**Introduction**

Welcome to the School Annual Report for Conondale State School. Our school is a small school nestled in the Upper Mary Valley, 20 km from Maleny in the Sunshine Coast Hinterland. With a town population of around 400 people, our school is seen as the community hub.

The intention of this report is to provide the community with a comprehensive but concise overview of our school, highlighting our many and varied achievements. It also serves to detail our plans to build on these successes for the future.

Throughout 2011 our school continued its unrelenting commitment to improved student outcomes in a safe and supportive environment responsive to the local context, through a quality curriculum aligned to assessment and reporting. The success of our progress towards our common goals and vision is evidenced in our improving student achievement data and survey results.

**School progress towards its goals in 2011**

Our purpose is to achieve the best possible outcomes for every student, with an unrelenting commitment to high performance through:

- Distinctive curriculum reflecting local needs
- Quality, professional teaching
- Positive school and community relationships, and
- Development of a safe and supportive learning environment

2011 was characterised by many positive outcomes for Conondale State School. Significant strategic achievements attained by our school include:

- Ranking as the top 4 school in the State for our NAPLAN improvements from year 5 2009 to year 7 2011 as well as significant improvements in most other domains and year levels
- Building the capacity of teachers to effectively implement the English curriculum through the services of a Literacy Coach
- Continued curriculum renewal in line with the Queensland Curriculum, Assessment and Reporting Framework
- Further implementation of OneSchool
- A comprehensive NAPLAN preparation program with the strategic use of individual student data to inform planning a key aspect
- Continuing to maintain/renew a fleet of new Information and Communication Technologies including computers, interactive whiteboards, iPads etc
- Winning the Gary Crew Readers’ Cup for a third consecutive year
- Approval for a Stephanie Alexander Kitchen Garden Program
Future outlook

Our Triennial School Review and subsequent Strategic Plan 2011-2014 identifies 4 priorities for our school for 2012 and some key strategies for each area. They are:

Fostering our expert teaching team:
- Strengthen capacity of teachers to use performance data to differentiate curriculum when aligning planning, teaching, assessment and reporting to develop students’ deep understanding
- Develop Professional Learning Plans for each teacher and provide carefully aligned professional development.
- Use the lessons learnt through our collaborations with the Literacy Coach to establish similar connections with our Numeracy Coach (to align with our new priority in Numeracy)

Improving English and Literacy Standards
- Provide extensive support to staff in the implementation of Australian English Curriculum
- Establish targeted assessment schedule to collect standardised data to track individual progress and identify support needs
- Introduce a whole school spelling program and continue to implement the CARS/STARS reading program across the school

Improving Mathematics and Numeracy standards
- Establish targeted assessment schedule to collect standardised data to track individual progress and identify support needs
- Provide extensive support to staff in the implementation of Australian Maths Curriculum
- Utilise the services of the NP Numeracy Coach to build teachers capability to provide effective explicit instruction in Maths
- Target Place Value as a whole school focus.

Enhancing school facilities
- Establish a community based Stephanie Alexander Kitchen Garden
- Collaborate with the community to celebrate the school’s Centenary in September and ensure that the school’s facilities are sufficient to cope with the influx of visitors (carpark, paths, ground beautification etc).
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>105</td>
<td>54</td>
<td>51</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Students at Conondale State School are well mannered and well behaved. We enjoy a high standard of behaviour at our school with respectful, positive relationships between staff and students. This positive school culture can be attributed to our strong relationships with the community and effective student leadership program.

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>20</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.5</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>21.4</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>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings

In addition to our regular classroom curriculum programs we are also proud to offer our students a range of innovative and unique programs that further develop and enhance their own educational and personal growth. These include:

- A Student Support Strategy in which teachers discuss individual student data with the Student Support Team and collaboratively develop strategies to differentiate their classroom program.
- Student Leadership Program which provides all year 7 students with the opportunity to achieve Leadership and provide key student support programs for younger students. The program includes a Leadership and Transition Camp.
- A Visual Arts Program which engages each class in a weekly lesson with a Visual Arts Specialist.
- “You Can Do It!” program which supports children’s capabilities in Organisation, Persistence, Getting Along, Confidence and Resilience.
- ICT skills development program which gives students the chance to engage with a range of computer programs and hardware including, digital cameras, iPads, Movie Maker etc.

Extra curricula activities.

- Readers’ Cup for Year 4 students
- Camping program for year 5-7 students (including a Triennial Snow Trip).
- 6 Nations Sporting events giving year 4-7 students the chance to compete against local small schools in Softball, Football, Athletics and more.
- Annual Carnivals in Athletics, Swimming and Cross Country
- Annual Awards’ Night to recognise outstanding student, staff and community achievements
- Active After School Care Program
- Instrumental Music Program

How Information and Communication Technologies are used to assist learning

The annual I.C.T. Learning Plan guides our efforts to integrate technology into all aspects of school administration and communication, and teaching and learning. An on-going significant goal is to continually equip teachers with the knowledge and skills to enhance their teaching, and the students’ learning.

Strategies include:

- Maintenance and renewal of workstations in every classroom (including Prep) and Resource Centre
- Installation of Interactive Whiteboards in every classroom with intensive PD and support for teachers’ effective integration of them into the Teaching and Learning cycle.
- Computer enquiry terminals in the Resource Centre
- Student and staff access to iPads, digital video and camera equipment
- Maintenance of hardware through the employment of a Computer Technician Aide for two days per week
- Ensuring that ICTs are an integral part of all aspects of our curriculum offerings by embedding the ICT Student’ Expectations into unit planning.
- Employment of a highly skilled Teacher Aide to assist teachers’ integration of ICT’s into curriculum
- On-going professional learning for all staff through:
  - ICTs Learning & Development Continua Mapping of required knowledge and skills from curriculum documents
  - Attendance at various seminars and workshops at the I.C.T. Centre at the University of the Sunshine Coast
  - Peer learning/mentoring opportunities
Social climate

Our school is a warm caring community where respect for self and others is fostered. Staff/student relations are considered a major strength at our school and student behaviour is extremely positive as a direct result. Our school has an outstanding reputation in the community for the fantastic behaviour standards of our students and anti-bullying climate.

Our school is extremely fortunate to host a chaplaincy service. Our school chaplain is an extremely valued member of our school and community. Our chaplain’s role is to enhance the life and culture of our school. He works with students to ensure they are happy and have friends and assists them with emotional and social issues. A major role of our chaplain is to provide support to parents and other members of our school community. The Local Chaplaincy Committee organises Family Fun Days to promote family bonding and community participation.

The positive school culture has resulted in students and parents expressing a satisfaction rating with the school’s social climate greater than that of state and like school means, as evidenced in the following School Opinion Survey results.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Students (%)</th>
<th>Parents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>Child happy to go to this school</td>
<td>100</td>
<td>80.1</td>
</tr>
<tr>
<td>Behaviour of the students at this school</td>
<td>92.9</td>
<td>45.9</td>
</tr>
<tr>
<td>Child safe at this school</td>
<td>100</td>
<td>79.3</td>
</tr>
<tr>
<td>Child treated fairly at this school</td>
<td>92.9</td>
<td>69.5</td>
</tr>
</tbody>
</table>

Parent, student and teacher satisfaction with the school

Once again our students have expressed their overwhelming satisfaction with Landsborough State School. The key performance areas in which they are particularly satisfied are School Climate, Student Achievement and Learning Framework, reflecting the work which has been invested in developing expert teachers to deliver a quality curriculum.

This level of satisfaction also extended to parents. We are very proud to report that our parents expressed satisfaction levels greater than State and Like School means in ALL performance areas. Our parents were particularly satisfied with our effective teaching and school and learning climates. These satisfaction levels reflected the commitment of our staff to develop professionally.

Staff satisfaction at Landsborough State School continues to be significantly above state and like school means in all areas.

<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>89%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>99%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

Parents are encouraged to take an active role with their child’s education at Conondale State School.

During 2011, parents were involved in their child’s education through the following activities:
- Supporting the Home Reader Program
- Attending Parent / Teacher Interviews
- Assisting teachers in the classroom with Guided Reading Groups, Individual Student Reading, Art Activities and Group Rotations.
- Attending P&C Meetings
- Accessing our school website
- Helping in the Tuckshop and Uniform Shop.
- Attending and supporting P&C initiatives to raise funds for the students within the school.
- Attending excursions and camps as required.
- Assisting with school swimming
- Assisting in the running of sporting activities
- Actively participating in our Community Events held each semester
- Regularly obtaining information about school life through the weekly newsletter

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Conondale State School is a QLD Solar School. We have an array of solar panels to help reduce our carbon footprint. In addition, all hot water systems in our school are solar-powered.

Our school is a water-wise school. We harvest all water used at our school through our series of rainwater tanks. All waste water is managed on site.

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>34,972</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>30,965</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 10 - 11: 13% (N/A)
# 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>10</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>7</td>
<td>4</td>
<td>0</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>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>8</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</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 $11,596.

The major professional development initiatives are as follows:

- CPR/First Aid training
- Asbestos Management
- OneSchool (planning, finance, tracking etc)
- Science education
- Stephanie Alexander Kitchen Garden Program
- Effective literacy teaching
- Australian Curriculum
- Brain Gym
- Instructional Leadership

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

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, 85% 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.

[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 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 92%.
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>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>88%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

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 Conondale State School we firmly believe that everyday counts towards a quality education for every child. Therefore we engage a number of strategies to ensure maximum attendance. Among these strategies are:

- Twice daily marking of class rolls with specific processes for notifying admin staff of prolonged absences (3 or more consecutive days)
- Raising awareness of issues related to non-attendance within the community through parade, newsletters, website etc
- Making parent contact for absences of 3 or more consecutive days
- Regular, central tracking and analysis of attendance trends for whole of school, specific cohorts and individuals to develop specific support programs
- Accessing external support where appropriate
- Developing individual incentive schemes

In extreme circumstances we engage families in a formal process of enforcing compulsory attendance in accordance with DET policies
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.
Performance of our students

**Achievement – Closing the Gap**

Our Indigenous data is highly volatile given that indigenous students account for less than 10% of our overall enrolments.

Through the strategic use of our Closing the Gap Grant we managed to close the achievement gap for our Indigenous students in Year 5 Writing and Reading and Year 7 Numeracy and Grammar and Punctuation. The gap was reduced in most other areas to a negligible level. We had no Indigenous students enrolled in year 3.

Our Indigenous attendance rate was marginally higher (5%) than that of non-indigenous students. This makes our closing of the achievement gap even more significant.