

Capella State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Capella is located 300 kilometres west of Rockhampton just north of the Tropic of Capricorn in the Peak Downs area, which has a broad and varied economic base that includes coal, grain and beef industries and is home to the many coal mines that support the nearby township of Emerald.

Capella State School is a public, state school owned and operated by the Qld Government. The school is situated along Huntley Street in the township of Capella, which is located in the local government catchment of the Central Highlands Regional Council.

The school caters for children from Prep to Year Six. Our aim, "to provide quality education in a positive environment", forms the foundations for all learning activities. Young, experienced and enthusiastic teachers work closely with learning support staff and educational advisors. The school enjoys a high profile in the community which is especially remarkable given the increasingly transient nature of the community.

Capella State School continues to achieve higher than state levels in the percentage of students in Yr. 3 and Yr. 5 at or above National Minimum Standards in all areas of NAPLAN testing.

This report presents an overview of the school's performance for 2015 and includes information regarding the social climate, curriculum offerings and student performance. A hardcopy of the report can be accessed at our school office.

At Capella State School we have arrived at a shared vision: to provide students with a broad suite of Literacy and Numeracy skills, and to be flexible and independent learners in preparation for a multimedia future.

Trish Wilmott
A/Principal

School progress towards its goals in 2015

Priority	Outcome	Status
Commit to the core learning priority of Reading via the BMA reading initiative. Provide explicit instruction and enhancement of reading skills through in-class activities and	<u>At or above NMS in 2015</u> Year 3 – 94.7% Year 5 – 100%	Achieved in line with AIP Ongoing commitment to continued success

teacher support and guidance via the Master Teacher.		
Commit to the core learning area of Numeracy through the explicit instruction of knowledge and concepts of each strand of the National Curriculum.	<u>At or above NMS in 2015</u> Year 3 – 84.2% Year 5 – 95.7%	Achieved in line with AIP Ongoing commitment to continued success
Commit to the core learning priority of Vocabulary through the ongoing implementation of a whole school approach to the development of vocabulary using the STRIVE Strategy.	DETE Speech Pathologist provided teaching staff with STRIVE professional development.	STRIVE vocabulary is continuing to be implemented as part of the Literacy Block. Speech Pathologist updates new staff as needed.
Increase student levels of confidence and awareness. Student areas for development to be highlighted through behavior data and curriculum adapted to build student's social and emotional health and well-being.	School Chaplain working closely with teachers to identify students with particular needs and the running of self-awareness/strength programs.	Continuing throughout 2016.

Future outlook

Our Purpose:

For students to promote our mantra of learning by doing, and for every child to achieve personal success and a love of learning.

Consistency In:

- Expectations (Behaviour and Academic)
- Approach
- Language

Our Vision and Values:

- Literacy, numeracy and higher order thinking skills as fundamental to personal success
- A curriculum that challenges students to be the best they can be
- Students and staff as active, committed learners, that promote and celebrate success
- A respectful, inclusive, positive and caring learning environment that promotes diversity and excellence
- A shared commitment to student learning and health and well-being

Our Goals:

- Deliver high quality teaching focused on the achievement of each and every student
- Engage students as active self-directed learners
- Build and maintain positive partnerships between students, staff parents and the greater school community

The school has prioritized the following key learning areas in its Improvement Agenda for 2016:

Reading

- Improved reading outcomes P-6 through the BMA READ cluster project – explicit instruction in reading/strategies
- Ongoing rollout of the STRIVE program for the explicit teaching of Vocabulary
- Embed pedagogical practices associated with the teaching of Oral Language, Phonics and Reading Comprehension via the BMA READ Cluster Project
- Master Teacher to promote high yield strategies in Reading

Numeracy

- Whole School Problem Solving approach to improve student problem solving skills in mathematics
- Improve the number of students in the Upper 2 Bands in Years 3&5 through identified high yield strategies

Attendance

- Improvement of attendance data P-6 in 2016, Attendance Posters and support from teachers/students/parents re the importance of 'every day counts'

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	181	91	90	9	88%
2014	190	96	94	15	89%
2015	172	87	85	15	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Capella State School is a coeducational school, in a rural, remote area, offering students individualized programs according to student's needs and interests. At present there are 187 students enrolled at the school in Years Prep to 6. The majority of the students come from a farming background with a lesser number with parents working in the mining sector. Less than 10% of students come from an indigenous background.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	20	24
Year 4 – Year 7 Primary	28	24	11
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	7	<5
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Teaching approaches are predominantly single classroom with delivery by one teacher. Composite classes are formed to meet class size targets. Specialist lessons are provided in Physical Education, Music and Languages Other Than English (Japanese). An Instrumental Music Program offers instruction to students from Years 4, 5 & 6 in woodwind, brass and percussion.

The school caters for the individual needs of students through flexible classroom programs, learning support and special needs programs and access to a full range of visiting support personnel. Intervention programs assist those students experiencing learning difficulties and extension programs are provided in classrooms to further develop the talents of high achieving students.

Students in Years 5 & 6 at Capella State School participate in dynamic outdoor programs. In 2015 Year 6 students attended a camp at Tangalooma Island and Runaway Bay Sports Centre on the Gold Coast. The Year 5 students attended a camp at the Camp Fairbairn Outdoor Educational Centre.

Capella has a strong tradition of participation in art and cultural events. Participation in sporting and cultural events remained strong in 2015 with the school continuing to promote student representatives at Peak Downs and Central Highlands Regional level for Netball, Tennis, Rugby League, Rugby Union, Cross Country and Athletics.

Capella State School plays an integral role in building social networks for students. In 2015 Bush Dances, free dress days and various programs run by our Chaplain were held to support social skilling for students.

Extra curricula activities

Term 1 – Student disco & Robotics Club

Term 2 – ANZAC Day Parade and Concert, Capella Show Entries, Mother's Day Stall, QCWA Competitions – local, state and national levels, Capella/Tieri Cup, Touch Football in Emerald and Robotics Club

Term 3 – Year 5 & Year 6 Camps, Christmas in July Craft Fete, Eisteddfod, Robotics Club and Gardening

Term 4 – Free Dress Day, Year 6 Graduation and School Awards Evening, Robotics Club and Gardening Club

How Information and Communication Technologies are used to improve learning

All classrooms at Capella State School have internet connection. The school has two computer labs with twenty-five networked work stations, interactive whiteboards in every classroom and a data projector. Digital cameras are extensively used as tools to enhance student learning experiences. At Capella we have implemented a Scope and Sequence Programme for ICT across the year levels with all classes booked into the computer labs for regular lessons as well as having access to computers in their classrooms. All teachers include effective strategies for making technology a regular feature of each student's daily learning in their curriculum planning.

Social Climate

Students enthusiastically contribute to the positive climate of the school through the peak body of students that make-up Capella State School's Student Council. The Student Council play an active role in the pastoral care program in place at Capella State School. Each term members of the Student Council conduct a significant social event for their peers as well as providing activity days throughout the term that involve students in alternate programs with a social focus. The Student Council is encouraged to play a key role in negotiating at Capella State School.

Throughout the year consistent practices towards acceptable behavior through the school's revised Responsible Behaviour Plan have been implemented.

Capella State School strives to create positive, predictable environments for all students at all times of the day. The discipline and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Capella State School. Research indicates that both those bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Capella State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful or untruthful rumours.

Prevention of Bullying:

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behavior in all areas of the school is not kept to a low level. Therefore our school wide universal behavior support practices will be maintained at all times. This will ensure that:

- Our universal behavior support processes will always remain the primary strategy for preventing problem behavior, including preventing the subset of bullying behavior.
- All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the playground areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.

- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the playground areas of the school.
- A high level of quality active supervision is a permanent staff routine in the playground areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the playground areas.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	93%	75%
this is a good school (S2035)	94%	100%	75%
their child likes being at this school (S2001)	94%	100%	83%
their child feels safe at this school (S2002)	97%	100%	75%
their child's learning needs are being met at this school (S2003)	94%	64%	67%
their child is making good progress at this school (S2004)	94%	79%	67%
teachers at this school expect their child to do his or her best (S2005)	100%	86%	83%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	71%	64%
teachers at this school motivate their child to learn (S2007)	94%	64%	83%
teachers at this school treat students fairly (S2008)	94%	79%	75%
they can talk to their child's teachers about their concerns (S2009)	100%	79%	75%
this school works with them to support their child's learning (S2010)	94%	79%	75%
this school takes parents' opinions seriously (S2011)	91%	71%	75%
student behaviour is well managed at this school (S2012)	91%	79%	75%
this school looks for ways to improve (S2013)	97%	93%	82%
this school is well maintained (S2014)	97%	93%	92%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	93%	95%
they like being at their school (S2036)	93%	93%	82%
they feel safe at their school (S2037)	95%	95%	91%
their teachers motivate them to learn (S2038)	98%	95%	100%
their teachers expect them to do their best (S2039)	96%	93%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	90%	100%
teachers treat students fairly at their school (S2041)	93%	95%	100%
they can talk to their teachers about their concerns (S2042)	96%	87%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their school takes students' opinions seriously (S2043)	91%	86%	91%
student behaviour is well managed at their school (S2044)	81%	80%	64%
their school looks for ways to improve (S2045)	96%	95%	100%
their school is well maintained (S2046)	88%	90%	100%
their school gives them opportunities to do interesting things (S2047)	98%	90%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	91%	69%
they feel that their school is a safe place in which to work (S2070)	100%	100%	85%
they receive useful feedback about their work at their school (S2071)	94%	91%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	77%
students are treated fairly at their school (S2073)	100%	82%	77%
student behaviour is well managed at their school (S2074)	94%	91%	69%
staff are well supported at their school (S2075)	94%	91%	77%
their school takes staff opinions seriously (S2076)	94%	100%	58%
their school looks for ways to improve (S2077)	100%	100%	85%
their school is well maintained (S2078)	89%	91%	92%
their school gives them opportunities to do interesting things (S2079)	94%	91%	77%

'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 are enthusiastically encouraged to be involved with their child's education at Capella State School. Each class requests parent help and operates rosters to foster the involvement of parents. Classes schedule culmination days at the end of work units to enable students to showcase and share their learning outcomes with parents.

Parents make valuable contributions to the growth and prosperity of the school through their involvement with the Capella State School Parents and Citizens Association. The P&C provides the necessary link between the school and parents by being the public forum for discussions affecting the school's educational and administrative program. The P&C conducts fundraising activities throughout the year with funds raised going to support the school in many areas as per the P&C budget.

Written reports were provided to families twice per year. Face to face reporting on student progress occurred at the end of Term 1 and again later in the year. Teachers were available to report on progress at other times on request.

Newsletters were available both electronically and in hard copy from the office. Parents were invited to attend special events, including assemblies, class performances and learning celebrations throughout the year.

Reducing the school's environmental footprint

During 2015, classes studied environmental sustainability topics including water conservation and protecting animal habitats. The focus at Capella State School will be to continue to reduce our environmental footprint. We shall continue solar programs and increase awareness of power saving practices. Timers in line with the school sprinkler system have been installed to reduce water consumption.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	91,986	9,553
2013-2014	103,792	5,463
2014-2015	106,360	4,485

*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.

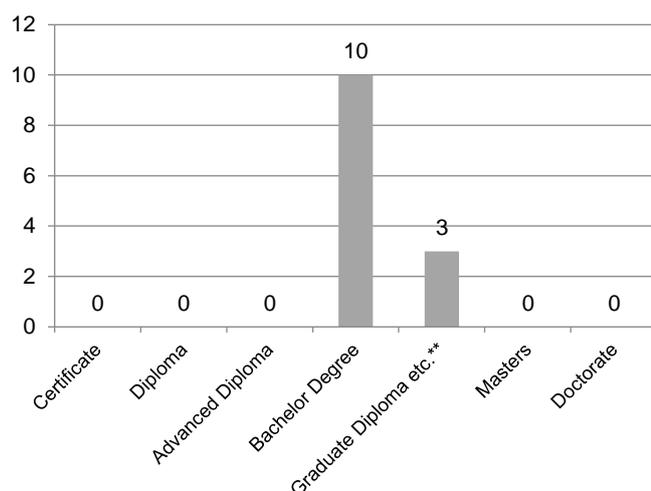
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	13	10	<5
Full-time equivalents	10	5	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	3
Masters	0
Doctorate	0
Total	13



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$17,998.18

The major professional development initiatives are as follows:

- Beginning Mentoring Teacher Training
- Administration – Breakthrough Coaching
- Explicit Instruction & Pedagogy
- Peer Observation and Feedback
- Digital Technologies
- Supporting Students with Disabilities

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 76% of staff was retained by the school for the entire 2015 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

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	94%	94%

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.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

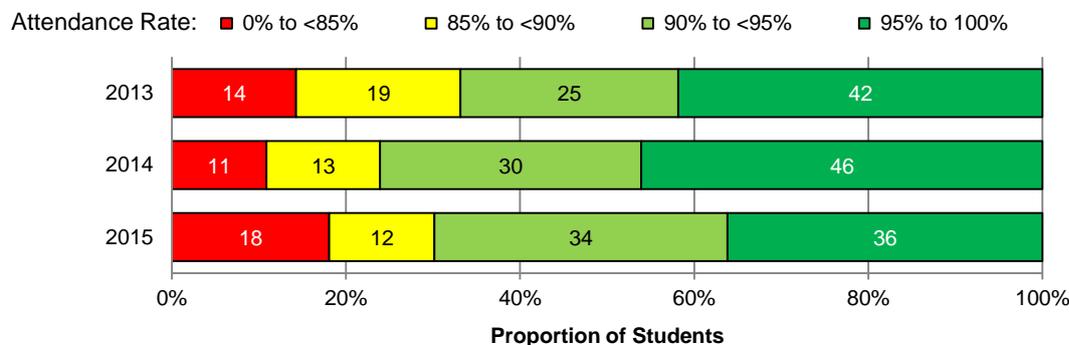
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	90%	92%	94%	91%	91%	93%	92%					
2014	90%	94%	92%	94%	93%	92%	92%	91%					
2015	91%	92%	93%	92%	92%	92%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

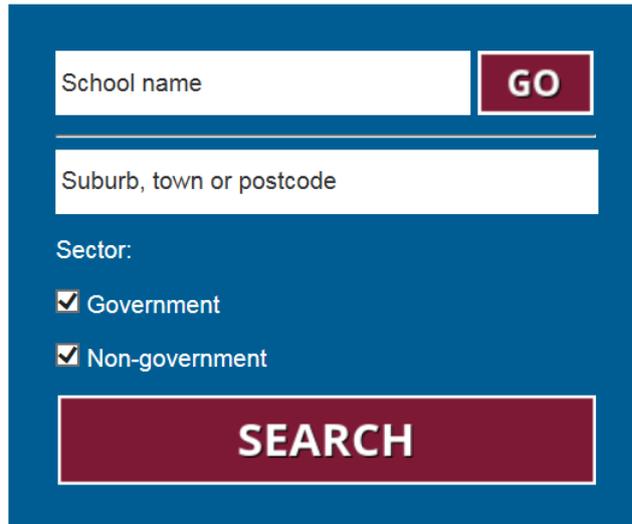
When students are absent from school, communication is required from parents to explain the reason for the absence. This may be in the form of a visit, telephone call or written note. Continual absences without a valid reason are addressed by the teacher/Principal contacting a parent/carer by phone. Rolls are marked twice daily (9.00am and 2.00pm) and student absences are recorded by the teachers. Students arriving late to school are signed in at the office by a parent/carer. These procedures are in place to assist in ensuring the safety of students and the correct recording of student attendance.

Attendance posters are displayed in every classroom and in the office and have been distributed to parents via the newsletter. These posters provide parents with visual information re the importance of being on time and re-iterate the notion that 'Every Day Counts'.

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '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.