

Queensland State School Reporting – 2011

Capella State School (0410)



Postal address	PO Box 94 Capella 4723
Phone	(07) 4988 7111
Fax	(07) 4986 4634
Email	the.principal@capellass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Ms Suzanne Castillo (Principal)

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 Seven. Our aim, "to provide quality education in a positive environment", forms the foundations of all learning activities. Young, experienced and enthusiastic teachers work closely with learning support staff and educational advisers. 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 Year 3 in writing, grammar and punctuation and Year 7 in reading in the National Minimum Standards in NAPLAN testing. However our focus will continue to be on achieving greater success in Reading, Spelling and Numeracy.

This report presents an overview of the school's performance for 2011 and includes information regarding the social climate, curriculum offerings and student performance. A hardcopy of the report can be accessed at our school office.

School progress towards its goals in 2011

Students are confident and positive in their use of technologies to improve learning outcomes however indicated need for more frequent contact with computer technologies for learning.

Whole School Maths, Language and Science Programmes being developed and aligned with Australian National Curriculum in consultation with staff

Established school based moderation practises (Pat Spelling, Pat Comprehension, Pat Maths, Probe, Etc) conducted at regular intervals over school year

Benchmarking of student work at year levels and school levels

Networks established with neighbouring schools to conduct cluster moderation

Education Adjustment Programme strategy reviewed and adjustments made with support of Special Needs Teacher

Queensland State School Reporting – 2011

Capella State School (0410)



Future outlook

Improved Literacy, Numeracy and Information and Communication Technology (ICT) skills for all students continue to be our key focus areas for improvement. Through professional development, teachers are exposed to new ideas to improve and extend student outcomes in literacy and numeracy. Professional Development (PD) and focussed classroom practice, for all staff, around the use and integration of ICTs is a key focus to raise student outcomes in this area.

Significant professional development and training of teachers to deliver improved reading, writing and numeracy programs has continued at Capella SS resulting in significant reforms to the teaching of reading and numeracy across the school. Students in the senior school are now grouped in like ability groups and receive more specific instruction according to their reading and numeracy needs. This initiative has only been running for a relatively short period of time but all measurements show significant growth in student reading and numeracy ability. Data gathered from the lower school years indicated that reading needed to show a better improvement and a similar grouping has been established with the assistance of the learning Support teacher and the principal.

Increasing student participation in sport and physical activity continues to remain high on the agenda of our school community. The school now fields four touch football teams who compete each week in the Emerald Junior Touch Football competition. The sporting rivalry between Capella SS and Tieri SS continues through an interschool competition and the awarding of the Capella/Tieri Shield. The Shield was introduced in 2009 and sees the schools compete in different sport (soccer, cricket, touch football and t-ball) each term.

Students from Capella State School continue to be selected to represent the Denham Zone strongly in Soccer, Rugby League, Netball, Cross Country and Athletics. Each year we proudly support several students who go from Denham Zone to represent their school at regional Capricornia titles and then onto state titles in Brisbane.

Our school at a glance

School Profile

Capella State School features an interesting blend of traditional and modern school buildings in an attractive shady environment. The school site occupies one town block with additional oval area across the street from the school. A covered sports court in the senior school play area and a covered outdoor gym in the junior school play area are predominant features of the playground.

The school is primarily supported by State Government grants or Commonwealth funds distributed by Education Queensland. It has access to PCAP funds by submission. Our Parents' & Citizens' Association generously support the school through the provision of shaded play areas, air conditioned classrooms, computers and other items on a needs basis. The P & C welcomes individual applications for funding support provided they are endorsed by the Principal and are aligned with P & C goals.

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
163	74	89	87%

Characteristics of the student body:

Capella State School is a coeducational school, in a rural, remote area, offering students individualised programs according to needs and interests. At present there are 173 students enrolled at the school in Years Prep to 7. The majority of the children come from a farming background with a lesser number with parents working in the mining sector. Less than 1% of children come from indigenous background.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.5
Year 4 – Year 10	25.7
All Classes	24.4

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Teaching approaches vary from single classroom with delivery by one teacher to full team teaching in double teaching spaces. Composite classes are formed to meet class size targets. Specialist lessons are provided in Physical Education, Music and Languages Other Than English. An Instrumental Music Program offers instruction to students in Yrs 5, 6 & 7 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 accesses the 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 higher achieving students.

Students in Years 4 to 7 at Capella State School participate in dynamic outdoor education programs. In 2011 the Year 6's and Year 7's, with the assistance of a major grant from BMA, attended a camp to visit Canberra for a study of government and facilities. They also attended a day at the snow at Mt Perisher where they participated in leadership skills, team work and engaged in a number of outdoor learning activities that favoured the learning styles of the large amount of mid to low-achieving boys in the group. Year 4's and year 5's participated in an overnight adventure camp on a local property that challenged all their problem solving and resolution skills. Included in this camp was a day's excursion investigating the history of gold mining in the local area.

Capella has a strong tradition of participation in arts and cultural events. In 2011 the school entered several teams in the Optiminds tournament held in Rockhampton. While the students from Capella SS did not achieve first places in the Social Sciences and Science and Engineering categories they were highly commended for their efforts. Participation in sporting and cultural events remained strong in 2011 with the school continuing to promote student representatives at Peak Downs and Denham Zone level for Netball, Soccer, Rugby League, Cross Country and Athletics. Our participation in the Eisteddfod continues to be successful with our School Band placing second in their category.

Capella State School plays an integral role in building social networks for students. In 2011 School Discos, free dress days and movie nights were held to support social skilling for students.

Extra curricula activities

Term 1 – Student disco and free dress day

Term 2 – ANZAC Day Parade and Concert, Capella Show Entries, Mother's Day Stall, QCWA Competitions – local, state and national levels

Term 3 – School Camps, Optiminds, Christmas in July Craft Fete , Eisteddfod

Term 4 – Free dress day, Year 7 Graduation and School Awards Evening

How Information and Communication Technologies are used to assist learning

All classrooms at Capella State School have internet connection. The school has two computer labs with twenty-five networked work stations, nine interactive whiteboards and a data projector. Digital cameras and two flip video cameras are extensively used as tools to enhance student learning activities. 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 student's daily learning in their curriculum planning.

Social climate

Students enthusiastically contribute to the positive social climate of the school through the peak body of ten students who 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 curriculum at Capella State School.

Throughout the year consistent practises towards acceptable behaviour 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 disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support 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 in Capella State School. Research indicates that both those being 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 and untruthful rumours.

Prevention of Bullying:

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 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.

Our school at a glance

Parent, student and teacher satisfaction with the school

At Capella State School the Overall results for the Staff Opinion Survey and the Students' results were higher than the state in four out of eight areas. Although the Parents' Overall results were lower than the state, their level of satisfaction with Curriculum, School Climate and School-Community Relations were similar to the state.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	92%
Percentage of parents/caregivers satisfied with their child's school	75%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	68%
Percentage of staff members satisfied with morale in the school	86%

Involving parents in their child's education

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 per the P & C budget.

Reducing the school's environmental footprint

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

The school has continued with the development of Gardening Club which has been focussing on establishing a vegetable garden and planting of fruit trees whose produce will be used for our Brain break time. The Gardening Club is developing a recycle programme to include a compost bin and a worm farm.

Solar panels have also been installed on our new Resource Centre.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	109,063	2,288
2010	98,285	0
% change 10 - 11	11%	N/A

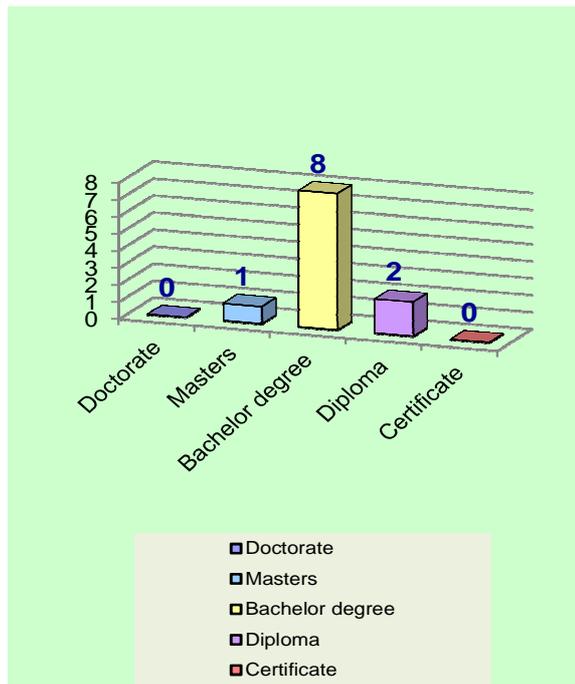
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	11	10	0
Full-time equivalents	8	5	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	8
Diploma	2
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$7515.19.

The major professional development initiatives are as follows:

teacher and teacher aide training to support better teaching of English and Literacy (Words Our Way Spelling programme, QSA P-10 Curriculum, QSA Mapping the Curriculum, QSA NAPLAN Writing First Steps in Reading, Polley training, Year 1 Checkpoints Workshop); teacher training to improve Numeracy (First Steps Maths Overview, Maths assessment): teacher training to support improved use and integration of ICTs (ICT Digital Pedagogical Licence Workshop, Introduction to using Whiteboards), teacher training to improve Science (Primary Connections Science Spark, Energy efficiency –SEMP) networking to improve intervention, learning support and gifted and talented education (SLI Verification Training, Autism Students on Spectrum), teacher aide training to better support Library services (Simplifying Cataloguing, LibCode Library Services, Lively Libraries), teacher and teacher aide training to improve Safety (BMA Safety Education and Leadership Workshop, Behaviour Management, First Aide training), administration training to better support Office (Budget Workshop, BSM/AO Professional Development Days, OneSchool training days, WHS Training .

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, 98% 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

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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

Key student outcomes

Attendance

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

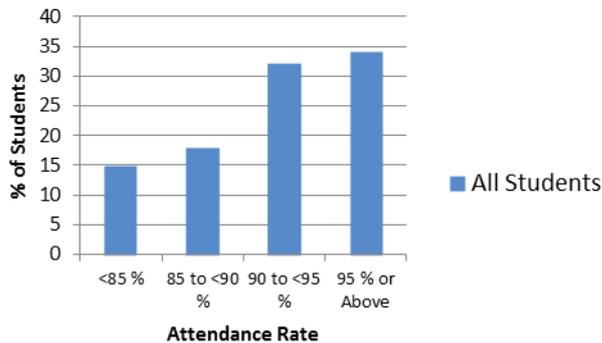
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	92%	91%	90%	93%	90%	92%

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 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.

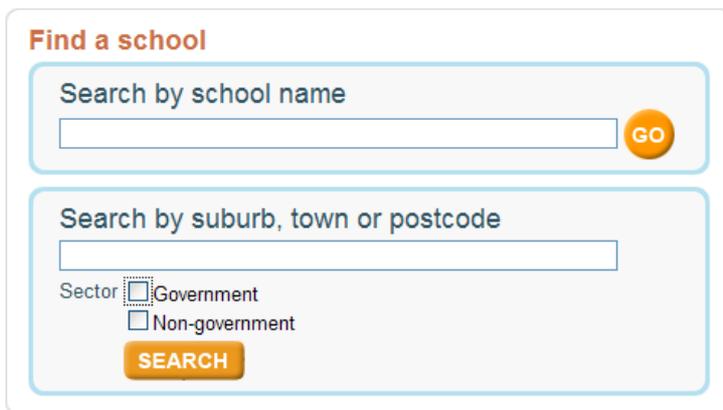
When children are absent from school, communication is required from parents to explain the reason for the absence. This may be in the form of a visit, telephone call or written note. Continued absences without a valid reason are addressed by the teacher/Principal contacting a parent/carer by phone. Rolls are marked twice daily and student absences are recorded by the teachers. Students arriving late to school are signed in at the office by a parent/carer. Similarly, if a student is departing the school prior to 3pm, they are signed out of the school by a parent/carer. These procedures are in place to assist in ensuring the safety of students and the correct recording of student attendance.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with two options: "Government" (selected) and "Non-government", and a yellow "SEARCH" button.

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.

Achievement – Closing the Gap

At Capella State School our Indigenous attendance rate has been consistently high with the result that achievement in school learning outcomes has consistently shown higher results in all areas. Any specific data cannot be shared here due to the size of the cohort.