



# Crescent Lagoon State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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# School Overview

Crescent Lagoon State School is situated on the south side of Rockhampton near the airport. The school presently caters for approximately 380 students from Preparatory to Year Six. There are a range of cultural, racial, social and economic backgrounds in the Crescent Lagoon State School population. The facilities include fully air-conditioned teaching and administration blocks, netball and tennis courts and a twenty-five metre heated swimming pool. Crescent Lagoon State School has a very stable, experienced staff and has a positive and respected profile throughout the Rockhampton area.

Besides a strong focus on Literacy and Numeracy, there is a high level of integrated information and communication technology and an outstanding music program. The school is promoted actively in the media for activities such as ANZAC Day and Cancer Fund Raisers. The school also offers many opportunities in physical education and sport. The personal commitment and dedication of the staff members is integral to the success of the school. Crescent Lagoon State School has a high level of parental involvement, including an active and supportive Parents and Citizens Association. These partnerships enable each child to achieve quality education outcomes within a caring environment.

## Introduction

### School Progress towards its goals in 2017

School progress in 2016:

Core Priorities	Major Actions	Results
<b>Reading</b>	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 in Year 3. Regular monitoring and analysis of reading data to improve reading.
<b>Writing, Vocabulary, Spelling, Grammar and Punctuation</b>	Teacher to use Explicit Instruction in the teaching of writing skills and genres as per Seven Steps of Writing. 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 goal setting. Moderation with Cluster schools.
<b>Consistent Classroom Practices</b>	Use Developing Performance Framework to align teacher capability development with school priorities. Schedule and give feedback regularly, based on pedagogical practice and school priorities. Implement internal monitoring to review classroom data on regular cycles to lead to student improvement.	All teachers developed an annual Teacher Performance Plan aligned to the AITSL standards. Feedback culture implemented in school.
<b>Attendance</b>	Embedded attendance expectations for students.	Achieved 94% attendance which is higher than the State average of 92%. Maintain attendance processes.
<b>Closing the Gap between attendance and outcomes of Indigenous and Non-Indigenous students</b>	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.
<b>Productive partnerships with School Community Stakeholders</b>	Embed Education Queensland's priorities with staff and community. Inform the community of improved student outcomes, targets and priorities. Work closely with parents of students exhibiting poor behaviours, seek support for these students. Promote the school through the media. Implement the Parent and Community Engagement Framework.	Newsletter, website, SMS, Facebook and P & C meetings were used to promote EQ priorities and inform community of school achievements and notices. Behaviour management was monitored closely with only 6 short suspension incidents. Focus 40 – a weekly rule was taught and promoted across the school through classrooms and principals messages.
<b>Science</b>	Science to be taught using the C2C program, using the professional development from being a Science Spark School. Update Science resources	Science curriculum taught effectively and resources updated as necessary.
<b>Students</b>	Utilise Flying Start resources to position the school for a successful transition.	A transition program with RSHS was implemented.
<b>Transition</b>	Build links with early childhood providers.	Information about the transition to Prep and Secondary school was disseminated to parents.

		Step into Prep programs conducted in Semester 2 for 40 students. Interview process for Prep enrolment. Students with Disabilities involved in transition programs to RSHS.
<b>Student Retention</b>	Engage with C & K on site to promote enrolments. Review school processes and expectations of retention.	C & K students regularly visiting the Resource Centre for reading. Enrolment Information promoted through C & K.

## Future Outlook

The school's explicit improvement agenda is focused around improving reading in 2017.

Core Priorities	Implementation Strategies	Results
<b>Successful Learners</b>	<ul style="list-style-type: none"> <li>➤ Improve Staff knowledge of data collection and interpretation to improve student outcomes.</li> <li>➤ Improve staff knowledge of ICP's and implementation in the classroom to differentiate for students.</li> <li>➤ Embed a Reading Program focusing on teaching strategies of comprehension, accuracy and fluency.</li> <li>➤ Review of the teaching of Spelling and program development</li> <li>➤ Continuation of writing improvement program</li> </ul>	<ul style="list-style-type: none"> <li>➤ Professional development provided, revised data collection schedule formed</li> <li>➤ Professional development program begun</li> <li>➤ Reading Program implanted from Term 1, reading groups formed with small group and teacher aide support</li> <li>➤ Spelling program has been reviewed and will be implemented from Term 3</li> <li>➤ Continuation of professional development in writing and NAPLAN preparation</li> </ul>
<b>Teaching Quality</b>	<ul style="list-style-type: none"> <li>➤ Develop a coaching model to improve teacher quality and capabilities through trained coaches and peer coaches</li> <li>➤ Appoint a Literacy Coach .6 to work with staff and embed Explicit Instruction, profiling to improve teacher capabilities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Four staff trained in profiling</li> <li>➤ Staff coaching in progress</li> <li>➤ .6 Literacy Coach appointed</li> </ul>
<b>School Performance</b>	<ul style="list-style-type: none"> <li>➤ Review and tighten the Diagnostic Assessment Schedule to ensure any data collected is used to inform teaching and planning</li> <li>➤ Narrow and sharpen the Explicit Improvement Agenda to focus on key priorities for improvement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Program has been reviewed and reduced</li> <li>➤ Explicit Improvement Agenda has been narrowed</li> </ul>
<b>Principal Leadership and Regional Support</b>	<ul style="list-style-type: none"> <li>➤ Providing opportunities for targeted professional development to match with the School Annual Implementation Plan</li> <li>➤ Requests for regional support to align with the SAIP</li> </ul>	<ul style="list-style-type: none"> <li>➤ EALDI, data and P- 6 Literacy Continuum support already accessed</li> </ul>
<b>Local Decision Making</b>	<ul style="list-style-type: none"> <li>➤ Continue to develop relationships with parents and caregivers</li> <li>➤ Expand relationships with other educational facilities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue a communication program with parents and caregivers</li> </ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	394	183	211	89	92%
<b>2015*</b>	350	175	175	85	94%
<b>2016</b>	370	172	198	79	95%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Crescent Lagoon State School is an enrolment managed school. Parents and carers are generally employed, with a few operating their own businesses. A number of parents are welfare recipients. Approximately 4% of the students have been identified as having a disability or other learning difficulty and they 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 2016 were in the care of the Department of Child Safety and were supported with Education Support Plans. There were 24% of students who identified as Indigenous and/or Torres Strait Islanders and the school has strong links with the local indigenous community and organisations. During 2016, there were approximately 2% of students who identified as having another language background other than English.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	22	22
Year 4 – Year 7	24	26	25
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

In 2016, the school curriculum included the following classes 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
- Early Years Intervention Program – Rainbow Road
- Thursday Club (Life Skills Program)
- Step into Prep Co-Curricular Activities

### Extra-curricular activities

- Year 1 – 2 Play Program
- Inter-school sports Year 5 – 6 Cricket, Netball, Rugby Leagues, Soccer, Softball, Tennis, Basketball, Hockey, Oz Tag, AFL
- Singing Choirs (junior and Senior)
- Signing Choirs (Junior and Senior)
- Ukulele Groups (Years 1- 6)
- Instrumental Music Programs in Strings, Percussion, Woodwind and Brass
- Expo Oratory – Student Public Speaking Competition
- School Camps (Year 5 and 6)
- Student Council
- Extension Programs – Robotics
- School Chaplain activities

### How Information and Communication Technologies are used to Assist 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 programs

A new computer lab was established in 2016 in the Library. The lab contains 28 computers and is available for class groups to utilize.

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, 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.

Staff members use webinars and other on-line programs to develop their own learning. Teachers have access to an ipad for classroom use. The school Team Site is used to communicate with the whole staff and record various school documents. The Pedagogical Framework is in a digital format, stored on the school drive and is accessible to all staff.

## Social Climate

### Overview

Crescent Lagoon State School is a highly regarded school within the Rockhampton area. The school is recognized to be a school that maintains high values and expectations where the rights of the individuals are respected. Bullying is not tolerated and processes are in place to address any issues that arise.

Staff create a positive school environment through regular facilitation of the Kids Matter component in order to develop stronger capabilities. The Chaplain is an integral member of the school community and assists with supporting students as required.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	87%	100%	100%
this is a good school (S2035)	89%	100%	97%
their child likes being at this school* (S2001)	100%	96%	94%
their child feels safe at this school* (S2002)	97%	96%	100%
their child's learning needs are being met at this school* (S2003)	87%	100%	97%



Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is making good progress at this school* (S2004)	92%	96%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	96%	94%
teachers at this school motivate their child to learn* (S2007)	89%	100%	100%
teachers at this school treat students fairly* (S2008)	74%	96%	97%
they can talk to their child's teachers about their concerns* (S2009)	92%	96%	100%
this school works with them to support their child's learning* (S2010)	89%	96%	97%
this school takes parents' opinions seriously* (S2011)	76%	89%	97%
student behaviour is well managed at this school* (S2012)	79%	93%	94%
this school looks for ways to improve* (S2013)	86%	93%	100%
this school is well maintained* (S2014)	71%	74%	80%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	96%	96%
they like being at their school* (S2036)	97%	96%	96%
they feel safe at their school* (S2037)	96%	93%	94%
their teachers motivate them to learn* (S2038)	100%	95%	96%
their teachers expect them to do their best* (S2039)	98%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	95%
teachers treat students fairly at their school* (S2041)	94%	82%	81%
they can talk to their teachers about their concerns* (S2042)	91%	88%	87%
their school takes students' opinions seriously* (S2043)	94%	81%	81%
student behaviour is well managed at their school* (S2044)	92%	76%	89%
their school looks for ways to improve* (S2045)	98%	96%	90%
their school is well maintained* (S2046)	97%	90%	79%
their school gives them opportunities to do interesting things* (S2047)	96%	99%	91%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	95%	96%
they feel that their school is a safe place in which to work (S2070)	98%	98%	96%
they receive useful feedback about their work at their school (S2071)	86%	78%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	96%	100%
students are encouraged to do their best at their school (S2072)	100%	98%	98%
students are treated fairly at their school (S2073)	98%	93%	98%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	95%	95%	96%
staff are well supported at their school (S2075)	81%	80%	91%
their school takes staff opinions seriously (S2076)	81%	76%	78%
their school looks for ways to improve (S2077)	90%	93%	98%
their school is well maintained (S2078)	86%	85%	78%
their school gives them opportunities to do interesting things (S2079)	95%	85%	93%

\* Nationally agreed student and parent/caregiver items

## 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 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. The school communicates strongly with parents and the community through the 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 Kindergarten to ensure a successful entry for the children. All parents were invited to join the Parents and Citizens Association which actively supports improvement in facilities and resources at the school. There was a Cresso Capers and school fete which were the major fundraiser for the year.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. A Zones of Regulation program has been established in the school, professional development with staff has been conducted and the program is being implemented.

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	8	5	12
Long Suspensions – 6 to 20 days	0	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.

## Environmental Footprint

### 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 consciously aware of the need to reduce electricity consumption and whenever possible, 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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	260,794	17,375
2014-2015	257,791	15,964
2015-2016	197,593	17,242

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	28	18	0
Full-time Equivalents	26	12	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	4
Bachelor degree	15
Diploma	5
Certificate	

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$25,248.43

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 2016 was 100%

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire year 2016.

# Performance of Our Students

## Key Student Outcomes

### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	88%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

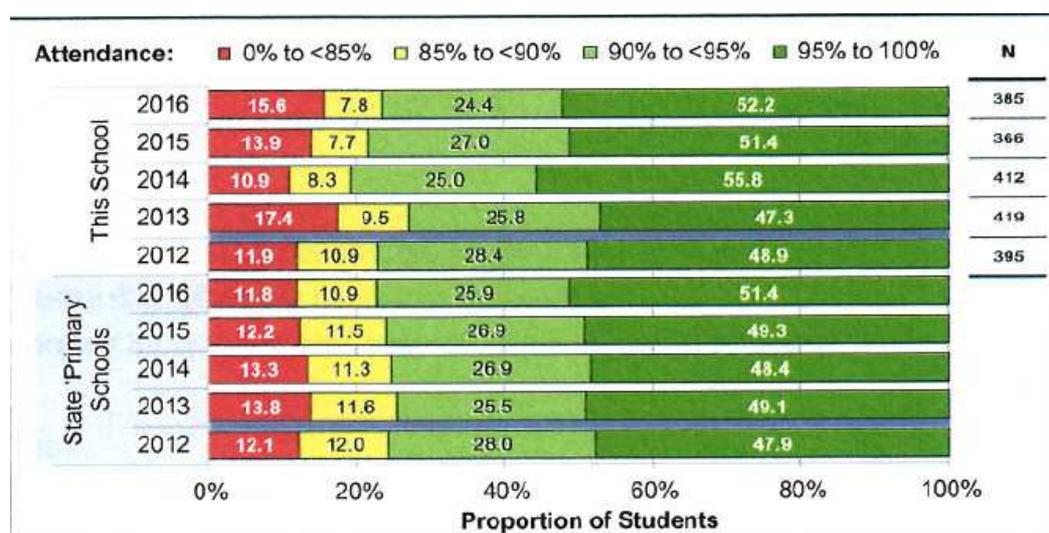
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	92%	94%	94%	95%	93%	94%	91%					
2015	92%	95%	93%	91%	93%	94%	92%						
2016	94%	92%	94%	91%	90%	94%	92%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Crescent Lagoon State School, rolls are marked twice a day in OneSchool – at 9:30am and again at 1pm. The Absence Policy requires that when a student arrives late to school or needs to leave early, they have to be signed in or out by the responsible adult through the Office register. A late pass is issued to the student to present to the class teacher. Parents are requested to notify the school either by telephone (via student absence line), email or a written note if a student was absent to explain the reason they are absent. If the school does not receive an unexplained absence before 9:30am, an automated SMS is sent to the parent/carer.

If a student is absent for three days or more, the parent/guardian has to arrange a meeting with the Administration Team. If deemed necessary, the Indigenous Teacher Aide is also involved in assisting with a child's attendance at school. There are regular reminders in the newsletter and on Parade about the need for regular attendance and the relationship that has to achievement. A weekly record of attendance is included in the Newsletter showing each class's attendance for the previous week.

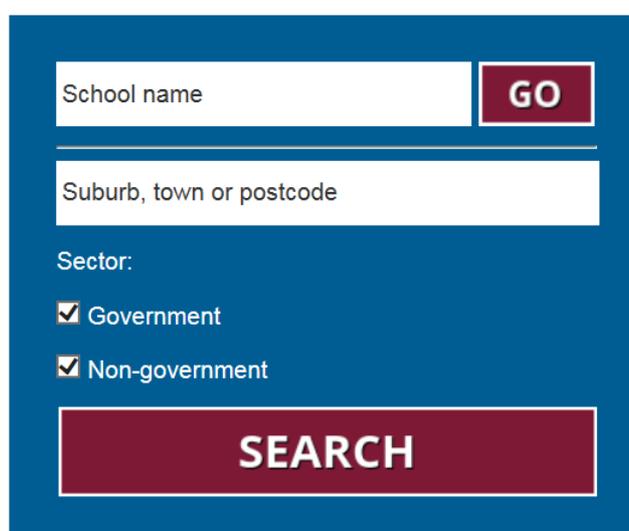
The Deputy Principal monitors a list of students who had less than 85% attendance. If necessary, the DET letters regarding student absenteeism are sent to parents who consistently failed to send their children to school. The result of 94% attendance is satisfactory.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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School name

Suburb, town or postcode

Sector:

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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.

## Conclusion

Crescent Lagoon State School is a stable, well respected school. Staff are dedicated and proud to be associated with the school. Cresso, as it is affectionately known, is noted for its positive and caring relationships with students. Staff are keen to continue their own learning and professional development to improve pedagogy and lesson delivery in the classroom. Students are also proud of their school and represent us well at academic and sporting events.

