Principal’s foreword

Introduction

Chinchilla State School prides itself on being a positive learning community. Contained in this report is an outline of the school's achievements for 2011 and its progress thus far in 2012.

Not only has the year been characterised by enrolment growth. Chinchilla State School has continued to focus on the implementation of School Wide Positive Behaviour Support, reading improvement agenda, curriculum reform and continual improvement of school facilities.

Thank you for reading the Annual Report of Chinchilla State School.
School progress towards its goals in 2011

Chinchilla State School continues to go from strength to strength in all aspects of school life.

The year commenced with 480 students, during the year there was enrolment of 96 new students and at the same time 81 students and their families left the Chinchilla District for various reasons. Resulting in a changeover of 176 students from the 21 January 2011.

2011 has been a year of once again setting high academic expectations for all students in the school. The reading improvement agenda remained our focus. Students from year 3 – 7 participated in PAT-R standardised reading assessments in February and again in October. In a number of classes over 90% of students improved in their overall stanine – many jumping 2 – 3 levels in a year. Each term the school focussed on a particular area of reading, the chosen area of reading was explicitly taught by all teachers in all classrooms. At the end of each term students were assessed on their knowledge and ability to implement the reading strategy. On many occasions 100% of our students could articulate the strategy and put it into action.

In 2011 students participated in a number of academic curricula and extra-curricula activities such as Primary Research Project where one of our students achieved in the top 1% of the nation, Premiers Reading Cup, Read with Me Club, Academic competitions in English, Maths and Science, Deadly Dynamics, I Dream project (CSS won the state wide challenge for our community video presentation), Brisbane Writers Festival, Author In Residence, Gifted and Talented Camps and the school musical – Wind in the Willows.

Staff continued to work on the challenges of implementing the Australian curriculum in the Key Learning Areas of English, Maths and Science in 2012.

Our NAPLAN data continues to improve. All year 7 students who sat for NAPLAN in 2011 were at or above the National Minimum Standard in Reading. The number of students in the Upper bands in Reading in year 5 and 7 has increased. Year 7 students have shown a marked improvement in their performance from year 5 in all domains especially reading. This was mirrored in year 3 – 5 reading as well.

School wide positive behaviour support continues to focus school expectations around behaviour and social interactions. Our school rules are explicitly taught each week and are signed around the school. Our data continues to show that approximately 95% of our children are ‘green zone’ students, that is rarely if ever are referred or reported for poor behaviour. This exceeds the expectation of 80% of green zone students in schools. Our facilities have continued to improve.

Many thanks to the P and C for the new shade structure between the year 1 block and the ACES unit, the water bubblers at the back of the Bendigos and F block and the upgraded kitchen in the shed. Concluded this year was also the installation of two new play forts behind the library and in the year 1 area.
Future outlook

Key priorities for 2012
Implementation of Australian Curriculum in English, Maths and Science
Reading
Expansion of ICT’s hardware and pedagogy
Closing the Gap
A Culture that Promotes Learning – continuation of SWPBS

In 2012 the school will implement the Australian Curriculum in English, Maths and Science utilising the resources of Curriculum to Classroom to support teachers. A strong focus will be on pedagogical practice and differentiation in the classroom.

Reading remains the improvement agenda, utilising the Literacy coach to work with staff and students on reading and reading comprehension.

The school along with the P and C has been working on improving the access to ICT’s across the school. This remains an ongoing goal for 2012. Staff are continuing to develop their ICT pedagogical practice and a number of staff have participated in the Symphony of Teaching and Learning professional development.

Closing the Gap for indigenous students will remain an ongoing focus.

A Culture that Promotes Learning and Academic excellence will be an agenda that runs through 2012.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>491</td>
<td>248</td>
<td>243</td>
<td>90%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Chinchilla is located approximately 3 and ½ hours from Brisbane and services a community that has undergone significant change during the past 3 – 8 years. Chinchilla was traditionally a rural community, focused on cattle grazing and crops. The past 3 -8 years has seen an explosion in the exploration and extraction of coal and coal seam gas. This has had a major impact upon the growth and diversity of the school.

The school in 2011 experienced enrolment growth and a marked increase in the transience of families within the community. Chinchilla State Schools diversity is evident across a range of social, economic and cultural aspects and as a result, a range of attitudes towards the school and expectations regarding education exist. Approximately 10% of the population identify as Indigenous and the school has a small but growing number of English as a Second Language students.

Chinchilla State School has a current enrolment of 495 students from Prep to year 7 (co-educational). A special Education Unit known as the Ajusted Curriculum Extention and Support Unit (ACES) caters for a wide range of special needs and disabilities.

Chinchilla State Schools motto of “Play the Game” is incorporated in the schools vision of “All children Learning to the Best of their Ability”.

[Image of a child playing on wooden blocks]
Our school at a glance

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.2</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.7</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.2</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>100</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>4</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

The school offers curriculum programs in-line with Education Queensland policies and priorities. With a strong emphasis on Literacy particularly the teaching of reading and reading comprehension.

- Students in Years 6 and 7 study Japanese as a second language.
- Extension programs are provided to increase the range of activities available to all students eg: Artist in residence, Young Speakers competition, visiting authors, Maths Olympiad, CSIRO science forums, Deadly Dynamics
- Students in the school participate in the Active 30 program each day.
- Students are involved in several national Mathematics, English, Science, Research and Computer competitions
- Specialist staff assists the school in the area of Library, Music, HPE, Learning Support and Special Education.
- A speech Language Pathologist, Physiotherapist, Guidance Officer, Occupational Therapist and Behaviour Support Teachers also service the School.
- Sport is held on an intra-school basis. Students participate in regular district competitions and staff members contribute greatly to the organisation of this level of competition.

Planning for intervention is integral to school and class programs. Students in the Prep year participate in a perceptual motor program and Support-a-Talker program if required. Students in year 1 requiring intervention are exposed to the Early Literacy Foundation (ELF) program. Teachers and teacher-aides are trained in the support-a-reader, support-a-talker and support-a-writer programs. Students in Year 4 and 7 who fall below national benchmarks receive teacher support through the Intensive Teaching program. This is coordinated by a Special Needs Committee and the school has a policy document outlining its response to students learning: SMART responses

Information Communication Technology (ICT’s) is an essential component of our school’s curriculum. Students are provided with the opportunity to enhance their computer skills. All classes have access to two well set-up and connected computer rooms and additional access in the library.
Our school at a glance

Extra curricula activities

Chinchilla State School offers students extensive opportunities to participate in a number of extra-curricula activities. When students participate they represent the school with pride and great responsibility.

- Year 6 and 7 students participate in Rumble in the Jungle – being 100% in control.
- Year 7 leaders attend Leadership forum in Brisbane such as Impact Leadership:
- In 2011 the students from year 5 – 7 presented the musical – Wind in the Willows.
- The school offers an Instrumental Music Program for students in Years 5 -7, 35% of students in these levels are involved. Concert band gaining first place at the Dalby Eisteddfod
- Camps or sleepovers for students in Years 2 -7. In 2011 year 4 and 5 students attended a 4 day camp at Somerset Dam, while Year 6 and 7 attended Tallebudgera Environmental Education Centre. Year 3 students have a 2 night camp at Cooloomboola Environmental Centre and Year 2 students have a sleep-over at the school.
- Get Active After School Programs in a number of different activities including: Gymnastics, Tae Kown Do, Swimming, Soccer and Athletics training.
- Chaplaincy programs – the school in 2011 had the services of 2 chaplains for 4 and 3 days a week respectively.
- Sport at School, District, Regional and State level for Soccer, Cricket, Netball, Touch, Athletics, Tennis, Swimming, Cross-country, Basketball, Rugby League
- Celebration Day Events (NAIDOC, ANZAC Day, and May Day Parade, Chinchilla Show)
- Young speakers competition – students compete at a school and district level. Chinchilla State School is the organising body for this competition involving a range of local schools.
- Project club operated by our year 7 students: discos, non-uniform day, year 7 shirts
- Visiting school performances once per term
- Brisbane Writers Festival for our aspiring and budding writers
- Extension camps for our Gifted and Talented students
- Book week, Author in Residence
- Deadly Dynamics program for indigenous students
- Under 8’s day for the district is held and organised by Chinchilla State School
- Visits by high performing athletes: Brisbane Lions
- Dance Fever and Dance Extravaganza held at the end of the year and showcasing to our parents the dance skills learnt by all students.
- Excursions to Charleys Creek, the Museum, Art Gallery, local shops
How Information and Communication Technologies are used to assist learning

Staff and students have access to a range of communication technologies.

Computers are used to enhance learning in all year levels in the school. The Head of Curriculum provides students with specialist computer lessons and support. Computer club operates in the school 3 days a week.

Students access computers using the two computer labs or mini lab in the library. All classrooms have computer access.

All staff have been issued with a laptop to enhance and assist their computer skills and integration under the Computers for Teachers program.

Each class accesses computers on a weekly basis to either develop presentations, create spreadsheets and graphs, research and investigate topics for projects. Students have also been exposed to creating animations, on-line classrooms, digital storybooks and Blogs.

A number of staff members have their pedagogical licence and all staff are working towards the completion their ICT certificate.

Specialist software programs in mathematics and phonics are also used to engage and stimulate children’s learning. ICT’s are being embedded into the curriculum at all levels in the school.
Social climate
Chinchilla State School is a learning community that supports students in an open and caring way.

The school's Responsible Behaviour Plan for students very clearly articulates the expected behaviours and consequences for inappropriate behaviour. The Responsible Plan for students was re-written in 2009 and now includes the school values and the implementation of School Wide Positive Behaviour Support.

The school has very clearly stated values of Respect, Safety, Responsibility, Belonging and Learning. The values underpin the interactions amongst all members of the school community. The values are taught explicitly by classroom teachers and are used as a 'common language' when dealing with student behaviour both positive and negative. The school is participating in the School Wide Positive Behaviour Support and has had a major impact upon the social climate of the school.

The school rewards and acknowledges the good/appropriate behaviour of students. This acknowledgement occurs via the weekly ‘High Five’ awards presented on parade, the ‘Give them a Hand’ awards given daily by classroom teachers and Celebration Day at the end of each term for students who have consistently displayed the attributes of a self-managed learner. At ‘Celebration Day’ students are invited to attend and participate in ‘fun’ activities such as movies, craft activities and/or games.

The school also strongly promotes anti-bullying by the inclusion of anti-bullying lessons in the weekly values lessons which explicitly teach appropriate behaviours.

Support programs including HRE and Skills for Adolescence/ Growing are provided for students to encourage the development of positive self concept.

Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child's school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>45%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>78%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

The Parents and Citizens association and its sub committees provide active and committed support to the school. Sub-committees include the:

ACES Parent Support Group
Instrumental Music Support Group
Fund Raising committee
Trail Ride committee

Strategic decisions are achieved through an established process, which invites staff and parents to have input.

The school enjoys strong community support from the local Service Clubs – Rotary, Lions and Apex, festival committees – Melon and May Day, Ministers fraternal, Shire Council, Queensland Health and Chamber of Commerce.

The school also encourages parents to be volunteers within the school. The school has over 50 parents who work as volunteers assisting with reading groups, camps, tuckshop and sport.

The school supports parents by providing training in programs such as Support-a-Reader and Support-a-Writer, NAPLAN information nights, Reading and literacy information nights.

The school communicates with parents via:
weekly Bulletin
school website
information flyers
parent/teacher interviews
parent information nights at the commencement of every year

Parents and caregivers are invited to celebratory events such as induction, presentation of Values Champion awards, Year 6 and 7 Presentation Day celebrating student achievement, classroom activities such as Scientist in the kitchen, class plays, sporting events, under 8’s activity day and are welcomed and encouraged to attend the twice weekly parades.
Reducing the school’s environmental footprint
Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

During 2011 the school worked to reduce its water usage and has further developed its solar panel system in the school. Teachers are requested to turn off lighting during breaks and ensure that air-conditioning is only utilised when necessary and turned off when classrooms are vacant.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity Kwh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>154,092</td>
<td>4,685</td>
</tr>
<tr>
<td>2010</td>
<td>156,348</td>
<td>9,084</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-1%</td>
<td>-48%</td>
</tr>
</tbody>
</table>
## Our staff profile

### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>38</td>
<td>20</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>33</td>
<td>13</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>30</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development
The total funds expended on teacher professional development in 2011 was $47 000. The major professional development initiatives are as follows:

Reading Improvement: First Steps in Reading, Spelling and Vocabulary Professional Development
Curriculum writing Professional Development
Science Spark
Common planning time for year levels

The proportion of the teaching staff involved in professional development activities during 2011 was 95%

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year
From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 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 ‘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.
Performance of our students

Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>91%</td>
<td>88%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
</tr>
</tbody>
</table>

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 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. Chinchilla State School marks the rolls each morning and afternoon. Teachers take the responsibility for contacting parents if a child is absent for more than two days or absent on a regular basis with no known reason. Contact between home and school is encouraged when a child is absent from school. Teachers discuss with Principal/Deputy Principal if absence is ongoing. Each week the Principal receives a print-out of student attendance and where necessary discusses with the teacher and may contact parents and commence formal processes if required.
Performance of our students

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.
Chinchilla State School has approximately 10% Indigenous population. This population is made up of a range of families who are local and new to the community. Some families have been part of the community for generations. The local tribe is known as the Bungarran people.

Closing the Gap:

Attainment:

<table>
<thead>
<tr>
<th>2011 Gap between Indigenous and non-Indigenous students according to Mean Scale Score</th>
<th>Reading Mean Scale Score Gap</th>
<th>Writing Mean Scale Score Gap</th>
<th>Numeracy Mean Scale Score Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Region</td>
<td>School</td>
<td>Region</td>
</tr>
<tr>
<td>Year 3</td>
<td>95</td>
<td>50</td>
<td>38</td>
</tr>
<tr>
<td>Year 5</td>
<td>39</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>Year 7</td>
<td>26</td>
<td>47</td>
<td>22</td>
</tr>
</tbody>
</table>

Attendance:
Indigenous students attendance rate in 2010 was 82% compared with 91% for Non-Indigenous students.

In 2011 the continuing focus of Closing the Gap was to work with Indigenous students on Literacy and Numeracy. In 2011 2 indigenous teacher aides were employed to work with indigeneous students this strategy continues in 2012.