

Chillagoe State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Chillagoe State School is a small, rural school located on Wheelbarrow Way, 140 km from Mareeba, at the western verge of the Atherton Tablelands. The town is well-known for spectacular rock formations, limestone caves, scenic landscapes and a lively history of mining. Student enrolment numbers have fluctuated over the decades since the opening of the school in 1902. Our current cohort of students mostly resides locally, with a few families travelling from properties daily.

Chillagoe State School has two classes consisting of two full-time teachers, both instructing multi-age classrooms from Prep to Year 2 and Years 3 to 6. Students are enrolled in all primary year levels from preparatory to year six, with a Day 8 enrolment of 28 students in 2015.

Chillagoe State School offers high quality teaching and learning based on the Australian Curriculum. Students are encouraged to develop ownership of their learning by setting goals. A positive and welcoming learning environment is evident by improved student learning outcomes, excellent behaviour standards and a supportive community. Student participation in sport, extra-curricular activities and community events is promoted.

This report outlines aspects of the school's progress and highlights the achievements of 2015. The report provides an overview of school priorities for that year. It contains information pertaining to students, staff and the community. It documents progress towards goals, future outlook, enrolment figures, school disciplinary absences and general information. It also contains information relating to the school opinion survey.

School progress towards its goals in 2015

During 2015, the school's explicit improvement agenda was defined by the principal, supported by staff and community members, with the focus on four key areas as defined in the Annual Implementation Plan for 2015:

1. Improving student outcomes in Reading, Writing, Numeracy and Science.
2. Improving Teacher Quality through refining and embedding the Explicit Teaching pedagogical framework.
3. Promoting community engagement and school development through Local Decision Making
4. Providing intense support for students not attaining regional benchmarks in literacy and numeracy and providing more support for students with a learning impairment.

In 2015, the school made significant progress in improving teaching by extending Explicit Instruction in the classroom. The consistent delivery of this curriculum framework is now evident in all literacy and numeracy lessons with elements flowing across into other Key Learning Areas such as Science. Student engagement was elevated and improved outcomes resulted, reflecting improved teaching and learning. This priority will continue in 2016.

A priority of reading, writing and numeracy in the school's curriculum for 2015 was actuated by daily practice. Small supported ability-based reading groups were used to improve reading levels with a focus on comprehension. Students set personal targets in each term to encourage ownership of learning improvement. Topic writing with a focus on spelling, grammar and punctuation was fostered. Basic numeracy facts were practised in consolidations. Student learning improvement was evident and this priority will continue in 2016.

In 2015, teachers extended their knowledge and confidence in accessing and delivery of C2C lessons and resources for multi-age classes. Foundation learning programs were extended with student capability regularly assessed in spelling and maths. The foundation learning programs contributed to substantial improvement in spelling and maths capability.

Genuine rapport with parents and caregivers was achieved by regular communication about school expectations in regard to attendance, behaviour and learning. Positive communication was promoted through newsletters and good news stories. The role of the P&C was elevated with committee members demonstrating support for the principal, assisting with decisions, communicating with the school community and organising events.

Future outlook

The key areas for improvement as defined in the Annual Implementation Plan for 2016 are as follows:

1. Improving student outcomes in reading and numeracy and teacher quality in these areas.
2. Introducing Transition to Prep days
3. Improve Attendance to an overall goal of 92% for the twelve month period.
4. Promoting community engagement and school development
5. Providing intense support in literacy and numeracy for students not attaining regional benchmarks in literacy and numeracy and ensuring students who are in need have an Individual Curriculum Plan developed and implemented.

Using 2015 data, it is apparent that the school community support our agenda of improvement for attendance and improved learning outcomes. Data in regard to curriculum indicates that improvement in learning for all students should be the focus for 2016. Our school is confident that students can attain regional benchmarks with a school commitment to explicit instruction, regular data collection and analysis, and intense support for individual students.

Chillagoe State School is committed to improvement in reading and numeracy. The school articulates a high expectation of all students and uses data to inform decisions about teaching and learning in the classroom. Our school advocates for teachers to participate in professional development that refines explicit teaching practice and assists in the delivery of engaging and stimulating learning experiences every day. In 2016, we will be introducing additional foundation and gap skilling programs such as CAMS (Numeracy) and Maths Online (ICT Skill based program).

Parents and carers will be invited to assist with developing, refining and reviewing learning goals for their dependants and will have frequent opportunities to discuss learning progress with teachers.

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	25	16	9	13	86%
2014	30	19	11	16	76%
2015	21	14	7	14	71%

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:

Students at Chillagoe State School benefit from a safe, supportive and caring school environment. The school offers multi-age classes that facilitate individualised learning achievement. Our student body currently consists of 70% indigenous students and the remainder non-indigenous from rural, mining and tourist industry backgrounds. The school attendance rate is affected by the remote location, limited access to essential services and distance to the nearest Secondary School.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	9	11	10
Year 4 – Year 6 Primary		19	11
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	0
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 distinctive curriculum offerings

A multi-age philosophy enables students at Chillagoe State School to achieve their full learning potential and progress at their own level. At Chillagoe State School we succeed through working together.

We cater for the key learning areas of English, Maths, Science, Technology, History, Geography, The Arts, Instrumental Music, Language other than English (Japanese), Health and Physical Education.

In additions to this, our distinctive curriculum offerings included:

- Multi-age classes
- Australian Curriculum
- Cross Country
- Athletics Day
- Walsh River Sports
- Joint Cluster School Activities and Excursions
- Chillagoe Town Library Visits
- Religious Instruction

Extra curricula activities

- Chillagoe IDOL Music Program (Keyboard, Guitar, Percussion)
- Homework Program
- Breakfast Club
- Combined Schools Sports
- Leadership Camp
- School Camp
- Awards Night

How Information and Communication Technologies are used to assist learning

Chillagoe State School embeds Information and Communication Technology (ICT) into daily classroom practice. ICT is a crucial element of student learning and is integrated into all areas of curriculum. Our staff uses ICT to assist in lesson delivery and enhance teaching and learning. The school features four interactive whiteboards, one in each classroom and others in the library and music room. The school is equipped with laptops, personal computers and ipads that are readily available for students to develop keyboarding skills, create digital files, research and communicate.

Social Climate

Chillagoe State School takes pride in creating a welcoming, safe and caring environment. Our school supports and nurtures students from a range of cultural and social backgrounds. Students enjoy working in small groups and benefit from personalised learning experiences, with guidance from highly dedicated teachers, teacher-aides and community volunteers.

High emphasis is placed upon establishing relationships between staff and students, and encouraging positive interactions and friendships between students of varying ages. As evident in School Opinion Survey results, our school is safe place where student behaviour is well-managed. Our school promotes good manners, tolerance, appropriate social skills and active citizenship.

A strong sense of community exists in our school where individuals feel valued and respected. Families, staff and students all work together to achieve common goals and are truly appreciated.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
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)	91%	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%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	91%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	91%	100%	100%
this school works with them to support their child's learning (S2010)	91%	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%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	100%	100%	83%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	83%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	92%
teachers treat students fairly at their school (S2041)	100%	100%	92%
they can talk to their teachers about their concerns (S2042)	89%	100%	92%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	88%	100%	92%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	92%
their school gives them opportunities to do interesting things (S2047)	100%	100%	83%

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%	88%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	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%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	88%	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

At Chillagoe State School, parents, carers and the wider community are actively involved in our students' education, in a number of ways. Parents are always welcome to visit classrooms, view children's work, assist with reading groups, attend weekly parade, approach school staff for information and make contact with the principal.

Parents are also involved in :

School excursions
Camps
Interschool Sports
P&C Meetings
Breakfast Club
Celebrations
School Development Plans
P&C Meetings
Newsletters keep parents informed.

Parent-teacher meetings and interviews are held each semester to discuss student learning concerns, set goals and to celebrate success.

P&C meetings are held on the third Tuesday of each month at 2.30pm. Parents contribute agenda items prior to the meeting and are encouraged to volunteer support for making management decisions, participating in extra-curricular activities, assisting with community events and fundraising. We understand the vital role that parents, carers and extended family play in education and ensure that we foster positive and successful partnerships.

Reducing the school's environmental footprint

In 2015, Chillagoe State School continued to work at reducing the school's carbon footprint. Students are encouraged to engage in water and power saving activities as part of everyday routines. The need for reduction of energy consumption is regarded as important by staff, students and community members. Our goal is to work on our water consumption for next year. At Chillagoe State School, our students drink from our rain water tanks and enjoy lighting from our Solar Energy system.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	26,644	250
2013-2014	25,868	9,288
2014-2015	22,102	586

*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.

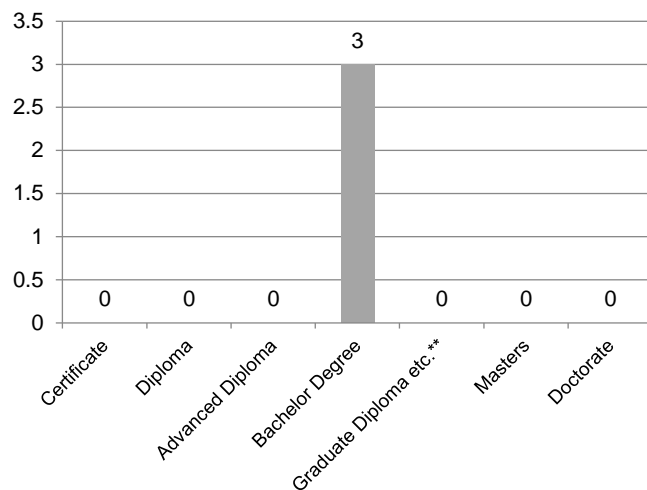
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	3	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	3



*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 \$8950.19.

The major professional development initiatives are as follows:

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- Literacy
- Curriculum Development
- First Aid
- Explicit Teaching
- Principal Cluster and Regional meetings
- Reading
- First Aid Certificates

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.	100%	99%	98%

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 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

GO

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).	91%	87%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	88%	87%

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%.

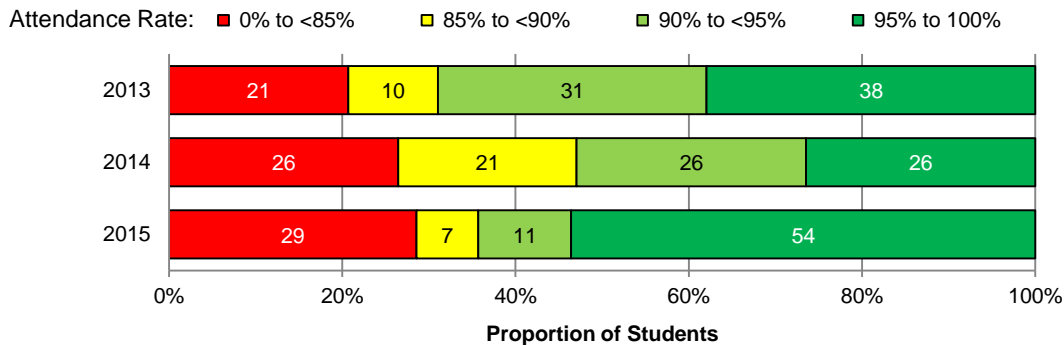
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	87%	96%	94%	87%	94%	96%	89%					
2014	85%	94%	85%	97%	89%	79%	89%	85%					
2015	87%	80%	99%	90%	98%	95%	89%						

*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.

At Chillagoe State School, classroom rolls are marked twice per day to record student attendance and absence. If a student is absent for two consecutive days, the principal will make contact with the parent or carer, recording the contact on the One School student profile. The principal can elect to make a home visit to determine the reason for absence and restate the importance of regular school attendance. Parents and carers are frequently reminded in newsletters and on parade to contact the school regarding genuine reasons for absence.

In 2015 we introduced new attendance incentives. These include weekly rewards for 100%, end of year Trophy awards for 95% and end of year trophy and gift for 100% attendance. Students monitor daily attendance within classrooms through attendance data walls. These approaches has highlighted the importance of attendance to students which in turn has begun to show an improvement.

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

Sector:

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.