

# Capella State School

## Queensland State School Reporting

### 2013 School Annual Report



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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 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 above state levels in Year 3, 5 and 7 percentage of student at or above National Minimum Standards in Writing in NAPLAN testing. However our focus will continue to be on achieving greater success across all NAPLAN strands.

This report presents an overview of the school's performance for 2013 and includes information regarding the social climate, curriculum offerings and student performance. A hardcopy of the report can be accessed at our school office.

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## 2013 School Annual Report



### School progress towards its goals in 2013

Goals	Action	Status
<b>Learning and Attainment</b>		
<i>Improve performance of all students in literacy, numeracy and science through targeted initiatives, including implementing the government response to the Queensland Education Performance Review</i>	To have a focused and targeted response to the school's previous literacy and numeracy results especially in regards to improving writing including spelling, grammar and punctuation	Ongoing
<i>Continue to ensure consistent, high quality teaching and learning through the Queensland Curriculum, Assessment and Reporting Framework</i>	To have a targeted response to strengthen the teaching and learning of reading for meaning through enhanced pedagogical practices	Ongoing
<i>Implement the National Australian Curriculum in English, Maths and Science and History</i>	To develop and document the school's approach to explicit instruction across all KLA's	Completed
	To continue the alignment of quality Science curriculum, teaching, assessment and reporting through implementing Primary Connections	Completed
	To embed the use of information and communication technologies as integral components of curriculum planning, teaching and learning	Completed

### Future outlook

Improved Literacy and Numeracy skills for all students continue to be our key focus areas for improvement. Through professional development, teachers are exposed to strategies and pedagogy to improve and extend student outcomes in literacy and numeracy. Professional Development (PD) and focussed classroom practice, for all staff, around the implementation of Explicit Instruction practice and pedagogy 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 years are grouped in streamed ability groups and receive explicit instruction according to their reading and numeracy learning goals. 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. Analysis of data from the early years indicates that whilst students are adept at decoding what is on the page we need to explicitly teach comprehension strategies. Through the Great Results Guarantee we have engaged additional human resources to instruct students to improve writing and numeracy concepts and application. This coupled with PD in writing and numeracy is beginning to improve student outcomes.

Increasing student participation in sport, physical activity as well as music and drama continues to remain high on the agenda of our school community. The school has a very strong instrumental music program that is accessed by a high number of students. Additionally students are encouraged to take part in local bush poetry competitions. 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 a 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 **Rural and Remote Education Access Program funds**. 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 in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	163	74	89	87%
2012	181	98	83	89%
2013	181	91	90	88%

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

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. Since the beginning of 2013 enrolments in Years Prep to 7 have steadily increased. 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 an indigenous background.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	20	21
Year 4 – Year 7 Primary	26	21	28

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

# Our school at a glance

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Cancellations of Enrolment	0	0	0
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## 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 Years 4, 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 2013 the Year 6 and 7 students attended a camp to Canberra for a study of government and facilities.

Capella has a strong tradition of participation in arts and cultural events. In 2013 the school entered several teams in the Optiminds tournament held in Rockhampton. Participation in sporting and cultural events remained strong in 2013 with the school continuing to promote student representatives at Peak Downs and Denham Zone level for Netball, Soccer, Rugby League, Cross Country and Athletics. Participation in the Eisteddfod was successful this year. Our school also received a highly commended award for our presentation in the National Anzac Day awards.

Capella State School plays an integral role in building social networks for students. In 2013 School Discos, free dress days and movie nights were held to support social skilling for students.

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### 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, FanFare, Athletics Club, Capella/Tieri Cup.

Term 3 – School Camps, Optiminds, Christmas in July Craft Fete, Eisteddfod, Walk-a-Bike-a-Thon

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

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### 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, four interactive whiteboards and a data projector. Digital cameras are extensively used as tools to enhance student learning activities. Ipads are also utilised by learning support teachers to deliver differentiated 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 student's daily learning in their curriculum planning.

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## 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.

## Our school at a glance

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.

### Parent, student and staff satisfaction with the school

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

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	97%
this is a good school (S2035)	97%	94%
their child likes being at this school* (S2001)	97%	94%
their child feels safe at this school* (S2002)	97%	97%
their child's learning needs are being met at this school* (S2003)	97%	94%
their child is making good progress at this school* (S2004)	91%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%

## Our school at a glance

teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%
teachers at this school motivate their child to learn* (S2007)	91%	94%
teachers at this school treat students fairly* (S2008)	91%	94%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%
this school works with them to support their child's learning* (S2010)	94%	94%
this school takes parents' opinions seriously* (S2011)	91%	91%
student behaviour is well managed at this school* (S2012)	91%	91%
this school looks for ways to improve* (S2013)	91%	97%
this school is well maintained* (S2014)	100%	97%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	98%
they like being at their school* (S2036)	86%	93%
they feel safe at their school* (S2037)	91%	95%
their teachers motivate them to learn* (S2038)	97%	98%
their teachers expect them to do their best* (S2039)	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	97%	96%
teachers treat students fairly at their school* (S2041)	94%	93%
they can talk to their teachers about their concerns* (S2042)	74%	96%
their school takes students' opinions seriously* (S2043)	91%	91%
student behaviour is well managed at their school* (S2044)	80%	81%
their school looks for ways to improve* (S2045)	94%	96%
their school is well maintained* (S2046)	89%	88%
their school gives them opportunities to do interesting things* (S2047)	80%	98%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	94%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	94%

## Our school at a glance

their school takes staff opinions seriously (S2076)	94%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	89%
their school gives them opportunities to do interesting things (S2079)	94%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### 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. At Capella State School the teachers communicate student progress to parents and carers on a regular basis through parent teacher interviews as well as end of semester reports.

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

Continued solar programs and increased awareness of power saving practices. Timers inline with the school sprinkler system will be installed to reduce water consumption.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	109,063	2,288
2011-2012	110,926	4,835
2012-2013	91,986	9,553

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

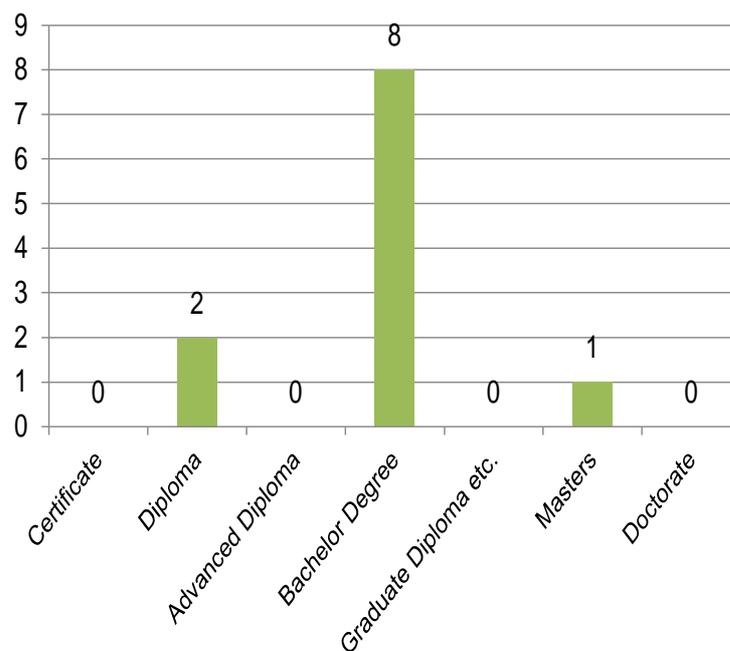
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	11	10	0
Full-time equivalents	9	5	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.	0
Masters	1
Doctorate	0
<b>Total</b>	<b>11</b>



\* Teaching Staff includes School Leaders

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

# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$10 188.00

The major professional development initiatives are as follows:

- Reading
- Writing
- Spelling
- Collegial Coaching
- Explicit Instruction
- Assistive Technologies
- Students With Disabilities (ASD)

The proportion of the teaching staff involved in professional development activities during 2013 was 98%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

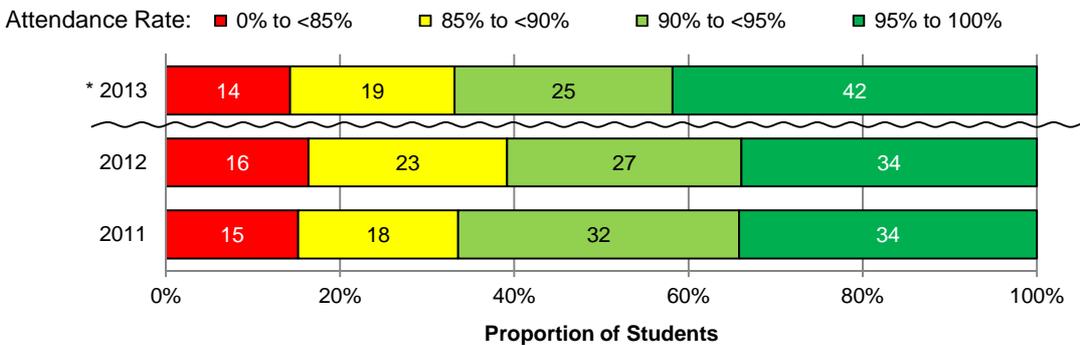
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	92%	91%	90%	93%	90%	92%					
2012	93%	90%	89%	88%	89%	90%	91%					
2013	90%	92%	94%	91%	91%	93%	92%					

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## 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 (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. 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.

## 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/>.

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Sector  Government  
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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

# Performance of our students

## Achievement – Closing the Gap

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.