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Principal's foreword

Introduction

"At Cunnamulla State School we provide a high quality education within a supportive and caring environment where young people are valued as individuals enabling them to become creative and clever Queenslanders ready to contribute to a socially, economically and culturally vibrant society"

Our school is committed to the values of:

- Excellence in Endeavour
- Respect for People
- Integrity Service
- Professionalism in Performance
- Environmental Sustainability
- Unity of Purpose

In 2008 Cunnamulla State School continued to develop and implement quality-learning programs that cater for a diverse and sometimes challenging range of students. It is to the credit of our dedicated teachers and support staff that our students have continued to grow in confidence, commitment and enthusiasm and develop skills which enables them to become successful individuals in our ever changing society.

Our school has a wide range of facilities that support the learning environment. The building and facilities include: 5 air-conditioned general teaching blocks, a computer lab, a prep block, industrial technology block, welding shed, fully equipped science/art/hospitality block, orchard and leased agriculture block, library and mini computer lab, daily operated tuckshop and covered play areas.

Over time Cunnamulla State School has developed close partnerships and alliances with a wide range of local community groups, businesses, industries and government agencies. These partnerships have enabled us to provide innovative learning pathways for our students and social and emotional support for students, staff and school community members when needed.

Future outlook

The key focus areas for 2008 – 2011 is the successful implementation of the Indigenous Education Support Structures Pilot.

The purpose of the Indigenous Education Support Structures (IESS) Pilot is to establish teams in 5 education clusters across Queensland to work with Indigenous students, teachers and families to enhance students' attendance, achievement and school completion levels. Charleville/Cunnamulla cluster was identified as one of those sites.

The support structure in each cluster consists of a Learning Support Team and a Professional Support Team. The Learning Support Team provides direct support to Senior Phase Learners and the Professional Support Team provides professional development and pedagogical coaching to teachers.

The aim of the project is to improve targets for schools and students involved in the pilot in the following four priority areas of the Partners for Success Action Plan:

- Attendance
- Retention and completion
- Achievement – Literacy
- Workforce and Leadership in Indigenous culture

Our school at a glance

School Profile

Cunnamulla State School is an isolated Prep-12 (Coeducational) campus in the Darling Downs/South West Region. It was founded in 1877 as Cunnamulla's first school and is situated on the banks of the Warrego River. We are approximately 1000km west of Brisbane with the closest major town being Charleville 200km to the north. Our District Office is based in Roma, a 5 hour drive northeast.

The major industries in the district are sheep and cattle grazing. New industries such as table grapes, cotton and organic wheat have been developed over the past ten years, with the tourism industry starting to boom. Due to drought and other influences, the township itself is slowly losing momentum and job prospects are limited. Hence many residents are welfare dependant.

Cunnamulla State School draws its enrolment from both the town and a few rural residents. The cultural background of our clients causes a distinct fluctuation of enrolment numbers throughout the year. We have an indigenous population of approximately 80% across P-12. Students will often move to a different area to be with family members for some months and then return. As a result, students often have quite large gaps in their attendance and need to cope with constant changes in their education environment.

In 2008 the school employed a staff of 41 which includes Admin, Teaching staff, Teacher Aides, Tutors, Community Education Counsellor, Chaplain, IT Assistant, Admin Officers, Janitor/Groundsman and Cleaners.

The majority of our support services such as Guidance Officers, Education Advisors and Health Services are based in Charleville, St George or Roma. This means we have limited face-to-face contact with essential services.

Total student enrolments for this school in 2008: - 171

Curriculum offerings

Our distinctive curriculum offerings: -

- **Early Years:** - Early Intervention Indigenous Playgroup (Rainbow Kids), Prep, 1 /2 and 3 /4 class groups
- **Middle Phase:** - 4/5, 5/6, 6/7, 8 and 9/10 class groups.

Students in the Early and Middle Phase of Learning have access to specialty lessons in the areas of Art, Library, Health and Physical Education on a weekly basis.

- **Senior Phase:** - In order to ensure that our students are prepared for the path they choose after school, we offer two streams of subjects in years 11 and 12 (Authority and Non-Authority). Due to staffing numbers we have a limited number of Authority Subjects we offer face to face. All students have an opportunity to access other Authority Subjects of their choice through other means such as School of Distance Education and Virtual Schooling opportunities.

We currently have a strong School-Based Apprenticeship and Traineeship program with a large number of senior students currently involved in accessing traineeships and work placement. On an annual basis we encourage students to attend a work experience camp in Toowoomba or Brisbane. This year our seniors were provided with an opportunity to do a week's work in Toowoomba where students worked in an area of their choice as well as experiencing living and working in a large town. Those students who did not travel to Toowoomba worked in and around Cunnamulla.

As part of the ETRF initiative we have been able to offer students short TAFE courses such as Senior First Aid, Responsible Service of Alcohol and Wool Handling. These courses provide students with immediate and practical successes in their educational program.

- **Special Education Class:** - We offer support for students with special needs by providing in-class support and individual programs for all identified students. The students are integrated into mainstream classes with access to a full time Special Needs Teacher and quality teacher aide time. The special Needs Teacher works closely with staff, parents/carers and other support agencies to ensure each child has access to programs that cater for their individual needs.

Our school at a glance

- **Learning Support** where required
- **Tutoring:** - A daily one-on-one and small group tutoring program is offered to students identified with needing support in literacy and numeracy in years 4, 6, 8 and years 9 to 12.
- **Project Pathways:** - Cunnamulla State School ran an alternate program for students who are 'at risk' of disengaging from school. This program targets 10 to 14 year olds and is run on site with the support of a teacher and a teacher aide. The program is designed to build confidence and self-esteem by developing their literacy and numeracy skills in a non threatening environment.

Extra curricula activities

Students at Cunnamulla State School participate in a variety of cultural, sporting and community events that provide opportunities to showcase their individual, team and whole school enthusiasm and talent.

- PCAP instrumental music (one day a week)
- Early Years Reading Bug Program
- Under 8's Day
- A variety of sporting opportunities such as athletics, swimming, netball, soccer, touch football and rugby league
- Arts Council
- Eisteddfod (Charleville)
- NAIDOC activities
- Wakikirri Workshop
- Annual School Concert
- Active After School Communities Program

How computers are used to assist learning

The focus for Cunnamulla State School is to improve our capacity to teach, learn and manage the curriculum through ICT with better network infrastructure and access. This is reflected in our yearly budget. Computers are used for whole-class activities, group and individual access. Students are able to access a fully equipped computer lab, a mini-lab in the library and 2 to 4 computers in each primary classroom.

Additional Programs: -

- Online Learning in Education (OLLIE UP)

Three year 4 indigenous students were identified as 'at risk' and were invited to participate in the program. These students have a weekly online lesson with a tutor based in Toowoomba, 700km east of Cunnamulla. Students learn various computer skills as part of this program and are expected to use these skills to tutor their peers. This link between the OLLIE UP program and the students' regular classroom helps to build confidence and independence, enabling them to be worthwhile members of their class. The program also provides the school with rich examples of ICT integration.

- Deadly Digital Classroom (Trial School)

This project targets those students who are on suspension or are at risk of suspension. This program has three main areas from which students can work – Short Journey (1 to 2 Days), Medium Journey (3 to 5 days) and Long Journey (6 to 20 days). Students work closely with a mentor through the program building skills and knowledge which will build confidence and self-esteem. The aim is to re-engage them in school and encourage them to peer tutor other students in computer skills learnt throughout the program.

Social climate

In 2008 Cunnamulla State School continues to implement the Responsible Behaviour Plan for Students. It has a major focus on rewarding students who are doing the 'right thing', ensuring we create a caring and supportive environment where all members of our school community feel safe and welcome.

Our school at a glance

Activities that promote positive student participation are: -

- Organised lunchtime activities: - handball competitions, walking club, team sports, art club
- 'GOTCHA' Program (Primary)
- 'Green and Gold Level' Awards (Secondary)
- Student Council
- Junior Paroo Shire Council
- Career Education
- Leadership camps and activities

Involving parents in their child's education.

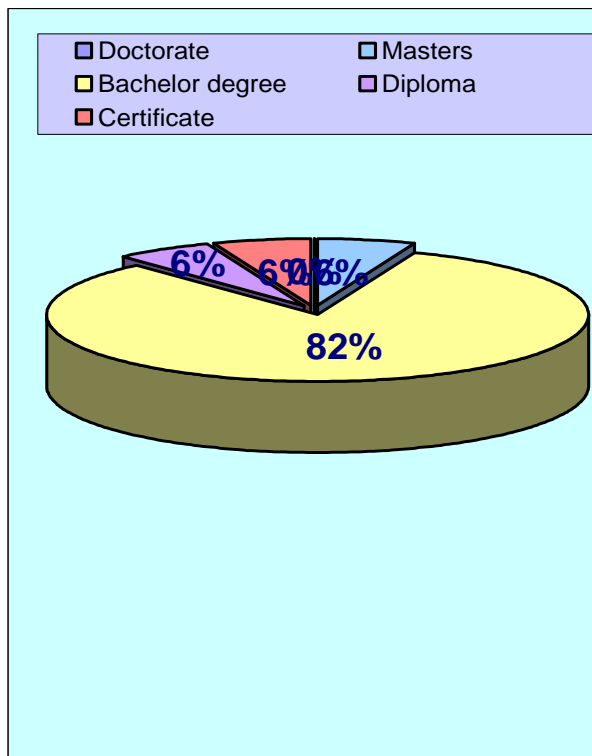
Cunnamulla State School uses a range of strategies to involve families. These include: -

- Fortnightly newsletter 'TALKABOUT'
- Regular articles in the local news paper 'Western Sun'
- Parent/Teacher Interviews
- Information Sessions
- Parents and Citizens Association (P&C)
- Priority Country Area Program (PCAP)
- NAIDOC activities
- Early Years Reading Bug Program
- Student centred activities such as: - Annual School Concert, 'Cuppa Program', 'Black Stump' sports competitions, Speech Day, Weekly Whole School, Primary and Secondary Parades

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	14
Diploma	1
Certificate	1



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$20 189.00.

The major professional development initiatives are as follows:

- QCAR- Alignment Planning, Essential Learnings
- G.O.L.F (Gathering of Learning Folk) fortnightly sessions
- EATSIPS
- Literacy: - Functional Grammar, Support-A-Reader, Support-A-Talker
- Special Needs: - Validation Training, DDSU Induction, ST:LD networking
- Early Years Conference, Prep Training
- SET Planning
- Aspiring Principal's Conference
- Networking and Observation of Teaching Skills (Primary and Secondary)
- State Purchasing Training

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

Our staff profile

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 98% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 71 % of staff were 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 74%.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school	312	374	451	511
	Average score for Queensland	371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard. 2008	67 %	33 %	67 %	45 %
Writing	Average score for the school	296	383	415	450
	Average score for Queensland	391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard. 2008	56 %	50 %	50 %	27 %
Spelling	Average score for the school	281	414	450	532
	Average score for Queensland	366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard. 2008	43 %	70 %	60 %	73 %
Grammar and Punctuation	Average score for the school	308	386	439	532
	Average score for Queensland	370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard. 2008	100 %	50 %	70 %	36 %
Numeracy	Average score for the school	319	373	455	511
	Average score for Queensland	367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard. 2008	89 %	60%	70 %	67 %

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	33%
Writing	50%
Number	25%

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	94 %
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Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement.	12
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	5

Performance of our students

Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	3
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	2
Number of students receiving an Overall Position (OP).	1
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	100 %
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	50 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	100 %

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Value added

In 2008: -

Junior Paroo Shire Council: - As part of our program for building confidence and leadership aspirations in our students, Cunnamulla State School instigated the formation of the Junior Paroo Shire Council. The council holds two meetings each term and involves four students from Cunnamulla State School, two from Sacred Heart Parish School and one representative from Eulo, Yowah, Wyandra and School Of Distance Education. The Junior Shire Council attend the main council meeting once per term and presents projects for consideration by council from the perspective of the youth of the shire.

Our School Cares About Health: - This program has been in place for a number of years and has continued to be popular with our primary students. During Term 2 primary students have been treated to a delicious snack during their literacy block. Parents and community member volunteer their time to prepare healthy snacks for each student. Staff reinforce the healthy eating message during this time and encourage students to try new and different foods which they may not normally have access to in their homes.

Indigenous Early Intervention Playgroup: - 'Rainbow Kids' is funded through DEEWR and runs for 2 hours every Wednesday for children between the ages of 0 to 5. The aim is to break down the barriers for children and parents so children are 'school ready' by the time they reach Prep age. The group is held in the Prep room and is run by an Indigenous Coordinator with support from the Prep teacher.

Cunnamulla Fella Festival: - Students from Cunnamulla State School provided the entertainment for the Cunnamulla Fella Festival in November 2008. Students were invited to join in a Hip Hop Dance School hosted by the Paroo Shire Council. Students auditioned for the opportunity to train with professional dancers and then performed at the opening of the festival.

Leadership Camp: - Students in Years 8 to 10 and elected school leaders for 2008 were invited to attend a leadership camp that focused on developing students' potential to be school leaders. Students participated in a variety of activities that pushed them to their limits in a number of areas.

Work Experience Trip: - Students in Years 10, 11 and 12 had the opportunity to participate in work experience for a week in Toowoomba. The weeklong trip enabled students to gain valuable experience in career and work place relations that will assist in future employability. They also enjoyed the opportunity to live in the city and travel by public transport to and from work which is a very new experience for most of our students.

Scholarships: - Two Year 10 Indigenous Students have been awarded scholarships under the Main Roads Scholarship Program for 2008/2010. These scholarships will support the students in their final years at school providing them with essential equipment and resources that will ensure they have every opportunity to complete their schooling successfully.

Charleville Eisteddfod: - Students in Year 4 to 9 participated in the Eisteddfod and returned home with several awards including a third place and a number of highly commended.

Performance of our students

Wakakirri Workshop: - 30 students participated in the Wakakirri Workshop which included dance, music and media workshops. The week long workshops concluded with students performing a concert for the school and community.

'Postcards' Art Exhibition: - Secondary students showcased their art work at the Cunnamulla Fella Art Centre with over 100 pieces of work on display.

Teddy Bears Picnic: - Early Years students were invited to the park to enjoy a Teddy Bears Picnic. A surprise was waiting as the Reading Bug hatched and was introduced to the students.

Black on Track: - 20 young Indigenous students participated in a 10 week program which takes them through a self-healing process that empowers the individual to take responsibility for choices and action. They gain awareness and the knowledge through step-by-step training on how to focus on the positives and eliminate the negative choices in life.

ART (Anger Reduction Therapy):- Several students participated in this program which gave them strategies to manage their own behaviours in a variety of settings. This program was in partnership with the Department of Communities.

Parent, student and teacher satisfaction with the school

School and Community Partnership Agreement: -

Building links between School, Family and Community is a major focus for us at Cunnamulla State School. To ensure **every day, in every classroom, every student is learning and achieving** we have to take a shared responsibility with school, family and community working together. In 2008 we worked together to create a School and Community Partnership Agreement. This process was supported by the What Works Program and provided honest open discussion about the school and where we need to head in the future.

The Agreement Content states we will: -

1. Build co-operation between staff and community to establish clear and consistent means of communication in all areas of school life
2. Induct school staff to know, understand and respect differences in local Aboriginal culture and customs
3. Make school studies relevant for all students to achieve success in Cunnamulla State School
4. Develop, in consultation with parents/carers, students, teachers and the community, a set of social and educational behaviours that will help all students achieve success

This Agreement will be revised and updated at the beginning of each year.

School Opinion Survey Results (2008)

Parent Satisfaction: -

70% of parents/caregivers were satisfied that the school is a good school

65% of parents/caregivers are satisfied that they are getting a good education at school

Student satisfaction: -

70% of students were satisfied that they are getting a good education at school

Staff Satisfaction: -

70% of staff members were satisfied with the morale in the school

80% of the school workforce was satisfied with access to professional development opportunities that relate to school and systemic initiatives