

Crow's Nest State School

Queensland State School Reporting

2015 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 2015

The school has been intensely focused on the achievement of all major aims in the objectives set out in our Annual Implementation Plan for 2015. 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 2016 are to:

1. Improve school and student performance in Spelling, Reading and Reading Comprehension
2. Continued 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(Tier Two)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	320	152	168	10	92%
2014	289	146	143	16	90%
2015	318	165	153	16	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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		
	2013	2014	2015
Prep – Year 3	23	23	23
Year 4 – Year 7 Primary	20	27	26
Year 7 Secondary – Year 10	15	15	
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	30	22	19

Long Suspensions - 6 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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

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 improve 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 2015 additional interactive whiteboards and data projectors were also used to allow students greater access to Information Technology.

2016 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			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	87%	77%	78%
this is a good school (S2035)	86%	73%	83%
their child likes being at this school (S2001)	93%	96%	89%
their child feels safe at this school (S2002)	100%	88%	83%
their child's learning needs are being met at this school (S2003)	100%	81%	83%
their child is making good progress at this school (S2004)	87%	81%	78%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	87%	81%	83%
teachers at this school motivate their child to learn (S2007)	100%	85%	78%
teachers at this school treat students fairly (S2008)	87%	81%	61%
they can talk to their child's teachers about their concerns (S2009)	100%	92%	83%
this school works with them to support their child's learning (S2010)	93%	88%	78%
this school takes parents' opinions seriously (S2011)	73%	69%	67%
student behaviour is well managed at this school (S2012)	73%	65%	78%
this school looks for ways to improve (S2013)	87%	77%	78%
this school is well maintained (S2014)	100%	92%	94%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	90%	100%
they like being at their school (S2036)	86%	82%	94%
they feel safe at their school (S2037)	94%	94%	100%
their teachers motivate them to learn (S2038)	95%	97%	96%
their teachers expect them to do their best (S2039)	98%	96%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers provide them with useful feedback about their school work (S2040)	97%	92%	96%
teachers treat students fairly at their school (S2041)	94%	79%	89%
they can talk to their teachers about their concerns (S2042)	89%	83%	91%
their school takes students' opinions seriously (S2043)	94%	86%	87%
student behaviour is well managed at their school (S2044)	86%	75%	94%
their school looks for ways to improve (S2045)	95%	92%	98%
their school is well maintained (S2046)	95%	91%	96%
their school gives them opportunities to do interesting things (S2047)	95%	88%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	90%	97%
they feel that their school is a safe place in which to work (S2070)	95%	97%	100%
they receive useful feedback about their work at their school (S2071)	74%	72%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	88%	94%
students are encouraged to do their best at their school (S2072)	93%	97%	100%
students are treated fairly at their school (S2073)	100%	93%	97%
student behaviour is well managed at their school (S2074)	93%	97%	100%
staff are well supported at their school (S2075)	85%	72%	90%
their school takes staff opinions seriously (S2076)	83%	72%	93%
their school looks for ways to improve (S2077)	90%	83%	94%
their school is well maintained (S2078)	83%	90%	94%
their school gives them opportunities to do interesting things (S2079)	93%	83%	100%

'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

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
2012-2013	114,801	1,412
2013-2014	102,023	0
2014-2015	107,951	944

*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.

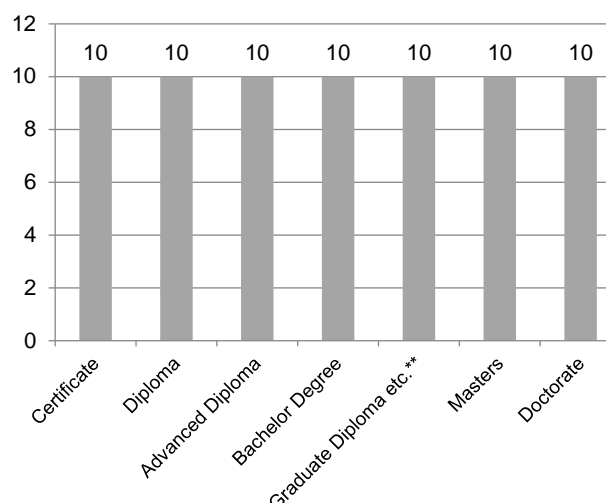
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	33	19	<5
Full-time equivalents	26	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	70



*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 2015 were \$20341.42.

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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	86%	92%

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 attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

Student attendance rate for each year level (shown as a percentage)

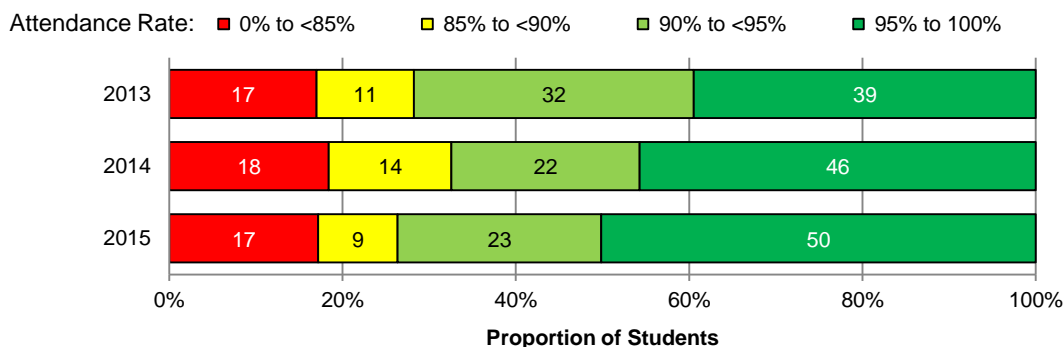
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	92%	93%	93%	91%	95%	95%	93%	92%	86%	90%		
2014	93%	94%	92%	93%	93%	92%	91%	93%	91%	92%	84%		
2015	92%	95%	94%	92%	94%	93%	92%	91%	91%	89%	91%		

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

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 2015 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**.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says **'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.