



Cameron Downs State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

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, Elizabeth Crocos

School Overview

Cameron Downs State School is a small community oriented rural and remote school that is uniquely situated on a property within the Flinders Shire. We are sixty-five kilometres from Hughenden and the school is situated along the Hughenden - Muttaborra Road. At Cameron Downs State School, we nurture 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. In 2017 we began participation in the North Queensland Remote Kindergarten Pilot scheme, which provides a quality early childhood education program to kindergarten age children who are eligible to begin Prep in the following year. The kindergarten students are integrated into the Prep – Year 6 multi-level classroom. Our active Parents and Citizens Committee is made up of many members from the wider community. We actively encourage parents and members to be involved in our school through our 'open door' policy and also with our community days.

This report provides a snapshot of academic, student and staff data for Cameron Downs State School for the 2017 school year and summarises our schools' progress and goals for 2017. In 2017 Investing for Success (I4S) funds were used to purchase additional human resources to enable staff professional development and assist the classroom teacher extend student learning in English.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

In 2017, our continued priority as set out in our Annual implementation plan was to achieve improved learning outcomes:

- 85 % of students achieve a C or higher in English, Mathematics and Science in every year level

All priorities were implemented in 2017 and will continue to be a focus in 2018. Results of systematic testing of students' learning outcomes are very pleasing and show improvements in the areas of English Mathematics and Science

Future Outlook

Key priorities for 2018 are:

- Improving A-E data through explicit teaching of reading and writing in the curriculum.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	5	2	3		100%
2016	6	2	4		100%
2017	9	3	6		100%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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

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	5	6	9
Year 4 – Year 6			2
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings

- Individualized Curriculum into the Classroom (C2C) curriculum plans
- LOTE (Indonesian) is offered to Year 5 and 6 students via teleconference once a week
- Participation In Impact projects for students in Years 3-6
- 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 Term 4.
- North Queensland Remote Kindergarten Pilot scheme

Co-curricular 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 Assist Learning

Cameron Downs State School provides access to computers for each student. Furthermore, each student has access to an individual iPad, which is 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 and colour printers. All these resources are provided to develop and improve the student's skills through the continual use of information and communication equipment.

Broadly, Cameron Downs State School seeks to make best use of our technology hardware, software and teaching skills to ensure that our students will be best prepared to enter a knowledge-based economy. With an introduction to STEM skills, and particularly through the inclusion and focus on coding and robotics, the students will gain familiarity with the basic tools for engaging in a technology-driven future. Accordingly, our students will be directed towards being confident and innovative creators in the technology field, and not just users of technology.

Social Climate

Overview

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 and is adhered to and referred to on a regular basis by students and staff. We are beginning to develop our Positive Behaviour for Learning Framework. 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

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)	DW	100%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	100%	100%
their child is making good progress at this school* (S2004)	DW	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	DW	100%	100%
this school takes parents' opinions seriously* (S2011)	DW	100%	100%
student behaviour is well managed at this school* (S2012)	DW	100%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	DW	DW	DW
they like being at their school* (S2036)	DW	DW	DW
they feel safe at their school* (S2037)	DW	DW	DW
their teachers motivate them to learn* (S2038)	DW	DW	DW
their teachers expect them to do their best* (S2039)	DW	DW	DW
their teachers provide them with useful feedback about their school work* (S2040)	DW	DW	DW
teachers treat students fairly at their school* (S2041)	DW	DW	DW
they can talk to their teachers about their concerns* (S2042)	DW	DW	DW
their school takes students' opinions seriously* (S2043)	DW	DW	DW
student behaviour is well managed at their school* (S2044)	DW	DW	DW
their school looks for ways to improve* (S2045)	DW	DW	DW
their school is well maintained* (S2046)	DW	DW	DW
their school gives them opportunities to do interesting things* (S2047)	DW	DW	DW

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)	83%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	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%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school gives them opportunities to do interesting things (S2079)	100%	100%	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

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.

Respectful relationships programs

Our focus at Cameron Downs State School is to develop students who are able to demonstrate appropriate, respectful and healthy relationships. We deliver respectful relationships education through the Australian Curriculum: Health and Physical Education. We reinforce our teaching with our School Responsible Behaviour Plan for Students and lessons taught by our school chaplain. We are continuing to develop our Positive Behaviour for Learning Framework.

'In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. Students critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.'

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	0	0	0
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

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 environmental footprint and we are looking at other ways to continue this at the school. We have solar panels installed at the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	2,337	
2015-2016	4,983	
2016-2017	4,749	

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

Principal, Teacher Aides, Administration Officer.

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	1	6	<5
Full-time Equivalents	1	2	<5

Qualification of all teachers

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

*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 \$15 806

As we are a rural and remote school, staff members 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
- Dalrymple Alliance meetings
- North Queensland Remote Kindergarten Pilot Conference
- Developing Effective Writing Workshop
- Online Numeracy Festival
- Online Unlocking Potential
- Collaborative Inquiry
- Curriculum planning days
- Leading Where You Are conference
- iPad Training
- First Aid training

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.	97%	97%	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 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).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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 Primary schools was 93%.

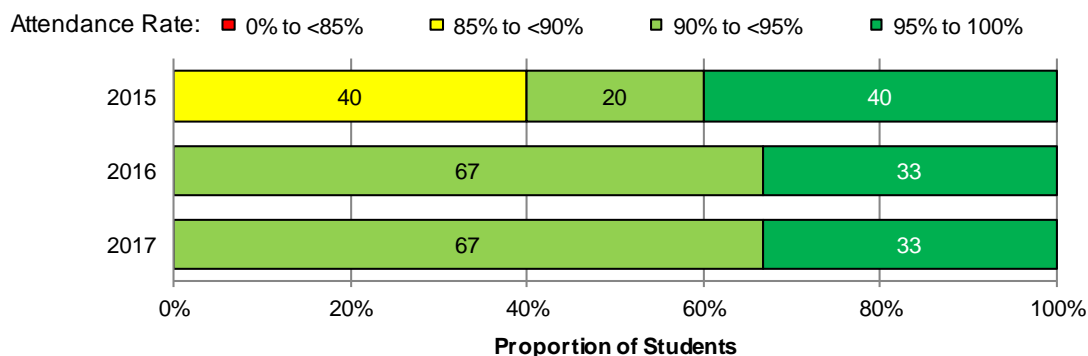
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%		DW	DW		DW							
2016	DW	91%		DW	DW		DW						
2017	96%	93%	DW	DW	DW	DW							

*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.

Non-Attendance at our school normally results from either rain or illness. When the roads are wet they are impassable. Therefore, we have set up a virtual classroom and edStudio where students can access curriculum content. 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 can continue with their school routine. Students also have work provided on a memory stick to ensure they have access to work at home, when it is required. Illness is reported to the teacher on a daily basis via a phone call and work is sent home via email if the child is away from school for a long period. Rolls are marked twice daily and any unexplained absences are followed up with a phone call to the families enquiring about the reason for the absence. Our parents are aware of the importance of students attending school on a regular basis and are familiar with the 'Every Day Counts' initiative.

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

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 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.

Conclusion