



Chelona State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Chelona State School is surrounded by cane and cattle properties yet is 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 aim is for students to transition from Chelona State School with a full 'backpack' empowering them to be Literate, Numerate, Technological, Healthy and Active, Resilient and Respectful, Responsible and Tolerant.

Contact Information

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Contact Person:	Mrs Tonimaree Brown (Principal)

School Overview

Chelona State School provides quality education in a small school setting for students from Prep to Year 7. With small class sizes, experienced and dedicated teachers and up-to-date technology, a first class education is ensured. Our vision is that all students leaving our school are compassionate, confident, resilient and happy children who are engaged leaders of their own learning. We provide opportunities to participate in music and physical education lessons conducted by specialist teachers as well as programs such as Active After Schools, art and drama clubs, a camping program, as well as participation in community events such as the Eisteddfod and ANZAC Day commemorations. Children are also able to participate at school cluster sporting events. Our curriculum offers students comprehensive teaching and learning across eight Key Learning Areas with a focus on literacy, numeracy and science. Chelona State School is a Stephanie Alexander School therefore students are involved in a Garden Club Project where they grow vegetables and herbs in preparation for their termly cooking days. In the last few years the school have also become heavily involved in the Gardiner Chess Competition where they compete with other schools across the region. Parent participation is a strong feature of the school with parents invited to participate in their child's education through a variety of activities.

Principal's Foreword

Introduction

Chelona State School is dedicated towards achieving excellence in education. The staff is a professional and caring team who are committed to optimizing the learning potential for each and every child.

The School Annual Report provides parents, staff, students and the community with meaningful information about the school. It provides information regarding the school environment, achievements and curriculum offerings as well as information relating to



staff and parents in regards to their satisfaction with the school. This report provides evidence of the high expectations and pride we have in our school staff, students, parents and the wider community.

This report is available on the Chelona State School website, however, it is also available from the school office on request for those parents who are unable to access this report online or would prefer to have a paper copy.

School Progress towards its goals in 2016

Key Priority	Actions	Progress towards goals
Develop a whole school writing strategy	Audit existing writing programs Interrogate school and systemic data to improve school performance Implement 7 Steps in Writing Undergo regular and diagnostic school testing Daily Writing	
Develop a whole school reading strategy	Audit existing reading strategies Initiate a whole school reading program	
Building the capacity and capability of staff to deliver reading and writing strategies	Utilize existing expertise of staff to peer/coach 7 Steps in Writing/Reading Recovery strategies	
QUALITY TEACHING Ensure staff development is based on need, best practice and current research.	PPDPs and DPPs reflect individual teachers' priorities Utilize Cluster expertise to inform and share best practice Developing skills of analysing data to inform future practice	
Implementing a coaching/observation feedback based on agreed protocols	Scheduled Observation/Feedback timetable utilizing Regional Office personnel to demonstrate and inform of best practice	

Future Outlook

Improvement Priority 1: Writing

Targets: Year 3 Writing- Upper 2 Bands 25% Year 5 Writing- Upper 2 Bands 25%

STRATEGY	Timeline
Create a culture of consistent teaching of writing using the explicit teaching model as the cornerstone	
Utilize Critical and Creative Thinking from the General Capabilities to expose students to a variety of writing experiences	

Improvement Priority 2: Numeracy

Targets: Increase Year 3 and 5 from 33/3% in Upper 2 Bands to 35% in Numeracy.

STRATEGY	Timeline
Utilize the General Capabilities of Critical and Creative Thinking to build staff capacity	

Improvement Priority 3. Reading

Targets: To increase the Mean Scale Score percentages in Year 3 to parallel with the nation

STRATEGY	Timeline
Develop sustainable and consistent practices and capabilities for all staff to improve pedagogical practices	

Improvement Priority 4. Implementation of the Australian Curriculum

Targets: 100% roll out of the Australian Curriculum in a timely and organized framework within the school context

STRATEGY	Timeline
Co-ordinating the familiarization and the implementation of the new subjects within the Australian Curriculum	
Embedding range and balance of teaching pedagogies including Explicit Instruction	

Improvement Priority 5. Productive Partnerships with the Chelona School Community

Targets: Increase the proportion of community, industry and local business in school activity. Increased response to School Opinion Survey and participation with school functions

STRATEGY	Timeline
Maintain excellent partnerships with parents through transparent and seamless communication via face-to-face and multi-modal sources	

Improvement Priority 6. Feedback Culture

Targets: 100% of students and staff involved with timely and organized feedback culture

Staff and students fully informed of a timetabled feedback culture that incorporates learning goals and targets

STRATEGY	Timeline
Develop a timely and scheduled feedback culture across the entire school	

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	78	34	44	4	94%
2015*	77	33	44	3	95%
2016	87	37	50	4	94%

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

Chelona State School was established in 1893. It is a Queensland co-educational primary school situated 15 kilometres south of Mackay, with a 2014 enrolment of 78 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	15	19	16
Year 4 – Year 6	13	20	24

*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

For 2016 our curriculum was designed around the Australian Curriculum (ACARA) where teachers were able to access C2C lesson plans available in Mathematics, English, Science, History, Geography, Health and Physical Education. Our distinctive curriculum offerings were a combination of approaches for curriculum delivery. Literacy, Numeracy, Explicit Instruction tools and ICTs were embedded across all key learning areas. Students are offered a rich variety of academic, cultural, sporting, citizenship and social skills at Chelona State School. 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, Opti-Minds and Eisteddfod Performances

Religious and Values Education

Co-curricular Activities

Participation in the local Sandy Creek sporting program

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

Stephanie Alexander Cooking Program

Garden Club

Vegetable Garden Program

Inter/ Intra – Schools and regional athletics and Cross Country competitions,

Year level Camps – Canberra Tour and Outdoor Environmental Education & Physical

Challenge

Chess Club

How Information and Communication Technologies are used to Assist Learning

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

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 and computers.

Social Climate

Overview

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 incidences of bullying at our school. Chelona State School has a diverse range of learners who are catered for using inclusive practices and differentiation.

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	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%	100%	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%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
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%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	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)	93%	100%	100%
they like being at their school* (S2036)	100%	97%	100%
they feel safe at their school* (S2037)	97%	100%	100%
their teachers motivate them to learn* (S2038)	93%	100%	100%
their teachers expect them to do their best* (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	100%
teachers treat students fairly at their school* (S2041)	76%	100%	95%
they can talk to their teachers about their concerns* (S2042)	92%	97%	100%
their school takes students' opinions seriously* (S2043)	85%	97%	100%
student behaviour is well managed at their school* (S2044)	89%	100%	100%
their school looks for ways to improve* (S2045)	97%	100%	100%
their school is well maintained* (S2046)	90%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	93%	97%	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)	86%	92%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	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%	92%	100%
staff are well supported at their school (S2075)	93%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	86%	100%	100%
their school looks for ways to improve (S2077)	93%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	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.

Parent and community engagement

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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school rules of Being Safe, Respectful and Responsible allow teachers and students to work together to create a safe and healthy atmosphere. Students are also aware of the High Five steps to resolving situations and are encouraged to solve problems independently before either engaging teachers or unhelpful behaviours.

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	2	4
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

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.

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	30,879	0
2014-2015	39,066	
2015-2016	50,994	

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

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 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	6	6	0
Full-time Equivalents	5	3	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.**	

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

*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 \$17635.83

The major professional development initiatives are as follows:

- 7 Steps Workshop
- Anita Archer Workshops (Literacy)
- John Hattie
- Australian Curriculum Staff Planning Days

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.	98%	94%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	93%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	89%	90%

*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%.

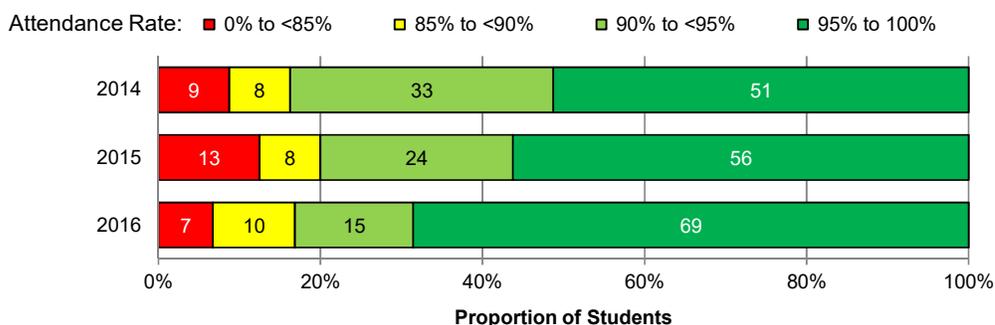
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	94%	93%	94%	95%	93%	95%	92%					
2015	92%	94%	94%	95%	98%	94%	94%						
2016	93%	96%	93%	98%	97%	91%	93%						

*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.

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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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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.

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Non-government

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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.