Coningsby State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Coningsby State School is situated on the Bruce Highway just ten minutes north of Mackay. It is a small country school providing a comprehensive curriculum from Prep to Year 6 covering all eight Key Learning Areas with a focus on literacy and numeracy. Specialist Teachers visit the school to assist in the delivery of The Arts, Languages Other Than English and Physical Education. The children are also engaged in a wide variety of extra-curricular activities supported by active parent participation. The school's motto is 'Experience the Challenge'; the school works toward this by helping students to develop to their full potential and to learn respect for self, others and the environment, while striving to prepare for the challenging future. Coningsby State School has a long and acknowledged heritage and is an environment where children feel safe and secure, surrounded by leafy shaded play areas and well-maintained grounds and sporting ovals. In 2009, the Coningsby school community celebrated 125 years of education. Coningsby State School is one of seven cluster schools along the Northern Highway. The school encourages community involvement and together, strive to succeed in all our ventures and challenges.

Principal's Foreward

Introduction

Through our motto, "Experience the Challenge" the school seeks to help students to develop to their full potential, to learn respect for self, for others and the environment, whilst striving in harmony to prepare for their challenging future. Coningsby State School aims to provide a high quality education from Prep to Year 6 that makes a positive difference to the lives of all children.

This Annual Report helps the school to share with parents and other members of the community information about the school, its strengths and its performance for 2016.

Coningsby State School continues to strive for improvement in the areas of literacy and numeracy. To achieve this, consistent intervention mechanisms have been put in place as well as setting up support strategies for those students working below the national average.

This report also contains information about what makes our school unique – the exciting and engaging teaching and learning, the multi-age learning environment, the social skills, the family-like supportive learning environment and the dedication and commitment of all staff. The content of this document meets both the Queensland Government and Australian Government annual reporting requirements for schools. Interested people can access this Annual Report via the School Website or from the school administration upon request.

School Progress towards its goals in 2016

Writing
- Ensure a whole school approach to the delivery of the teaching of writing.
- Extend writing opportunities within the class as well as during extended learning.
- Target: Percentage of students gaining C or better in school reports (85%)
- Target: Percentage of students reaching Upper Two Bands in NAPLAN (Year 3 >45% and Year 5>35%)
- Target: Percentage of staff using Explicit Instruction to deliver new and critical skills in the delivery of writing (100%)

Reading
- Exposing students to differentiated reading experiences throughout the school.
- Skilling all staff to explicitly teach reading and comprehension skills.
- Target: Percentage of students gaining C or better in school reports (85%)
- Target: Percentage of students achieving in the upper two bands in Reading (Year 3 >45% and Year 5 >35%)
- Target: Percentage of students achieving at or above NMS (100%)

Teaching Quality
- Improving the ability of teaching with an understanding of the research involved in developing schools and students.
- Target: Ensuring all staff have access to PD and coaching/ feedback as per Performance Development Frameworks (100%)

Utilise Investing For Success (I4S) Funding
- Improve the Literacy and Numeracy outcomes of students through a research based approach
- outline how the funding will be invested in 2016 to improve student outcomes and school performance
- performance will be measured throughout the year
- report on the success of the strategies

The I4S report can be found on the Coningsby State School website.

Future Outlook

Completed
In progress
To do

PRIORITY 1: WRITING ACROSS ALL LEARNING AREAS

Targets			
Increase our writing achievements in Year 3 and Year 5 by 20% of students reaching the Upper 2 Bands. 47% of all students achieving an A and B in English.			
Strategy	**Building teacher capacity around analysis and discussion of data.**		
Actions		**Timelines**	**Responsible Officer/s**
Analyse and discuss writing data trends across school and determine targets for 2017. Data sets include: NAPLAN (actual/resits) & Early start.		T4 2016 to T1 2017	Principal HOC/Reg. Office Teachers
Determine an achievable internal monitoring schedule.		T4 2016	Teachers/HOC
NAPLAN practice data collected for Years 2, 4 and 6 for Analysis in T1.		T1	Teachers
Set targets with teachers for achievable improvements.		Term 1 SFD	Principal Teachers
Research and begin to formalise a writing program - starting with sentence structure and ideas. Resources include 6+1 traits of Writing		T2-T4	Teachers HOC
Track sentence structure and ideas using CQ3S software: Phil Wilson to train staff in how to utilise it		1 per term	Principal's coach/Teachers
Strategy	**Creating a culture of a whole school approach to delivering the writing curriculum focusing on the areas of Sentence Structure and Ideas**		
Actions		**Timelines**	**Responsible Officer/s**
Investigate '6+1 traits of Writing' - book (Ruth Culham) to gain a deeper understanding of focus areas.		T1	Teachers HOC
Formalise a "Writing at Coningsby" process document around how writing is taught. Part 1: sentence structure and ideas Part 2: remaining areas and pedagogies behind the teaching of writing		Part 1:End of year Part 2: TBA	HOC with teachers

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Action	Timeline	Responsible
Identify the writing demands of the assessment or monitoring tasks for every unit.	Each term	Teachers HOC
Identify writing goals from each unit on the P-10 Literacy continuum.	Each term	Teacher HOC
Modelled lessons across classrooms to ensure consist delivery around sentence structure.	Weekly T1-T2	I4S Teacher
Investigate ACARA's general capabilities: critical and creative thinking - to gain deeper understanding for classroom application	Whole year – ongoing	Teachers HOC

Strategy	Establishing an approach to the teaching of Spelling at Coningsby that is consistent and agreed upon.	
Actions	**Timelines**	**Responsible Officer/s**
Analyse data around spelling for tracking and goal setting.	T1	Teachers HOC
Use a range of programs to enhance the explicit teaching of Spelling	Ongoing	HOC
Build the capacity and capability of staff pedagogical practice in the teaching of Spelling to improve student outcomes.	Ongoing	Principal/HOC Teachers
Reflect on the success of the new pedagogical practice by interrogating data to inform the review of the Coningsby Spelling Framework.	Term 4	Principal HOC/Teachers

PRIORITY 2: Australian Curriculum: English

Targets		
45% of Year 3 students achieve in the Upper 2 Bands of Reading across the cluster. 85% of students in Y1-6 to achieve C or better in English across the cluster.		
Strategy	Building a deeper understanding of Australian Curriculum English	
Actions	**Timelines**	**Responsible Officer/s**
Create and display the non-negotiable components of Learning Displays in each classroom: GTMJs, exemplars, metalanguage, student work samples and know/do charts, throughout each English unit.	Ongoing	Teachers Teacher Aides
Modify (adapt/adopt) GTMJs for multi-age contexts and building teacher capacity around unit metalanguage.	Planning Days	HOC Teachers
Share Learning Displays at planning days and receive peer feedback and moderation of displays.	Planning Days	HOC Teachers
Formalise the cluster moderation and feedback process.	T1 & T4 SFD	HOC Principal
Collaborative planning - a consistent whole school/cluster approach to planning.	Ongoing	HOC Teachers
Strategy	Building teacher capacity around goal setting and feedback to students in a variety of ways (individual, group, whole class) in relation to Australian Curriculum English.	
Actions	**Timelines**	**Responsible Officer/s**
Create a task force to gathering appropriate research around effective goal setting/feedback (ie. Hattie, Marzano, and Archer).	Semester 1	identify key teachers to join task force
Provide appropriate professional development opportunities for teachers around goal setting and feedback as identified by Task Force.	Semester 2	Task Force
Provide teachers with observation/feedback ground giving effective feedback to students.	Semester 2	Teachers HOC/ Principal

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	59	29	30	>5	95%
2015*	66	30	36	7	98%
2016	66	28	38	11	98%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview
Enrolments remain steady overall with a slight upward trend. The children are engaged in a wide variety of extra-curricular activities supported by active parent participation.
Coningsby State School has a long and acknowledged heritage and is an environment where children feel safe and secure, surrounded by leafy shaded play areas and well-maintained grounds, sporting ovals and surrounding sugar cane farms.
Coningsby State School is situated on the Bruce Highway approximately ten kilometers north of Mackay. The Coningsby community is rural with the vast majority of families drawing on European heritage. While the area is largely sugar cane farming, many families have made a lifestyle choice to reside in the area, predominantly on small acreage lots.
Parents are employed in a wide range of occupations ranging from farming, employment with Mackay based businesses to mining related industries in the Bowen Basin mining region.
The school has a welcoming feel and a supportive staff who encourage community involvement as together; we strive to succeed in all our ventures and challenges.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	21	19
Year 4 – Year 7	11	24	24
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery
Our distinctive curriculum offerings
- Arts Specialist (music and visual arts)
- Swimming Program
- Community ANZAC Day Memorial Service
- Arts/Drama/Music Performances
- Religious Instruction Program
- Year 4-6 Annual Camp
- Class excursions to support class curriculum programs
- Learning Support program
- Gifted Education provision through differentiation of classroom curriculum and special events

Co-curricular Activities
- Sporting School Program
- Interschool Sport / Intra-school sports
- Student Council Discos and Fundraising Projects
- Participation in various charity events
- Whitsunday Voices Youth Literature Festival
- Transition Program – with local High Schools
- Technology Club

How Information and Communication Technologies are used to Assist Learning
Teacher use of the interactive whiteboard models good practice in the use of ICTs and the school has I-Pads for use in each multi-age classroom. Students can be seen utilising ICTs during class and break times. The children utilize high-interest learning objects to support the curriculum units implemented in the class. The children access guided internet sites to provide additional information for a range of topics, participate in appropriate online surveys.

Information and communications technologies are used to assist and support learning. ICT is the platform to provide a differentiated curriculum. Students use a balance of technology and explicit teaching to research, record, investigate and demonstrate knowledge. Students use a mix of inquiry-based research, web-based sites and multi-media applications to enhance their learning opportunities. ICTs are used by Prep to Year Seven students to support teaching and learning across all learning areas.

Specifically, student's use ICTs on a daily basis in arrange of contexts, including: publishing stories, reports, writing activities, developing literacy and numeracy skills using software programs, learning objects, websites, practicing touch typing skills; doing guided research in database programs and on the internet; designing spread sheets, web pages, multimedia PowerPoint presentations; and creating digital art.

Students at Coningsby State School are encouraged by all staff to utilise technology and to continue to keep pace with the ever-changing technological world in which we live.

Social Climate

Overview
At Coningsby State School, we pride ourselves on providing a safe and supportive, pleasant learning environment for all children. We model positive, caring relationships between all stakeholders, ensuring a warm and caring culture continues to grow.

Preventing and Responding to Incidents of Bullying (including Cyberbullying) is addressed in our Responsible Behaviour Plan. Carefully planned and promoted school and community events throughout the year provide opportunities to showcase the spirit and achievements of our students at our school.

Our students are explicitly taught the "Say no to bullying – do the High 5." This provides students with a framework on how to manage conflict. The High 5 are: ignore, talk friendly, talk firmly, walk away and report.

Coningsby State School offers a modern education in a traditional setting. Our school community is one where everyone supports each other. This 'description' of the school is supported and demonstrated by parent, staff and student comments in the School Opinion Survey. Our main focus is on the development of self-belief and confidence in an effort to support students' holistic development.

We have a very active P&C whose role in our school is fundamental to student success. The School Opinion Survey of parents and students indicated that 100% of parents and students agreed that students were safe at school, were receiving a good education and were happy to go to this school.

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Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	96%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	95%	100%
their child is making good progress at this school* (S2004)	96%	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	96%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	95%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	95%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	96%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	97%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	95%	100%	93%
their school takes students' opinions seriously* (S2043)	100%	100%	97%
student behaviour is well managed at their school* (S2044)	100%	100%	93%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	95%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	91%	100%
they feel that their school is a safe place in which to work (S2070)	100%	91%	100%
they receive useful feedback about their work at their school (S2071)	100%	91%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	91%	100%
students are treated fairly at their school (S2073)	100%	91%	100%
student behaviour is well managed at their school (S2074)	100%	91%	100%
staff are well supported at their school (S2075)	100%	91%	100%
their school takes staff opinions seriously (S2076)	100%	91%	100%
their school looks for ways to improve (S2077)	100%	91%	100%
their school is well maintained (S2078)	100%	91%	100%
their school gives them opportunities to do interesting things (S2079)	100%	91%	100%

* 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 vision relies on the support of our families and P&C. Parades, newsletters and program information encourage parent involvement in student learning both at school and at home.

Coningsby SS encourages parent involvement in a wide range of activities. These include:
- Formal parent-teacher interviews are offered twice per year, while informal discussions are encouraged all year round together with parent information sessions.
- Classroom volunteers: including a P-1; 2-3-4; 4-5-6 reading program operating before school on a daily basis
- P&C Association, tuck-shop, home bake, fundraising, grounds care.
- Volunteers for excursion;
- Parental/Community attendance at parade;
- Volunteering time in classrooms to assist regularly or for special events
- Cultural, special and sporting events;
- P&C meetings, working bees, events;
- Tuck-shop volunteers;
- School Reports in June and December;
- Religious Instruction volunteer teachers;
- Surveys and School Review.

Respectful relationships programs

At Coningsby State School we deliver respectful relationships education through the Australian Curriculum: Health and Physical Education units of work. The school has developed and implemented programs that focus on appropriate, respectful 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.
**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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Environmental Footprint

Reducing the school's environmental footprint

Coningsby State School has become a Reef Guardian School and the staff have attended ongoing professional development about sustainability.

A sustainability action plan (SEMP) was enacted in 2013. Staff had worked with a sustainability officer to develop the plan. This plan will be reviewed in 2017.

The staff and students of Coningsby SS are committed to reducing our carbon footprint and providing a sustainable school environment that is climate-change responsive.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	30,226	714
2014-2015	34,829	309
2015-2016	37,010	711

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.
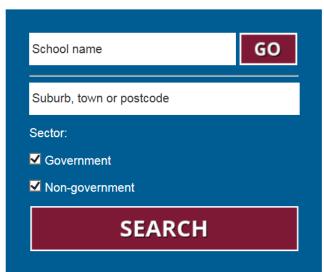
School Funding

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.**

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time Equivalents	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	1
Bachelor degree	4
Diploma	0
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 2016 were $ 8540.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

.The major professional development initiatives are as follows:

- ALEA Literacy Heaven
- Budget training
- Cluster planning and moderation days
- Curriculum planning
- Essential skills for classroom management
- First aid training (including anaphylaxis, asthma, CPR and standard first aide) – undertaken by different staff
- Mandatory staff trainings including emergency procedures (annual)
- QELi – Growth Coaching
- Sheena Cameron Writing Workshop
- Choose Maths
- CQR School Leadership Teams – Problems of Practice Workshop
- THRASS training
- Seven Steps to Writing Success – Early Years
- CQ3S Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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Performance of Our Students

Key Student Outcomes

At Coningsby State School collectively for the period 2012-2016:
- 100% of Year 5 students were above the National Minimum Standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.
- 100% of Year 3 students were above the National Minimum Standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	95%	93%

*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.
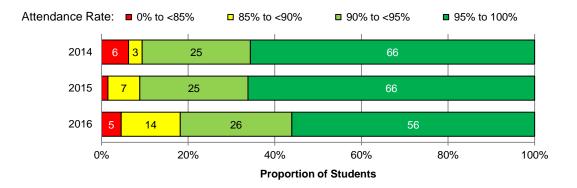
The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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
2014	97%	95%	96%	96%	94%	95%	95%	93%					
2015	97%	96%	96%	96%	96%	98%	95%						
2016	92%	95%	96%	96%	95%	95%	97%						

*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 DET 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.
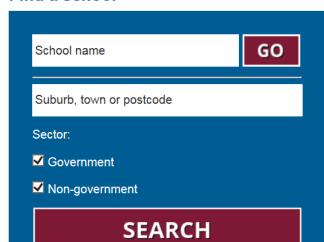
Coningsby State School recognises that regular attendance of all children is imperative for effective learning. All children are marked on the class roll twice daily (9:00 and 1:45) to effectively monitor attendance. Rolls are marked electronically.

It is a requirement at Coningsby SS that an explanation for all absences is provided on the day of the absence. Coningsby SS encourages parents/caregivers to provide same day notification for all absences via our absence line, school app or in person. All unexplained absences are followed up on the same day with parents/caregivers. Accurate records of absenteeism and explanations are kept at the school, with weekly monitoring of individual and class attendance. Contact is made either by letter or phone with parents/caregivers about unexplained absences.

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.**

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 NAPLAN information is available by selecting **'NAPLAN'** 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 our school's NAPLAN results.