

Cedar Creek State School

Queensland State School Reporting

2015 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 2015. 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 2015

Reading and Explicit Instruction were the main improvement agenda items for 2015. All staff received comprehension and thorough professional learning around reading and targeted intervention strategies took priority 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.

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 taking place.

A strong focus on differentiation and student centred learning took place in 2015 and will continue into 2016.

5 weekly data cycles with the Administration team.

A comprehensive NAPLAN strategy was implemented.

Positive Behaviour for Learning (PBL) was reinvigorated with a focus on the correlation of behaviour on student learning.

Community participation and offering experiences for our students to take learning outside of the classroom was evident.

Future outlook

During 2016, Cedar Creek State School will aim to achieve:

- Continued improvement in student performance - Reading by building teacher capacity in these areas through the employment of a Reading Coach. Regular coaching cycles to take place.
- Continued implementation of the whole school reading program and NAPLAN strategy – U2B
- Continued implementation and embedding of the Australian Curriculum and planning into daily teaching and learning to ensure consistency across classrooms and cohorts.
- Teacher feedback via student focused observations.
- Continued data analysis of key data sets to inform teaching and learning in all classrooms.
- 5 week data cycles with the Administration Team.
- A strong commitment to collaboration and our community under the focus of: relationships, engagement and positive behaviour for learning.
- Staff to develop a deeper understanding of self and others through personality style analysis, learning styles and identifying barriers to learning.
- Continue attendance focus with communication to our community – Every Day Counts.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	214	102	112	13	89%
2014	206	106	100	16	92%
2015	234	128	106	20	94%

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:

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 mostly 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. Cedar Creek is an inclusive school.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	21	24
Year 4 – Year 7 Primary	21	25	28
Year 7 Secondary – Year 10			
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	12	9	22
Long Suspensions - 6 to 20 days	1	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

Cedar Creek has nine classrooms from Prep – Year 6 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; community ANZAC parades; Curriculum Culmination Days; Book Week; Under 8's Day; Leadership Games; and Year 6 Graduation and School Futsal program.

Cedar Creek has a dedicated instrumental specialist providing opportunities for our children in The Arts.

Federal funding through 'Sporting Schools' grants provides children from Prep – Year 6 free sports coaching before and after school. Auskick regular services our school.

How Information and Communication Technologies are used to improve 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 classroom sets of iPads along with each teacher who has an iPad mini to assist with the collection of assessment and data.

Cedar Creek is working towards Coding and Robotics lessons in 2016.

Social Climate

In 2015, 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 and parents feel welcome in a place where teachers work hard to foster positive relationships between home and school.

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. Cedar Creek has a no tolerance to bullying which is implemented across our school.

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)	95%	92%	94%
this is a good school (S2035)	86%	85%	63%
their child likes being at this school (S2001)	90%	100%	88%
their child feels safe at this school (S2002)	90%	100%	100%
their child's learning needs are being met at this school (S2003)	90%	77%	75%
their child is making good progress at this school (S2004)	95%	85%	88%
teachers at this school expect their child to do his or her best (S2005)	95%	92%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	85%	92%
teachers at this school motivate their child to learn (S2007)	95%	92%	93%
teachers at this school treat students fairly (S2008)	90%	85%	75%
they can talk to their child's teachers about their concerns (S2009)	90%	85%	94%
this school works with them to support their child's learning (S2010)	86%	77%	94%
this school takes parents' opinions seriously (S2011)	89%	46%	81%
student behaviour is well managed at this school (S2012)	84%	77%	56%
this school looks for ways to improve (S2013)	90%	85%	81%
this school is well maintained (S2014)	86%	100%	88%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	96%	92%
they like being at their school (S2036)	92%	88%	97%
they feel safe at their school (S2037)	93%	92%	93%
their teachers motivate them to learn (S2038)	97%	93%	92%
their teachers expect them to do their best (S2039)	92%	99%	93%
their teachers provide them with useful feedback about their school work (S2040)	94%	90%	90%
teachers treat students fairly at their school (S2041)	91%	88%	92%
they can talk to their teachers about their concerns (S2042)	92%	87%	90%
their school takes students' opinions seriously (S2043)	89%	87%	90%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	83%	90%	88%
their school looks for ways to improve (S2045)	94%	96%	97%
their school is well maintained (S2046)	97%	97%	92%
their school gives them opportunities to do interesting things (S2047)	94%	97%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	94%	100%
they feel that their school is a safe place in which to work (S2070)	86%	94%	100%
they receive useful feedback about their work at their school (S2071)	76%	76%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	92%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	90%	94%	93%
staff are well supported at their school (S2075)	67%	78%	100%
their school takes staff opinions seriously (S2076)	71%	78%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	90%	100%	100%
their school gives them opportunities to do interesting things (S2079)	78%	94%	93%

'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

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. The school maintains a strong partnership with the P&C.

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. A vegetable garden has been revamped to provide an example of composting and effective practices in water conservation. 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.

Environmental footprint indicators		
Years	Electricity kWh	Water kL

2012-2013	46,416	0
2013-2014	140,944	0
2014-2015	123,572	

*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.

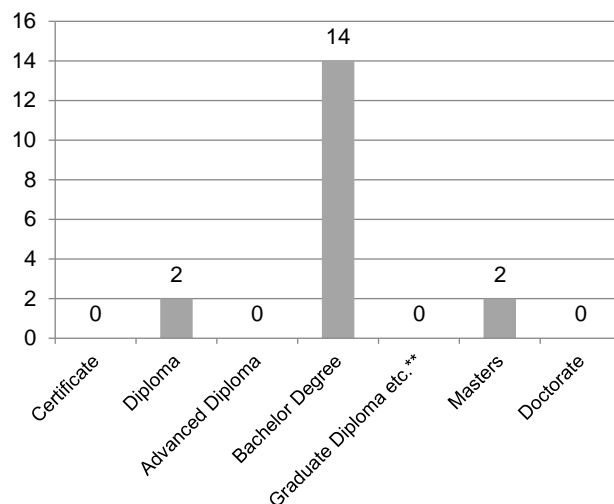
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	18	13	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	14
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	18



*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 \$15 000

The major professional development initiatives are as follows:

- Reading
- Positive Behaviour for Learning
- Differentiation
- Catering to students with diverse needs
- Australian Curriculum initiatives
- Digital pedagogies
- Personal learning goals
- Staff work/life balance
- Leadership team development

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.	95%	97%	97%

Proportion of staff retained from the previous school year

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

GO

Sector:

Government

Non-government

SEARCH

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%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	89%	93%

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 Primary schools was 93%.

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

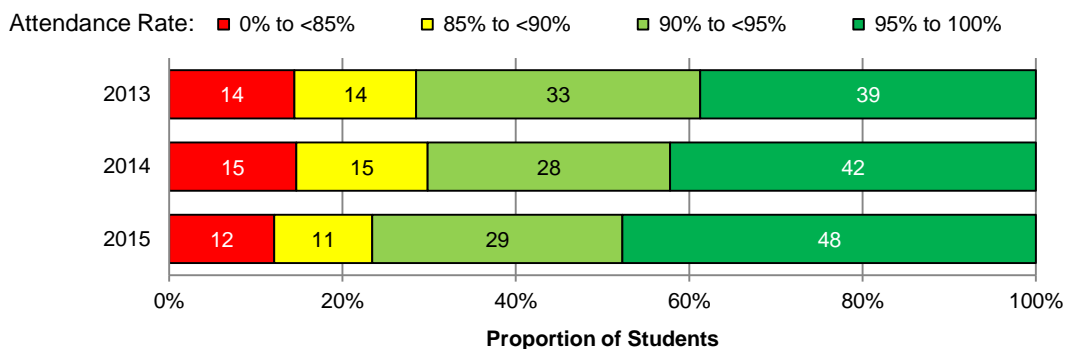
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	92%	88%	94%	90%	93%	91%	93%					
2014	95%	92%	92%	92%	94%	89%	90%	91%					
2015	93%	92%	90%	94%	96%	93%	95%						

*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.

Roll marking is completed twice daily and absences are recorded along with late arrivals and early departures. Phone calls home if students are not attending school.

Incoming phone messages and personal contacts are emailed to teachers and all attendance is recorded through OneSchool.

Unexplained absences are followed up via phone call or message home that must be signed and returned. Consistent communication between home and school that *Every Day Counts*.

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

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.