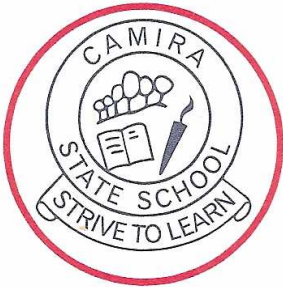


QUEENSLAND STATE SCHOOL REPORTING - 2010

Camira State School (0352)

	Postal address	PO Box 2185 Gailles QLD 4300
	Phone	(07) 3381 4888
	Fax	(07) 3381 4800
	Email	the.principal@camirass.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
	Contact Person	Julie-Ann McCullough (A/Principal)

Principal's foreword

Introduction

This Annual Report is intended to provide parents, staff and the wider community with meaningful information about the achievements of Camira State School during the 2010 academic year.

On behalf of the Camira Management Team, we are very proud of the achievements of our students, staff and parent/community groups as outlined in this report. We plan to maintain our commitment towards continual school improvement with an emphasis on Literacy, Numeracy, ICTs and Schoolwide Positive Behaviour Support (SWPBS).

This report reflects the school's values and commitment to maintain a supportive learning environment where the priority is maximising achievements for all students within a safe and happy school community.

School progress towards its goals in 2010

Our strategic priority areas for 2010:

Literacy:

- Analysed achievement data and the implications for our school
- Explicit teaching of reading comprehension supported by Spring Board and Brain Banks
- Enhanced resources for students and teachers
- Camira State School Spelling, Handwriting and English Programs accessed as tools for planning
- Essential Learnings embedded in planning
- Differentiated instruction to cater for all students
- Developed whole school assessment framework to include standards and targets for English
- Engaged an author in residence to provide narrative writing workshops
- Productive Pedagogies and explicit teaching strategies identified and incorporated into daily classroom activities
- Implementation of whole class oral language programs P-2: Leap into Language, Launch into Language and Lock into Language
- Embedded the explicit teaching of Literacy in all KLAs and in all year levels
- Improved NAPLAN (National Assessment Program – Literacy and Numeracy) data in Year 3 and 7
- Improved Year 2 Net results

Numeracy:

- Cluster Numeracy Project focussing on common investigative tasks
- In-school and cluster moderation of Numeracy tasks
- Analysis of data and the implications for our school
- Enhanced resources for students and teachers
- Essential Learnings embedded in planning
- Developed a shared understanding of how numeracy is related to mathematics and other KLAs
- Improved teacher understanding of numeracy across the curriculum to enhance student knowledge

- Enhanced curriculum leadership for numeracy

Supportive Learning Environment:

- Continued the implementation of SWPBS
- Revised School Responsible Behaviour Plan for Students in line with SWPBS
- Aligned Early Intervention Trial Project to SWPBS
- Increased percentage of students satisfied with the behaviour of students at this school
- Continuation of the Chaplaincy program to support student welfare

ICTs

- Enabled teaching and learning by
 - the use of a variety of resources, project rooms and communication tools (emails, wikis, blogs)
 - the purchase of software to enhance Numeracy and Literacy outcomes for students
 - the development of activities to integrate ICT within Numeracy and Literacy
- Supported learners in the curriculum by increasing and promoting staff use of applications, resources, online courses and other Professional Development opportunities
- Improved Technical Support by increasing the time allocation for onsite technical support and reviewing and updating procedures for teachers' access to technical support
- Introduced a robotics program from Prep to Year 7
- Interactive Whiteboards in every classroom

Future outlook

Camira continues to focus on the priorities identified in the Triennial School Review in 2009. These 2010 – 2012 priorities remain as Literacy, Numeracy, Supportive Learning Environment, ICTs with the inclusion of Science.

Robotics will continue to be embedded across the school to support Technology in 2011.

The key areas focus on student engagement and improvement in academic learning. Camira will continue to improve the NAPLAN, Year 2 Net, OneSchool, Closing the Gap (Indigenous) and School Assessment data.

Additionally, there will be improvements in our school facilities with the completion of a new library, upgrading of our Activities Hall and improvements in the grounds

Our school at a glance

School Profile

Coeducational or single sex: Co-educational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
649	337	312	91.7%

Characteristics of the student body:

The majority of our students come from Camira. However, we do draw families from 16 surrounding suburbs. In 2010, we had 26 classes from Prep to Year 7 with the average class size of 24. We cater for all students as individuals and differentiate the curriculum to meet their needs. The school has a number of key achievement targets developed to focus on working toward improved learning outcomes. These targets are supported by a number of curriculum offering and programs with a strong focus on literacy and numeracy. School leaders were appointed in 2010 including school and sport captains and a variety of monitors to support community leadership.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Males	57	49	42	36	23	35	36	34
Females	45	49	55	47	29	45	32	35
Total	102	98	97	83	52	80	68	69

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	93%	80%	13%	7%
Year 4 – Year 10	27	91%	55%	36%	9%
Year 11 – Year 12					
All Classes	25	92%	69%	23%	8%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	60
Long Suspensions - 6 to 20 days	9
Exclusions	1
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

- A strong focus on Literacy and Numeracy
- Early Intervention
- Technology with focus on robotics
- Schoolwide Positive Behaviour Support

Our school at a glance

- Inclusive Education with major focus on Students with Disabilities mainstreamed in all classes
- Dance and Drama Program
- Additional Physical Education
- Instrumental Music
- English as a Second Language Support
- Extensive Sporting Program
- Perceptual Motor Program
- Support-a-Reader and Writer
- Camping Program for Years 4 to 7
- School Excursions and Incursions in all year levels
- Bike Program
- Chaplaincy Program

Extra curricula activities

- Outside School Hours Care
- Breakfast Club
- Games Club
- Science Club
- Sporting Clinics
- National Competitions
- Glee Club

How Information and Communication Technologies are used to assist learning

Camira has continued to have ready access to networked computers in all classes from Prep to Year 7. All classrooms are connected to the internet via a server and secure EQ firewall. Access to computers is also available in the Library, Special Education Program and the Games Club.

Each classroom now has an Interactive Whiteboard and teachers have been trained in their utilisation across the Key Learning Areas. Students continue to participate in a variety of rich online activities as well as exploring Learning Objects, Learning Place resources, project rooms and communication tools (emails, wikis, blogs, Learning Place logons).

Computers are an integral aspect of all teaching and learning across our school.

Social climate

Camira State School is committed to providing a safe, respectful and disciplined learning environment where students have opportunities to engage in quality learning experiences and acquire values supportive of lifelong learning. Our Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the teaching and learning in our school can be effective and students can participate positively within our school community.

Camira has implemented the School-wide Positive Behaviour Support Framework which emphasises that behaviour is another form of learning. We explicitly teach appropriate behaviours that reinforce our school expectations.

Be safe

Be responsible

Be respectful

Be the best you can

Students have expressed their satisfaction with the school climate in 2010 and that they feel safe at our school. With the implementation of SWPBS, our staff school climate satisfaction levels are above state and like school benchmark.

Parent, student and teacher satisfaction with the school

The following data is drawn from the 2010 School Opinion Survey which shows how students, parents and staff view our school across a number of performance areas. There is generally a higher level of satisfaction by staff and students than parents across the five performance areas listed below. However, parent

Our school at a glance

satisfaction with our curriculum is more positive. Our Triennial School Review revealed that parents are eager to be more involved with their children and their classes and this has been addressed in the current Operational Plan. Staff satisfaction with morale and work roles continues to be high.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	60.8%
Percentage of students satisfied that they are getting a good education at school	79.8%
Percentage of parents/caregivers satisfied with their child's school	75%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	61.3%
Percentage of staff members satisfied with morale in the school	81.7%

Involving parents in their child's education.

Camira State School continues to be supported by a small but committed P&C Association.

Parents strongly support our Sporting Program, the Camping Program and The Arts Program which continues and is supported by the Dance and Drama teachers. Parents volunteer in the classrooms, Tuckshop, Library, Breakfast Club, CAFÉ (Camira Alternative Facility for Education) and we acknowledge their valued contributions in our newsletter each term.

Parents are encouraged to become involved in decision making across the school. We have representation on the Building an Education Revolution (Resource Centre and Hall upgrade) project and the SWPBS Leadership Team. We are actively promoting parent involvement within our school and value the strong partnerships with parents.

Reducing the school's environmental footprint

Camira State School is committed to reducing the school's environmental footprint through the installation of energy efficient lighting, the use of water tanks, turning off power outlets as a regular part of school routine and ensuring a responsive maintenance plan.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	Water rKL	Gas MJ
2010	\$44,123	\$11,805	\$0	\$5,275	\$4,633	\$0	\$22,410	55,422	2,043	0
2009	\$46,625	\$21,375	\$0	\$0	\$3,920	\$0	\$21,330	3,748	1,859	0
% change 2009 - 2010	-5%	-45%	N/A	N/A	18%	N/A	5%	1379%	10%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	50	30	0
Full-time equivalents	46.9	19.6	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	33
Diploma	14
Certificate	0

The pie chart illustrates the distribution of teacher qualifications. The largest segment is Bachelor degree at 66%, followed by Diploma at 28%, Masters at 6%, and Doctorate at 0%.

Qualification	Percentage
Doctorate	0%
Masters	6%
Bachelor degree	66%
Diploma	28%
Certificate	0%

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$16 801.

The major professional development initiatives are as follows:

- School-wide Positive Behaviour Support
- Early Intervention
- Maximising Student Achievement
- Grammar
- Guided Reading

Our staff profile

- Smartboard Training
- Media
- Managing Challenging Behaviour

The involvement of the teaching staff in professional development activities during 2010 was 82.5 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94.4% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91.4%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90.8%	92.4%	92%	91%	91.3%	91%	92.7%					

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked by teachers twice each day. Roll data is collected centrally each week and unexplained absences followed up with parents via telephone.

If students do not attend school for 3 days without a parent/carer contacting the school, a phone call is made to the home to enquire the reason for the absence. If the absence is a genuine illness or family reason then no further follow up is done unless the child is absent for 3 more days without acknowledgment from the parent.

If there are numerous unexplained absences over a period of time a more formal approach is taken and a formal letter sent home outlining EQ and the Education Act's policies about student absences and truancy. A formal interview is sought with the parent/carer to encourage consistent patterns of attendance.

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In 2010 the attendance for Aboriginal and Torres Strait Islander students improved from 87.8% to 89.4%. This is compared to the non-Indigenous attendance in 2010 of 91.6%. A focus has been placed on improved reading levels of Aboriginal and Torres Strait Islander students in Year 1 through to Year 3 with a target of all Year 3 students achieving age appropriate reading levels. A focus has also been placed on raising the reading level of students where they are already at age appropriate reading levels. To support this target, two Teacher Aides are allocated to work individually with students. This initiative also enables Aboriginal and Torres Strait Islander students across all year levels to receive additional support. Students are identified through the analysis of Oneschool data.