Conondale State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Conondale State School is a Prep to Year 6 school established in 1912. We are located in the Upper Mary Valley and administered as part of the Sunshine Coast Region of Education, Queensland. Conondale is a caring and innovative school with a present enrolment of approximately 95 students. At Conondale we take every opportunity to provide experiences to develop student skills in all areas. We pride ourselves on the warm and friendly atmosphere of our school. Our school serves a diverse community with the majority of the children attending the school from either the Conondale township or from the Crystal Waters Permaculture Village located nearby. Parent support is strong at Conondale State School. Parents and community members have many opportunities to be involved in school activities and our open communication structure provides the opportunity for all stakeholders to have their say. The Conondale School Community is characterised by diverse lifestyles and expectations, a dynamic and supportive community in a rural setting and an active Parent and Citizen's Association. At Conondale State School we don't just teach the future, we create the future.

Principal's Foreword

Introduction

Conondale State School is a small school nestled in an extremely vibrant and encouraging rural community. It is located in the Upper Mary Valley, around 200km n/west of Brisbane. It has a population of around 400 people and includes the Conondale township and the nearby Crystal Waters Permaculture Village. Dairy farming is the major traditional industry.
Our school caters for students from Prep to Year 6. Conondale State School is considered the hub of our small rural community. Our school aims to provide quality educational experiences designed to meet the individual needs of our students, which encourage them to strive to achieve their potential in a changing world.
At Conondale State School we are committed to and value:

- *Excellence-* Setting standards and delivering high quality educational services;
- *Inclusiveness-*Recognising diversity and treating people with respect and dignity;
- *Participation-*Encouraging community participation and involvement of parents/carers in partnership with our school, and supporting young people's access to diverse learning pathways;
- *Safety-*Creating safe and tolerant learning environments for all students, teachers and staff;
- *Accountability-* Upholding the standards community, parents/carers and government set for effect performance of educational and professional services.

School Progress towards its goals in 2017

To improve the A-E Achievement Levels in writing so that 70% of all students are achieving a C or higher through-

- Knowing our data around writing and spelling and creating a culture that promotes everyone learning.
- Devising a whole school approach to the teaching of writing.
- Developing an expert teaching team in the areas of writing and spelling.
- Catering for individual differences when teaching.
- Conondale State School also focuses on increasing student engagement in order to foster a high attendance rate for all students.

Future Outlook

Improvement Priority Reading

- Engage Regional support to facilitate Principal professional knowledge
- Embed research based practices to develop The Teaching of Reading at Conondale SS.
- Embed whole school curriculum plan English across multiage classrooms
- Build data literacy skills of teachers to enable understanding of collected data and the implication for learning
- Implement the Developing Performance Framework across the whole school to build capacity of teachers and teacher aides in curriculum delivery and support for students.
- Implement a consistent whole school approach to developing student learning goals
- Analyse data at individual level and cohort level to monitor performance and inform teaching practice
- Promote teaching of reading at Conondale SS to wider school community
- Engage Regional HOD English to lead school cluster focussed best practice

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	81	30	51	5	91%
2016	86	41	45	12	87%
2017	92	38	54	14	92%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
Students at Conondale State School are well mannered and well behaved. We have a high standard of behaviour at our school and our students respond well with positive staff and student relationships. The general feeling and atmosphere of our school is pleasant. Due to the size of our school and positive behaviour programs, our students relate extremely well to each other and genuinely care for each other's wellbeing. Behaviour issues and disagreements are managed quickly and appropriately by a caring staff.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	22	22
Year 4 – Year 6	19	21	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery
In addition to our regular classroom curriculum programs, Conondale State School is 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 are:
• Instrumental Music
• Inter-school sports with small schools from surrounding areas.
• Swimming instruction at the local pool
• LOTE instruction and cultural awareness (Japanese) from Prep-Year 6.
• Stephanie Alexander Kitchen Garden (SAKG)

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Co-curricular Activities

To support our students with extra activities that assist their development, the school has a variety of activities:
• Chaplaincy program
• Playgroup
• Camps, excursions and incursions
• Sporting School Program
• Student Leadership activities including Leadership Camp with Kenilworth State College
• Gold Pass day for excellent behaviour

In 2017 our school continued with our successful Stephanie Alexander Kitchen-Garden Program. All students in our school participate in weekly gardening lessons, learning to grow their own organic produce. Our students then use this produce during their weekly kitchen lessons where they work together to produce delicious fresh foods, which they later devour. Parents are encouraged to join us each week for our kitchen and garden lessons.

Our school's Student Support Strategy focuses on developing student's specific literacy and numeracy skills. Teacher aides implement the program in collaboration with the School Principal, Learning Support Teacher, specialist support staff and classroom teachers. Each term student progress in the program is tracked and all staff involved conduct additional planning. This program assists to improve individual student's literacy and numeracy skills and knowledge where deficits have been previously recorded. The frequency and duration of the program as well as the specific tasks involved depend upon the individual students needs and a program is tailored that will best help them to achieve their goals.

How Information and Communication Technologies are used to Assist Learning

Computers are an integral part of our teaching and learning environment. Students have access to the school intranet for communication and for the storage of work. Students work with our specialist I.C.T (Information & Communication Technology) Teacher Aide each week to develop specific I.C.T skills and with classroom teachers when integrating computer technology with their other areas of study. We cater for a variety of learning styles through the use of computers across the curriculum. Our school's I.C.T Skills Program ensures teachers and students work together to achieve the necessary skills to become an active member of our technological future. The I.C.T Skills Program delivers skills sets for students at designated stages throughout their schooling and provides teachers with standards for student progress.

All classrooms at Conondale State School include a hub of networked computers for student use and access to the internet as well as the school's intranet. All classrooms also feature data projection equipment and interactive whiteboard technology to enhance student's learning opportunities. Our school has a range of additional I.C.T resources for students use including iPads, digital video and camera equipment.

Social Climate

Overview

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. Recently our community reviewed our school's Responsible Behaviour Plan for Students. This key document sets out expected standards of behaviour for our school and resulting consequences and rewards for students. Our school also promotes the Queensland Government Code of School Behaviour that defines expected standards for all key stakeholders including students, staff and parents.

Our school is extremely fortunate to host a chaplaincy service to our school community. Our school chaplain, Rebecca Francis, is a valued member of our school and community. Our chaplain's role is to enhance the life and culture of our school. Rebecca works with students to ensure they are happy and have friends. She assists them with emotional and social issues. Our school chaplain works in all classes throughout our school, assisting our teachers to implement social and emotional health programs. These activities are all of a non-religious nature. This work is a vital component of our school. Our chaplain does not provide religious instruction to our students. At times Rebecca may work with individual students regarding issues of holistic spirituality. This is only done when a child brings up the topic, and only when a parent has provided consent. A major role of our school chaplain is to provide support to parents and community members. Rebecca provides support to a number of community members in times of permanent or temporary distress, grief or hardship. Family Fun Days are a regular part of our annual calendar. The focus of these days is fun, family bonding and community participation. Family fun days have involved family bike rides, bush walks, sports days and 4WD treks. Our Local Chaplaincy Committee meets every term. Parents interested in being involved in our L.C.C should contact Rebecca for more information.

Parent, Student
Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	86%	91%
this is a good school (S2035)	86%	100%	91%
their child likes being at this school* (S2001)	100%	100%	91%
their child feels safe at this school* (S2002)	100%	86%	96%
their child's learning needs are being met at this school* (S2003)	100%	100%	91%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is making good progress at this school* (S2004)	100%	86%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	71%	96%
teachers at this school motivate their child to learn* (S2007)	100%	71%	96%
teachers at this school treat students fairly* (S2008)	88%	43%	95%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	96%
this school works with them to support their child's learning* (S2010)	88%	71%	91%
this school takes parents' opinions seriously* (S2011)	75%	71%	86%
student behaviour is well managed at this school* (S2012)	75%	71%	91%
this school looks for ways to improve* (S2013)	100%	71%	95%
this school is well maintained* (S2014)	88%	100%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school* (S2036)	95%	98%	100%
they feel safe at their school* (S2037)	95%	100%	98%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	98%
teachers treat students fairly at their school* (S2041)	100%	93%	98%
they can talk to their teachers about their concerns* (S2042)	94%	90%	98%
their school takes students' opinions seriously* (S2043)	95%	95%	98%
student behaviour is well managed at their school* (S2044)	94%	93%	98%
their school looks for ways to improve* (S2045)	95%	100%	98%
their school is well maintained* (S2046)	94%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	89%	100%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	91%
they feel that their school is a safe place in which to work (S2070)	100%	100%	91%
they receive useful feedback about their work at their school (S2071)	100%	80%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

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Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	91%
staff are well supported at their school (S2075)	100%	100%	91%
their school takes staff opinions seriously (S2076)	86%	100%	91%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	91%

* 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

Parents play an important part in the daily life and operations of our school. We have a supportive Parents and Citizens Association in Conondale who provide a great deal of support to our school staff and students. Parent volunteers are an extremely valuable asset and work throughout the school assisting to implement early literacy and numeracy intervention programs, guided reading literacy centres and maths group rotations. Parent and community volunteers are always welcome to help at our school. Please note: community members will need a Blue Card.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Conondale State School is a Queensland 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		
Years	Electricity kWh	Water kL
2014-2015		
2015-2016	39,858	
2016-2017	6,355	

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.

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 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 states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	10	9	0
Full-time Equivalents	6	5	0

Qualification of all

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	5
Bachelor degree	5
Diploma	

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Certificate	

*Teaching staff includes School Leaders
**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 2017 were $ 5300

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:
- First Aide Training
- Growth Coaching
- Principal Business Conference
- Data Analysis
- STEM Teacher Symposium
- LOTE- Japanese teacher Conference
- Modelled Lessons How to teach writing
- HASS Workshop
- Age Appropriate Pedagogies
- Curriculum Roadshow
- BSM – Learning Circle
- Asthma and Anaphylaxis

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 83% of staff was retained by the school for the entire 2017.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	90%

*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.

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The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

Year Level	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
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
2015	92%	91%	87%	95%	92%	86%	90%						
2016	94%	90%	91%	88%	92%	91%	93%						
2017	89%	93%	91%	92%	89%	90%	89%						

*Attendance rates effectively count 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:
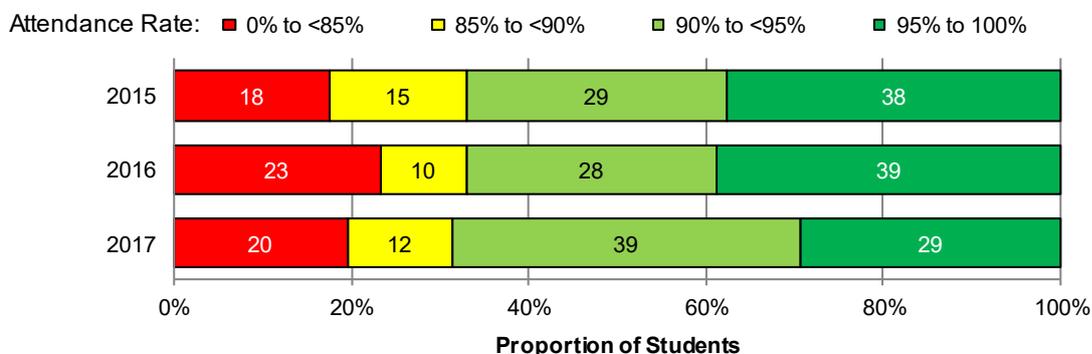
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Students are expected to attend school every day as student absenteeism can have a major impact on student achievement and learning. A reminder to all parents that it is a legal requirement for parents/caregivers to ensure students are attending school every day, except when there are sick and emergent reasons. It is also a legal requirement for all parents to be contacting the school to notify the school of all student absences. Parents who fail to comply with their legal requirement can be prosecuted under the Education (General Provisions) Act 2006.

Contact with the school needs to be made either before or on the day of absence, a note when the child returns to school is not acceptable. After two days of unexplained absence by students, the school will make contact with the student's parents/caregivers to ensure a legitimate reason for student absence is recorded.

After continued absence (10 days or more) our school is legally required to begin sending formal compliance notifications, reminding parents of their legal obligations, to ensure their children are effectively engaged in compulsory schooling. Parents/caregivers who fail to correct absentee issues may be prosecuted.

NAPLAN

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.

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Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'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.

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