Chelona State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

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.

This document is available electronically but hard copies are available at the school office.

School progress towards its goals in 2015

Future outlook

- Review data collection, benchmarks and targets aligned with Regional expectations.
- Revise Chelona's approach to the explicit teaching of Reading and update our Reading
- Program.
- Develop and document Chelona State School's approach to the explicit teaching of Writing,
- Spelling, Grammar and Punctuation.
- Professional development for staff in the explicit teaching of writing.
- Refine the process for the moderation of writing with other small schools.
- Revise and maintain an assessment and data collection plan.
- Build internal processes of 5-weekly data collection and analysis.
- Develop cluster/local school plan including liaising with Mackay State High School.
- Develop and maintain community and school partnerships.

Future Outlook

- Develop a whole school reading policy that details what reading skills and strategies are to be taught in
- each year level.
- Capture and analyse five weekly data collections to ensure differentiated planning and
- teaching.
- Implement CARS and STARS reading program from Prep – Year 6.
- SCORE Comprehension across the school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	90	38	52	4	92%
2014	78	34	44	4	94%
2015	77	33	44	<5	95%

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 2015, 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:

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	15	15
Year 4 – Year 7 Primary	11	13	20
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	2

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.

Curriculum delivery

Our approach to curriculum delivery

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
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
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

How Information and Communication Technologies are used to improve 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

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.

Chelona State School has a diverse range of learners who are catered for using inclusive practices and differentiation.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	89%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	94%	100%	100%
their child feels safe at this school (S2002)	94%	100%	100%
their child's learning needs are being met at this school (S2003)	92%	100%	100%
their child is making good progress at this school (S2004)	92%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	100%	100%
teachers at this school motivate their child to learn (S2007)	97%	100%	100%
teachers at this school treat students fairly (S2008)	92%	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)	97%	100%	100%
student behaviour is well managed at this school (S2012)	92%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	93%	100%
they like being at their school (S2036)	93%	100%	97%
they feel safe at their school (S2037)	97%	97%	100%
their teachers motivate them to learn (S2038)	98%	93%	100%
their teachers expect them to do their best (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work (S2040)	95%	96%	100%
teachers treat students fairly at their school (S2041)	98%	76%	100%
they can talk to their teachers about their concerns (S2042)	98%	92%	97%
their school takes students' opinions seriously (S2043)	92%	85%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	83%	89%	100%
their school looks for ways to improve (S2045)	100%	97%	100%
their school is well maintained (S2046)	100%	90%	100%
their school gives them opportunities to do interesting things (S2047)	98%	93%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	100%	86%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	86%
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%	92%
staff are well supported at their school (S2075)	100%	93%	100%
their school takes staff opinions seriously (S2076)	100%	86%	100%
their school looks for ways to improve (S2077)	100%	93%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	31,968	1
2013-2014	30,879	0
2014-2015	39,066	

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	6	0
Full-time equivalents	6	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	**6**
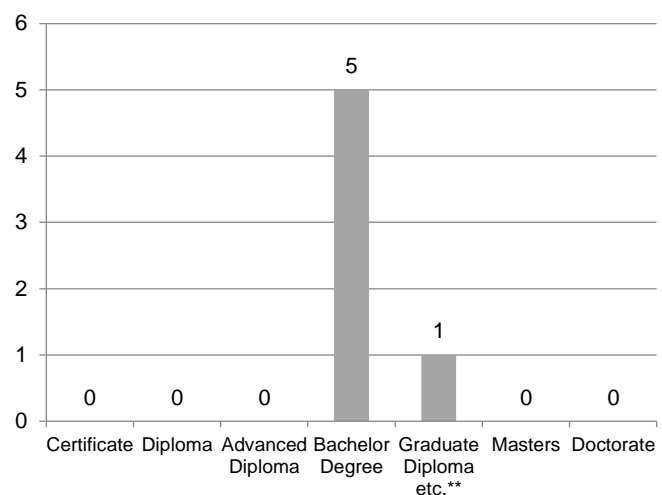
*Teaching staff includes School Leaders

**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 2015 were $13 355

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% of staff was retained by the school for the entire 2015 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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	89%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

## Student attendance rate for each year level (shown as a percentage)

	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
2013	94%	96%	94%	96%	92%	94%	94%	92%					
2014	90%	94%	93%	94%	95%	93%	95%	92%					
2015	92%	94%	94%	95%	98%	94%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.
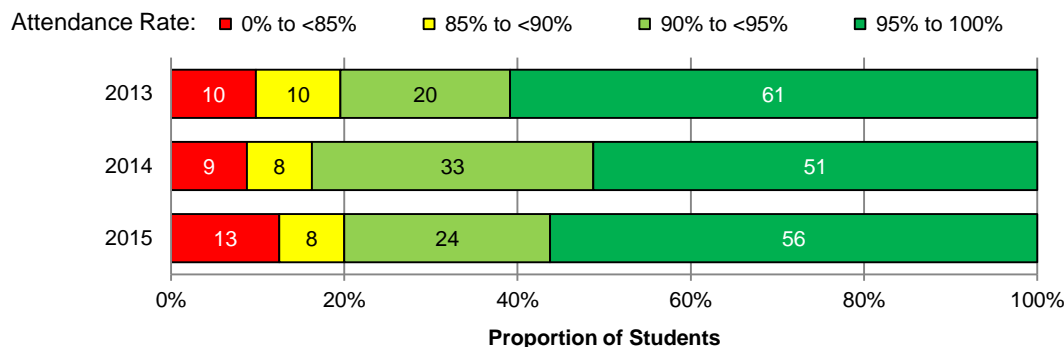
Description of how non-attendance is managed by the school

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.

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 – 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.**

Find a school

School name		GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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 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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement			
Number of students awarded a Queensland Certificate of Individual Achievement.			
Number of students receiving an Overall Position (OP)			
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).			
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).			
Number of students awarded an Australian Qualification Framework Certificate II or above.			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).			
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			

Queensland Government

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.			
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013					
2014					
2015					

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013			
2014			
2015			

As at 16 February 2016. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.