Cedar Creek State School

Queensland State School Reporting

2013 School Annual Report

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Principal's foreword

Introduction

This report provides a summary of the outcomes of Cedar Creek State School for the 2013 school year. Our aim is to ensure that we strive to develop and maintain a safe and happy learning environment for all learners in our school. Our Student, Parent and Staff School Opinion Surveys are considered closely to make a positive learning place where we maximize student learning in a community friendly environment.

A wide range of academic, cultural and sporting activities have taken place during the year resulting in quality outcomes for our students. Our learning experiences span a wide variety of students and families from Prep to Year 7.

Our school curriculum continued to be monitored and evaluated against the Australian Curriculum. The ongoing introduction programs in Literacy, Numeracy and Science along with the increasing use of technology as a tool for learning provided further enhancement of curriculum delivery. These directions were closely informed by the outcomes for the Teaching and Learning Audit and our school based data analysis which showed that in 4 out of 8 domains we performed at "high" levels, whilst the remaining 4 areas indicated "outstanding" performance.

Our Out of School Hours Care Service continued to operate providing valuable assistance to our families. We have also had significant investment from our P & C in this financial year supporting educational programs and activities across the curriculum.

School progress towards its goals in 2013

Our Annual Operational Plan for 2013 focused on the need to continue work on teaching and learning programs in the following areas

Literacy – especially in Reading and Writing in the Early Years.

Numeracy – especially in the development of our Basic Skills in the Early Years and maintaining these basic skills in the Middle Years.

ICT's in Learning – especially making ICT's more accessible, reliable and interactive.
It is acknowledged we are continuing to work on areas within the three domains to leverage further improvement. We report to our school community regularly at parent forums and through our regular Newsletter items, Facebook site, text messaging and email lists on progress within these areas in addition to our normal reporting requirements

Future outlook

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Our school believes that it is important to recognize that learning is a lifelong process where we need to endeavour to aim higher each year. We will continue to focus on developing and expanding our student "goal setting" programs to allow students the ability to become active learners in programs across the learning domains. Significant work has commenced in this area with a focus on learning and improvement being evidenced in data and in classroom observations by the Principal and Head of Curriculum (HOC). Our achievements in this area were recognised in the Teaching and Learning Audit. Further information on our performance in this domain can be found on the teaching and learning Audit results page.

Improvement in all areas of learning is vital to ensure that students in our School Community have the advantage of cementing quality educational standards for their future learning pathways.

Expansion of our school's technological capabilities occurred with the gaining of knowledge in Teaching – Learning practices. Our teaching staff are using laptop computers as part of the Computers for Teachers Program and have been involved in considerable professional development activities in using these devices to enhance learning. Every staff member has an i-Pad mini which is used once again to enhance curriculum participation for students and also to allow significant expertise to be developed by staff in this area. Our staff link this technology and professional development to classroom teaching. They use their Interactive Whiteboards (IWB's) to prepare students for the technological world in which we live. Staff use Education Queensland's database, OneSchool, to digitally store specific student information, results and improvement data. A close focus on the school improvement agenda is complimented by analysis and scrutiny of the data sets collected by staff.

The introduction of the Australian Curriculum in English, Maths, Science and History and the subsequent C2C units developed by Education Queensland direct curriculum planning in these Key Learning Areas (KLA's). The Queensland Essential Learnings are still in place for other KLA's as we transition to all KLA's in the Australian Curriculum. The introduction of Geography from the Australian Curriculum in the near future requires the professional development of teachers and this is taking place to ensure a streamlined transition with the new curriculum area(s). The Head of Curriculum (HOC) plays a vital role in assisting staff with meeting academic requirements of the prescribed curriculum.

The Smart Moves initiative guides the development of a daily physical activity program across all year levels and Japanese is taught to students in years 6 & 7.

In 2013 we continued involvement in the National School Chaplaincy Programme. Our school chaplain has been an important contributor to student welfare and provides greater pastoral care and support for the wellbeing of all community members. The chaplain runs non-denominational activities such as bike club for boys which focuses on developing social skills. We also share services across two schools where we do a "chappy swap". This allows us to share the skillsets of our chaplains and deliver a program for our girls as well called "Chick Chat". In doing this both schools benefit from the chaplaincy service.

Our focus for the 2013 school year include:

1. <u>Teaching and Learning Audit 2013</u> – continue to implement the recommended improvement strategies and grow staff capacity to deliver excellence in education. Build on the 2013 NAPLAN results showing us as being in the top 5 improved schools in literacy and numeracy.

2. <u>Implementation of the Australian Curriculum</u> – review refine and implement programs in the existing areas of the Australian Curriculum that are already "on line". Implement the new guidelines for Geography in the local context through the use of Curriculum to the Classroom resources (C2C units).

3. Continue to focus on consistency and renewal of classroom practice and expectations with a clear focus on Reading, Writing and Number combining close monitoring of data arising from school based assessments.

4. Continue to modify and use the Developing Performance Plans (DPP's) for all school staff to focus improvement of pedagogy with clear articulated results and accountability for student performance.

5. Continued implementation of individual learning goals for all students with a focus on "raising the bar" and modification of goal performance with clear links to improved individual student outcomes.

6. Continued implementation of higher order thinking skills (HOT's) in all KLA's supported by quality assessments around student performance.

7. Upgrading of technology across the school to include Mac Book Pro's and individual devices such as iPads with further infrastructure enhancements to provide a reliable platform for digital learning devices.

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Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2013: Prep Year - Year 7
Total student enrolments for this school: 210

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	243	129	114	95%
2012	235	125	110	93%
2013	214	102	112	89%

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

Characteristics of the student body:

Currently we have 8 general classes from Prep to Year 7. Many of our families are relatively new to the district but we also have a part of our community who are closely related to the early settlers of our district.

Even though our school has fluctuated in size, the culture of our school has remained the same. Our school community appreciates a small country school atmosphere with values very similar to the families who support our school. The School is an important part of the communities surrounding Cedar Creek, just as the families in the Cedar Creek district are essential to the wellbeing of our school.

Our students are reliable citizens who value upholding our school expectations –

- I am Safe
- I am Responsible
- I am Respectful
- I am a Learner

Our expectations are high with respect to behaviour and we have regular data reviews and conversations around how we can best support students and families to achieve our expectations.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	23	24
Year 4 – Year 7 Primary	25	21	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	18	21	12
Long Suspensions - 6 to 20 days	2	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

A focused culture of support around achieving the school expectations is in place. We have commenced the implementation of Positive Behaviour for Learning (PBL) with very positive results from the team around refining processes to better support children in our school setting.

In doing this we have seen significant decreases in playground related issues which contributed to the main in the above data sets. We celebrate those successes as a school at least termly with positive behaviour reward days. There are also processes in place to support the positive choices made by our students on a daily basis.

Curriculum offerings

Our distinctive curriculum offerings

• The eight Key Learning Areas of English, Mathematics, History, Technology, Science, The Arts, Health and Physical Education, LOTE with English, Maths, History and Science being based on the Australian Curriculum.

• Where required, students with learning needs are offered a variety of programs in Literacy and Numeracy Intervention so as to achieve the best possible outcomes.

• Students in Years 6 & 7 are offered Japanese Language as LOTE.

• The weekly behaviour lessons delivered in every classroom, focus on the development of students' social skills and are available to all students in our school through our weekly behaviour focus which is reinforced on assemblies.

• All students participate in a classroom music program and have the opportunity to participate in a school choir. An Instrumental Music Program offers tuition in Brass, Woodwind and Percussion instruments to students in Years 5 -7, Guitar in Years 3 – 7 and Strings for students from Year 3. Informal ensembles have been formed from these classes.

• Our Music Excellence Program / Early Starters Music Program offers Brass, Woodwind, Percussion and Strings to students the opportunity to participate from year 2 based on an entry exam and short instrumental test.

• Sport is a highly valued and a range of physical education activities are available. All students participate in weekly formal physical education lessons. A whole school athletics program runs mid-year and a swimming program in Term 4. We also have after school sports programs that are offered each term.

• Higher Order Thinking Skills are integrated across the Curriculum offerings to assist in advancing students into the formal thinking processes associated with high performers. We have a scope and sequence for the development of these skills across our school.

• Individual goals and targets are set for all students in the school. This allows a tailored approach to student achievement devised by students with the teacher and communicated to parents. This program has rewards attached to it and allows us to further focus students on what they need to do to influence their academic results. There is a clear purpose in having students develop responsibility for their learning that is partnered with support from home and school.

• Agreed pedagogical practice in Literacy and Numeracy are set across the school to allow a seamless transition from year to year. Staff are engaged in common professional development across the KLA's so that a common approach and set of language is evident as students move through their schooling. Administrative staff then observe classes formally and informally to ensure that the required pedagogy is in place.

• A publicly displayed full school focus on improvement in Reading, Writing and Number exists with strategies and targets attached which are regularly reviewed via the school's internal data collection processes. This data is used to direct teaching and learning to address areas of need.

Extra curricula activities

• Our school is involved in the Active After School Programs supported by the Australian Government. An average of 55 students per week can be involved in 7/8 week programs in a range of sports including Netball, Athletics, Football, Futsal and Dance.

• School teams participate in District and Regional sports with several students competing in State Representative teams.

• Student leadership opportunities are provided with school captains, house captains and student councillors. These students are involved in a variety of school activities throughout the year. Students have the opportunity to provide input into the ongoing development of our school.

• Our students participate in a variety of competitions locally, state wide and nationally.

• Participation in Cluster Days of Excellence including Writer's Workshop, Visual Arts Workshop, Sciencefest and Performing Arts and Technology Workshops is encouraged.

• Involvement in school community events such as Winter and Summer Music Concerts and "Winter Fest" is also encouraged and generally embraced within our community.

• School Chaplain provides a "Bike Program" at school for students to participate in during lunch breaks. The students repair bikes into good working order while learning valuable skills and also the value of group work and participation. The School Chaplain also runs the "GRIT" program enhancing leadership and problem solving skills in boys. Recently a chaplain partnership "chappy swap" has seen the inclusion of "chick chat" as well which is a program aimed at girls and developing self confidence to manage our increasingly complex world.

How Information and Communication Technologies are used to assist learning

ICT's including computers are used extensively throughout the school in all Key Learning Areas. The Internet is a major source of information managed at the school. Many of our classes use The Learning Place. Our service to classrooms has radically improved with the purchase of 40 iPads to be used by all students. There will be a further extension of iPads in 2014/15 to compliment the use of these devices as mobile learning occurs across the school.

As our school is always looking at ways to improve the Learning opportunities of students we are continually upgrading our resources, hardware and services. Our school has a good range of support hardware including: digital cameras, digital video recorders, iPods, Interactive Whiteboards and Data Projectors in the classroom. The staff capabilities in ICT have increased markedly since the Professional Development programs delivered by staff for staff around the use of IT as a learning tool.

We continue to work on this area as technology changes and become more advanced. Professional development is given on a regular basis by staff "experts" as well as outside sources as required. The digital interface is used by staff and students as a mode of learning.

Social climate

At Cedar Creek State School we aim to create a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through quality curriculum, interpersonal relationships and school organization; where school practices are proactive rather than reactive and where appropriate non-discriminatory language and behaviours are defined, modelled and reinforced.

Our school's Responsible Behaviour Plan for Students is the means by which a safe, supportive environment is established and maintained. The Plan acknowledges the values, principles and standards in Education Queensland's Code of School Behaviour.

Students are taught social skills through commercial and school based programs including *"Bullying No Way"* which provides strategies to address bullying and anger management combined with specifically designed lessons at a school level. The school designed lessons are based on the data gathered from Oneschool recorded behaviour incidents and designed by the PBL committee.

Specific behavior lessons are taught to all students to reinforce the schools expectations and focus on any specific needs. Posters are displayed around the classroom to reinforce the rules as well as classes highlighting the rules during weekly parades.

The expected behaviour is rewarded in a number of ways within the school including on a daily basis and on a termly basis with whole school rewards programs.

Parent, student and staff satisfaction with the school

Our school promotes very strongly the ideal of Learning as a Lifelong Experience for all. Our whole School Community believes in our school as an effective and happy place to learn. Our teachers and staff are a dedicated group of professionals and paraprofessionals.

Even though our small rural school has grown in size over time, the ideals of our school are clear in our everyday interactions to ensure that the next generation is a learned, trusted generation of leaders and members in our community.

Results in this reporting domain have fluctuated slightly in all areas.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	95%
this is a good school (S2035)	94%	86%
their child likes being at this school* (S2001)	87%	90%
their child feels safe at this school* (S2002)	93%	90%
their child's learning needs are being met at this school* (S2003)	94%	90%
their child is making good progress at this school* (S2004)	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	95%
teachers at this school motivate their child to learn* (S2007)	94%	95%
teachers at this school treat students fairly* (S2008)	80%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%
this school works with them to support their child's learning* (S2010)	100%	86%
this school takes parents' opinions seriously* (S2011)	73%	89%
student behaviour is well managed at this school* (S2012)	75%	84%
this school looks for ways to improve* (S2013)	88%	90%
this school is well maintained* (S2014)	100%	86%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	97%

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they like being at their school* (S2036)	84%	92%
they feel safe at their school* (S2037)	88%	93%
their teachers motivate them to learn* (S2038)	80%	97%
their teachers expect them to do their best* (S2039)	98%	92%
their teachers provide them with useful feedback about their school work* (S2040)	92%	94%
teachers treat students fairly at their school* (S2041)	76%	91%
they can talk to their teachers about their concerns* (S2042)	75%	92%
their school takes students' opinions seriously* (S2043)	65%	89%
student behaviour is well managed at their school* (S2044)	65%	83%
their school looks for ways to improve* (S2045)	84%	94%
their school is well maintained* (S2046)	82%	97%
their school gives them opportunities to do interesting things* (S2047)	82%	94%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	90%
they feel that their school is a safe place in which to work (S2070)	86%
they receive useful feedback about their work at their school (S2071)	76%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	90%
staff are well supported at their school (S2075)	67%
their school takes staff opinions seriously (S2076)	71%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	90%
their school gives them opportunities to do interesting things (S2079)	78%

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

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

One of the ideals with our school includes "Connecting with the Community". Our school connects with the community in many ways. Not only do we have a wide range of parent helpers in our school assisting in the classroom but we also have parents involved in our Community Garden Program led by Mr Johnson.

We regularly make contact with families through emails, mobile text messaging services, class newsletters and assemblies. Parents are well informed of the upcoming events in classes, the school and the community. Parents are also involved in our annual sports days, classroom presentations and our weekly school assembly that showcases the learning achieved by our students. Attendance at parent information sessions gives our families an opportunity to be clear about the learning expectations for all students. Teachers and parents can also communicate freely by email. In today's world when we are so busy, email has proven to be an effective and fast method of communication. This method is regularly engaged and used by our school community.

Our Parents and Citizens Association plays a valuable role in our school community by promoting the interests of the school and assisting with the school's development and ongoing improvement. By fostering general interest in educational issues, providing advice and recommendations on issues affecting students and school operations as well as providing financial and other resources, the members of the P & C work together for the benefit of students and the school. By supporting our P & C and its fundraising activities or by being a tuckshop helper, parents are able to make a valuable contribution to our school community and this is greatly appreciated.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Being a "Country School" we are quite unique in that we catch our own water supply for drinking and we use the natural resources available to us for toilets, gardens etc. We have a comparatively small footprint by using these natural resources. At times we may need to truck water into the school as a result of drought.

Our school is part of the "Solar Schools Program" and as such, we have a 4 K/w solar system installed on one of our buildings. This system can be used as part of the science program allowing students to be aware of environmental issues.

As part of our "Community Garden Program", we also recycle any green waste products from lunches which are later used in composting activities and returned to the school gardens.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	87,824	0
2011-2012	83,440	0
2012-2013	46,416	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

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Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	19	10	0
Full-time equivalents	14	7	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.	1
Masters	2
Doctorate	0
Total	**13**
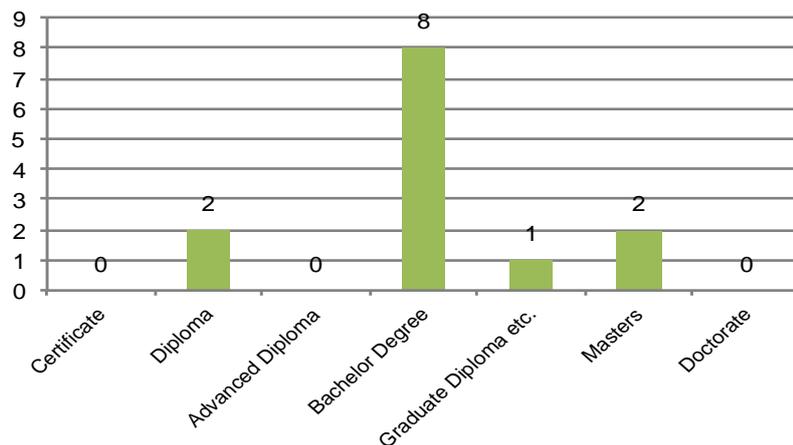
* Teaching Staff includes School Leaders

** 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 2013 was $8899.00 The major professional development initiatives for all staff have involved:

Mathematics – Dr Norton

Higher Order Thinking Skills

E Learning – ICT's

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Writers Workshop

Guided Reading

Training associated with staff Developing Performance Plans (DPP's) and their direct links to the operational capacity of the school to deliver enhanced outcomes for students through staff development. The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

In 2013 our staff provided significant internal professional development opportunities led by staff, for staff, in response to the needs of the school and individual staff. These activities were cost neutral but ran every Tuesday morning (Sharing Our Learning Together - SOLT) and again in the afternoon for an hour (Planned Professional Development focus) This represents on average some 50 hours of time invested by staff in their own professional learning over the year.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 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.**

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 web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	92%	92%

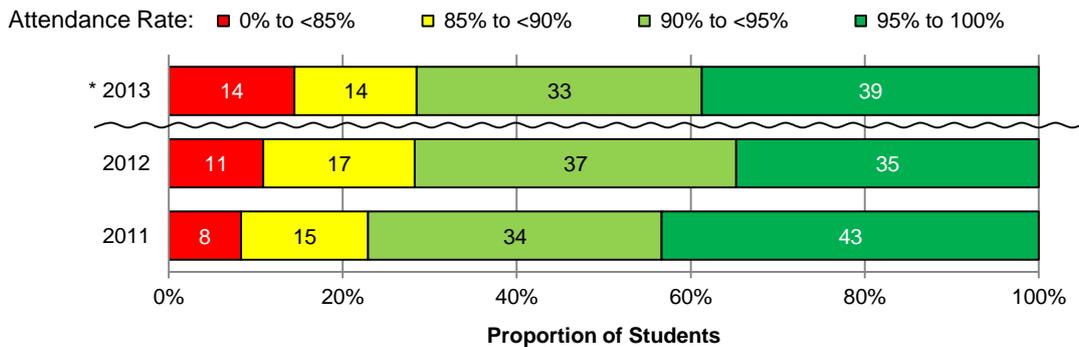The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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
2011	93%	93%	94%	92%	94%	95%	93%					
2012	91%	94%	92%	92%	91%	91%	92%					
2013	92%	88%	94%	90%	93%	91%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
* 2013	14	14	33	39
2012	11	17	37	35
2011	8	15	34	43

Proportion of Students

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

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Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outlines processes for managing and recording student attendance and absenteeism.

Teachers mark rolls daily via One School. Messages of absence are shared between Administration and classroom teachers. When a student is absent for a second day without explanation, the family receives a phone call from the classroom teacher or a member of the Administration team. Explanations are then communicated to the relevant staff members.

All late students report to the office for a late slip before entering class for arrivals after the 1st bell. Attendance expectations communicated through newsletters. Introduction of an attendance chart in each classroom visually tracks the attendance record of all children. Each child starts on the green area of the chart and when an absence occurs it is marked on the chart. Total days are tracked and students move through the chart as required. Parental contact is made via the teacher when the child moves to the amber section and via administration when moved to the red section. We are reviewing those rates of attendance and are looking to reduce the students presenting in the lower two bands 0%<90%.

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 achievements over time were highlighted this year and we appeared in the top 5 improved schools for 2013. This is a significant marker to assessing the programs we have implemented to address student learning needs within our school setting.

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.**

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

In general our school data indicates that we are addressing the gap between indigenous and non-indigenous achievement.

When attendance rates are compared to non-indigenous rates of attendance, overall our Indigenous student attendance is equal to our non-Indigenous attendance. This attendance rate is higher than the State average. Our NAPLAN performance data sets are from cohorts of less than 5 so some information is withheld to preserve identity. In general our students perform well.

We are continuing to address the gap in attendance rates of Indigenous students who attend our school for less than 90% of the time.

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