Principal’s foreword

Introduction

The School Annual Report (SAR) for 2011 highlights the strength of our school as a community school, which provides a wide range of curriculum and extra curriculum programs. In order to improve student learning outcomes, we work with the community to utilise high levels of resources to develop individualised programs that are targeted at students’ needs and enables us to concentrate on supporting the whole child.

School progress towards its goals in 2011

- We are progressing through our Curriculum, Teaching and Learning (CT&L) Audit Action Plan with a number of goals already achieved (e.g. have visited other high performing schools and adopted aspects of their initiatives).
- The CT&L Audit also informed much of our direction through the 4 year school review (QSR) and once again we are progressing through the strategic plan developed (e.g. embedding our literacy blocks program and developed an individualised student goals process we have called STARS (Student Target Aim for Real Success)).
- We have begun implementing the Australian Curriculum in the areas of English, Mathematics and Science through the department’s Curriculum into the Classroom (C2C).
- The school has continued to develop its agricultural sciences program with the introduction of aquaculture.

Future outlook

- The school will continue to work through both our QSR and CT&L Audit action plans with a particular focus on explicit teaching practices and use of data to drive these.
- Following visits to other high performing schools the school has adopted YES as our overarching message. YES stands for You Can Do It, Every Child Shall Improve and STARS (noted earlier). This will be a major focus across the school.
- Reading will continue to be the school’s top priority, closely followed by spelling and number. These will be targeted through our literacy blocks program and the rollout of C2C.
- The school will prepare for the rollout of History through C2C in 2013.
- Preparation for Yr8/9 Junior Secondary in 2013 will continue through the remainder of 2012.
Our school at a glance

**School Profile**

- **Coeducational or single sex:** Coeducational
- **Year levels offered:** Prep - Year 10

**Total student enrolments for this school:**

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>36</td>
<td>38</td>
<td>79%</td>
</tr>
</tbody>
</table>

**Characteristics of the student body:**

Being a rural centre close to a regional city we have a combination of family backgrounds. Some of our students come from surrounding farming properties, some from families supporting local infrastructure and some low socio-economic families utilising local cheap accommodation.

We are a Prep to Year 10 school so we accommodate both primary and secondary education sectors. Our primary classes are broken up into P-1, 2/3/4 and a 5/6/7 class, supported by a team of 4 primary teacher aides. The secondary classes are broken up into a junior Yr8/9 class and a senior Yr10 class, supported by a team of 5 secondary teachers and a secondary teacher aide.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>21</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>n/a</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.3</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>6</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

We have a strong Prep to Yr3 focus to ensure all students receive a solid grounding in the Early Years.

We offer a middle schooling program for students in Yrs 6-9. Within this program, students in Yr7 participate in taster high school subjects such as Manual Arts, Agricultural Sciences, Home Economics and Introduction to Secondary Science.

We have alternative pathways such as School Based Traineeships/Apprenticeships for students in Yr10. The Yr10 students have an individualised learning program that is negotiated with each student and their parents.

There are a wide range of literacy and numeracy intervention strategies that include:

- A whole school spelling program.
- Literacy intervention classes, which either support or extend students dependent on their individual capabilities.
- Individual Education Programs for students with learning difficulties or disabilities.

Extra curricula activities

Students have an opportunity to attend a wide range of camps and excursions (subsidised by the school P&C). All year levels are involved in sporting, arts and cultural excursions.

- The Get Active Program (20 minutes structured physical fitness four days per week).
- Active After School Communities program held twice a week to enhance physical fitness.
- A highly successful instrumental music program is offered to students in Years 5-10.
- Students also have the opportunity to promote their artistic ability through entering works in our local shows.

How information and Communication Technologies are used to assist learning

We have two computer labs that are accessible by all students either for focused ICT lessons or to support classroom curriculum programs.

Every classroom has access to computers within the room. Each primary class has an interactive whiteboard and one in four of the secondary classrooms.

The school also has a range of other technologies that support classroom programs. For example, data projectors, digital cameras and videos, mimeos, etc.

Social climate

The development of a positive school climate is an important focus at Cecil Plains State P-10 School and can be seen by the following:

We promote leadership skills for all students, but particularly students in Years 7-10. Students in Years 7-10 have taken on school leadership roles as school captains, house captains and student council members.

The school has a strong emphasis on the development of the whole child, as can be seen through the continuation of such programs as Active After Schools Communities and our Healthy Eating programs.
Parent, student and teacher satisfaction with the school

Following a significant change of teachers within our small school environment, which led to a period of uncertainty and change that had seen parent and staff opinions that the school in a good school drop. This is now turning around with an improvement in our School Opinion Survey results. Last year saw an anomaly in students’ opinion of the school showing a marked improvement. This has now returned previous levels.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>63%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>55%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>62%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Our school is characterised by strong parent and community involvement. This can be seen by the active role taken by members of the P&C Association, which also includes the Ladies Auxiliary who run our weekly tuckshop.

Parents are encouraged to be actively involved in their children’s education by attending culminating activities (e.g. end of term Cecil Celebrations), parent/teacher meetings, school events and information sessions. Parents are also encouraged to come into classrooms to assist with literacy and numeracy programs.

Parents can assist their children at home with their take home Spelling Folders and Reading Logs, as well as homework.

The school actively contributes to such events as the Community Art Show and Lions Club Christmas Carnival and provides resources for other local community events.

School facilities are also extensively used by the community; our sporting facilities are used by community groups and the Centenary Building is also extensively utilised by various community groups.

Reducing the school’s environmental footprint

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

Through the Solar Schools program the school fitted solar panel to our secondary school building, solar hot water systems fitted to two of our building, and an underground water tank installed and connected to our new multipurpose hall to feed rainwater to our amenities block.

<table>
<thead>
<tr>
<th>Environmental footprint indicators, 2010-2011</th>
<th>Electricity KWh</th>
<th>Water KL</th>
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</thead>
<tbody>
<tr>
<td>2011</td>
<td>46,872</td>
<td>4,956</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>13</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>10</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
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<tr>
<td>Masters</td>
<td>1</td>
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<tr>
<td>Bachelor degree</td>
<td>9</td>
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<tr>
<td>Diploma</td>
<td>2</td>
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<tr>
<td>Certificate</td>
<td>0</td>
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Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $13249.75.

The major professional development initiatives are as follows:
- First Steps in Reading for all teachers (although 2 are yet to complete the training) and a number of teacher aides.
- The Principal has, and continues to participate in Maximising Achievement Program (MAP).
- Most staff participated in Asbestos Awareness training.
- Most staff participated in Code of Conduct and Student Protection updates.
- All teachers were trained in using the Dirty Dozen to identify trends in student NAPLAN responses.
- The school hosted a CPR/First Aid training day.
- As indicated earlier the Principal and a number of staff have participated in mentoring from staff at other higher
Our staff profile

performing schools.

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(55,163),(930,269)(55,260),(930,365)(55,357),(930,461)(55,453),(930,557)(55,550),(930,654)(55,648),(930,751)leaders, the staff attendance rate was 95% in 2011.

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 85% 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/](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.

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.

2011 School Annual Report

Queensland Government
Performance of our students

Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>92%</td>
<td>94%</td>
<td>90%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>84%</td>
<td>92%</td>
<td>n/a</td>
<td>n/a</td>
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</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

![Graph of student attendance distribution]

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.

Parents have a number of methods of communicating their children’s absences. These include sending a note with a sibling or the child when they return to school (if the absence is short); telephoning the office or the student absence message service; emailing the Principal or Administrative email addresses; or text messaging the school absences mobile phone.

If students are absent for long or repeated unexplained periods the school will contact parents via either telephone or post. If unauthorised absences continue a letter reminding parents of their legal obligation to ensure their children are regularly attending school will be posted before referring the matter to the relevant authorities.
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, 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

Search by school name

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 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

The attendance of our indigenous students compared to our non-indigenous students is actually higher with our data in the positive at a -4.5% gap.

Our indigenous reading and writing data still remains an area of focus with a mean score gap of 38 and 182 respectively. Numeracy on the other hand is our positive area with a mean score gap of only 7, but even so, there is still room for improvement. To support this all CTG funding has been directed to purchasing of resources in an effort to close this gap more quickly.