



Cloyne State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

At Cloyne State School we aim to achieve the best educational outcomes for every student in our school, to assist them in becoming self-confident and informed decision makers capable of participating effectively in any community, and equipping each student with the processes and skills necessary to be life-long learners. At Cloyne State School we aim to develop students who are self-confident, self-motivated and disciplined individuals who love learning, choose to be actively involved in their community and always do their best. We promote high quality teaching practices and a quality curriculum which is delivered in an individualised and supportive learning environment. Accountability is ensured by our staff and school community being open and honest with each other. We also have a commitment to positive parent participation, open communication and responsibility. To summarise 'Our Staff Always Does It's Best.'

School progress towards its goals in 2018

Cloyne State School experienced a productive and successful school year with sound progress achieved in implementing the key strategic objectives detailed in the 2018 Annual Implementation Plan.

A snapshot of key strategic goals include:-

The continued familiarisation and implementation of the Australian Curriculum in English, Math, Science, History and Social Sciences, Technology, Health and Physical Education from Prep – Year 6 with comprehensive school based planning processes developed ensuring consistent, high quality curriculum underpins all teaching and learning experiences across the school. The review of the teaching of reading at Cloyne State School, established baseline expectations for every classroom identifying guided reading as a signature practice across years Prep-6 to provide explicit instruction to every child through identified reading goals informed by regular data cycles. The continued implementation of Positive Behaviour for Learning (PBL) with a focus on developing, in consultation with students, appropriate reward systems for students who continually meet the school's expectations. Improving attendance continued to be a priority area with the implementation of a school policy on monitoring attendance. It is anticipated that 2019 will continue to see ongoing implementation of the fundamentals.

Future outlook

In 2019 Cloyne State School will have a sharp and narrow focus in which we:

- Develop the data literacy capacity of staff to collect, display, analyse and report on student learning, especially in reading and writing.
- Consistently and explicitly teach reading and writing.
- Provide staff professional development related to the implementation of the Australian Curriculum.
- Develop a Pedagogical framework, which articulates the school's approach to teaching.
- Lift the profile of school with a key to maintaining and increasing enrolment.
- Moderate with other schools to ensure that standards are consistent internally and externally.
- Continue to review and align whole school curriculum plan.
- Embed the Positive Behaviour for Learning program.
- Build processes that enable the school to respond to student progress towards benchmarks and targets.
- Embed the school FaceBook Page to celebrate students' learning and success
- Implement Literacy Groups into daily practice.
- Create and maintain a student Data Wall.
- Embed a coaching and feedback cycle within the school.
- Implement Case Management Meetings to improve student outcomes.
- Develop staff capabilities in creating Learning Journey Walls

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	26	15	15
Girls	11	7	9
Boys	15	8	6
Indigenous	2	1	3
Enrolment continuity (Feb. – Nov.)	95%	68%	100%

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

Cloyna State School is located in the DDSW region, 22km from Murgon and services the Cloyna area. The location of the school means access to external resources is often difficult and expensive. Services are limited and many families have to travel to Murgon, to participate in social, cultural and recreational activities. The student demographic at Cloyna State School remains varied with students from long standing local farming families with invested history at the school, as well as students whose families have moved to the area for various lifestyle choices. The four main primary industries are pork, dairy, beef and grain. The student body at Cloyna State is co-educational and consists of students whose interests and ability levels vary considerably, but they are generally industrious and cooperative students who are eager to learn. The students are very independent workers, who take responsibility for their learning and behaviour. The greater proportions of students attend school on a regular basis, with no level of truancy. Cloyna State School had small enrolment of indigenous students and no ESL students.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	18	10	15
Year 4 – Year 6			
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

Cloyna State School offers a multi-aged rural small school setting. Cloyna State School offers a comprehensive curriculum delivery from Prep through to Year 6. Cloyna State School curriculum is designed to meet the needs of all students. Our curriculum plan covers all areas of the Australian Curriculum. We employ an inclusive approach to program planning, devising units that reflect the needs, abilities and interests of the students as well as the Australian Curriculum standards.

We offer curriculum in English, Mathematics, History and Social Sciences, Science, Digital and Design Technologies, Health and Physical Education, The Arts and Languages Other than English (LOTE – Japanese) to all students in Prep to Year 6.. Programs are designed to meet the particular needs of our school and its students. At Cloyna State School we offer differentiated programs for students, giving students the opportunity to realise their learning potential in an engaging and challenging environment.

Cloyna State School is mindful that all students need to work to their full capacity, and with this in mind, students are offered work that will challenge and extend them at their particular level. We utilise the multi-age setting to extend and scaffold learning to ensure students are working at a level that is both engaging and they can experience success.

Co-curricular activities

The following co-curricular activities are offered at our school:

- Small Schools Sport – cross country, swimming, athletics
- Adopt-a-Cop
- Murgon Show exhibits
- CWA Country of Study
- ANZAC participation
- Barambah Schools Canberra trip

How information and communication technologies are used to assist learning

Computers are used for whole-of-class activities, group activities and individual access through computer rooms, pods of computers and the Library. However, technology encompasses more than computers. At Cloyna State School, students are actively engaged in a range of technological devices. The school's internet bandwidth and service has been increased to enhance the student's access to interactive websites.

We are currently working at a 1:1 ratio of computers to students. Classrooms are equipped with Interactive Whiteboards. ICT is the platform used to provide a differentiated curriculum, engagement and pedagogy. Computers are used in the school from Prep to Year 6 in a variety of ways. In the Prep to Year 3 one of the programs that the children use is Reading Eggs and Mathseeds. This is purchased by the school for access at school as well as home. To assist with the Mathematics learning, Mathletics is also purchased for school and home access. All students also have access to Ipads and individual computers from One Education..

Social climate

Overview

Cloyna State School has a group of dedicated staff who are fully committed to the health and safety of all students. All teaching programs are tailored to ensure students are supported and successful in their learning.

Our school is proud to:

- Provide a safe and supportive learning environment
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parent / carers
- Foster close links with parents and community groups
- Promote the skills of responsible self-management

Pastoral care is provided by staff and the visiting guidance officer.

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)	DW	88%	100%
• this is a good school (S2035)	DW	88%	100%
• their child likes being at this school* (S2001)	DW	88%	100%
• their child feels safe at this school* (S2002)	DW	100%	100%
• their child's learning needs are being met at this school* (S2003)	DW	88%	100%
• their child is making good progress at this school* (S2004)	DW	88%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	88%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	88%	100%
• teachers at this school motivate their child to learn* (S2007)	DW	88%	100%
• teachers at this school treat students fairly* (S2008)	DW	88%	100%
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
• this school works with them to support their child's learning* (S2010)	DW	100%	100%
• this school takes parents' opinions seriously* (S2011)	DW	100%	100%
• student behaviour is well managed at this school* (S2012)	DW	88%	100%
• this school looks for ways to improve* (S2013)	DW	100%	100%
• this school is well maintained* (S2014)	DW	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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	85%	92%	100%
• they like being at their school* (S2036)	69%	75%	100%
• they feel safe at their school* (S2037)	85%	100%	100%
• their teachers motivate them to learn* (S2038)	85%	100%	100%
• their teachers expect them to do their best* (S2039)	85%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	85%	92%	100%
• teachers treat students fairly at their school* (S2041)	69%	92%	100%
• they can talk to their teachers about their concerns* (S2042)	77%	92%	100%
• their school takes students' opinions seriously* (S2043)	69%	100%	100%
• student behaviour is well managed at their school* (S2044)	50%	92%	100%
• their school looks for ways to improve* (S2045)	85%	100%	100%
• their school is well maintained* (S2046)	62%	92%	100%

Percentage of students who agree [#] that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	77%	83%	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.

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)	83%	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)	83%	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)	83%	100%	100%
• their school is well maintained (S2078)	83%	100%	80%
• their school gives them opportunities to do interesting things (S2079)	83%	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

Cloyna State School maintains an open door policy in relations to parents in the school. Parents are encouraged to be active in the life of the school. They are well informed on the progress of their child and the learning that will occur in each given term. The staff are on hand to facilitate parent involvement in such ways as:

- Educational activities in the classroom
- Tuckshop volunteers
- Art/ Craft lessons
- Classroom reading
- ANZAC Day and Remembrance Day commemoration
- Parent workshops
- Fundraisers
- Supervisors on Camps and Excursions.

Respectful relationships education programs

The school has implemented programs and curriculum that focus on appropriate, respectful and healthy relationships. Through the Health curriculum, weekly social skill focuses and celebration of events, for example, 'No to Bullying Day', Cloyna State School reinforces the importance of respectful relationships. The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	0	1	2
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

The school has ensured that it uses the provided resources well. It balances the need for facilities growth (stimulated by enrolment growth) with the need to conserve resources. In all capital works, the school ensures the appropriate level of electricity conservation and water harvesting.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	14,845	16,308	14,660
Water (kL)		257	

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.

The form consists of several input fields and buttons. At the top, there is a 'Find a school' input field and a 'Search website' button. Below that is a 'Search by school name or suburb' input field and a 'Go' button. At the bottom, there are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a final 'View School Profile' button.

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

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

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	4	4	0
Full-time equivalents	3	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	3
Diploma	
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 \$9682

The major professional development initiatives are as follows:

- Curriculum training in reading, writing, spelling and numeracy.
- Corporate / Administration training
- PBL training
- Cleaners workshops
- CPR First aide

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.	93%	94%	93%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

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	93%	93%	93%
Attendance rate for Indigenous** students at this school	86%	95%	90%

* 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	95%	94%	89%
Year 1	99%	DW	90%
Year 2	94%	94%	DW
Year 3	95%	94%	
Year 4	96%	93%	96%
Year 5	87%	94%	93%
Year 6	95%	84%	94%

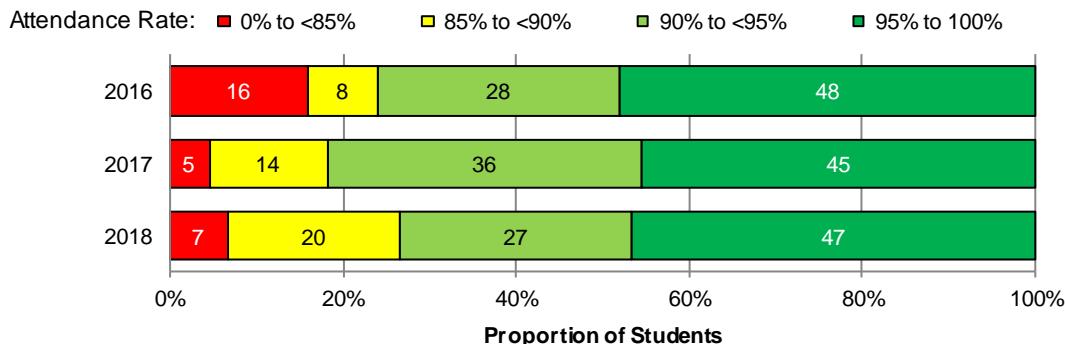
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

At Cloyne State School:

- Class rolls are marked electronically in OneSchool by staff twice daily (morning and after second break);
- Parents are asked to advise their child's teacher or the school office of absence details in person, by telephone or written note;
- Teachers monitor student absences. Unsatisfactory attendance is initially addressed by the class teacher in person, a telephone call to parents/carers or written request for satisfactory written explanation of 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.