

Crescent Lagoon State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This report gives an overview of the operations, performance and achievements of Crescent Lagoon State School in 2015. The school community will be made aware of this report through the School Newsletter; a copy will be uploaded to the school website; a notification will be placed on our Facebook page; and printed copies will be available from the Office. The final Report will be presented to Staff members at a Staff Meeting; to the P&C at their July meeting; and a digital copy will be sent to all Staff and P&C representatives beforehand. Hard copies will be made available to those parents or community members who request it.

School progress towards its goals in 2015

CORE PRIORITIES	MAJOR ACTIONS	RESULTS
Reading	Ensure consistent school-wide teaching practices in Reading Implement Guided Reading program Develop and embed the school's approach to the explicit teaching of Reading Maintain Home Reading Scheme from Prep to Year 6	Major improvement in Reading particularly to Year 3 Regular monitoring and analysis of reading data to improve Reading PAT-R and previous NAPLAN tests used for data analysis and tracking improvement
Writing – including Vocabulary, Spelling, Grammar and Punctuation	Teachers to use Explicit Instruction in the teaching of Writing Skills and Genres as per Seven Steps of Writing Explicit teaching of Vocabulary from P-6 as per STRIVE model Ongoing Monitoring with teachers doing regular demand writing tasks; moderating to NAPLAN Analysis of Writing	Major improvement in the teaching of Writing and in student outcomes. Regular monitoring and analysis of writing leading to some goal setting Moderation with Cluster school
Numeracy	Develop and document the school's approach to the explicit teaching of Numeracy Ensure consistent school-wide teaching practices with teachers using Explicit Instruction for the teaching of Mathematics Annual Diagnostic Numeracy Assessment – PAT-Maths used for Years 2-6 Implement Internal Monitoring Schedule to review classroom data on regular cycles to lead to student improvement	PAT-Maths and previous NAPLAN tests used for data analysis and tracking improvement
Consistent Classroom Practices	Used Developing Performance Framework to align teacher capability development with school priorities. Schedule and gave feedback regularly, based on pedagogical practice and school priorities. Implement Internal Monitoring Schedule to review classroom data on regular cycles to lead to student improvement Develop and implement Coaching and Feedback Plan and align to Professional Learning Plan	All teachers developed an Annual Teacher Performance Plan aligned to the AITSL standards Feedback Culture implemented in school
Attendance	Embedded attendance expectations for students	Achieved 93% attendance which was higher than the State average of 92%. Maintain attendance processes
Closing the Gap between the attendance and outcomes of Indigenous and Non-Indigenous students	Build quality processes to track and support individual students in ways that meet their needs. Review/address the school's culture, beliefs and expectations about indigenous students' learning and behaviour	Celebration of Indigenous Cultural days Dharumbal language lessons maintained with Prep – Year 3 students Gap closed in Reading and Spelling
Productive partnerships with School Community stakeholders	Embed Education Queensland's priorities within the staff and community Inform the community on the achievement of improved student outcomes, targets and strategic priorities Offer school facilities to community groups to hold their meetings or events Work closely with parents of students exhibiting poor behaviours consistently, and where applicable seek external support to manage/improve behaviour Improve enrolments by promoting school in Media Implement the Parent and Community Engagement Framework	Newsletter, Website, Facebook and P&C meetings used to promote EQ priorities and inform community of school achievements and notices. School facilities regularly booked for outside school use. Behaviour Management was monitored closely with only 6 Short Suspension incidents. Focus 40 - a Weekly Rule was taught and promoted across the school
Science	Science to be taught using the C2C program using the PD from being a Science Spark School Provision of Science Resources	Science Curriculum taught effectively and Resources updated as necessary
Student	Utilise Flying Start resources to position the school for a successful transition	Information about the transitions to Prep and Secondary school were

Transition	Build links with early childhood providers	shared with the community through the C&K as well as Newsletter and Parent meetings. Step Into Prep programs conducted in Semester Two for approximately 40 students. Interview process for Prep enrolment strengthened Students with Disabilities undertook specialized transition programs to RSHS
Student Retention	Engage with C&K on site to promote enrolments Review school processes and expectations of retention	C&K students regularly visiting Resource Centre for reading Enrolment Information promoted through C&K
Student Attainment	Offer selected projects/activities to improve attainment Provide intervention for all students as identified	Students participated in Project 600 Support Teachers led process of analysis and identification of students requiring intervention Individual Curriculum Plans developed for all identified students. (Approx. 20%)

Future outlook

In 2016 the School Implementation Plan will focus on the following areas which were identified through the CLSS School Plan and a review of the 2015 AIP and student data.

CORE PRIORITY	MAJOR STRATEGIES
Reading	Ensure Consistent school-wide teaching practices in Reading Implement Guided Reading Program; Implement system to track individual student goals/progress at 5 weekly intervals Develop and embed the school's approach to the explicit teaching of Reading; Implement Home Reading Scheme P-6
Writing, including Vocabulary, Spelling, Grammar and Punctuation	Teachers to use Explicit Instruction in the teaching of Writing skills and Genres using <i>7 Steps of Writing Program</i> ; Explicit teaching of Vocabulary from P-6 as per STRIVE model; Ongoing monitoring with teachers doing regular demand writing tasks; Moderating to NAPLAN Analysis of Writing
Numeracy	Develop and document the school's approach to the teaching of Mathematics; Ensure consistent school-wide teaching practices for the teaching of Mathematics; Annual diagnostic Numeracy Assessment used for Years 2-6; Implement Assessment Schedule to acquire and review classroom data on regular cycles to lead to student improvement Participation in CQ Numeracy Alliance to use experiential learning for mathematics
Consistent Classroom Pedagogical Practices	Use the AITSL Framework as a tool to align teacher capability development with school priorities; Schedule and give feedback on a regular basis based on pedagogical practice and school priorities; Implement Internal Monitoring Schedule to review classroom data on regular cycles to lead to student improvement; Develop and implement Coaching and Feedback Plan and align to Professional Learning Plan

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	406	180	226	92	96%
2014	394	183	211	89	92%
2015	350	175	175	85	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.*

However there were three Step into Prep programs which operated during Semester Two and catered for approximately 40 students who were then enrolled for Prep in 2016.

*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:

Students from Crescent Lagoon State School are drawn from a wide ranging area across Rockhampton and include Alton Downs, Ridgeland, and Gracemere, so while most are from urban backgrounds approximately 5% lead a rural lifestyle. Parents and carers are generally employed, with a few operating their own businesses. A small number of parents are welfare recipients. Approximately 20% of the students have been identified as having a disability or other learning difficulty, and these are provided with intervention through a variety of structured school programs and Individual Curriculum Plans. A variety of school programs/activities also cater for those students who are identified as requiring extension in a particular area. Approximately 3% of students in 2015 were in the care of the Department of Child Safety and were supported with Educational Support Programs. There were 23% of students who identified as Indigenous and/or Torres Strait Islander and the school has strong links with the local indigenous community and organisations. During 2015 there were approximately 1.5% of students who identified as having another language background other than English.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	21	25
Year 4 – Year 7 Primary	27	24	26

*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	34	8	5
Long Suspensions - 6 to 20 days	<5	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

Our distinctive curriculum offerings

In 2015 the school curriculum included the following besides English, Mathematics and Science:

- C2C curriculum used for the teaching of History with some integrated units of work for SOSE, The Arts, Technology and Health and Physical Education
- Specialist lessons – LOTE (Japanese), Music and Physical Education
- Dharumbal Cultural Language Program for Prep to Year 3
- Year 1-2 Play Program
- Early Years Intervention Program
- Thursday Club (Life Skills Program)

Extra curricula activities

- Inter-school Sports Years 5-6 – Cricket, Netball, Rugby League, Soccer, Softball, Tennis, Touch Football
- Signing Choirs (Junior & Senior)
- Singing Choirs (Junior & Senior)
- Ukulele Groups (Years 1-7)
- Instrumental Music Programs in Strings, Percussion, Woodwind and Brass
- Expo Oratory – Student Public Speaking Competition
- School Camps (Years 5, 6 & 7)
- Student Council
- Extension Programs (Maths Team Challenge, Project 600)
- School Chaplain activities

How Information and Communication Technologies are used to improve learning

Crescent Lagoon State School staff and students engage with digital pedagogies on a daily basis. Every classroom has an Interactive Whiteboard which is used as one tool to deliver lessons on a daily basis particularly since the introduction of the C2C suite of programs.

A range of other ICT related equipment is available for student learning including laptops, data projectors, digital video cameras, scanners, digital microscopes, voice recorders and digital cameras.

Teachers use digital pedagogy to complement traditional ways of working and develop a dynamic environment where students are able to master a variety of skills that value-add to their learning experiences. This includes movie-making, animations and multi-media presentations. The students develop their proficiency with various software packages through their curriculum programs. Selected Year 5 students engaged with the CQR Project 600 in Writing to gain a more positive result in their NAPLAN tests.

Staff members have used webinars and other on-line programs to develop their own learning. Every teacher was offered an iPad for their own classroom use. The school Team Site is used to communicate with the whole staff and record various school

documents. The Pedagogical Framework is a digital format which is updated every term and installed on each teacher's CFT. It is also saved on a school drive which is accessible by all staff members at the school. Email is a common form of communication within the school community and across the Region.

Social Climate

Crescent Lagoon State School has a high profile within the Rockhampton area. The school is recognised to be a school that maintained high values and expectations where the rights of the individuals are respected. Bullying is not tolerated and students are taught anti-bullying strategies. On the few occasions when bullying was reported, the students involved were interviewed and counselled, parents were advised and consequences such as Detention/ Suspension were used as applicable. In some cases, a student was referred to the Guidance Officer to improve Self-Esteem or manage Anger. Classroom teachers use their Health Lessons to develop Friendship Skills and help build relationships between students. The Chaplain is an integral member of the school community and assists with supporting students as required.

In the School Opinion Survey 2015, 100% of parents stated that their *"their child is getting a good education at school"* and that Crescent Lagoon State School *"is a good school"*. While 96% of parents reported that teachers *"treat children fairly"*, only 82% of students reported that *"teachers treated children fairly"* and 88% of students reported that they *"could talk to their teachers about their concerns"*. Specialist Behaviour Support was available to assist with Case Management of individual students. Teachers identified and referred students who could benefit from intervention from the Student Support Team which included the the Chaplain, the Guidance Officer, the Principal, the Head of Curriculum, and the Support Teachers for Students with Disabilities, and, Literacy and Numeracy. Students in the care of the Department of Child Safety had an annual Education Support Plan developed to help meet their specific needs. 93% of parents stated that *"Student behaviour is well-managed at this school"* while only 76% of students expressed their satisfaction with the way that *"student behaviour is managed"* and 95% of staff were satisfied that *"student behaviour is well managed"*. Rule for the Week was continued from 2014 and has proved very successful. Speech-Language programs were provided from Prep onwards to assist in Language development. A Parent Advisory Group for Indigenous and Islander students met several times during 2015 to assist with support for the Indigenous students and helped to plan cultural events. Student achievement was celebrated through weekly Parades which were designated to different agendas such as Reading, Writing and Numeracy.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	92%	87%	100%
this is a good school (S2035)	96%	89%	100%
their child likes being at this school (S2001)	100%	100%	96%
their child feels safe at this school (S2002)	100%	97%	96%
their child's learning needs are being met at this school (S2003)	92%	87%	100%
their child is making good progress at this school (S2004)	96%	92%	96%
teachers at this school expect their child to do his or her best (S2005)	96%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	89%	96%
teachers at this school motivate their child to learn (S2007)	96%	89%	100%
teachers at this school treat students fairly (S2008)	85%	74%	96%
they can talk to their child's teachers about their concerns (S2009)	96%	92%	96%
this school works with them to support their child's learning (S2010)	92%	89%	96%
this school takes parents' opinions seriously (S2011)	84%	76%	89%
student behaviour is well managed at this school (S2012)	76%	79%	93%
this school looks for ways to improve (S2013)	87%	86%	93%
this school is well maintained (S2014)	73%	71%	74%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	92%	100%	96%
they like being at their school (S2036)	96%	97%	96%
they feel safe at their school (S2037)	95%	96%	93%
their teachers motivate them to learn (S2038)	96%	100%	95%
their teachers expect them to do their best (S2039)	98%	98%	100%
their teachers provide them with useful feedback about their school work (S2040)	95%	96%	95%
teachers treat students fairly at their school (S2041)	91%	94%	82%
they can talk to their teachers about their concerns (S2042)	90%	91%	88%
their school takes students' opinions seriously (S2043)	96%	94%	81%
student behaviour is well managed at their school (S2044)	90%	92%	76%
their school looks for ways to improve (S2045)	96%	98%	96%
their school is well maintained (S2046)	96%	97%	90%
their school gives them opportunities to do interesting things (S2047)	97%	96%	99%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	98%	95%
they feel that their school is a safe place in which to work (S2070)	92%	98%	98%
they receive useful feedback about their work at their school (S2071)	85%	86%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	88%	96%
students are encouraged to do their best at their school (S2072)	97%	100%	98%
students are treated fairly at their school (S2073)	97%	98%	93%
student behaviour is well managed at their school (S2074)	90%	95%	95%
staff are well supported at their school (S2075)	85%	81%	80%
their school takes staff opinions seriously (S2076)	87%	81%	76%
their school looks for ways to improve (S2077)	92%	90%	93%
their school is well maintained (S2078)	82%	86%	85%
their school gives them opportunities to do interesting things (S2079)	92%	95%	85%

'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

A number of parents volunteered in classrooms to support teachers as they delivered aspects of their program. At the beginning of the year any parents who wanted to be involved in classroom activities were requested to participate in a Volunteer's Induction Program to raise their awareness of DET code of Conduct and Child Protection Policies. All Volunteers were invited to an Afternoon Tea in acknowledgement of their work. Parents were offered two formal interviews a year to discuss their child's academic and social progress and invited to email teachers for more regular discussion. Teachers also presented Unit/Curriculum Meetings to parents so that they had an understanding of the work that was happening in the classroom. Parents actively supported Inter-house Sports Carnivals, NAIDOC Day and the Expo Oratory. Since Cyclone Marcia the school has communicated strongly with parents and community through a managed Facebook site.

Enrolment Meetings were arranged for all new students, and Information Sessions and Orientation Days were run for new Prep families. There was an intensive Transition Program enacted to support new Prep students identified with a disability who were

enrolled to commence in 2016. The Prep teachers developed strong connections to the local Creche and Kindergartens to ensure a successful entry for the children. All parents were invited to join the Parents and Citizens Association which actively supports improvements in facilities and resources at the school. There was a Cresso Capers which was the major fundraiser for the year.

Crescent Lagoon State School has many diverse learners and for some of these children, adjustments need to be made for their learning. Parents and carers are always invited to Case Management Meetings to discuss either their child's behaviour or academic achievement issues. In particular parents and carers were asked to endorse any Individual Curriculum Plans or Education Support Plans developed to assist their child.

Reducing the school's environmental footprint

Crescent Lagoon State School has several water tanks which are connected to the toilets to assist in reduced water consumption. Students and staff members are becoming more consciously aware of the need to reduce electricity consumption whenever possible for example lights, fans and air-conditioners are turned off when a room is empty. Waste paper and cardboard are placed in the recycling bins and staff members are expected to photocopy or print back to back whenever possible. Cyclone Marcia caused significant damage to trees and structures in March 2015. As a result several large trees have been removed to make the buildings safer. There is an on-going overland waterflow issue which will require long term planning and funding to repair.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	240,428	17,684
2013-2014	260,794	17,375
2014-2015	257,791	15,964

*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.

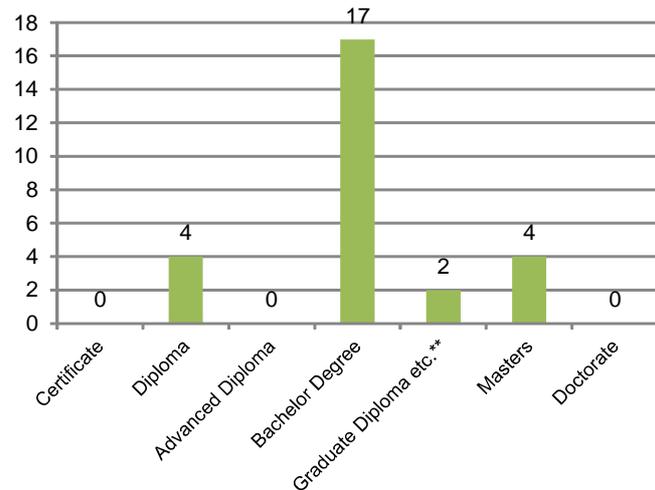
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	27	17	<5
Full-time equivalents	24	12	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	2
Masters	4
Doctorate	0
Total	27



*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 \$38,657.71

- The major professional development initiatives are as follows: Numeracy, Writing, Reading, Autism Awareness and Targeting Early Years.

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, 100% 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

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%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	89%

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 92%.

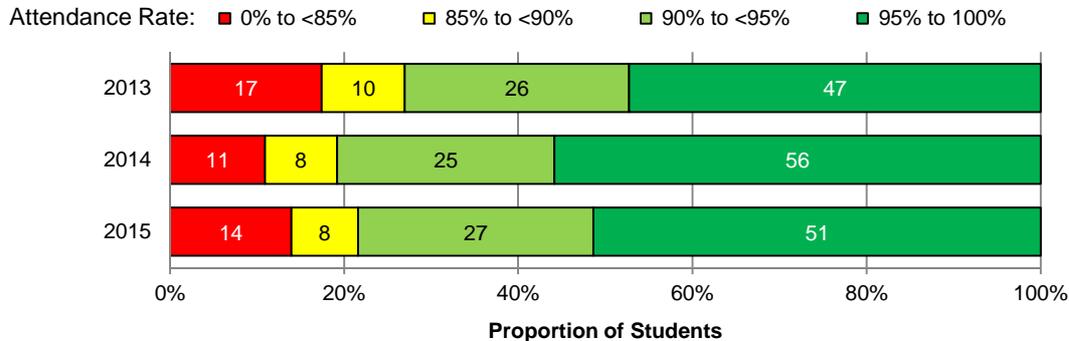
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	91%	92%	92%	90%	93%	90%	91%					
2014	94%	92%	94%	94%	95%	93%	94%	91%					
2015	92%	95%	93%	91%	93%	94%	92%						

*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.

In 2015 teachers at Crescent Lagoon State School marked Rolls twice a day in OneSchool. All rolls were marked by 9:30am and again before 1pm. When a student arrived late to school or needed to leave early, they had to be signed in or out by the responsible adult through the Office Register. A Late Pass was sent with the student to the classroom. Parents were requested to notify the school either by telephone (there is a Student Absence Line), email or a written note if a student was absent, to explain the reason for the absence. If a student was absent for three days or more, the Parent/Guardian was contacted by the class teacher in the first instance, and then the Deputy Principal. If a child continued to be a non-attender a meeting was arranged between the parent/guardian and the Administration Team. If deemed necessary, the Indigenous Teacher Aide was also involved in assisting with a child's attendance at school. There were regular reminders in the Newsletter and on Parade about the need for regular attendance and the relationship to achievement. A weekly record of attendance was included in the Newsletter showing each class's attendance for the previous week.

The Deputy Principal monitored a checklist of students who had less than 85% attendance. If necessary The DET letters regarding student absenteeism were sent out to parents who consistently failed to send their children to school. Teachers participated in an information session regarding the marking of rolls and how to record Reason Codes to ensure accuracy of records. Certificates of 100% attendance were issued to individual students each Semester with the Report Cards. The result of 93% attendance was satisfactory.

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.

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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.