



# Chillagoe 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



## Contact Information

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# School Overview

Chillagoe State School is a fantastic place to work and learn. This report outlines the culture of the school and aims to give an overview of the attributes which make the school unique. The school is flexible in its approach to education and aims to meet the changing demands and needs of both the clientele and the education system. The school prioritises individual needs of students and provides an adult to student ratio of 1 to 5 most days of the week. On a visit to our school you would expect to see, for the first half of the day, students in small ability based groupings undertaking a range of tasks to improve literacy and numeracy with teacher and aide support. During this time students move around the school to appropriate learning areas. Students are involved in music, health and physical education lessons or thematic studies which are usually undertaken as a whole school. Chillagoe State School aims to continue in its tradition of quality education for all students. Past students and family members of past students are always welcome to visit. Members of the school community are proud to be a part of our school.

## 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 (21) mostly resides locally, with a few families travelling from properties daily.

This report outlines aspects of the school's progress and highlights the achievements of 2016. 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 2016

<b>Priority 1. Reading</b>	
Strategy 1: Teachers to analyse and discuss data at each collection and set targets for individual students.	Commenced- Continued implementation in 2017
Strategy 2: Individual Learning Plans created for students below regional benchmark (reading). Students to be aware of their reading level and weekly progress in English and set personal learning targets.	Commenced- Continued implementation in 2017
<b>Priority 2. Numeracy</b>	
Strategy 1: Introduction of focused intervention / gap skilling for NAPLAN students.	Continued in 2017
Strategy 2: Allocation of teacher aide for specific NAPLAN targeted intervention. I4S money was used to fund these hours.	Completed
<b>Priority 3: Transition</b>	
Strategy 1: Parents provided with contacts and information relating to courses and transition days to relevant high schools in cluster.	Completed- Students now attend transition days at both Mareeba SHS and Dimbulah P-10
Strategy 2: Parents of all students (including prep) to attend formal or informal interview with Principal prior to student commencing school. Orientation of school to occur.	Completed
<b>Priority 4: Attendance</b>	
Strategy 1: All classrooms utilise an attendance data wall.	Completed
Strategy 2: For 100% - End of week reward (Icy Cup Friday), Fortnightly prize draw on parade, End of term student award, End of year award.	Completed
Strategy 3: Each newsletter has an attendance focus section. Progressive class yearly totals published. Students achieving 100% and targets celebrated.	Completed
Strategy 4: Same day notification system now in place via SMS message media. This process is also used for bulk reminders (ie. Photo day)	Completed

## Future Outlook

<b>Priority 1. Reading</b>
Individual Learning Plans created for students below regional benchmark (reading). Students to be aware of their reading level and weekly progress in English and set personal learning targets.
Teachers to set individual reading goals each term to be reviewed and adjusted at each data collection point.
Support given by Principal to teachers twice per term to analyse data, perform diagnostic assessment, make decisions and guide teaching and learning practices.
<b>Priority 2. Numeracy</b>
Focused intervention / gap skilling for NAPLAN students.
<b>Priority 3: Teacher Quality</b>
New focus area at the commencement of the year for professional development to keep up to date with direction and change.
New teacher performance review process to be implemented.
PD surrounding new KLA C2C implementation to occur.
Link teaching staff with another cluster school for possible teacher peer- to - peer lesson observation.
Teaching staff to be given additional PD opportunities to attend PD in areas of Priority with travel and accommodation provisions made where necessary.
<b>Priority 4: Principal Leadership</b>
Teachers will have Explicit teaching as a focus with the following formats: Professional Development, Coaching and Classroom observation and feedback.

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 2017, we will be extending the implementation of additional foundation and gap skilling programs such as CAMS (Numeracy) and Maths Online (ICT Skill based program). Using our Investing For Success funding, additional Teacher Aide time will be allocation towards student support.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	30	19	11	16	76%
<b>2015*</b>	21	14	7	14	71%
<b>2016</b>	21	14	7	14	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 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

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 75% 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. Chillagoe State School now offers Playgroup (as part of Playgroup Queensland) for children 0-5 years every Friday morning between 8:30am and 11:30am.

### 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	11	13	23
Year 4 – Year 7	19		
Year 8 – 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.

## 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

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

### 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

### Overview

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. 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

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

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	83%	100%
they like being at their school* (S2036)	100%	100%	91%
they feel safe at their school* (S2037)	100%	83%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
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%	92%	100%
teachers treat students fairly at their school* (S2041)	100%	92%	64%
they can talk to their teachers about their concerns* (S2042)	100%	92%	91%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	92%	73%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	92%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	83%	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> 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)	88%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	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%	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%	89%
their school gives them opportunities to do interesting things (S2079)	88%	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

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 First Monday 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.

## Respectful relationships programs

At Chillagoe State School, we have three expectations Be Safe, Be a Learner and Be Respectful.

All students and family members are encouraged to approach staff members to discuss any issues or concerns which may arise throughout the course of their child's schooling. Chillagoe State School has a School Chaplain who visits the school for two days each fortnight to encourage social and emotional wellbeing. All of our students across all year levels learn to work and support each other as "Together We Succeed".

## 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	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.

## Environmental Footprint

### Reducing the school's environmental footprint

In 2016, 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	25,868	9,288
2014-2015	22,102	586
2015-2016	19,211	959

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

GO

Sector:

Government

Non-government

SEARCH

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	2	6	0
Full-time Equivalent	2	2	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.**	
Bachelor degree	2
Diploma	
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 \$2845.55.

The major professional development initiatives are as follows:

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

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.	99%	98%	99%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 50% 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).	87%	90%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	87%	94%

\*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%.

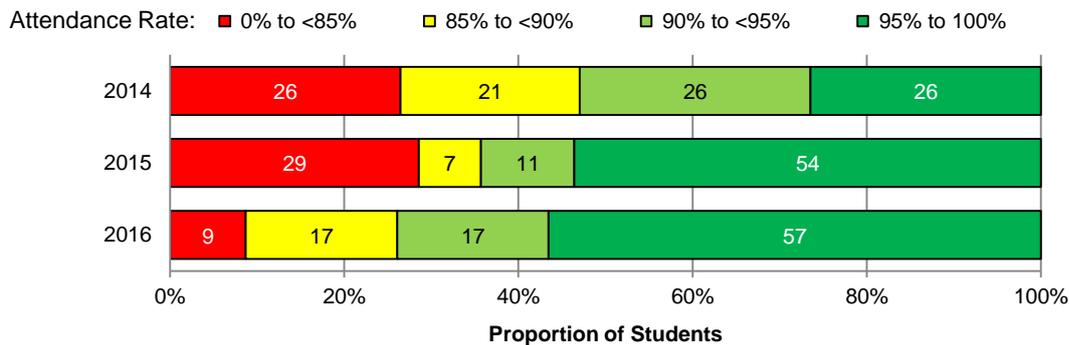
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	85%	94%	85%	97%	89%	79%	89%	85%					
2015	87%	80%	99%	90%	98%	95%	89%						
2016	98%	85%	98%	DW	97%	98%	96%						

\*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.

At Chillagoe State School, classroom rolls are marked twice per day to record student attendance and absence. Each day, parents are notified via SMS or telephone if their child is absent without a reason from school. If a student is absent for three consecutive days without explanation, the principal will make contact with the parent or carer via a home visit, recording the contact on the One School student profile. Parents and carers are frequently reminded in newsletters and on parade to contact the school regarding genuine reasons for absence. We have several attendance incentives currently in place. 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 significant improvement.

## NAPLAN

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

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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 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.