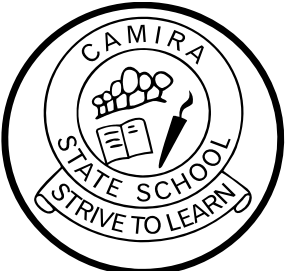


Our school at a glance

Camira State School

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Principal's foreword

Introduction

The School Annual Report intends to provide parents and the community with information which is common for all State and Non-State schools in Queensland. It concisely describes our school progress towards its goals for the year.

In 2008, our major work focused on the implementation of the Queensland Assessment and Reporting (QCAR) Framework.

Successes and achievements for 2008 included:

Literacy and Numeracy

Facilities Improvements – Water Efficiency Retrofit, pathways, tree maintenance, Interior and exterior finishes

Quality Curriculum with focus on Early Years and Middle Phase of Learning

Implementation of Schoolwide Positive Behaviour Support

Professional Development and Learning for staff

Improved teaching resources with an emphasis on Reading, Maths, ICT and Science

Inclusive Education procedures and practices reviewed and implemented

Future outlook

Priorities for 2009:

- Literacy with a focus on Reading, Writing, Spelling, Grammar and Punctuation
- Numeracy
- Supportive School Environment including School Wide Positive Behaviour Support (SWPBS) and Early Intervention Programs
- Information and Communication Technologies
- Professional Development and Learning for staff

School Profile

Total student enrolments for your school: 607

Year levels offered: Prep to Year 7

State co-educational schooling

Curriculum offerings

In addition to the Key Learning Areas (English, Mathematics, Science, Studies of Society & the Environment, The Arts, Health & Physical Education and Technology), our distinctive curriculum offerings are:

- Chaplaincy Program
- Arts Program incorporating Dance, Drama and Music, three of the strands of The Arts Key Learning Area
- Additional Physical Education
- Bike Maintenance Program for boys and disengaged learners
- Instrumental Music
- Extensive Sporting Program as well as Interschool Sport Program
- Perceptual Motor Program
- Support-a-Reader
- Support-a-Writer
- Oracy Too Program for Year 1
- Fine Motor Program for Prep and Year 1
- Social Skills Games Program
- Extensive Special Needs focus for Students with Learning Difficulties
- Inclusive Education with major focus on Students with Disabilities mainstreamed in all classes
- English as a Second Language Support
- Camping Program for Years 4 to 7
- School day excursions and incursions in all year levels

Results from the School Opinion Survey regarding Learning, Curriculum and Pedagogy indicated that parents are satisfied that their children are getting a good education at our school.

Parents are satisfied:

- With the variety of school activities available to their child
- With what their child is learning
- About the usefulness of what their child is learning
- With opportunities to discuss what their child is being taught

Parents have ranked their satisfaction with the quality of teaching their child receives above state and like schools.

Students are satisfied:

- That they are doing the best that they can do with their schoolwork
- With the variety of school activities that they do
- With what they are learning
- With the standard of school work expected

Extra curricula activities

Outside Schools Hours Care

Games Club

Science Club

Sporting Clinics

National Competitions

Our school at a glance

Camira State School

How computers are used to assist learning:

The over-riding aim of the Smart Classrooms strategy is to make ICT integral to learning.

At Camira, we connect teachers with professional learning so they can create and employ meaningful and engaging strategies where ICT is integral to learning across the Key Learning Areas.

We replace all computers across the school every three to five years to ensure students access ICTs to enhance their learning and outcomes. Students are able to develop skills with:

Email

Internet

Digital photography

Word processing, Excel, Powerpoint, Movie making, Clipart

Commercial software programs for learning

Staff and students have access to The Learning Place to broaden curriculum knowledge.

Social climate

Camira State School is situated south west of Brisbane in Ipswich. The school is represented by a number of different nationalities. Student management data shows that Camira State School draws from 26 suburbs.

Staff and parents at Camira State School work hard to welcome all members of the school community and encourage them to develop a strong sense of belonging to our school.

Our pastoral care programs include:

- Class buddy system where older students mentor and buddy younger students
- Student Council where Year 7 students are encouraged to develop as leaders of the student body
- Provision of a wide range of support programs and strategies for students with special needs
- Schoolwide Positive Behaviour Support
- Choices Program
- Recognition of achievement and effort
- Chaplaincy Program
- Breakfast Club sponsored by community businesses and church groups,

In the School Opinion Survey, parents reported their satisfaction that their children are getting a good education at Camira State School. Parents also reported favourably that the school provides good learning opportunities provided for their child.

Involving parents in their child's education

The school is well supported by parents and the P & C. Evidence of this is the annual contribution by the P&C in excess of \$20 000. In 2008, the P&C retained \$30 000 towards the new Senior Adventure Playground to be completed in 2009.

Parents strongly support the Interschool Sporting program, the Camping Program and the Arts Program. Names of parent volunteers are published each term in our newsletter in recognition of their contributions.

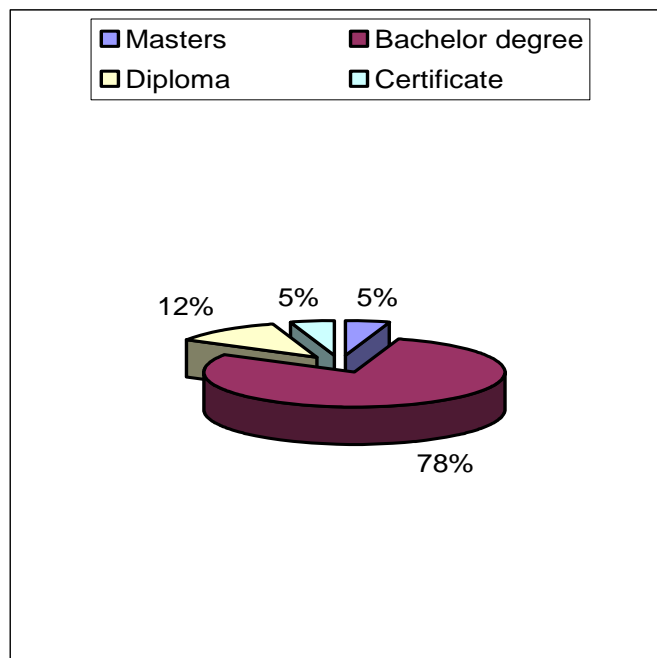
Parents have the opportunity each year to attend class information sessions, parent teacher interviews, oral reporting, class open days, classroom presentations, Arts performances, assemblies, sporting activities and Instrumental Music performances.

Parents are involved in school decision making eg SWPBS Leadership Team. In the School Opinion Survey, parents are satisfied that they have opportunities to participate in school decision making with results above state and like schools.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Masters	2
Bachelor degree	33
Diploma	5
Certificate	2



Expenditure on and teacher participation in Professional Development

The total funds expended on teacher professional development in 2008 was \$27 809.

The major professional development initiatives were as follows:

- ICT Workshops and OneSchool Training
- Workplace Health & Safety, CPR, Senior First Aid
- NCI (Non-violent Crisis Intervention)
- SWPBS (Schoolwide Positive Behaviour Support) and Essential Skills
- Poverty and Education
- The Big Picture – A Hidden History (Indigenous Perspectives)
- Moving Curriculum Forward, First Steps Maths, Literacy Framework
- The Professional Educator Conference – Building Resilience
- Inclusive Practices
- Primary Connections
- The Western Gateway Cluster Numeracy Project

The involvement of the teaching staff in professional development activities was 94 % in 2008.

Average teaching staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2008.

Proportion of staff retained from the previous school year

From the end of the 2007 school year, 97 % of staff was retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 93 %.

Key outcomes

Results in the Year 2 Diagnostic Net					
Percentage of students not requiring additional support in 2008					
Reading		59.1%			
Writing		77.4%			
Number		78.5%			
National Assessment Program – Literacy and Numeracy (NAPLAN) results					
Domain	Measures		Yr 3	Yr 5	Yr 7
Reading	Average score for the school		375	428	492
	Average score for Queensland		371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard	2008	86%	71%	86%
Writing	Average score for the school		372	436	492
	Average score for Queensland		391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard	2008	88%	73%	86%
Spelling	Average score for the school		357	445	502
	Average score for Queensland		366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard	2008	86%	77%	81%
Grammar and Punctuation	Average score for the school		354	437	481
	Average score for Queensland		370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard	2008	86%	79%	81%
Numeracy	Average score for the school		350	424	508
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard	2008	85%	73%	94%

Other Key Outcomes

Value added

At Camira, we acknowledge the needs of the individual learner and plan, implement, assess and report accordingly. The development and provision of these programs and resource distribution is allocated in response to student achievement data.

We have a strong Inclusive Education Program which assists all students, including those identified with disabilities and difficulties, to achieve Essential Learnings.

Camira also has a strong focus on the promotion of Health and Physical Education with the provision of a double HPE lesson for all students and access to the Interschool Sporting Program. Approximately 88% of our Year 5 to 7 students participated in interschool sport. All classes are well resourced with additional sporting equipment and we promote healthy bodies with daily fitness activities and lunchtime play.

With the implementation of SWPBS at Camira, we have consistent schoolwide processes which are explicitly taught and reinforced in classrooms and across the school community.

Parent, student and teacher satisfaction with the school

Annually, Education Queensland undertakes a survey process to gauge Parent, Student and Teacher opinions about aspects of school operations. Each year up to 45 school families are randomly selected by EQ for this process.

In 2008, approximately 80 % of parents have indicated a satisfaction that our school is a good school which indicates a marked improvement on the previous year.

The following areas were flagged as significantly improved from the previous year:

Parents:

- That their child is getting a good education at Camira
- That the school is developing their child's computer technology skills
- With the variety of school activities available to their child
- With the quality of teaching their child receives
- With the encouragement that the school gives their child
- That their child is happy to go to Camira
- About the behaviour of students at Camira
- That their child is safe at Camira (above state and like schools)
- That their child is treated fairly at Camira (above state and like schools)
- That they have opportunities to participate in school decision making (above state and like schools)

Students:

- With the variety of school activities they do
- With the way they use computers at school
- That the teacher explains clearly what to do in their school work

Teachers:

- The facilities in this school are well maintained (above state and like schools)
- This school has good workplace, health and safety practices (above state and like schools)
- Staff and community relations in this school are good
- I have good working relationships with other staff (above state and like schools)
- I am treated with respect at this school (above state and like schools)
- I know what is going on in this school (above state and like schools)
- The school is a well-organised place in which to work (above state and like schools)
- I have a say in decisions about my work in this school (above state and like schools)
- I have access to the resources I need to do my job well (at state and above like schools)