



Crow's Nest State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Crow's Nest State School is a Prep to Year 10 facility which includes a Prep program, Years 1-6 Primary and Years 7-10 Secondary. We are the only P-10 State School in the Toowoomba North Cluster. Crow's Nest State School is also one of 20 pilot schools in Queensland for offering Year 7 in Secondary school. The student population is stable, averaging around 300 students per year for the last three years. Students who attend Crow's Nest State School complete their schooling from Prep to Year 10 on the one campus. The teaching staff at Crow's Nest State School range in teaching experience from beginning teachers to teachers who have been teaching for a number of years. The ancillary and administration staff members that support the teachers are all very dedicated. Many of the staff members live within the boundaries of the old Crow's Nest Shire while other staff members travel each day from the Toowoomba area. Our school offers a range of quality curriculum programs adapted to the needs and interest of our students. We work hard to provide a rigorous program for our students from Prep to Year 10 and to provide a link from Prep to Primary to Secondary. Our NAPLAN results have 90% of our students either at or above National Minimum Standards.

Principal's Foreword

Introduction

This 2016 School Annual Report provides our school community and prospective families with information about the characteristics, operations, activities and outcomes of our school. This includes:

- Our major achievements across the school in 2016
- Our future goals for 2017
- An overview of school profile including its characteristics, operations and outcomes
- Teachers' qualifications and a summary of the professional development undertaken by our staff
- Student performance results and the key outcomes of the NAPLAN testing
- School Opinion Survey outcomes

This Annual Report is one significant way in which our school outlines its achievements and areas of development for this report period. Further information is available on our website www.crownestss.eq.edu.au or upon request from the school.

School Progress towards its goals in 2016

During 2016, Crow's Nest State School continued towards improving outcomes for all students. Some of our successes include:

- An improved average attendance of all students over the last 4 years.
- Achieved Similar to or Above results in all strands for Years 3, 5, 7 and 9 NAPLAN against similar schools on the ACARA: My School data.
- Implementation of all current ACARA curriculum areas, from Years Prep to 10.
- Staff PD in Art and Science of Teaching (Pedagogical Framework), Mentoring, Feedback and Coaching.

Our school's vision – *Excellence in education for everyone, every day* – continues to underpin all school actions, and the pride which our students and staff have for our school continued to be reflected in our chosen and embedded school's values – Respect, Responsibility, Resilience and Safety.

Future Outlook

Our school's key strategic directions and priorities for school improvement for 2017 are stated in our Annual Implementation Plan 2016, which identifies the following key priorities:

- Pedagogy
- Spelling
- Mathematics
- Behaviour
- Parent and community engagement

Additional key priorities, many of which are subsumed in the above priorities, relate to improved performance in –

- Reading comprehension
- Numeracy
- Spelling
- Grammar and punctuation
- Writing
- Levels of attainment, A - E
- NAPLAN – All domains
- Student and Staff Wellbeing
- Retention across all junctures

and improved *school* performance in –

- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students
- Enrolment growth
- School Opinion Survey – specific items

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	289	146	143	16	90%
2015*	318	165	153	16	91%
2016	299	145	154	19	87%

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 2016, 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

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	23	22
Year 4 – Year 7	27	26	26
Year 8 – Year 10	15		14
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.

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

Co-curricular 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 2016 additional interactive whiteboards and data projectors were also used to allow students greater access to Information Technology.

2017 will see Information Technology a major focus for Crow's Nest State School as we continue to enhance the technology facilities for students and for staff who will each receive a laptop computer through Education Queensland's Computers for Teachers program.

Social Climate

Overview

Crow's Nest State School is a safe, friendly and caring community where students, parents, community members and staff work well together to achieve positive learning and employment outcomes. The rights of each individual form the basis of our behaviour built on respect and the acknowledgement of responsibility.

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.

Our vision *Excellence in education, for everyone every day* and our school values Respect, Personality, Resilience and Safety are used to promote and develop positive relationships between all members of our school community.

Student leadership is fostered through an active Student Council and School Captains.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	77%	78%	90%
this is a good school (S2035)	73%	83%	87%
their child likes being at this school* (S2001)	96%	89%	81%
their child feels safe at this school* (S2002)	88%	83%	87%
their child's learning needs are being met at this school* (S2003)	81%	83%	94%
their child is making good progress at this school* (S2004)	81%	78%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	83%	97%
teachers at this school motivate their child to learn* (S2007)	85%	78%	97%
teachers at this school treat students fairly* (S2008)	81%	61%	81%
they can talk to their child's teachers about their concerns* (S2009)	92%	83%	94%
this school works with them to support their child's learning* (S2010)	88%	78%	94%
this school takes parents' opinions seriously* (S2011)	69%	67%	80%
student behaviour is well managed at this school* (S2012)	65%	78%	80%
this school looks for ways to improve* (S2013)	77%	78%	86%
this school is well maintained* (S2014)	92%	94%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	90%	100%	96%
they like being at their school* (S2036)	82%	94%	88%
they feel safe at their school* (S2037)	94%	100%	95%
their teachers motivate them to learn* (S2038)	97%	96%	95%
their teachers expect them to do their best* (S2039)	96%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	93%
teachers treat students fairly at their school* (S2041)	79%	89%	84%
they can talk to their teachers about their concerns* (S2042)	83%	91%	82%
their school takes students' opinions seriously* (S2043)	86%	87%	89%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	75%	94%	86%
their school looks for ways to improve* (S2045)	92%	98%	92%
their school is well maintained* (S2046)	91%	96%	91%
their school gives them opportunities to do interesting things* (S2047)	88%	98%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	97%	97%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	72%	94%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	94%	91%
students are encouraged to do their best at their school (S2072)	97%	100%	94%
students are treated fairly at their school (S2073)	93%	97%	97%
student behaviour is well managed at their school (S2074)	97%	100%	97%
staff are well supported at their school (S2075)	72%	90%	94%
their school takes staff opinions seriously (S2076)	72%	93%	91%
their school looks for ways to improve (S2077)	83%	94%	94%
their school is well maintained (S2078)	90%	94%	88%
their school gives them opportunities to do interesting things (S2079)	83%	100%	91%

* Nationally agreed student and parent/caregiver items

'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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	22	19	30
Long Suspensions – 6 to 20 days	0	0	2
Exclusions	0	0	1
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.

Environmental Footprint

Reducing the school's environmental footprint

The students and staff at Crow's Nest State School are considerate of the impact that it has on the environment. Staff and students are mindful of water consumption, electricity and other consumables.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	102,023	0
2014-2015	107,951	944
2015-2016	104,069	760

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2016 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	33	20	<5
Full-time Equivalent	27	13	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	1
Bachelor degree	30
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$26,345.00.

The major professional development initiatives are as follows:

- Coaching and Mentoring
- Explicit Instruction
- Art and Science of Teaching
- Reading
- Analysing and using data
- Working Against Bullying
- Positive Behaviour for Learning
- 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

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	92%	94%

*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 student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

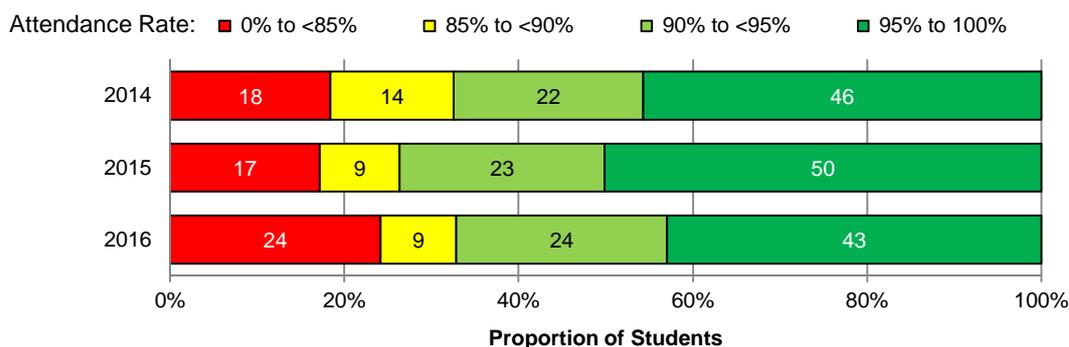
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	92%	93%	93%	92%	91%	93%	91%	92%	84%		
2015	92%	95%	94%	92%	94%	93%	92%	91%	91%	89%	91%		
2016	94%	93%	97%	93%	94%	92%	93%	94%	95%	90%	89%		

*Attendance rates effectively count 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.

Rolls are marked during each scheduled lesson and at Home Group each day. Parents and caregivers are informed of absences via an SMS service. There is a documented daily follow up for students that have not been in attendance with an approved reason.

NAPLAN

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 states '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.