Chinchilla State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Chinchilla State School has great students, great staff and great parents. It is very much supported by the community and values student success in all areas including academic, sporting and cultural. Chinchilla State School's motto of 'Play the Game' is incorporated in the school's vision of 'All children Learning to the Best of their Ability'. This is underpinned by the explicit teaching and implementation of school's values of Learning, Respect, Responsibility, Belonging and Safety. The school offers curriculum programs in line with Education Queensland with a strong focus on literacy and numeracy. Students in Years 5 and 6 study Japanese. Learning is supported by a support teacher (literacy and numeracy) as well as a Guidance Officer and a student support committee. Literacy is a core essential in all learning. Chinchilla State School has a reading motto that was developed by students and voted on by the school community of "Reading Rocks, Chinchilla State School Socks!" The school operates a whole school reading program encouraging students and their families to read together each night. Weekly acknowledgement occurs of students who achieve the milestones in the "Read with Me" program. The school rewards and acknowledges academic, sporting, cultural achievements along with appropriate behaviour. This acknowledgement occurs with weekly High Five awards, Give them a Hand awards given daily and Celebration Day at the end of each term for students who consistently display the attributes of a self-managed learner. Students are further supported by mentoring programs and chaplaincy. Opportunities for extension are organised by the school, attendance at Writers Festivals, Authors in residence programs, nomination in Literacy competitions and attendance at Gifted and Talented camps. Student leaders are developed by attending Halogen Leadership days, operating Project Club, organising sporting equipment loans and sporting carnivals. The camping program commences in Year 1 and culminates in Year 6. The aim of the program is to develop independence and resilience in students. The Instrumental Music program incorporates two very well supported bands: beginner and concert, with students participating in a range of regional competitions. Chinchilla State School is a vital and friendly learning community.

School progress towards its goals in 2018

The key priorities for 2018 as outlined in the 2018 Annual Implementation Plan included a continued focus on school wide improvement of curriculum, pedagogy and learning with a focus on the explicit instruction on reading. All staff are involved in either mentoring (beginning teachers) and/or coaching in strategies for the explicit teaching of reading as well as attending high impact professional development from the Reading Centre. Another priority was the creation of High Performing Teams across the school which focus on student improvement. This is underway with more open and honest communication across the school. Finally school and community partnerships has been a priority though the common implementation of Positive Behaviour for Learning (PBL) with a focus on expectations and school routines.

Future outlook

Throughout 2019 the school remains heavily focused on improving the teaching of reading and the reading outcomes for students. The leadership team has also invested strongly in improving student and staff wellbeing through implementing evidence based programs (Zones of Regulation) and attending a range of Positive Behaviour for Learning professional development workshops including the Positive Schools Conference, Behaviour Coaching and Classroom Profiling. Staff are supported via collaborative partnerships with Headspace. High Performing Teams continue to be an essential priority of the school.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	588	592	570
Girls	294	285	284
Boys	294	307	286
Indigenous	99	118	122
Enrolment continuity (Feb. – Nov.)	92%	88%	85%

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

Students at Chinchilla State School come from a wide range of socio-economic backgrounds, religions and cultural beliefs, joining together in harmony to make the school the vibrant learning community that it is. Throughout 2018 our student enrolments continued to cycle in a very transient pattern with a significant number of students entering and leaving our school throughout the year. By the end of 2018 our school had an approximate enrolment of 575 students from ECDP to Year 6.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	20
Year 4 – Year 6	26	21	24
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.

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Curriculum delivery

Our approach to curriculum delivery

Chinchilla State School operates a co-educational Preparatory to Year Six structure. The Prep to Year Six program focuses on the Australian Curriculum in all Key Learning Areas (English, Mathematics, Science, Humanities and Social Science, Health and Physical Education, The Arts, Technology and Languages).

Students identified as requiring additional support have programs developed by the Support Teacher for Literacy and Numeracy, Teachers in the Special Education Program, Advisory Visiting Teachers and Class Teachers. Chinchilla State School runs intervention programs in spelling and reading. We also develop and implement Individual Curriculum Plans and Educational Adjustment Plans for identified students.

Extension programs are provided, these include; Artist in Residence, Author in Resident, STEM programs, Mathematics extension programs, specialised Indigenous education programs as well as various other programs across the school.

In 2018 the school offered a school-wide Music program, an Instrumental Music program, as well as Japanese LOTE lessons for students in years five to six.

The Physical Education program at Chinchilla State School is implemented by a specialist teacher and encourages skill development and maximum participation in swimming, athletics, dance, ball games and minor games.

Chinchilla State School is part of the School Chaplaincy Program and has a School Chaplain based at our school for four days each week. The Chaplaincy Service assists all students within our school.

Co-curricular activities

Chinchilla State School has a wide and varied range of extra curriculum programs and activities. These range from Instrumental Music, Gifted and Talented programs, Brisbane Writers Festival, Author in Residence, Artist in Residence, and also a very small equestrian club.

How information and communication technologies are used to assist learning

Chinchilla State School has a wide variety of information communication technologies, ranging from an extensive bank of iPads, desktop computers, laptops and associated peripherals. ICTs are taught at a classroom level through integration and embedded classroom practices.

Social climate

Overview

The Responsible Behaviour Plan for Students underpins the behaviour management policies and practices across the school. The school has a very strong and embedded Positive Behaviour for Learning program which assists students and staff to successfully maintain and support positive behaviour across the school. Weekly focus lessons derived from student data, are taught explicitly, with a range of positive systemic processes supporting this implementation. Disciplinary absences from school have decreased, with these processes being consistently managed across the school with an explicit focus on re-entry and re-engagement through the use of individualised behaviour plans and parent and community consultation.

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)	100%	88%	78%
• this is a good school (S2035)	100%	81%	70%
• their child likes being at this school* (S2001)	100%	94%	83%
• their child feels safe at this school* (S2002)	97%	88%	87%
• their child's learning needs are being met at this school* (S2003)	97%	94%	74%
• their child is making good progress at this school* (S2004)	94%	88%	70%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	84%	77%
• teachers at this school motivate their child to learn* (S2007)	100%	91%	83%
• teachers at this school treat students fairly* (S2008)	97%	72%	78%
• they can talk to their child's teachers about their concerns* (S2009)	97%	91%	91%
• this school works with them to support their child's learning* (S2010)	100%	88%	78%
• this school takes parents' opinions seriously* (S2011)	100%	81%	77%
• student behaviour is well managed at this school* (S2012)	100%	77%	57%
• this school looks for ways to improve* (S2013)	100%	84%	77%
• this school is well maintained* (S2014)	97%	88%	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)	96%	94%	92%
• they like being at their school* (S2036)	93%	92%	85%
• they feel safe at their school* (S2037)	91%	94%	78%
• their teachers motivate them to learn* (S2038)	100%	94%	83%
• their teachers expect them to do their best* (S2039)	100%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	87%
• teachers treat students fairly at their school* (S2041)	94%	85%	66%
• they can talk to their teachers about their concerns* (S2042)	94%	88%	66%
• their school takes students' opinions seriously* (S2043)	96%	89%	75%
• student behaviour is well managed at their school* (S2044)	85%	82%	65%
• their school looks for ways to improve* (S2045)	97%	93%	91%
• their school is well maintained* (S2046)	95%	96%	83%
• their school gives them opportunities to do interesting things* (S2047)	95%	92%	81%

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Percentage of students who agree# that:	2016	2017	2018

* 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)	97%	94%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
• they receive useful feedback about their work at their school (S2071)	90%	71%	98%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	90%	80%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	94%	95%
• student behaviour is well managed at their school (S2074)	100%	91%	81%
• staff are well supported at their school (S2075)	87%	71%	88%
• their school takes staff opinions seriously (S2076)	85%	88%	90%
• their school looks for ways to improve (S2077)	100%	97%	98%
• their school is well maintained (S2078)	97%	97%	98%
• their school gives them opportunities to do interesting things (S2079)	92%	91%	93%

* 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

Chinchilla State School has a very proactive and supportive Parents and Citizens Association. School assemblies are exceptionally well supported by parents and community members. Parents are fully engaged within classrooms for the purposes of supporting reading instruction, positive behaviour for learning and general day to day classroom practices. Parent/Teacher interviews are held widely across the school, along with Prep information evenings, annual classroom/year level information evenings and celebratory events throughout the year.

Respectful relationships education programs

Our five school values of Respect, Responsibility, Belonging, Learning and Safety underpin our school's core business and all programs and policies associated with our school and our learning programs. Staff and students are involved in weekly focus lessons that are led explicitly by student data. All of these lessons and our school's weekly programs link directly to building respectful relationships across our school and community.

The school has developed and implemented programs that focus on appropriate, respectful 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	45	64	89
Long suspensions – 11 to 20 days	1	2	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

Chinchilla State School has made a significant reduction in both its electricity and water consumption. This has been through the reduced usage of air-conditioners and fixing leaking pipes.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	253,233	188,429	149,023
Water (kL)	18,427	3,896	3,263

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.

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.

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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	48	28	<5
Full-time equivalents	42	19	<5

*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	0
Masters	2
Graduate Diploma etc.*	1
Bachelor degree	42
Diploma	3
Certificate	0

*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 $154,339.

The major professional development initiatives are as follows:

- Teaching Reading in P-2 / 3-6

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- Cluster Reading Conference

- The Teaching of Reading and Spelling

- Mentoring Beginning Teachers Conference

- QELi

- Chillax

- Zones of Regulation

- Health and Wellbeing Conference

- Positive Schools Conference

- Classroom Profiling

- AUSLAN

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.	95%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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	91%	89%	90%
Attendance rate for Indigenous** students at this school	86%	84%	88%

* 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.

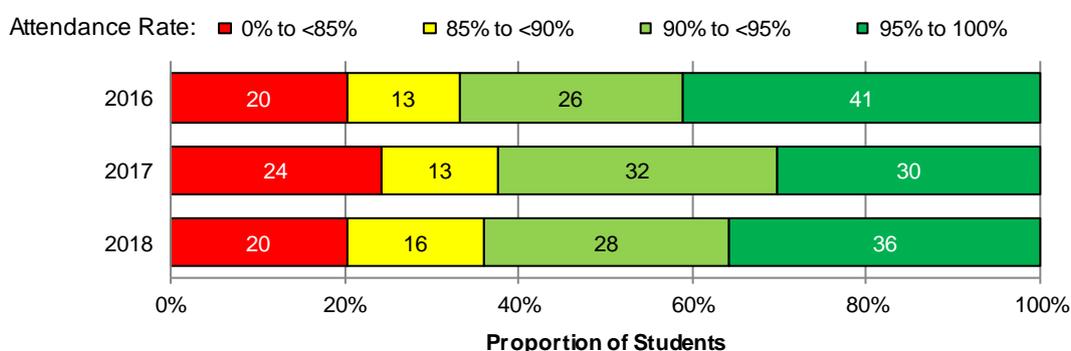Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	89%	89%
Year 1	90%	89%	91%
Year 2	90%	90%	92%
Year 3	91%	89%	90%
Year 4	90%	90%	91%
Year 5	91%	90%	88%
Year 6	91%	89%	90%

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

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	20	13	26	41
2017	24	13	32	30
2018	20	16	28	36

Proportion of Students

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.

Chinchilla State School teachers mark rolls electronically using a program called ID Attend. Teachers mark the roll first thing in the morning and first thing after lunch in the afternoon. Students who are not present at the time the roll is marked, report to the office to get a late slip. For absent students, the school Attendance Officer makes daily contact via telephone for all students not in attendance, every day. For long term absenteeism, the school uses the Department's Enforcement of Attendance processes. Strategies to increase attendance include implementing a reward system to the class with the highest attendance rate per term as well as special rewards for year levels above targeted percentages.

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.