

Cordalba State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This report is designed to provide a summary of the progress made at Cordalba State School during 2015. Cordalba is a small rural school with a proud history. Excellence in learning and strong community values are two distinctive features of our school. The active role of parents and the P&C in daily school activities strengthens our community and contributes to the range of opportunities available to our students. The core business of our school is having quality programs to allow students to achieve their best in the key learning areas - and within these programs, a commitment to literacy and numeracy is fundamental. The content of this document meets both the Queensland Government and Australian Government annual reporting requirements for schools.

School progress towards its goals in 2015

During 2015, the school's explicit improvement agenda was reading and reading comprehension: Improving student outcomes in reading and reading comprehension.

- Promoting community engagement and school development through Local Decision Making
- Providing intense support for student's not attaining school and regional benchmarks in literacy and numeracy and providing more support for students.

A priority of reading and reading comprehension in the school's curriculum for 2015 was actuated by daily practice in reading groups using modelled, shared, guided and independent reading. Small supported ability-based reading groups were used to improve reading levels with a focus on comprehension. Student learning improvement was evident through school and regional data and this priority will continue in 2016.

Naplan 2015

2015 NAPLAN Mean Scale Score (MSS) data highlights student outcomes in Year 3 to be equal to other Similar Queensland State Schools (SQSS) in all five test areas. MSS in Year 5 are like SQSS mean scores in four of the five areas tested, with mean scores being slightly below in spelling.

The performance of students in the upper two bands (U2B) in Year 3 in 2015 was below SQSS in the priority area of reading. The performance of students in the U2B in Year 5 is below SQSS in four of the five test areas, except numeracy where it was above.

National Minimum Standards (NMS) is above QSS in Year 3 reading and similar to QSS in Year 5 reading. The school has had less effect size gain in all areas of NAPLAN when measuring students who have been at the school for NAPLAN assessment in Years 3 and 5.

Future outlook

Cordalba State School has identified the following significant areas of school action throughout the coming year 2016:

- Continuing school improvement in reading through implementing Daily Rapid Reading and the Reading Link program.
- A continuing focus on explicit student instruction in literacy and numeracy.
- Implementing the Building Blocks for Learning Early Years Literacy Program based on the work of Dr Carol Christensen.
- Develop School Council as part of being an Independent Public School.
- Continue with identified professional development around interactive teaching and learning pedagogy.
- Continuing to build strong community confidence in 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	97	51	46	2	88%
2014	95	49	46	3	94%
2015	87	44	43	3	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:

Cordalba State School has a range of student backgrounds including, sugarcane and small crop farming families to urban community members closer to the town of Childers. The school currently has small indigenous population.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	24	20
Year 4 – Year 7 Primary	15	22	23
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	1	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 approach to curriculum delivery

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

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

In additions to this, our distinctive curriculum offerings included:

- Multi-age classes
- Australian Curriculum
- Cross Country
- Athletics Day
- Joint Cluster School Activities and Excursions
- Religious Instruction
- Literacy and Numeracy

Extra curricula activities

- Instrumental Music (including Band)
- Inter-School Sporting Teams
- Yr 4-7 sporting skills program involving netball, Rugby, AFL, rugby league, soccer
- Biannual camping program
- Excursions and visiting shows
- Tennis skills

How Information and Communication Technologies are used to improve learning

- Students are explicitly taught to utilise Information Communication Technologies (ICTs) as a means to access, manage, evaluate, and communicate information to develop new understandings and ideas and effectively participate as lifelong learners in the 21st century.
- Some examples include:
 - using email to communicate with others
 - accessing the internet to research and communicate with others
 - participating in on-line projects relevant to classroom learning
 - Interactive learning devices
 - creating websites, movies, DVDs, claymations
 - manipulating images and text to communicate information using a variety of programs

Social Climate

Cordalba State School has a student Responsible Behaviour Plan for Students linked with clearly defined processes which monitor and modify negative behaviour and also identifies and acknowledges positive behaviour in students. The Plan was reviewed by the school community in 2016 and updated, prior to being endorsed by Education Queensland.

Cordalba offers a modern education in a traditional setting. Our school community is like one big family where all students are supported and nurtured. Our main focus is on the development of self-belief and confidence in an effort to support our students' holistic development. We have a very active P&C whose role in our school is fundamental to student success. Our School Opinion survey indicates our school climate is above State Benchmarks. Our school prides itself on instilling its motto on students 'Tis not winning 'tis taking part that counts.'

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)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	97%	88%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	97%	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%	100%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	97%	100%	93%
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)	97%	100%	100%
teachers treat students fairly at their school (S2041)	97%	100%	100%
they can talk to their teachers about their concerns (S2042)	96%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	93%	100%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	96%	100%	100%
their school gives them opportunities to do interesting things (S2047)	97%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	100%	100%
they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
they receive useful feedback about their work at their school (S2071)	94%	100%	100%
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)	94%	100%	100%
student behaviour is well managed at their school (S2074)	94%	100%	100%
staff are well supported at their school (S2075)	94%	100%	100%
their school takes staff opinions seriously (S2076)	94%	100%	100%
their school looks for ways to improve (S2077)	94%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	94%	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

Parents are able to be involved in their child's education at Cordalba State School in many ways.

These include:

Volunteer work

Many parents volunteer to help with reading, group work, sporting teams, tuckshop and school excursions to name a few.

Reports

Parents also receive a written report at the end of each semester and offered an opportunity for parent teacher interviews at the end of each semester.

Parent teacher nights

At the start of the year, each class conducts a parent teacher night to explain the overview for the year and to provide parents with an opportunity to ask questions.

Parent days

We have started running some parent information days on specific topics.

These include maths, technology and are aimed at helping parents develop skills to help their students.

Cordalba State School aims to ensure parents and carers remain informed of school operations, events and celebrations.

The school:

Maintains a current school website that is aligned to the Department Websites for Schools platform

issues a school newsletter every second Friday of the school year

Utilises bulk SMS text messaging for urgent communication

In addition, there are a number of specific parent support groups that operate at a very successful level. For example,

Parents and supporters often provide assistance to staff on a variety of excursions, including sport and music.

Reducing the school's environmental footprint

Cordalba State School has made an effort to reduce its environmental footprint.

The solar schools program has been a major focus for the school. The school's environmental management plan was completed in 2012. All classes have recycle bins which have significantly reduced our waste. There are two worm farms set up for recycling staff

and students food scraps. There is also a vegetable garden tended by the Prep/One class.
N.B. The school currently runs off tank water.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	38,191	0
2013-2014	39,448	0
2014-2015	37,415	

*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

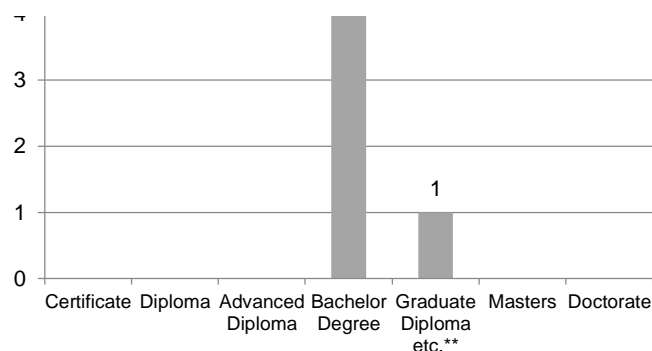
School staff is its most important resource for facilitating positive student outcomes. Cordalba's school staff are a very effective group of people, committed to discharging their role to the highest capacity in support of students.

The staff composition figures appear below:

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	7	0
Full-time equivalents	5	4	0

Qualification of all teachers

Advanced Diploma	
Bachelor Degree	5
Graduate Diploma etc.**	1
Masters	
Doctorate	
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 \$15,900.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- In-school professional activities
- Teacher mentoring and coaching
- Involvement in professional networks
- Workshop, seminar and conference attendance
- On-line learning
- Building Blocks for Learning - Early Years Literacy Program.
- ICT as the platform for differentiation- this involved off campus courses, web conferencing, online courses, professional reading coaching and mentoring and allocated trials.

The proportion of the teaching staff involved in professional development activities during 20145 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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

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%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	91%

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%.

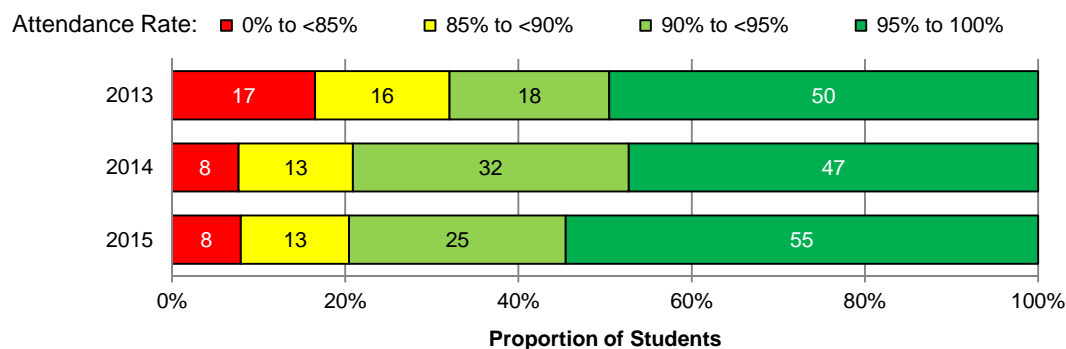
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	86%	92%	91%	91%	93%	90%	89%	92%					
2014	93%	90%	94%	95%	93%	94%	94%	93%					
2015	95%	94%	92%	94%	95%	94%	94%						

*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.

The school has a serious commitment to the Education Queensland position that 'Every class every day, counts' and seeks to maximise the regular school attendance of every student

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

Suburb, town or postcode

Sector:

Government

Non-government

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.