Conondale State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

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 130 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.

School progress towards its goals in 2018

After review and analysis of data our focus was to improve the A-E Achievement Levels in reading so that 80% of all students are achieving a C or higher through-

- Knowing our data around reading and creating a culture that promotes everyone learning.
- Devising a whole school approach to the teaching of reading.
- Developing an expert teaching team in the areas of reading.
- 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

Our Goals for 2019 clearly state that we will continue to Improve Reading within the Australian Curriculum by:

- Developing a shared understanding with commitment to developing Reading with reference to the general capabilities in the Australian Curriculum and across all Key Learning Areas
- Enhancing teacher knowledge of Australian Curriculum –reading, through deepening knowledge of Achievement Standards and curriculum intent through the Pre-moderation process
- Use peer observation, feedback and differentiated coaching to share best practice and improve teaching practice
- Deepen staff knowledge, understanding and pedagogical practice of the 4 Reading procedure-Modelling, Shared, Guided and Independent Reading
- Collaborative and co-teaching across the school enabling shared responsibility for the success of all students through developing teacher knowledge and expertise to include and engage all learners.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	86	92	82
Girls	41	38	32
Boys	45	54	50
Indigenous	12	14	14
Enrolment continuity (Feb. – Nov.)	87%	92%	86%

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 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	20
Year 4 – Year 6	21	27	25
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.

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)

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 2018 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 with 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.

Conondale State School we have a computer lab of networked computers for student use and access to the internet as well as the school's intranet. All classrooms 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. Our P&C purchased a Smart TV for the library, which is used for classroom activities, staff training and P&C training.

Social climate

Overview

Our school is a warm, caring community where respect for self and others is fostered. Staff and student relations are considered a major strength at our school and student behaviour is extremely positive as a direct result. Our school is currently developing our Responsible Behaviour under the Positive Behaviour for Learning Framework 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 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)	86%	91%	92%
• this is a good school (S2035)	100%	91%	92%
• their child likes being at this school* (S2001)	100%	91%	100%
• their child feels safe at this school* (S2002)	86%	96%	100%
• their child's learning needs are being met at this school* (S2003)	100%	91%	92%
• their child is making good progress at this school* (S2004)	86%	91%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	71%	96%	92%
• teachers at this school motivate their child to learn* (S2007)	71%	96%	100%
• teachers at this school treat students fairly* (S2008)	43%	95%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	92%
• this school works with them to support their child's learning* (S2010)	71%	91%	92%
• this school takes parents' opinions seriously* (S2011)	71%	86%	92%
• student behaviour is well managed at this school* (S2012)	71%	91%	91%
• this school looks for ways to improve* (S2013)	71%	95%	91%
• this school is well maintained* (S2014)	100%	91%	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)	100%	98%	100%
• they like being at their school* (S2036)	98%	100%	97%
• they feel safe at their school* (S2037)	100%	98%	100%
• 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)	98%	98%	100%
• teachers treat students fairly at their school* (S2041)	93%	98%	87%
• they can talk to their teachers about their concerns* (S2042)	90%	98%	94%
• their school takes students' opinions seriously* (S2043)	95%	98%	93%
• student behaviour is well managed at their school* (S2044)	93%	98%	87%
• their school looks for ways to improve* (S2045)	100%	98%	97%
• their school is well maintained* (S2046)	100%	100%	97%
• their school gives them opportunities to do interesting things* (S2047)	100%	98%	97%

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)	100%	91%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	91%	100%
• they receive useful feedback about their work at their school (S2071)	80%	91%	86%
• 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%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	91%	93%
• staff are well supported at their school (S2075)	100%	91%	86%
• their school takes staff opinions seriously (S2076)	100%	91%	86%
• their school looks for ways to improve (S2077)	100%	100%	93%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	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

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 education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable 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	0	1	0
Long suspensions – 11 to 20 days	0	0	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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	39,858	6,355	27,225
Water (kL)			

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.
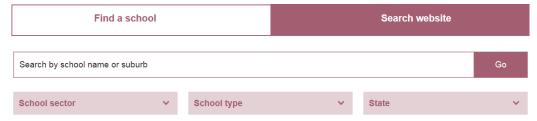
School funding

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.

View School Profile

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	11	8	0
Full-time equivalents	6	4	0

*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	
Masters	1
Graduate Diploma etc.*	4
Bachelor degree	6
Diploma	
Certificate	

*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 $ 14000.

The major professional development initiatives are as follows:

- THRASS – Two day training
- PBL – Positive Behaviour for Learning
- Inclusion
- Daily Rapid Reading
- Pre and Post moderation curriculum planning days

- Staff Mandatory Training

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.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 65% 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%	90%	88%
Attendance rate for Indigenous** students at this school	90%	90%	81%

* 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	94%	89%	89%
Year 1	90%	93%	88%
Year 2	91%	91%	88%
Year 3	88%	92%	90%
Year 4	92%	89%	83%
Year 5	91%	90%	93%
Year 6	93%	89%	89%

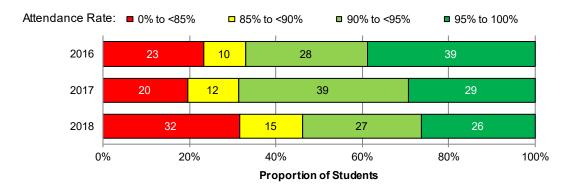| Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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	23	10	28	39
2017	20	12	39	29
2018	32	15	27	26

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.

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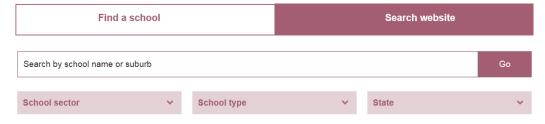Contact with the school needs to be made either before or on the day of absence, a note when the child returns to school is not acceptable. After two days of unexplained absence by students, the school will make contact with the student's parents/caregivers to ensure a legitimate reason for student absence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