

Crow's Nest State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Crow's Nest State School is a P - 10 facility with a Prep program, Years 1 - 6 Primary and Years 7 - 10 Secondary. The student population is stable with only a small number of changes each year, with most students completing their schooling from Prep to Year 10 on the one campus.

The teaching staff is experienced and with little turnover. About half of the staff live in the Crow's Nest district, whilst the others commute daily from Toowoomba and its surroundings. Our school offers a range of quality curriculum programs adapted to the needs and interest of our students.

It is our belief that education is the responsibility of both teachers and parents. Therefore we ask parents to form a partnership with us so that your child can develop trusting relationships with adults who care about their welfare. Such partnerships will help realise our goal that the children of this school will develop positive attitudes towards lifelong learning to assist them to become active citizens in community, economic and political life.

School progress towards its goals in 2014

The school has been intensely focused on the achievement of all major aims in the objectives set out in our Annual Implementation Plan for 2014. All major objectives have been addressed, with a strong focus on the alignment of planning, teaching and assessment; innovative teaching and support strategies to cater for the diverse range of students in our classes; and strong leadership to achieve objectives.

Future outlook

The priorities for Crow's Nest State School in 2015 are to:

1. Improve school and student performance in Reading and Reading Comprehension
2. Implementation of National Curriculum
3. Provide for and manage staff development & performance
4. Improve staff and community confidence
5. Review and modify School Curriculum Plan
6. Review and modify School Pedagogical Framework
7. Develop school Numeracy and Spelling Programs
8. Positive Behaviour in Learning - implementation of whole school strategies
9. Conduct Quadrennial School Review/Full School Audit to develop School Strategic Plan

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	311	147	164	91%
2013	320	152	168	92%
2014	289	146	143	90%

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

Characteristics of the student body:

Crow's Nest State School is set in a rural community, 45 km north of Toowoomba. Australian Bureau of Statistics census data indicates that the major industries in the area from which the school draws is agriculture, in particular dairying, beef cattle and forestry.

Today, the school endeavours to follow its traditions, whilst accommodating the changes demanded as globally, we are in transit from an Industrial to an Information Technology Society. It is fortunate in having a staff of dedicated teachers, aides and administration, solid parental interest and backing, a body of quality students, and a community which concerns itself with providing a positive and supportive educational environment.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	17	23	23
Year 4 – Year 7 Primary	20	20	27
Year 7 Secondary – Year 10	18	15	15
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	15	30	22
Long Suspensions - 6 to 20 days	1	2	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Crow's Nest State School provides high quality education that makes a positive difference to the lives of all of our students, and to equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

At Crow's Nest State School, teachers have devised clear statements for students. These year-level juncture statements describe the concepts, facts and procedures (Knowing & Understanding) as well as the set of processes (Ways of Working) that support the development of deep understanding and the capabilities that students need for ongoing learning, now and in the future.

The outcomes for children of this quality education are:

- A strong sense of self worth
- High level academic skills
- Effective communication and interpersonal skills
- The ability to problem solve and to think both creatively and critically
- An understanding of cultural and environmental issues
- The development of self-discipline and socially responsible behaviours
- A love of learning and a recognition that it is a life-long process

To ensure the achievement of these outcomes we will:

- Provide excellent teaching by skilled, intellectually engaged, connected, supportive, dedicated and caring staff
- Achieve literacy and numeracy outcomes of the highest level possible for each child
- Provide opportunities for students to develop effective problem solving, communication and decision-making skills
- Develop high level, problem based, relevant and critical information technology skills for each student
- Provide programs to cater for the special needs of our students
- Maintain strong partnerships with our community to enhance learning outcomes
- Provide opportunities for students to excel in cultural activities, in recognition of individual differences and fostering active citizenship in all students.
- Provide opportunities for students to excel in sporting activities.
- Provide a learning environment where children are supported in a positive self-regulatory environment.
- Maintain clean, safe and attractive classroom and playground areas.
- Assist in providing professional development, counselling and support services for members of our school community.
- Provide support that fosters intellectual engagement, connectedness to the wider world, supportive classroom environments and recognition of difference.

Distinctive curriculum offerings in at Crow's Nest State School include:

- Performing Arts
- Agricultural Studies
- Landcare Activities
- Industrial Technology & Design
- Instrumental Music

Extra curricula activities

- School Choir
- Instrumental Music
- Intra and Inter School Sport
- Primary & Secondary Rugby League, Basketball & Netball Teams
- Science & Engineering Challenge
- Small Schools Team Challenge
- Maths Team Challenge
- Readers' Cup Challenge
- National Academic Competitions
- Arts Council performances
- Landcare Group
- Student Council
- School Camps (Year 5 - Sunday Creek EEC, Year 6 - Tallebudgera Beach Camp, Year 7 & 8 - Sydney and Canberra, Year 9 & 10 Leadership Camp)

How Information and Communication Technologies are used to assist learning

Computers are used in all grades from Prep to Year 10 to enhance learning outcomes and broaden content knowledge. Further, computer labs have been established to provide focussed lessons on the use of technology through specific computer lessons for both Primary and Secondary students. In 2014 additional interactive whiteboards and data projectors were also used to allow students greater access to Information Technology.

2015 will see Information Technology a major focus for Crow's Nest State School as we continue to enhance the technology facilities for students through the National Secondary Schools Computer Fund for students in Years 9 and 10 and staff who will each receive a laptop computer through Education Queensland's Computers for Teachers program.

Social Climate

School Opinion Survey results indicate that the majority of our students feel safe, are happy to attend school, that the behaviour of students in the school is very good, and that teaching staff care for them. This safe and tolerant environment is supported by an experienced teaching staff, a Guidance Officer, school Administration, School Chaplain, School Nurse and open communication between teacher and parents.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	82%	87%	77%
this is a good school (S2035)	82%	86%	73%
their child likes being at this school* (S2001)	88%	93%	96%
their child feels safe at this school* (S2002)	82%	100%	88%
their child's learning needs are being met at this school* (S2003)	76%	100%	81%
their child is making good progress at this school* (S2004)	76%	87%	81%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	87%	81%
teachers at this school motivate their child to learn* (S2007)	82%	100%	85%
teachers at this school treat students fairly* (S2008)	76%	87%	81%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	92%
this school works with them to support their child's learning* (S2010)	75%	93%	88%
this school takes parents' opinions seriously* (S2011)	82%	73%	69%
student behaviour is well managed at this school* (S2012)	80%	73%	65%
this school looks for ways to improve* (S2013)	76%	87%	77%
this school is well maintained* (S2014)	88%	100%	92%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	89%	91%	90%
they like being at their school* (S2036)	88%	86%	82%
they feel safe at their school* (S2037)	91%	94%	94%
their teachers motivate them to learn* (S2038)	86%	95%	97%
their teachers expect them to do their best* (S2039)	98%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	92%
teachers treat students fairly at their school* (S2041)	73%	94%	79%
they can talk to their teachers about their concerns* (S2042)	76%	89%	83%
their school takes students' opinions seriously* (S2043)	77%	94%	86%
student behaviour is well managed at their school* (S2044)	84%	86%	75%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school looks for ways to improve* (S2045)	91%	95%	92%
their school is well maintained* (S2046)	94%	95%	91%
their school gives them opportunities to do interesting things* (S2047)	88%	95%	88%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	90%
they feel that their school is a safe place in which to work (S2070)		95%	97%
they receive useful feedback about their work at their school (S2071)		74%	72%
students are encouraged to do their best at their school (S2072)		93%	97%
students are treated fairly at their school (S2073)		100%	93%
student behaviour is well managed at their school (S2074)		93%	97%
staff are well supported at their school (S2075)		85%	72%
their school takes staff opinions seriously (S2076)		83%	72%
their school looks for ways to improve (S2077)		90%	83%
their school is well maintained (S2078)		83%	90%
their school gives them opportunities to do interesting things (S2079)		93%	83%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Crow's Nest State School has a supportive Parents and Citizen's Association, which meets on the third Tuesday night of the month, at the school. They ensure our school is very well resourced, being involved in the budget design for the school as well as fundraising through its own activities. The school P&C allows all parents / guardians the opportunity to become actively involved in their child's education. All parents/guardians may become members of our P & C and are encouraged to do so. The following executive positions are available:

- President
- Secretary
- Treasurer
- Vice President

Committee positions are also available, and a volunteer is required to carry out the position of Uniform Coordinator, to handle school uniform purchases.

You can email the P&C by using this address: pandc@crownestss.eq.edu.au

Crow's Nest State School actively encourages parental involvement across all facets of school life. All classes enjoy parent helpers who assist with reading, writing, art, sporting (Athletics & Swimming Carnivals, sports coaching) and extracurricular activities to name a few.

Parents are also actively encouraged to maintain close contact with their child's teacher through a variety of communication modes, and attend all reporting events and Information Evenings.

Reducing the school's environmental footprint

At Crow's Nest State School every attempt is made to reduce our environmental footprint. Water and electricity usage is monitored closely and increased usage analysed and strategies discussed to reduce where possible.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	118,297	375
2012-2013	114,801	1,412
2013-2014	102,023	0

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.

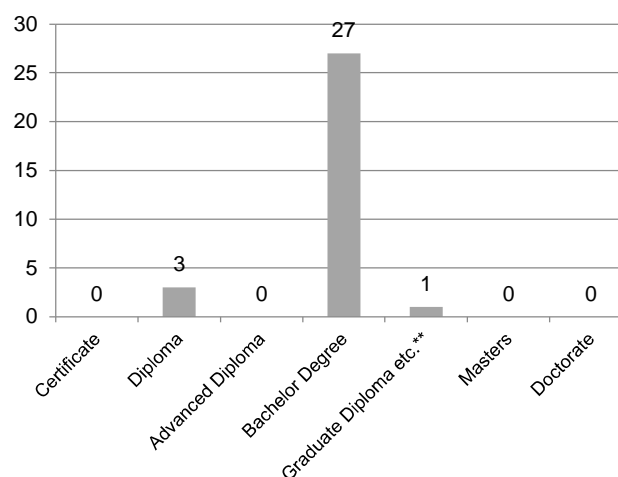
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	20	<5
Full-time equivalents	24	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	31



*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 teacher professional development in 2014 were \$18,267.00

The major professional development initiatives are as follows:

- Coaching and Mentoring
- Explicit Instruction
- Reading
- Analysing and using data
- Working Against Bullying
- School Wide Positive Behaviour Support
- First Aid and CPR
- Early Years workshop
- Junior Secondary implementation
- Workplace Health and Safety Training
- Industrial Relations Training
- School Improvement and Accountability
- NAPLAN workshops
- Queensland Certificate of Education workshop
- Information and Communication Technologies
- Nationally Consistent Collection of Data for Students with Disabilities readiness and implementation
- Quality Schools Inclusive Leaders workshop

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2014 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

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 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 given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%

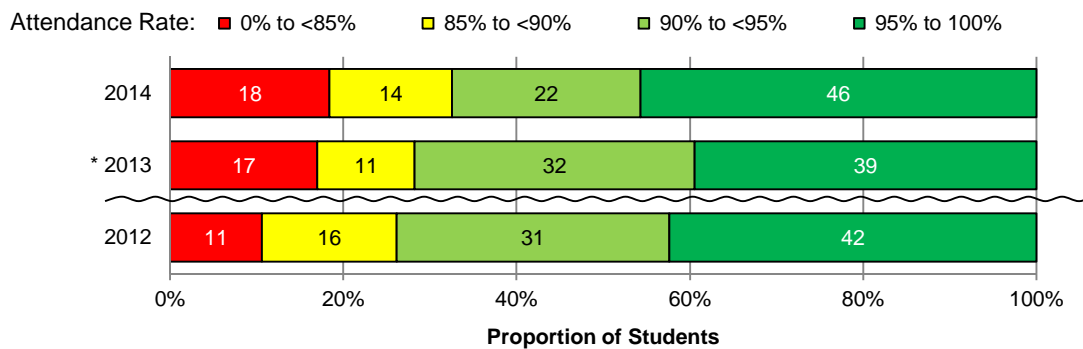
The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	92%	94%	93%	94%	95%	93%	87%	90%	94%		
2013	92%	93%	93%	91%	95%	95%	93%	92%	86%	90%		
2014	94%	92%	93%	93%	92%	91%	93%	91%	92%	84%		

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

At Crow's Nest State School class rolls are marked twice each day - at 9:00am and at 1:40pm. A record of explained absences by parents either received through a note, phone call or email are kept and recorded each week. Records of late arrivals and early departures are also recorded. All of this information is cross referenced with class rolls each week. Letters are sent to parents fortnightly for any unexplained absences.

In the event a child is absent without explanation after three full days the school attempts to make phone contact with parents to explain this extended absence.

In 2014 Crow's Nest State School was proactive in encouraging students to attend every day. Students who attained 100% attendance were recognised for the term on assembly and in the newsletter and for the semester with a Certificate of Excellence.

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.

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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

Our school ensures that appropriate support is provided to our Indigenous students to help them achieve their full potential. A teacher aide is employed to work with our Indigenous students throughout the year and their results are monitored very closely by the school administration. Our focus is on improving learning outcomes and attendance rates. Improving Indigenous student outcomes is a key priority for our school.

Our aim is to have no the gap in student learning outcomes between that of Indigenous and Non Indigenous students. Our focus is on tracking individual improvement from Year 3 to Year 5, Year 5 to Year 7 and Year 7 to 9.

The difference of our Indigenous student attendance rate to our Non Indigenous rate was 6.2%. The average attendance rate for our Indigenous students as a percentage in 2013 was 85.6%.