Chelona State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

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School overview

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.

 Chelona State School provides quality education in a small school setting for students in Prep to Year 6. With small class sizes, experienced and dedicated teachers and up-to-date technology, a first class education is delivered. 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 for the whole child with opportunities to participate in music and physical education lessons conducted by specialist teachers as well as programs such as chess, garden club, drumming and recorder bands. In addition to this our students participate in community events such as the Eisteddfod and ANZAC Day commemorations. Students are also involved at cluster events such as sports' days, science fair days and leadership activities. Our curriculum offers students comprehensive teaching and learning across eight Key Learning Areas with a focus on literacy, numeracy and science. Parent participation is a strong feature of the school with parents invited to participate in their child's education through a variety of activities.

School progress towards its goals in 2018

AREA	Key Priorities for 2018	Progress towards completion
WRITING	Creating a culture of a whole school approach to writing	✓ Whole School Curriculum Plan implemented under guidance of Head of Curriculum ✓ All teaching staff attended Anita Archer workshops in order to create a whole school approach to writing ✓ Cluster moderation of writing samples
READING	Improve the pedagogical practices with the teaching of reading in order for students to access the literacies of the Australian Curriculum	✓ All teaching staff attended Anita Archer workshops to improve the pedagogical practices with the teaching of reading ✓ Collected and analysed a range of reading data at regular intervals to further inform teaching, differentiation and inclusion for every child
AUSTRALIAN CURRICULUM	Consistent implementation and delivery of the Australian Curriculum	✓ Whole school curriculum plan was implemented in consultation with the newly employed Head of Curriculum
FEEDBACK CULTURE	Develop a timely and scheduled feedback culture across the entire school	✓ Schedule implemented for both staff and students across various curriculum strands
PRODUCTIVE PARTNERS	Increase the proportion of community, industry and local business in school	✓ Feeder Early Childhood Educational Centres are invited regularly to various school events ✓ Playgroup and transition days provided an effective transition to school ✓ Various industries have provided grants to assist with student engagement and learning

Future outlook

Goal	Key Priorities for 2019	Targets and Timelines
Writing	➢ Provide whole staff professional development opportunities to ensure consistency in the teaching of writing across the whole school. ➢ Moderate writing with Head of Curriculum at the school level ➢ Participate in Sandy Creek Cluster including Cluster Moderation ➢ Offer professional development workshops to both teaching and non-teaching staff	➢ Moderate writing every term at a school level with Head of Curriculum ➢ Moderate writing twice yearly at a Cluster level ➢ All students are to be familiar with their writing levels and given appropriate feedback for improvement (ongoing) ➢ All staff capably talk about Data Walls with integrity
Reading	➢ Develop sustainable and consistent practices and capabilities for all staff to improve pedagogical practices in the teaching of reading ➢ Use an enquiry cycle to assess current practices around the teaching of reading. ➢ Review Pedagogical Framework to reflect prioritised strategies in reading. ➢ Utilise the Reading Centre resources and online professional learning modules to develop staff capacity with the teaching of reading. ➢ Utilise the Literacy Continuum in order to inform 'what next' in the teaching and learning process	➢ As a result of an inquiry cycle, a whole school approach to the teaching of reading is being collaboratively developed
Implementation of the Australian Curriculum	➢ Co-ordinate the familiarization and the implementation of 'The Arts'. ➢ Embed range and balance of teaching pedagogies including Explicit Instruction. ➢ Work collaborating at both school and cluster level on the delivery of 'The Arts' in 2020 ➢ Prioritising opportunities for staff to engage collaboratively a with feedback culture. ➢ Staff continue to implement a range of age appropriate pedagogies particularly in the early years.	➢ The school's "Arts" teacher will have 'The Arts' curriculum fully implemented by the closing of 2019

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	87	95	107
Girls	37	40	46
Boys	50	55	61
Indigenous	4	7	6
Enrolment continuity (Feb. – Nov.)	94%	95%	95%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 2018 enrolment of 107 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	16	23	22
Year 4 – Year 6	24	23	21
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Chelona SS every teacher delivers the Australian Curriculum to our students. The Whole School Curriculum Plan maps this delivery. In our multi-age classes, instruction is differentiated in order to meet student needs and to ensure that every student is succeeding every day.Our distinctive curriculum offerings consisted of 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 variety of academic, cultural, sporting, citizenship and social skills at Chelona State School. Curriculum offerings include English, Mathematics, Technology, Science, HASS, The Arts, Physical Education and LOTE.

Co-curricular activities

Participation in the local Sandy Creek sporting program
Anzac Day Celebration and March involvement
School Choir, Recorder band, Drumming Band
Eisteddfod performances
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

Chelona SS has an information and communication technologies hub as well as a set of laptops in the Year 5/6 classroom. ICT abilities are a general capability of the Australian Curriculum and are integrated into all subject areas. The Australian Curriculum Technology subject area provides direction for students to learn using a variety of electronic hardware, software and peripheral devices.

Social climate

Overview

Students at 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	94%
• 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%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	100%	100%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	88%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	94%
• teachers at this school treat students fairly* (S2008)	100%	100%	88%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	88%
• this school works with them to support their child's learning* (S2010)	100%	100%	94%
• this school takes parents' opinions seriously* (S2011)	100%	100%	88%
• student behaviour is well managed at this school* (S2012)	100%	90%	94%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	94%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	97%
• they like being at their school* (S2036)	100%	100%	92%
• they feel safe at their school* (S2037)	100%	100%	95%
• their teachers motivate them to learn* (S2038)	100%	100%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	95%	91%	95%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	95%
• their school takes students' opinions seriously* (S2043)	100%	100%	95%
• student behaviour is well managed at their school* (S2044)	100%	91%	95%
• their school looks for ways to improve* (S2045)	100%	100%	97%
• their school is well maintained* (S2046)	100%	100%	97%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	97%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	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%	86%
• student behaviour is well managed at their school (S2074)	100%	100%	86%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	86%
• their school looks for ways to improve (S2077)	100%	100%	86%
• their school is well maintained (S2078)	100%	100%	86%
• 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 education programs

The school has developed and implemented 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	4	1	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	50,994	50,054	54,053
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb — Go

School sector ⌄ | School type ⌄ | State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	8	11	0
Full-time equivalents	4	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	7
Diploma	1
Certificate	

*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 2018 were $10,441.05

The major professional development initiatives are as follows:

- Anita Archer Professional Development
- Cluster Moderation Days
- Whole School and Cluster Curriculum Planning Days

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff were retained by the school for the entire 2018 school year.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	91%
Attendance rate for Indigenous** students at this school	90%	93%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

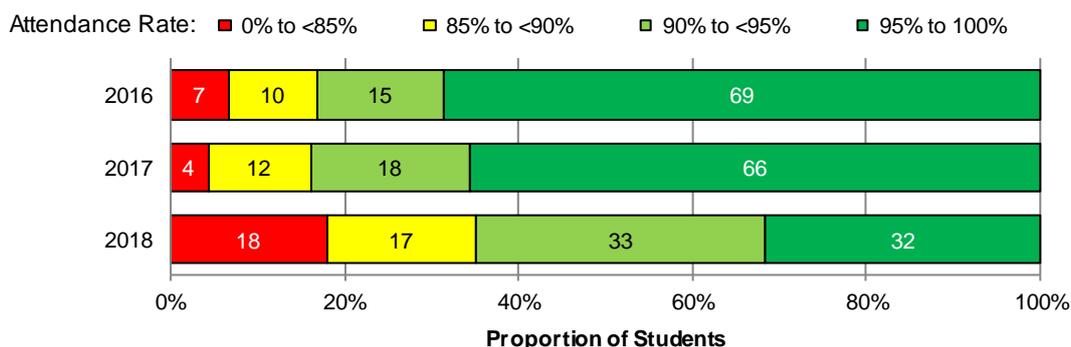Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	92%	90%
Year 1	96%	97%	87%
Year 2	93%	96%	94%
Year 3	98%	96%	91%
Year 4	97%	95%	88%
Year 5	91%	94%	91%
Year 6	93%	94%	95%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	7	10	15	69
2017	4	12	18	66
2018	18	17	33	32

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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. Classroom rolls are marked electronically at the beginning of the day and after 2nd break. Parents are required to supply an explanation for student absences and are notified via SMS/telephone on the morning of the absence when an explanation has not been provided. This is part of our legal duty of care. The school does not generally have a major issue with parents not communicating information about their child's absences.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.