

Cedar Creek State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report is designed to provide a summary of the progress made at Cedar Creek State School during 2014. It also contains information about what makes our school unique – the exciting and engaging teaching and learning, the 'family like' supportive learning environment and the dedication and commitment of all staff. The content of this document meets both the Queensland Government and Australian Government annual reporting requirements.

School progress towards its goals in 2014

Targeted intervention strategies took priority in 2014 particularly in the early years with students comprehensively screened and our referral process being refined to streamline specialist contact to rule out any impediment to learning. Consultation continued to be encouraged and a whole staff approach resulted in the introduction of an effective pedagogy to meet the required learning at an individual level through data conversations with teachers. Curriculum planning was enhanced by using a school unit plan template for our Australian Curriculum planning. Teachers raised their capacity around understanding and implementing all the curriculum documents in the school.

A whole school approach to reading was a focus for the year. Staff participated in Professional Learning sessions with support staff from Regional Office and Administration. These strategies were then implemented into the classroom with regular data conversations included.

Community participation in the school was also a priority.

Future outlook

During 2015, Cedar Creek State School will aim to achieve:

- Improvement in student performance in reading by building teacher capacity in these areas. Whole school programs will also be implemented with continued support being offered.
- Implementation and embedding of the Australian Curriculum and planning into daily teaching and learning to ensure consistency.
- Implementation of a NAPLAN strategy to ensure improvement in student data, which includes regular data collection and analysis and the development of all staff to read, interpret and act on data and the creation of up to date student data sets that inform learning.
- 5 week data cycles with the Head of Curriculum
- A strong commitment to collaboration and our community under the focus of: relationships, engagement and positive behaviour for learning
- Differentiation planners to be implemented in all classrooms under the leadership of the HOC
- Staff to develop a deeper understanding of self and others through personality style analysis, learning styles and identifying barriers to learning
- Attendance at 100% with termly certificates

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	235	125	110	93%
2013	214	102	112	89%
2014	206	106	100	92%

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

Characteristics of the student body:

Cedar Creek's student body is mostly Australian born with less than 5% population of an ethnic parentage. Socio-economic circumstances spread across the spectrum, as does the family occupation composition. Our students are resident, as opposed to transient and approx. 65% enrolments travel from outside the school's small catchment area due to parental choice. The vast majority of students begin school with us and remain for the duration of their primary education whereupon they transition to the various local high schools.

Our special needs students form 15 percentage of our student population. Where need exists, the services of an Advisory Visiting Teacher, Behaviour Team, Regional Office Staff, Senior Guidance Officer, Guidance Officer and Support Teacher for Literacy and Numeracy are accessed.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	24	21
Year 4 – Year 7 Primary	21	21	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	21	12	9
Long Suspensions - 6 to 20 days	1	1	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

These include eight classrooms from Prep – Year 7 providing the Australian Curriculum to all students, Music, Physical Education and LOTE (Japanese). Explicit instruction was introduced as the main pedagogical framework.

Extra curricula activities

Our students engage in student council; Days of Excellence; swimming lessons; excursions and incursions; Regional and District sports days; marching at ANZAC parades; Curriculum Culmination Days; Book Week; Under 8's Day; Leadership Games; and Year 6 and Year 7 Graduation and School Futsal program.

How Information and Communication Technologies are used to assist learning

Cedar Creek has 21 library computers, which are internet connected and used daily by students in all classes. Each classroom is equipped with a Smartboard that is used regularly to enhance teaching delivery. The school has 3 sets of classroom iPads along with each teacher who has an iPad mini to assist with the collection of assessment.

Social Climate

In 2014, Cedar Creek had several new staff members join the team – a new Principal and Head of Curriculum along with a new classroom teacher as our enrolments were growing.

Cedar Creek continued the services of a School Chaplain. A Responsible Behaviour Plan was revised and implemented. The school has a high level of P&C involvement. Parents feel welcome in a place where teachers work hard to foster positive relationships.

Cedar Creek has strong community connections as evidenced by the support and various interactions with community agencies. The school used the High 5 and Positive Behaviour for Learning Strategies to ensure the wellbeing of the school community.

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)	94%	95%	92%
this is a good school (S2035)	94%	86%	85%
their child likes being at this school* (S2001)	87%	90%	100%
their child feels safe at this school* (S2002)	93%	90%	100%
their child's learning needs are being met at this school* (S2003)	94%	90%	77%
their child is making good progress at this school* (S2004)	100%	95%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	95%	85%
teachers at this school motivate their child to learn* (S2007)	94%	95%	92%
teachers at this school treat students fairly* (S2008)	80%	90%	85%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%	85%
this school works with them to support their child's learning* (S2010)	100%	86%	77%
this school takes parents' opinions seriously* (S2011)	73%	89%	46%
student behaviour is well managed at this school* (S2012)	75%	84%	77%
this school looks for ways to improve* (S2013)	88%	90%	85%
this school is well maintained* (S2014)	100%	86%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	94%	97%	96%
they like being at their school* (S2036)	84%	92%	88%
they feel safe at their school* (S2037)	88%	93%	92%
their teachers motivate them to learn* (S2038)	80%	97%	93%
their teachers expect them to do their best* (S2039)	98%	92%	99%
their teachers provide them with useful feedback about their school work* (S2040)	92%	94%	90%
teachers treat students fairly at their school* (S2041)	76%	91%	88%
they can talk to their teachers about their concerns* (S2042)	75%	92%	87%
their school takes students' opinions seriously* (S2043)	65%	89%	87%
student behaviour is well managed at their school* (S2044)	65%	83%	90%
their school looks for ways to improve* (S2045)	84%	94%	96%
their school is well maintained* (S2046)	82%	97%	97%
their school gives them opportunities to do interesting things* (S2047)	82%	94%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		90%	94%
they feel that their school is a safe place in which to work (S2070)		86%	94%
they receive useful feedback about their work at their school (S2071)		76%	76%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		90%	94%
staff are well supported at their school (S2075)		67%	78%
their school takes staff opinions seriously (S2076)		71%	78%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		90%	100%
their school gives them opportunities to do interesting things (S2079)		78%	94%

* 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

Parents are encouraged to participate in the education of their child through the open door policy of the school. They assist in the classroom, engage in physical activity with the students and are invited into the school to be audience members during presentations. Social family fun days strengthen participation and communication. Newsletters are produced fortnightly to keep parents informed of the initiatives being implemented and feedback is requested on a regular basis.

Reducing the school's environmental footprint

Our ecological footprint is being reduced through the education of the pupils on a daily basis. The operational procedures at the school have been modified to include energy efficient practices such as mulching to slow evaporation. A vegetable garden has been revamped to provide an example of composting and effective practices in water conservation. Composting is serious at Cedar Creek and is carefully monitored by the students. Additional practices that have been adopted to include; the shutdown of electrical and electronic devices when they are not in use and the management of the air conditioning and heating within the school. The installation of solar power and more efficient fluorescent tubes have installed to decrease our environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	83,440	0
2012-2013	46,416	0
2013-2014	140,944	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.

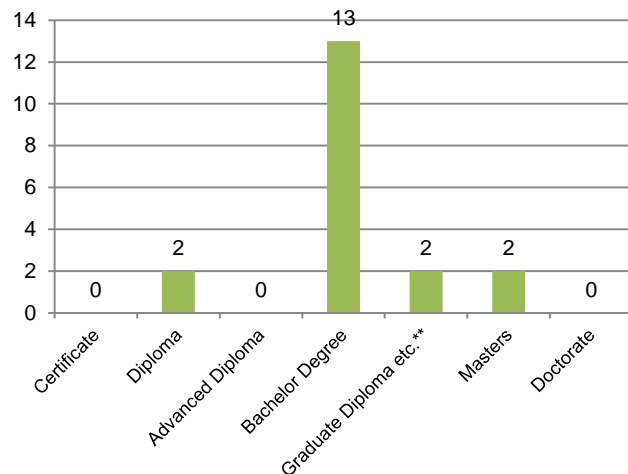
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	11	0
Full-time equivalents	14	8	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	13
Graduate Diploma etc.**	2
Masters	2
Doctorate	0
Total	19



*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 \$5000

The major professional development initiatives are as follows:

- Differentiation
- Digital Pedagogy
- Planning templates
- Whole school reading initiatives
- Australian Curriculum implementation
- Personal Learning Goals
- Supporting learning needs
- Reading support
- Dr Norton
- Positive Behaviour for Learning

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%	95%	97%

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 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 Primary schools was 92%.

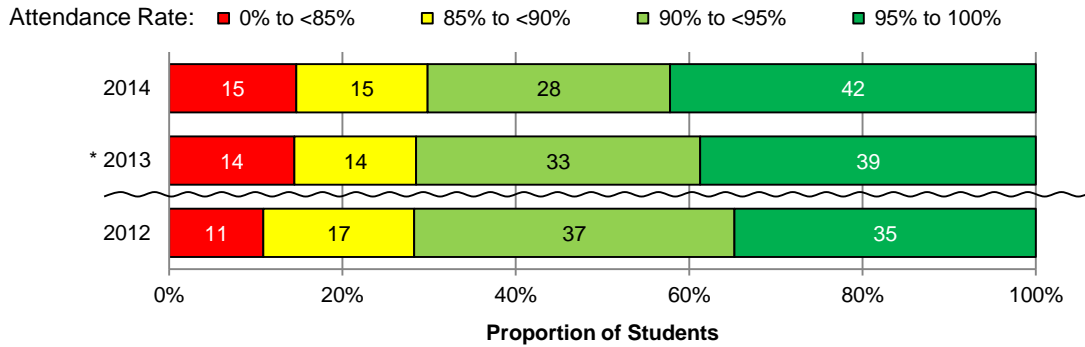
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	91%	94%	92%	92%	91%	91%	92%
2013	92%	88%	94%	90%	93%	91%	93%
2014	92%	92%	92%	94%	89%	90%	91%

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.

Roll marking is carried out twice daily and absences are recorded along with late arrivals and early departures. Incoming phone messages and personal contacts are recorded on message pads and are given to the teachers to place in the roll. Unexplained absences are followed up via phone call or message home that must be signed and returned.

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/>.

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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.

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