Cloyna State School
Queensland State School Reporting
2015 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 is 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 2015, as well as an idea of the school's future direction.

School progress towards its goals in 2015

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

School priorities	Actions	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 Improve writing skills through Explicit Instruction using Seven Steps program Improve Number Facts recall through daily practice	**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 2015	Completed Plans are written and reviewed as needed Completed Implemented successfully
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	**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 2016

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;
Curriculum - Using grammar and punctuation knowledge, students will improve their Reading skills in Comprehension, Accuracy, Fluency and Enhanced Vo-cabulary Development by 12 months or greater
Staff Expertise - Strengthen the Coaching and Feedback processes across the school
Community - Implement a Playgroup program as part of Early Years' philosophy

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	16	8	8		100%
2014	21	7	14		100%
2015	20	6	14		85%

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:

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 had no indigenous or ESL students.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	7	21	9
Year 4 – Year 7 Primary			
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	0	4	8
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

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 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.

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Extra curricula activities

The following activities are offered at our school:

Small Schools Sport – cross country, swimming, athletics

Adopt-a- Cop

Murgon Show exhibits

Permaculture activities

Arts Council

CWA Country of Study

ANZAC participation

Camp program P-6

Barambah Schools Canberra trip

Project 600

School dance

How Information and Communication Technologies are used to improve 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 6 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 Ipads and individual computers from One Edcucation.

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 and the visiting guidance officer.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	86%
this is a good school (S2035)	100%	100%	86%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	86%
their child's learning needs are being met at this school (S2003)	100%	100%	86%
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%	75%	86%
teachers at this school treat students fairly (S2008)	100%	100%	71%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	71%
this school works with them to support their child's learning (S2010)	100%	100%	86%
this school takes parents' opinions seriously (S2011)	100%	100%	71%
student behaviour is well managed at this school (S2012)	100%	100%	71%
this school looks for ways to improve (S2013)	100%	75%	86%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	DW
they like being at their school (S2036)	100%	100%	DW
they feel safe at their school (S2037)	100%	100%	DW
their teachers motivate them to learn (S2038)	100%	100%	DW
their teachers expect them to do their best (S2039)	100%	100%	DW
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	DW
teachers treat students fairly at their school (S2041)	100%	100%	DW
they can talk to their teachers about their concerns (S2042)	100%	100%	DW
their school takes students' opinions seriously (S2043)	100%	100%	DW
student behaviour is well managed at their school (S2044)	100%	100%	DW
their school looks for ways to improve (S2045)	100%	100%	DW
their school is well maintained (S2046)	100%	100%	DW
their school gives them opportunities to do interesting things (S2047)	100%	100%	DW

Performance measure			
Percentage of school staff who agree[#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	90%
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)	100%	83%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	90%
students are treated fairly at their school (S2073)	100%	100%	70%
student behaviour is well managed at their school (S2074)	100%	100%	80%
staff are well supported at their school (S2075)	100%	100%	90%
their school takes staff opinions seriously (S2076)	100%	100%	90%
their school looks for ways to improve (S2077)	100%	83%	90%
their school is well maintained (S2078)	100%	67%	90%
their school gives them opportunities to do interesting things (S2079)	100%	100%	90%

# '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 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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	18,714	0
2013-2014	11,458	2,721
2014-2015	12,904	37

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	6	0
Full-time equivalents	2	3	0

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Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**3**
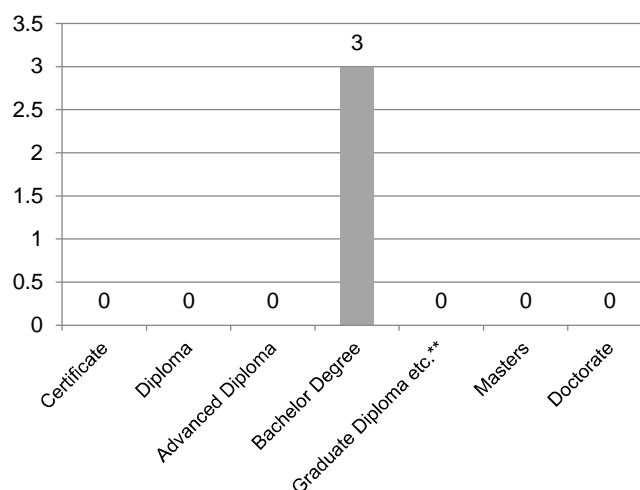
*Teaching staff includes School Leaders

**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 $ 7074

The major professional development initiatives are as follows:

- Australian Curriculum
- WHS
- Literacy
- Numeracy
- Students in Care
- ASD awareness
- NVCI
- One school – Finance and Facilities maintenance
- Trauma and Mental Health

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %

Average staff attendance	2013	2014	2015

Staff attendance for permanent and temporary staff and school leaders.	99%	97%	95%

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 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.**

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).	95%	96%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).			

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	89%	96%	DW	97%		93%		93%					
2014	96%	97%	98%	97%	98%	DW	93%						
2015	DW	89%	94%	96%	91%	91%							

*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.
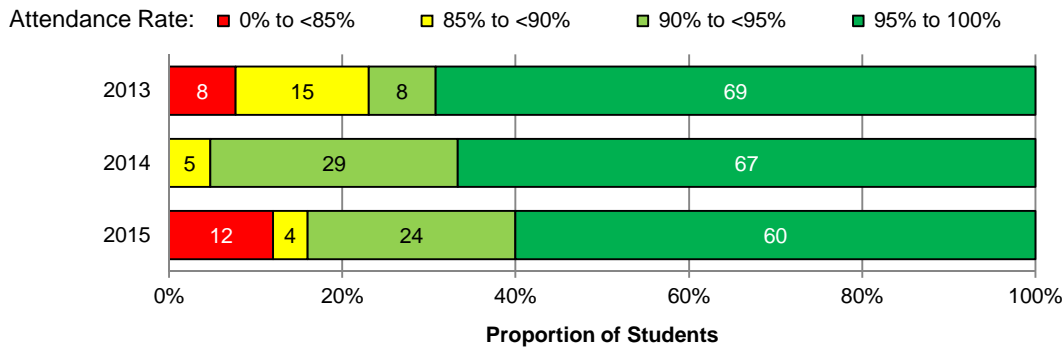
Description of how non-attendance is managed by the school

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.

Class rolls are marked twice each day. The staff and the Principal are provided with a list of student absences each day. When a student is away without notification and or returns without a note or call to the office to explain the absence, parents or caregivers are contacted.

In the event that a student has persistent unexplained absences formal processes are implemented.
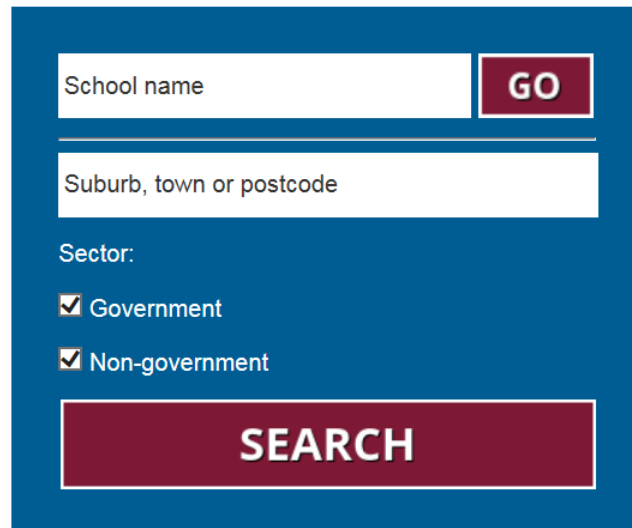
Through various forums the "every day counts" message is promoted. While student attendance is most important, parents and caregivers are reminded that students who are unwell should remain at home until they recuperate.

Parents and caregivers are made aware of process to follow if students are likely to be away from the school for a prolonged period of time.

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 **'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.