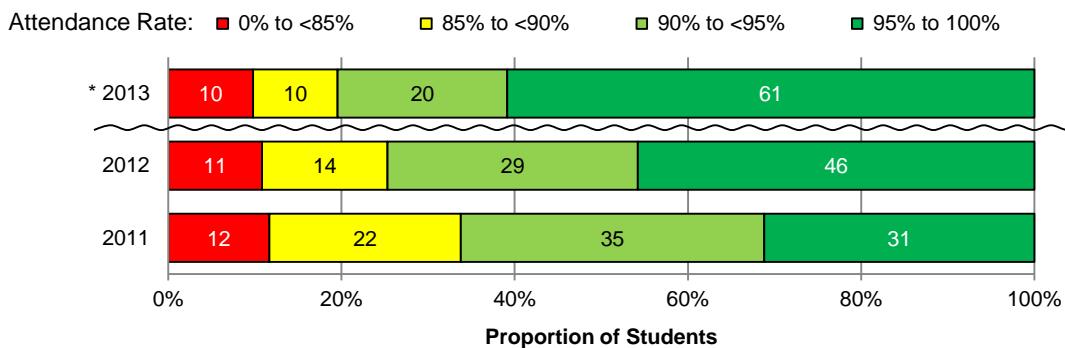
### Student Attendance Rate for Each Year Level (shown as a percentage)

|      | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|--------|--------|--------|--------|--------|--------|--------|
| 2011 | 91%    | 93%    | 92%    | 88%    | 94%    | 91%    | 93%    |
| 2012 | 93%    | 95%    | 95%    | 93%    | 92%    | 95%    | 91%    |
| 2013 | 96%    | 94%    | 96%    | 92%    | 94%    | 94%    | 92%    |

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### 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 electronically at the beginning of the day and after 2nd break. 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 is 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 – Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy Results for the Years 3, 5 and 7.

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.

Based on our 2013 NAPLaN and internal monitoring data, reading comprehension has improved and there is a refocussed 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.

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.

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.