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|  Webpages | Additional reporting information pertaining to Queensland state schools is located on the [*My School*](http://www.myschool.edu.au/) website and the [Queensland Government data](http://data.qld.gov.au/) website. |
| Contact Person | Mrs. Heather Castle |

# Principal’s foreword

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| Introduction |
| Cloyna State School, a school that has a proud and long history of providing quality education for over100 years. Every day at Cloyna State School our staffing team, work tirelessly to create an innovative,supportive and positive environment for students to learn and grow.We are very proud of our school and maintain an excellent reputation in the community. One of our greatest strengths is the relationships that are developed at the school between staff, students and parents and carers.We believe in working together to achieve the best possible learning outcomes for our students, as well as creating a safe and caring environment for all school community members.This School Annual Report provides a summary of our achievements during 2013, as well as an idea of the school’s future direction. https://scontent-b-sea.xx.fbcdn.net/hphotos-frc3/l/t1.0-9/q71/s720x720/1900072_10202583576302098_1539990207_n.jpg https://scontent-a-sea.xx.fbcdn.net/hphotos-prn2/t1.0-9/q75/s720x720/1457633_10202059801088045_1740154727_n.jpg |
| School progress towards its goals in 2013  |
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| School priorities  | Actions | Results | **Results**  |  |  |
| **Key priorities from the School Plan**  Improve Reading Comprehension outcomes through Explicit Instruction  Improve Spelling Outcomes through Explicit Instruction  Purposeful use of data to o Focus differentiation strategies for all students in English and Mathematics o Focus Learning Support strategies for identified students  Embed a Coaching & Feedback Culture amongst staff to improve pedagogy through using the Ped. Coach**System priorities:**  Implement the Australian Curriculum Implement whole-school curriculum, assessment and reporting plan **Core learning priorities:**  Reading  Numeracy Productive partnerships with school community stakeholders | **Curriculum (the What)**  Twice Termly data meetings with teacher, STLN, Literacy Coach and Principal to review data and set individual student goals  Individual plans for students not meeting NMS or school targets  Continue implementation of Cloyna State School Reading Framework- with observations and feedback  Implement the Australian Curriculum for English, Mathematics and Science through the provision of curriculum plans and resources and the provision of PD and planning time to allow for full implementation throughout 2012  |  Completed  Plans are written and reviewed as needed Completed  Implemented successfully |  Completed  Plans set up and reviewed as needed  Implemented; to be review in 2013  Implemented successfully  |  |  |
| **Teaching Practice (the How)**  Establish observation and feedback process for teaching staff  Continue Developing Performance Plans for all staff  Continue regular staff meeting professional development sessions based school improvement agenda.  Implement School Plan  Develop and implement, with PD support, school expectations for differentiation  |  Established, documented and reviewed  Plans initiated and partially completed  Completed  Completed  Work still in progress; carry over to 2014 |  |  |  |
| **Principal Leadership and School Capability**  Continue provision of PD afternoons to create an alignment between improvement agenda and teacher capacity..  |  Work still in progress; carry over to 2014 |  |  |  |
| **School and Community Partnerships (the Who)**  Continue to enhance the involvement of parent and community volunteers and build upon the dynamic P&C association and its sub-committees.  Continue to implement a range of parent and community engagement strategies that support improved student outcomes including enhanced parent involvement in culminating  |  Continued  Continued  |  |  |  |

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| Future outlook |
|  Key priorities for 2014 Continue growth in student enrolments Continue the focus on improving Reading Comprehension outcomes through Explicit Instruction  Purposeful use of data to focus differentiation strategies for all students in English and Mathematics  Focus Learning Support strategies for identified students  Embed a Coaching & Feedback Culture amongst staff to improve pedagogy  Implement the Australian Curriculum as new subjects are rolled out |

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| School Profile |
| Coeducational or single sex: CoeducationalYear levels offered in 2013: Prep Year - Year 7Total student enrolments for this school:  |
|  | Total | Girls | Boys | Enrolment Continuity(Feb – Nov) |
| 2011 | 36 | 16 | 20 | 84% |
| 2012 | 20 | 11 | 9 | 60% |
| 2013 | 16 | 8 | 8 | 100% |
| Student counts are based on the Census (August) enrolment collection.Characteristics of the student body: Cloyna State School is located in the DDSW region, 22km from Murgon and services the Cloyna district. 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 Cloyna community consists of two occupational groups: property owners and workers. The majority of Cloyna families are permanent dwellers. 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. Average Class sizes |
| Phase | Average Class Size |
| 2011 | 2012 | 2013 |
| Prep – Year 3 | 18 | 9 | 7 |
| Year 4 – Year 7 Primary | 20 | 11 |  |
| Year 7 Secondary – Year 10 |  |  |  |
| Year 11 – Year 12 |  |  |  |
| School Disciplinary Absences |
| Disciplinary Absences | Count of Incidents |
| 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days  | 2 | 1 | 0 |
| Long Suspensions - 6 to 20 days  | 0 | 0 | 0 |
| Exclusions  | 0 | 0 | 0 |
| Cancellations of Enrolment  | 0 | 0 | 0 |

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| Curriculum offerings |
| Our distinctive curriculum offerings Our distinctive curriculum offerings Cloyna State School offers a comprehensive curriculum delivery from Prep through to Year 7.Cloyna State School curriculum is designed to meet the needs of all students. Our curriculum plan covers all Key Learning Areas. 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, Early Years Guidelines and Essential Learnings in the Key learning areas.Our focus is to align current curriculum planning with the National Curriculum agenda. Particular emphasis is placed on the Key Learning Areas of English, Mathematics, History and Science. 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.  |
| Extra curricula activities The following activities are offered at our school : Small Schools SportActive After School Sport Art ShowsMurgon Show exhibits Permaculture activitiesArts CouncilCWA Country of StudyANZAC participation  |
| How Information and Communication Technologies are used to assist learningComputers 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. Each classroom is 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 7 in a variety of ways. In the Prep to Year 3 one of the programs that the children use is Reading Eggs. 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. In 2013 Year 4 to 7 class access student course through Brisbane school of Distance Education and student courses via the Learning Place.  |

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| Social climate |
|  Our school is proud to:Provide a safe and supportive learning environmentProvide inclusive and engaging curriculum and teachingInitiate and maintain constructive communication and relationships with students and parent / carersPromote the skills of responsible self-managementPastoral care is provided by staff, the guidance officer and visiting local chaplain( upon parent request) |

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| Parent, student and staff satisfaction with the school |  |
|  Results of the 2013 School Opinion Survey show that 100 % of parents and students were very satisfied with the social climate of the school, rating the school ‘Significantly Above’ the state average in every social climate item surveyed. Children feel safe, are happy to go to school and feel they are treated fairly. Parents and students were also very satisfied with the behaviour of students at this school, again rating the school ‘Significantly Above’ the state average. |  |
| **Performance measure** *(Nationally agreed items shown\*)* |  |  |
| Percentage of parents/caregivers who agree that: | 2012 | 2013 |
| their child is getting a good education at school (S2016) | 100% | 100% |
| this is a good school (S2035) | 100% | 100% |
| their child likes being at this school\* (S2001) | 100% | 100% |
| their child feels safe at this school\* (S2002) | 100% | 100% |
| their child's learning needs are being met at this school\* (S2003) | 100% | 100% |
| their child is making good progress at this school\* (S2004) | 100% | 100% |
| teachers at this school expect their child to do his or her best\* (S2005) | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work\* (S2006) | 100% | 100% |
| teachers at this school motivate their child to learn\* (S2007) | 100% | 100% |
| teachers at this school treat students fairly\* (S2008) | 100% | 100% |
| they can talk to their child's teachers about their concerns\* (S2009) | 100% | 100% |
| this school works with them to support their child's learning\* (S2010) | 100% | 100% |
| this school takes parents' opinions seriously\* (S2011) | 100% | 100% |
| student behaviour is well managed at this school\* (S2012) | 100% | 100% |
| this school looks for ways to improve\* (S2013) | 100% | 100% |
| this school is well maintained\* (S2014) | 83% | 100% |
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| **Performance measure** *(Nationally agreed items shown\*)* |  |  |
| Percentage of students who agree that: | 2012 | 2013 |
| they are getting a good education at school (S2048) | DW | 100% |
| they like being at their school\* (S2036) | DW | 100% |
| they feel safe at their school\* (S2037) | DW | 100% |
| their teachers motivate them to learn\* (S2038) | DW | 100% |
| their teachers expect them to do their best\* (S2039) | DW | 100% |
| their teachers provide them with useful feedback about their school work\* (S2040) | DW | 100% |
| teachers treat students fairly at their school\* (S2041) | DW | 100% |
| they can talk to their teachers about their concerns\* (S2042) | DW | 100% |
| their school takes students' opinions seriously\* (S2043) | DW | 100% |
| student behaviour is well managed at their school\* (S2044) | DW | 100% |
| their school looks for ways to improve\* (S2045) | DW | 100% |
| their school is well maintained\* (S2046) | DW | 100% |
| their school gives them opportunities to do interesting things\* (S2047) | DW | 100% |
|  |  |  |
| **Performance measure** |  |  |
| Percentage of school staff who agree that: |  | 2013 |
| they enjoy working at their school (S2069) |  | 100% |
| they feel that their school is a safe place in which to work (S2070) |  | 100% |
| they receive useful feedback about their work at their school (S2071) |  | 100% |
| students are encouraged to do their best at their school (S2072) |  | 100% |
| students are treated fairly at their school (S2073) |  | 100% |
| student behaviour is well managed at their school (S2074) |  | 100% |
| staff are well supported at their school (S2075) |  | 100% |
| their school takes staff opinions seriously (S2076) |  | 100% |
| their school looks for ways to improve (S2077) |  | 100% |
| their school is well maintained (S2078) |  | 100% |
| their school gives them opportunities to do interesting things (S2079) |  | 100% |
| \* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended. |  |

DW = Data withheld to ensure confidentiality.

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| Involving parents in their child’s education |
|  Parents are encouraged to be active in the life of the school. The staff and the P and C are on hand to facilitate parent involvement in such ways as:Parent workshopsArt/ Craft lessonsSupervisors on Camps and Excursions.Fundraisers and assistance with school events.Joining the Parents and Citizens Association.Educational activities in the classroom.Classroom readingTuckshop volunteers

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| Reducing the school’s environmental footprint |
|  Data is sourced from school's annual utilities return and is used to drive the school’s management plan. The school has made a concerted effort to reduce electricity use, by making staff more aware and encouraging students also to be more aware about turning off equipment when not in use, especially computers, lights and fans. The school has installed solar panels and successfully had further solar panels to be installed in 2012. In 2013 the school installed a solar hot water system, implemented a recycling and mulching program. Water is supplied through rainwater tanks and the Merlewood water board. Students and staff are diligent to ensure no water is wasted. The school has a working School Environmental Management Plan. |
|  | Environmental footprint indicators |
|  | ElectricitykWh | Water kL |
| 2010-2011 | 25,054 | 173 |
| 2011-2012 | 22,256 | 144 |
| 2012-2013 | 18,714 | 0 |

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The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

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| Staff composition, including Indigenous staff |
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| 2013 Workforce Composition | Teaching Staff \* | Non-teaching Staff | Indigenous Staff |
| Headcounts | 2 | 5 | 0 |
| Full-time equivalents | 1 | 2 | 0 |
|  |
| Qualifications of all teachers  |
| \* Teaching Staff includes School Leaders\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate |

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| Expenditure on and teacher participation in professional development |
| The total funds expended on teacher professional development in 2013 were $ 1 419. The major professional development initiatives are as follows:Australian CurriculumWHSLiteracyeLearningOne School – Curriculum Planning, differentationNAPLANNumeracyInformation and Communications Technologies (ICTs)Senior First AidThe proportion of the teaching staff involved in professional development activities during 2013 was 100%. |
| **Average staff attendance** | 2011 | 2012 | 2013 |
| Staff attendance for permanent and temporary staff and school leaders. | 93% | 97% | 99% |
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| 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 2013 school year.  |

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| 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.**



Where it says **‘Search by school name’**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school’s *My School* entry web page.

School financial information is available by selecting **‘School finances’** in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

# Key student outcomes

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| Student attendance | 2011 | 2012 | 2013 |
| The overall attendance rate for the students at this school (shown as a percentage). | 95% | 97% | 95% |
| The overall attendance rate in 2013 for all Queensland state Primary schools was 92%. |
|  |  |  |  |
| Student attendance rate for each year level (shown as a percentage) |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2011 | 96% | DW | 95% | DW | 96% | 95% | 94% |  |  |  |  |  |
| 2012 | DW | 95% | DW | 96% |  | 95% | 98% |  |  |  |  |  |
| 2013 | 96% | DW | 97% |  | 93% |  | 93% |  |  |  |  |  |

DW = Data withheld to ensure confidentiality.

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| Student Attendance Distribution |

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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| Description of how non-attendance is managed by the school |
| 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.At Cloyna State school staff discuss student absences with the student and parent or caregiver. If absences continue a formal letter is sent and EQ policy is implemented. |
| 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.**



Where it says **‘Search by school name’**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.