

Cloyna State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The School Annual report is a document that summaries student and school outcomes as part of the Strategic Planning process. It provides information against the goals, performances indicators and targets established by Cloyna State School the previous year. All Queensland schools are required to publish relevant information about student and school performance. The school Annual Report is the document that offers great insight into the achievement of, as well as the progress towards achieving these specific goals and targets across all year levels. The data used to compile this report was sourced from Education Queensland's Corporate Strategy and Performance Division and the Federal Government's *My School* website.

Our school motto of "*Always Do Our Best*" underpins all practices of our dedicated workforce and the supportive parent community. It guides practices as we continue our commitment to developing, supporting and nurturing the educational needs of all students in our school setting ensuring they all have equal opportunity to access the best education possible and to achieve their potential. The School Annual Report is also a way for Cloyna State School to communicate and celebrate the successes of the skilled dedicated staff and showcase Cloyna State School as an exceptional educational facility.

Cloyna State School, a school that has a proud and long history of providing quality education for over 100 years. Every day counts 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, and the wider community.

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 2014, as well as an idea of the school's future direction.

School progress towards its goals in 2014

Cloyna State School is committed to improving the learning outcomes of every student attending our school.

School priorities	Actions	Results
<p>Key priorities from the School Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improve Reading Comprehension outcomes through Explicit Instruction <input type="checkbox"/> Improve Spelling Outcomes through Explicit Instruction <input type="checkbox"/> Purposeful use of data to <ul style="list-style-type: none"> o Focus differentiation strategies for all students in English and Mathematics o Focus Learning Support strategies for identified students <input type="checkbox"/> Embed a Coaching & Feedback Culture amongst staff to improve pedagogy <p>Improve writing skills through Explicit Instruction using Seven Steps program</p> <p>Improve Number Facts recall through daily practice</p> <p>System priorities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement the Australian Curriculum <input type="checkbox"/> Implement whole-school curriculum, assessment and reporting plan <p>Core learning priorities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading <input type="checkbox"/> Numeracy <input type="checkbox"/> Productive partnerships with school community stakeholders 	<p>Curriculum (the What)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Twice Termly data meetings with teacher, STLN, Literacy Coach and Principal to review data and set individual student goals <input type="checkbox"/> Individual plans for students not meeting NMS or school targets <input type="checkbox"/> Continue implementation of Cloyna State School Reading Framework- with observations and feedback <input type="checkbox"/> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Completed <input type="checkbox"/> Plans are written and reviewed as needed <input type="checkbox"/> Completed <input type="checkbox"/> Implemented successfully
	<p>Teaching Practice (the How)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish observation and feedback process for teaching staff <input type="checkbox"/> Continue Developing Performance Plans for all staff <input type="checkbox"/> Continue regular staff meeting professional development sessions based school improvement agenda. <input type="checkbox"/> Implement School Plan <input type="checkbox"/> Develop and implement, with PD support, school expectations for differentiation 	<ul style="list-style-type: none"> <input type="checkbox"/> Established, documented and reviewed <input type="checkbox"/> Plans initiated and partially completed <input type="checkbox"/> Completed <input type="checkbox"/> Completed <input type="checkbox"/> Work still in progress; carry over to 2015

Future outlook

Teaching and Learning

Our experienced staff members continue to refine and develop curriculum offerings which will meet both systemic and student needs. Other major foci for the next twelve months include;

- Implementation of the National Curriculum
- Preparation of all staff for the rollout of new curriculum subjects through the National Curriculum
- Update Pedagogical Framework
- Align staff development to DET and Australian Professional Standards
- Engaging with other schools to build teacher and leadership capacity
- Ensuring ongoing targeted classroom / curriculum checks
- Build upon and value add to the partnerships between the school and the community
- Continue to work with the P and C to improve student outcomes and market the school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	20	11	9	60%
2013	16	8	8	100%
2014	21	7	14	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 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 has no indigenous or ESL students



Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	9	7	21
Year 4 – Year 7 Primary	11		
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	0	4
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Cloyna State School offers a multi-aged rural small school setting. Our distinctive curriculum offerings 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 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 Sport – cross country, swimming, athletics

Art Shows

Murgon Show exhibits

Permaculture activities

Arts Council

CWA Country of Study

ANZAC participation

Camp program P-7

Barambah Schools Canberra trip

Project 600

School dance



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. 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. All students have access to I pads and individual computers from One Education.



Social Climate

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, the guidance officer and visiting local chaplain(upon parent request)

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
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%	75%
teachers at this school treat students fairly* (S2008)	100%	100%	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)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	75%
this school is well maintained* (S2014)	83%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	DW	100%	100%
they like being at their school* (S2036)	DW	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they feel safe at their school* (S2037)	DW	100%	100%
their teachers motivate them to learn* (S2038)	DW	100%	100%
their teachers expect them to do their best* (S2039)	DW	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	100%
teachers treat students fairly at their school* (S2041)	DW	100%	100%
they can talk to their teachers about their concerns* (S2042)	DW	100%	100%
their school takes students' opinions seriously* (S2043)	DW	100%	100%
student behaviour is well managed at their school* (S2044)	DW	100%	100%
their school looks for ways to improve* (S2045)	DW	100%	100%
their school is well maintained* (S2046)	DW	100%	100%
their school gives them opportunities to do interesting things* (S2047)	DW	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	83%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	83%
their school is well maintained (S2078)		100%	67%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the 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.

Involving parents in their child's education

Clayton 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 and the P and C are on hand to facilitate parent involvement in such ways as:

Joining the Parents and Citizens Assoc.	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.

Reducing the 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	22,256	144
2012-2013	18,714	0
2013-2014	11,458	2,721

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.

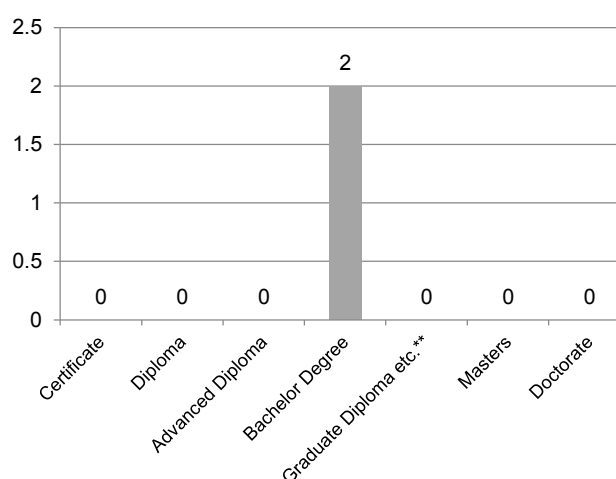
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	6	0
Full-time equivalents	2	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	2



*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 2014 were \$ 2037

The major professional development initiatives are as follows:

Australian Curriculum

WHS

Literacy

Numeracy

Ipads

MSSWD

ASD awareness

NVCi

One school – Finance and Facilities maintenance

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	97%

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 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	97%	95%	96%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

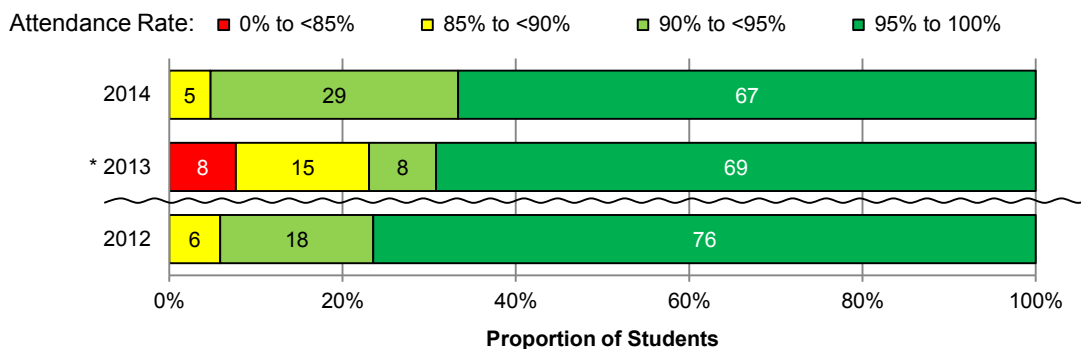
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	DW	95%	DW	96%		95%	98%					
2013	96%	DW	97%		93%		93%					
2014	97%	98%	97%	98%	DW	93%						

DW = Data withheld to ensure confidentiality.

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Our data indicates that attendance rates are at or above the state average. Those few families who have difficulty with this issue meet with the Principal as required. Class rolls are marked twice daily. Any absences lacking explanation for a period of 3 days or longer are investigated by a phone call to the parents or carer of the child. We also proactively promote attendance at school every day. We provide weekly feedback to parents on attendance on the child's feedback sheet.

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

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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.

Achievement – Closing the Gap

No indigenous students are enrolled.