



Cecil Plains State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Established in 1898, Cecil Plains P-9 State School is a multi-aged co-educational school situated 43km south of Dalby and 82km west of Towwomba, close to the Condamine River. Our early years classes comprise a Prep class, a Yr 1/2 and a Yr 3/4, with a Prep play-based learning room between. Our upper primary room is a team-teacher room with a Yr 5/6 class. Our Junior Secondary class comprise a Yr 7/8/9 multi-aged class within a high school subject-based setting. The distinctive features within this design ensure each student is able to develop and extend him/herself within a caring, supportive learning environment. Our school is active in the community, participating in Anzac Day, eisteddfods and other local events. Parents are encouraged to become actively involved in the school, with our Parents and Citizens Association fostering cohesion within our community and providing advice and additional resources critical to our children's success.

Principal's Foreword

Introduction

The School Annual Report (SAR) for 2017 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 2017

- Our 2015 School Improvement Unit (SIU) review informed much of our direction through the 4 year school review (QSR) and 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 continued embedding the Australian Curriculum in the areas of English, Mathematics, Science, Humanities and Social Sciences (HASS) and Health and Physical Education (HPE) through the department's Curriculum into the Classroom (C2C).
- We implemented Yrs 7, 8 & 9 as a multi-age Junior Secondary class in 2016, which is on-going.

Future Outlook

- The school will continue to embed its reclassification as a P-9 school, which will allow us to focus on the primary and junior secondary years.
- The school will continue with "YES" as our overarching message. YES stands for You Can Do It, Every Student Succeeding Everyday and STARS (noted earlier).
- Reading will continue to be the school's top priority, however numeracy will continue to be the key focus in 2018.
- Embed Yrs 7, 8 & 9 as a multi-age Junior Secondary class in 2018.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 9
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	60	34	26	6	94%
2016	63	34	29	9	88%
2017	57	28	29	5	93%

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

Characteristics of the Student Body

Overview

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 low cost accommodation.

We are a Prep to Year 9 school, so we accommodate both primary and secondary education sectors. Our primary classes are broken up into Prep, 1/2, 3/4 and a 5/6 class, supported by a team of 4 primary teacher aides and an AUSLAN interpreter. The high school class is a straight multi-age Junior Secondary class (Yr7/8/9), supported by a team of 4 secondary teachers and a secondary teacher aide.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	18	15	14
Year 4 – Year 6	21	13	20
Year 7 – Year 10	3	6	6
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

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 4-9. Within this program, students in Yr6 participate in taster high school subjects such as Manual Arts, Home Economics, and Agricultural Science.

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

- A whole school literacy and numeracy blocks program.
- A whole school spelling program.
- Literacy intervention classes, which either support or extend students dependent on their individual capabilities.

Co-curricular Activities

- Students have an opportunity to attend a wide range of camps and excursions (subsidised by the school P&C and Student Council).
- All year levels are involved in sporting, arts and cultural excursions.
- Sporting Schools program held once a week to enhance physical fitness.
- A highly successful instrumental music program is offered to students in Years 3-9.
- Students also have the opportunity to promote their artistic ability through the local Millmerran show.

How Information and Communication Technologies are used to Assist Learning

- We have a computer lab that is accessible by all students either for focused ICT lessons or to support classroom curriculum programs.
- All children in years 7, 8 & 9 have the opportunity to participate in our take home laptop program.
- Every classroom has access to computers &/or laptops within the room. Every classroom also has an interactive whiteboard that regularly support learning within the classrooms.
- The school also has a range of other technologies that support classroom programs. For example, data projectors, digital cameras and videos, iPads, etc.

Social Climate

Overview

The development of a positive school climate is an important focus at Cecil Plains State P-9 School and can be seen by the following:

We promote leadership skills for all students, but particularly students in Years 6-9. Students in Years 6-9 have taken on school leadership roles such 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 Sporting Schools and our Healthy Eating programs.

In 2013 we introduced The Cecil Challenge, a reward system where the children are encouraged to demonstrate appropriate behaviour, attend school regularly and hand in homework/assignments regularly. If they meet these three challenges, they receive a certificate and participate in an end of term reward. If the children get at least 3 of the four end of term rewards, they can also participate in an end of year excursion. This continues to have a positive influence on our school climate.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	91%	86%
this is a good school (S2035)	93%	91%	57%
their child likes being at this school* (S2001)	100%	91%	86%
their child feels safe at this school* (S2002)	100%	91%	86%
their child's learning needs are being met at this school* (S2003)	100%	91%	86%
their child is making good progress at this school* (S2004)	100%	91%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	82%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	82%	86%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	93%	55%	57%
they can talk to their child's teachers about their concerns* (S2009)	100%	73%	100%
this school works with them to support their child's learning* (S2010)	100%	80%	86%
this school takes parents' opinions seriously* (S2011)	100%	55%	57%
student behaviour is well managed at this school* (S2012)	93%	73%	71%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
this school looks for ways to improve* (S2013)	100%	70%	86%
this school is well maintained* (S2014)	100%	91%	86%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	96%	100%
they like being at their school* (S2036)	76%	78%	83%
they feel safe at their school* (S2037)	80%	88%	100%
their teachers motivate them to learn* (S2038)	96%	100%	92%
their teachers expect them to do their best* (S2039)	92%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	80%	85%	100%
teachers treat students fairly at their school* (S2041)	80%	85%	88%
they can talk to their teachers about their concerns* (S2042)	79%	85%	92%
their school takes students' opinions seriously* (S2043)	79%	81%	96%
student behaviour is well managed at their school* (S2044)	64%	56%	88%
their school looks for ways to improve* (S2045)	92%	89%	96%
their school is well maintained* (S2046)	92%	93%	100%
their school gives them opportunities to do interesting things* (S2047)	84%	89%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	89%	94%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	94%
students are treated fairly at their school (S2073)	100%	100%	88%
student behaviour is well managed at their school (S2074)	94%	88%	88%
staff are well supported at their school (S2075)	100%	94%	82%
their school takes staff opinions seriously (S2076)	94%	88%	71%
their school looks for ways to improve (S2077)	94%	94%	76%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	94%	100%	88%

* 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 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 Anzac Day ceremony 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 multipurpose hall is also extensively utilised by various community groups.

Respectful relationships programs

In 2016 our Year 8/9 students participated a program called "Love Bites" hosted by the Myall Youth and Community Network Centre. The program looks at developing positive relationships between couples and the negative effects of abusive relationships.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	2	1	3
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

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 multipurpose hall to feed rainwater to our amenities block.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	9	1,959
2015-2016	52,923	1,329
2016-2017	47,027	1,452

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.

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 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

Sector:

☒ Government

☒ Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	14	11	<5
Full-time Equivalents	10	7	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	5
Bachelor degree	6
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$13,628.68.

The major professional development initiatives are as follows:

- The Principal has, and continues to participate in Regional Development days (formally Maximising Achievement Program).
- All teachers have been in-serviced in the above Regional Development day programs.
- A number of staff have participated in AUSLAN PD.
- All staff participated in Asbestos Awareness training.
- All staff participated in Annual Mandatory Training, which includes Code of Conduct, Student Protection, etc.
- All staff participated in Big 6 reading PD
- The school once again hosted a staff and community CPR/First Aid training day.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	81%

*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 student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

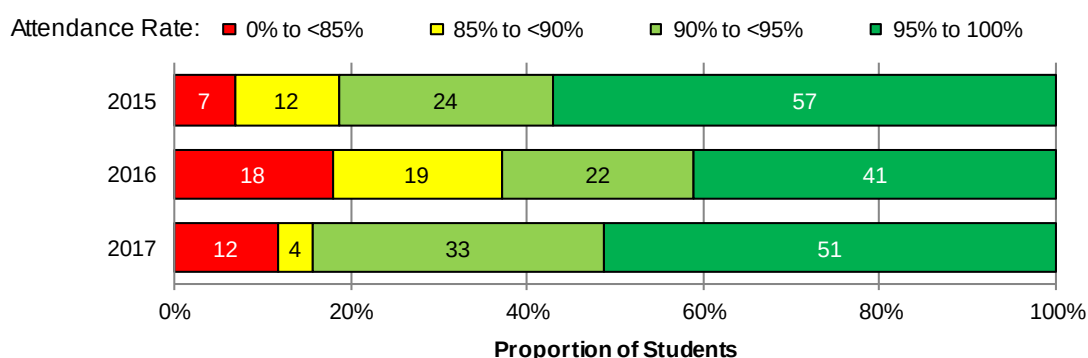
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	93%	94%	92%	93%	93%	97%	97%	100%	84%	100%		
2016	89%	92%	93%	95%	92%	94%	89%	96%	94%				
2017	90%	90%	93%	94%	94%	95%	92%	87%	94%	96%			

*Attendance rates effectively count 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 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.

Parents have a number of methods of communicating their children's absences. These include sending a note from a parent with a sibling or the child when they return to school (if the absence is short); telephoning the office or the student absences message service; emailing the school's absences email addresses; or faxing the school.

Under the departments new same day reporting policy the school will attempt to contact parents the same day a student is absent if they have not already notified the school. The school also sends home unexplained absences letters each week for those absences that continue to go unexplained.

Parents are required to apply to the Principal for an exemption from compulsory schooling if their children are going to be absent from school for more than 10 consecutive school days. A component of that application is putting measures in place to ensure the children are still learning whilst they are absent from school during that time.

A component of The Cecil Challenge mentioned earlier is rewarding students for regular attendance. If children have no more than 5 unexplained or unacceptable absences within a term, that goes towards the end of term reward.

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.

NAPLAN

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

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