

Cameron Downs State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PMB Cameron Downs Station Hughenden 4821
Phone	(07) 4741 7250
Fax	(07) 4741 7239
Email	principal@camedownss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Principal, Mrs Elizabeth Crocos

Principal's foreword

Introduction

Cameron Downs State School is a small community-oriented rural school that nurtures intellectual curiosity, courtesy and pride to allow students to achieve to their full potential. We foster community collaborative partnerships and an inclusive instructional program that enables all students to meet the challenges of the future with confidence and compassion.

At Cameron Downs State School we value professionalism, respect, inclusiveness and excellence. The school's motto "Courtesy, Duty, Pride and Success" is lived and breathed each day by staff and students of Cameron Downs State School.

This report provides a snapshot of academic, student and staff data for Cameron Downs State School for the 2015 school year and summarises our schools' progress and goals for 2015. In 2015 Great Results Guaranteed (GRG) funds were used to purchase additional human resources to assist the classroom teacher implement the school Reading agenda.

School progress towards its goals in 2015

In 2015, our continued priority as set out in our Annual Implementation Plan was to achieve improved learning outcomes in:

- Implement Australian Curriculum
- Explicit teaching of Writing Genre (structure, punctuation and grammar)
- Explicit teaching of spelling
- Attendance
- Professional Development to build staff capacity
- Transitioning from Pre Prep to Prep

Although school enrolments are small, results have been impressive. All priorities were implemented in 2015 and will continue to be a focus into 2016. Results of systematic testing of students learning outcomes are pleasing and show improvements in the areas of reading and writing.

Future outlook

Key Priorities for 2016 are:

- Explicit teaching of English (writing and spelling) and Mathematics (fluency and problem solving).
- Continue implementation of the Australian Curriculum – Focusing on Leading Quality Teaching and Learning strategies.
- Pre-Prep – focus on playgroup and eKindy
- Community involvement in Quadrennial School Review (QSR).

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	4	1	3		100%
2014	3	1	2		100%
2015	5	2	3		100%

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 2015, 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:

All students are from a rural background and live on surrounding cattle properties. Students attending Cameron Downs State School travel long distances to attend school every day. Parents transport their own children as there is no bus service available.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	6	3	4
Year 4 – Year 7 Primary			1
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings

- Individualized Curriculum into the Classroom (C2C) curriculum plans
- LOTE (Japanese) is offered to Year 6 students via teleconference once a week
- Participation in the Hughenden Show and sporting events
- Annual Athletics and Swimming Carnival with Small Schools and St. Francis Catholic School
- Daily Literacy and Numeracy blocks.
- Learn to swim program in Terms 1 and 4.

Extra curricula activities

- Social Tennis Nights once a term
- Specialised Visitors: Chaplain (weekly visits) and travelling religion teacher (once a term)
- Specialist Staff: Guidance Officer.
- RAFS (Remote Area Family Services) playgroups, school based playgroup
- Scholastic Book Fair

How Information and Communication Technologies are used to improve learning

Cameron Downs State School provides access to computers for each student. Furthermore, we have 4 iPads which are used in conjunction with the desktops/laptops. These support the cohort in developing their computer based competencies and assists in their ability to gain computer skills. An interactive whiteboard is used in the classroom on a daily basis. Students are also provided with a range of other digital media equipment including digital cameras, colour printers, scanners, data projector and digital microscope. All these are provided to develop and improve the student's skills through the continual use of information and communication equipment.

Internet programs such as *Mathletics*, IXL, Spelling-VocabularyCity, Sunshine online, Busy Things and Reading Eggs are also utilised by students and staff on a regular basis and are used to evaluate and record everyday learning experiences.

Programs such as PowerPoint, Excel, Publisher, Photo Story, Book Creator and Word are utilised regularly to enhance and consolidate student learning outcomes. Students work with technology on a daily basis and are familiar with the operation of all media within the classroom context.

Social Climate

The local and wider community views the school as a supportive environment where all students feel safe and valued. Positive /appropriate behaviour is constant and there are few issues with bullying. The main goal of the school is to create an atmosphere that is welcoming and safe for all students, their families, staff and visitors. At present, we have a school Chaplain who visits the school and assists in the welfare and wellbeing of not only the students but also the local community. Once a term, a fly-in Religious Instructor visits the school.

The School Responsible Behaviour Plan for Students has been developed, is adhered to and referred to on a regular basis by students and staff. Students are happy to attend school and this is reflected in the positive feedback that is provided from the families to staff. All students are involved and included in the developing of the school rules. These are displayed in the classroom and referred to when required.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	DW	DW	DW
this is a good school (S2035)	DW	DW	DW
their child likes being at this school (S2001)	DW	DW	DW
their child feels safe at this school (S2002)	DW	DW	DW
their child's learning needs are being met at this school (S2003)	DW	DW	DW
their child is making good progress at this school (S2004)	DW	DW	DW
teachers at this school expect their child to do his or her best (S2005)	DW	DW	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	DW	DW	DW
teachers at this school motivate their child to learn (S2007)	DW	DW	DW
teachers at this school treat students fairly (S2008)	DW	DW	DW
they can talk to their child's teachers about their concerns (S2009)	DW	DW	DW
this school works with them to support their child's learning (S2010)	DW	DW	DW
this school takes parents' opinions seriously (S2011)	DW	DW	DW
student behaviour is well managed at this school (S2012)	DW	DW	DW
this school looks for ways to improve (S2013)	DW	DW	DW
this school is well maintained (S2014)	DW	DW	DW

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%		DW
they like being at their school (S2036)	100%		DW
they feel safe at their school (S2037)	100%		DW
their teachers motivate them to learn (S2038)	100%		DW
their teachers expect them to do their best (S2039)	100%		DW
their teachers provide them with useful feedback about their school work (S2040)	100%		DW
teachers treat students fairly at their school (S2041)	100%		DW
they can talk to their teachers about their concerns (S2042)	100%		DW
their school takes students' opinions seriously (S2043)	67%		DW
student behaviour is well managed at their school (S2044)	100%		DW
their school looks for ways to improve (S2045)	100%		DW
their school is well maintained (S2046)	100%		DW
their school gives them opportunities to do interesting things (S2047)	100%		DW

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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)	100%	80%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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

The involvement of parents in their child's learning at Cameron Downs State School is imperative to the positive and improved learning outcomes of the students. Some of the following are example of how the parents are involved with their child's education:

- Parents are actively involved in the school on a daily basis. The P & C holds regular meetings and attendance is always high.
- The P & C supports the school consistently and on a variety of levels, and successfully fundraises at different times of the year to promote our school.
- Report cards are issued each semester and they are followed up with parent and teacher interview where each student's progress is discussed.
- School newsletters are distributed to students, parents and the local/wider community on a monthly basis to inform them of the events and achievements of the whole school and individual students.
- Parades are held regularly and include celebrations of student's success.

Reducing the school's environmental footprint

Due to the fact that Cameron Downs State School is geographically located on a cattle station and is not serviced by Council waste collectors, students are unable to recycle waste material such as cardboard, glass and cans. To reduce our environmental footprint, we ensure that the air conditioners are only turned on at a particular time and are kept at a constant temperature to ensure their effectiveness. Lights are switched off before exiting the building at break times and all computers are left off when not in use.

Students at the school have a great understanding of the importance of reducing their imprint and we are looking at other ways to continue this at the school. With the installation of solar panels at the school, we have started receiving refunds on power output instead of receiving bills.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	6,628	0
2013-2014	-1,146	0
2014-2015	2,337	

*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.

Our staff profile

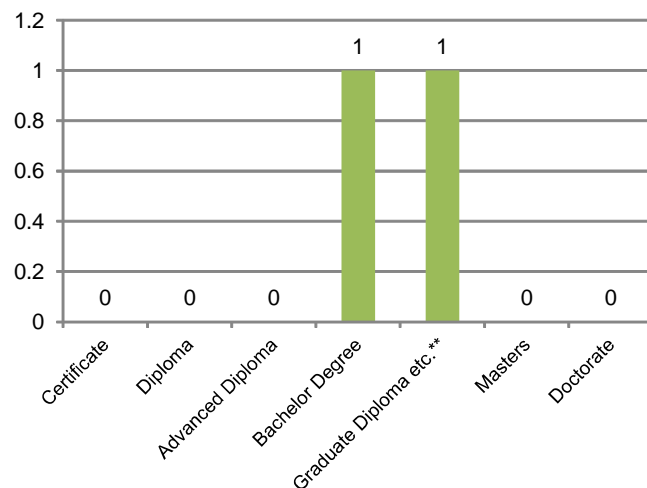
Staff composition, including Indigenous staff

Principal, Teacher Aide, Admin Officer.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	1	3	0
Full-time equivalents	1	1	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	2



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on staff professional development in 2015 were \$18 909

As we are a remote rural school staff have considerable travel and accommodation costs in addition to registration fees for professional development. This figure represents training for all members of staff.

The major professional development initiatives are as follows:

- Principals Business meetings and conferences
- Quality Teaching and Learning workshop
- Dalrymple Alliance Meetings
- First Aid training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	100%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 0% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	98%	92%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)													
	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
2013	91%	DW		DW	DW			DW					
2014		99%	DW		DW								

Student attendance rate for each year level (shown as a percentage)

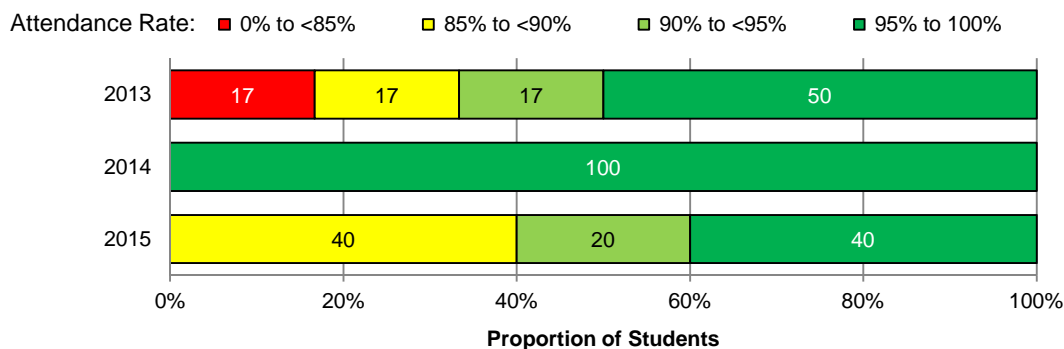
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%		DW	DW		DW							

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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.

Non-attendance at our school results from rain or illness. When the roads become wet they are impassable. Therefore, we have set up a virtual classroom and edStudio where students and teachers can contact one another via email, fax or phone. The planned curriculum is thus kept as uninterrupted as possible and the students continue with their school routine. Illness is reported to the teacher on a daily basis via a phone call and work is sent home if the child is away from the school for a long period. Any unexplained absences are followed up with a phone call to the families enquiring about the reason for absence.

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

Sector:

Government

Non-government

Where it says '**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.