



Capella State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

Contact information

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| Webpages | <p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website. |

From the Principal

School overview

Capella is located 323 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. Capella State School is situated in the township of Capella, which is located in the local government catchment of the Central Highlands Regional Council. We are a coeducational school offering students from Prep to Year 6 individualised programs according to their needs and interests through flexible classroom programs, learning support and special needs programs. Extension programs are provided to develop the talents of high achieving students. Teaching approaches vary from single classroom with delivery by one teacher to full team teaching in double teaching spaces. Composite/Multi-age classes are formed to meet class size targets. Our aim is to implement and embed the 2018-2022 State School Strategy and enact the mantra of 'every student succeeding'. Young, experienced and enthusiastic teachers work closely with learning support staff and educational advisors to ensure the needs of every child at Capella State School are addressed. Specialist lessons are provided in Physical Education, the Arts and Japanese (Years 5&6). An instrumental music program offers instruction to students in Years 3,4,5 & 6 in woodwind, brass and percussion. Capella has a strong tradition of participation in sport, arts and cultural events, with a number of teams competing in local touch football & rugby competitions. Parents make valuable contributions to the growth of our school through their involvement with the Parents and Citizens Association (P&C). Capella State School is a proud Positive Behaviour for Learning school and we instil in our students the practices of Being Respectful, Being Responsible, Being Safe and Being a Learner. Through the teaching and modelling of these skills, we are assisting students to be productive members of society and to be responsible for, and own the choices they make.

Our school at a glance

School profile

| | |
|------------------------------------|--------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | No |
| Year levels offered in 2019 | Prep Year - Year 6 |

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2017 | 2018 | 2019 |
|------------------------------------|------|------|------|
| Total | 171 | 171 | 174 |
| Girls | 85 | 87 | 92 |
| Boys | 86 | 84 | 82 |
| Indigenous | 12 | 18 | 17 |
| Enrolment continuity (Feb. – Nov.) | 98% | 90% | 87% |

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

| Phase of schooling | 2017 | 2018 | 2019 |
|--------------------|------|------|------|
| Prep – Year 3 | 21 | 25 | 20 |
| Year 4 – Year 6 | 22 | 27 | 26 |
| 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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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: | 2017 | 2018 | 2019 |
|---|------|------|------|
| • their child is getting a good education at school (S2016) | 100% | 96% | 93% |
| • this is a good school (S2035) | 100% | 93% | 100% |
| • their child likes being at this school* (S2001) | 100% | 93% | 93% |

| Percentage of parents/caregivers who agree# that: | 2017 | 2018 | 2019 |
|--|------|------|------|
| • their child feels safe at this school* (S2002) | 100% | 93% | 93% |
| • their child's learning needs are being met at this school* (S2003) | 96% | 93% | 87% |
| • their child is making good progress at this school* (S2004) | 96% | 89% | 87% |
| • teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 93% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 89% | 87% |
| • teachers at this school motivate their child to learn* (S2007) | 100% | 96% | 93% |
| • teachers at this school treat students fairly* (S2008) | 96% | 100% | 93% |
| • they can talk to their child's teachers about their concerns* (S2009) | 100% | 96% | 93% |
| • this school works with them to support their child's learning* (S2010) | 92% | 93% | 93% |
| • this school takes parents' opinions seriously* (S2011) | 96% | 96% | 79% |
| • student behaviour is well managed at this school* (S2012) | 96% | 86% | 80% |
| • this school looks for ways to improve* (S2013) | 100% | 100% | 93% |
| • this school is well maintained* (S2014) | 96% | 89% | 67% |

* 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: | 2017 | 2018 | 2019 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 97% | 90% | 98% |
| • they like being at their school* (S2036) | 91% | 90% | 94% |
| • they feel safe at their school* (S2037) | 92% | 90% | 95% |
| • their teachers motivate them to learn* (S2038) | 100% | 99% | 98% |
| • their teachers expect them to do their best* (S2039) | 100% | 100% | 98% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 99% | 95% | 97% |
| • teachers treat students fairly at their school* (S2041) | 91% | 96% | 92% |
| • they can talk to their teachers about their concerns* (S2042) | 93% | 95% | 84% |
| • their school takes students' opinions seriously* (S2043) | 90% | 96% | 92% |
| • student behaviour is well managed at their school* (S2044) | 78% | 79% | 76% |
| • their school looks for ways to improve* (S2045) | 97% | 97% | 98% |
| • their school is well maintained* (S2046) | 94% | 94% | 92% |
| • their school gives them opportunities to do interesting things* (S2047) | 93% | 97% | 92% |

* 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: | 2017 | 2018 | 2019 |
|--|------|------|------|
| • they enjoy working at their school (S2069) | 94% | 100% | 44% |

| Percentage of school staff who agree# that: | 2017 | 2018 | 2019 |
|--|------|------|------|
| • they feel that their school is a safe place in which to work (S2070) | 94% | 100% | 82% |
| • they receive useful feedback about their work at their school (S2071) | 71% | 87% | 56% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 90% | 100% | 90% |
| • students are encouraged to do their best at their school (S2072) | 88% | 100% | 100% |
| • students are treated fairly at their school (S2073) | 71% | 100% | 94% |
| • student behaviour is well managed at their school (S2074) | 65% | 100% | 61% |
| • staff are well supported at their school (S2075) | 59% | 87% | 29% |
| • their school takes staff opinions seriously (S2076) | 65% | 100% | 41% |
| • their school looks for ways to improve (S2077) | 94% | 100% | 89% |
| • their school is well maintained (S2078) | 76% | 87% | 78% |
| • their school gives them opportunities to do interesting things (S2079) | 88% | 93% | 56% |

* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2017 | 2018 | 2019 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days | 10 | 10 | 15 |
| 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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

| Utility category | 2016–2017 | 2017–2018 | 2018–2019 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 40,341 | 98,928 | 112,769 |
| Water (kL) | | 4,955 | 1,693 |

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb', three dropdown menus labeled 'School sector', 'School type', and 'State', and a magnifying glass search icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

The screenshot shows a rectangular button with the text 'View School Profile' in a light blue font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted in a darker blue), 'VET in schools', 'Senior secondary', and '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 | 13 | 13 | 0 |
| Full-time equivalents | 12 | 7 | 0 |

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2017 | 2018 | 2019 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 97% | 98% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 74% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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 | 2017 | 2018 | 2019 |
|--|------|------|------|
| Overall attendance rate* for students at this school | 93% | 92% | 91% |
| Attendance rate for Indigenous** students at this school | 92% | 91% | 86% |

* 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 | 2017 | 2018 | 2019 |
|------------|------|------|------|
| Prep | 94% | 93% | 90% |
| Year 1 | 93% | 93% | 90% |
| Year 2 | 89% | 92% | 88% |
| Year 3 | 94% | 92% | 91% |
| Year 4 | 95% | 93% | 89% |
| Year 5 | 92% | 93% | 93% |
| Year 6 | 94% | 88% | 93% |

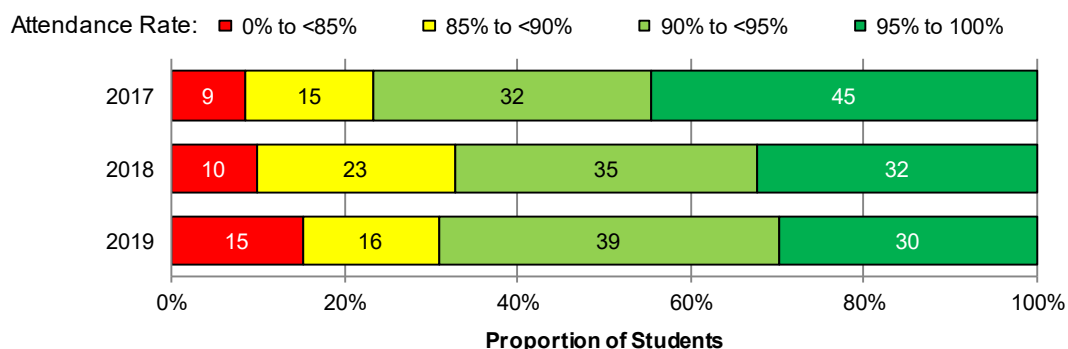
| Year level | 2017 | 2018 | 2019 |
|------------|------|------|------|
| Year 7 | | | |
| Year 8 | | | |
| Year 9 | | | |
| Year 10 | | | |
| Year 11 | | | |
| Year 12 | | | |

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



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.

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.

Search by school name or suburb School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.