Principal’s foreword

Introduction

The School Annual Report provides a snapshot of student and school performance resulting from the implementation of the School Operational Plan for the current school year.

In the futures outlook, key priorities for maximising school improvement for the upcoming school year are identified.

Throughout the report, information is presented on curriculum offerings, characteristics making up the profile of the school, staff information and key student performance outcomes.

School progress towards its goals in 2010

In the School Operational Plan for 2010, priority number one was to maximise student achievement through the use of quality programs. Reading and spelling were a focus. Evidence showed the Year 7 reading and spelling results for students in 2010 had improved from the scores in 2009 and these children had gained significantly from when they were in year 5.

In addition, the percentage of Year 7 students from 2010 who were in the Upper 2 bands for spelling had increased in excess of 10% of students from the previous year.

Cranbrook State School is a School Wide Positive Behaviour Support (SWPBS) school and offers a range of strategies based around a management structure designed to enhance A Culture that promotes Learning. Parent satisfaction in the school climate provided through the school opinion survey is steadily building. A large number of students achieved recognition for their positive behaviour through the Gold Card program.

Future outlook

Cranbrook State School’s improvement agenda for 2011 as detailed in the Operational Plan, continues to focus on Maximising student achievement particularly in reading and spelling. This improvement agenda will is driven by staff professional development in both reading and spelling to identify consistent, explicit teaching practices. Improved reading results are anticipated with a whole school focus on the reading
comprehension strategies from the program, "Into the Book".
The Quadrennial School Review will be conducted this year.
Build greater capacity to collect and analyse data and effectively resource according to this analysis.
Further consistency in practices to develop a Culture that Promotes Learning will continue through implementation of the School Wide Positive Behaviour Support program.
Engaging the Cranbrook School Community in preparation for the introduction of the Australian Curriculum (ACARA) in 2012 is also a priority.
School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep-Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>627</td>
<td>286</td>
<td>341</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>89%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Cranbrook's ICSEA (Index of Community Socio-Educational Advantage) is 946, marginally below the National average of 1000. The student population is comprised of 286 girls and 341 boys. 14% of the student population is indigenous with 3% having a language background other than English.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
<td>92%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25</td>
<td>100%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>24</td>
<td>96%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>53</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings:
- The arts, including music, choir, instrumental and strings programs.
Our school at a glance

- A moving Arts program implemented to promote Smart Moves through active participation.
- A Special Education program that provides activities and programs that benefit not only students with disabilities but all students in accessing learning opportunities.
- Intercultural investigations using French.
- Information and Communication Technologies using smartboards to enhance pedagogical practice.
- School Wide Positive Behaviour Support Program.

Extra curricula activities

- Interschool sport for years 5 to 7.
- Junior and senior choirs.
- Instrumental Music program.
- Moving Arts program.
- Leadership program.
- Chess club.
- Environmental club.
- Structured play.
- Interest groups.
- Readers'cup.
- Student Council.
- Outdoor education program.

How Information and Communication Technologies are used to assist learning:

Building capacity to greater utilise Information and Communication Technologies at Cranbrook State School focused on teaching and learning using digital resources such as the internet, smartboards and online learning resources.

Teacher planning integrated ICT into learning activities. Students engaged in using a range of ICT hardware and software.

Teachers are using the Learning Place and Online resources to assist in their planning of student learning activities. Teachers use One School for data collection.

Social climate

Cranbrook State School has a strong family and community atmosphere where diversity and progress are valued and celebrated.

The school has a proactive Whole School Positive Behaviour support plan that provides guidelines to ensure a supportive school environment. We are a "Whole School Positive Behaviour Support" (SWPBS) School. We build emotional resilience through our anti-bullying program. Cranbrook State School also provides a safe and caring environment for high quality learning to occur, underpinned by our school's Code of Conduct (ABCs).

Students' social growth is achieved through consistency and fairness principles. We have an active Buddy system between our Middle and early phase students and have a School Chaplain who actively participates.
Our school at a glance

in all aspects of the school.
We also have a strong Upper primary leadership program.
A breakfast program was introduced this year.

Parent, student and teacher satisfaction with the school

The school opinion surveys are conducted annually. We have a very high level of satisfaction in our school-community relations and very high in our school climate where our students are happy to go to this school. Parents of the school are very happy that their children are treated fairly and the level of satisfaction with the standard of teaching and learning is high.

Satisfaction levels have improved from 2009.

The staff are committed, cohesive and very professional in their approach to their work. There is a very strong team ethos at Cranbrook State School.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>79%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

Open and responsive communication between school and home is vital. Parent participation is encouraged at both formal and informal levels. Open discussions between parents, teachers and students are encouraged to share and to provide school and home support for all students. Parents are encouraged to share their knowledge and expertise.

Our parents assist with classroom activities, assisting teachers with delivery of programs across the Key learning Areas particularly in the early phase with our home reading program.

Cranbrook State School is active in ensuring that indigenous families engage with the school. (Naidoc activities, indigenous aide).

The P&C is extremely supportive and plays a significant part in realising the goals and aspirations of the school. The P&C supports the school in resourcing curriculum initiatives and facilities.

The P&C also support school management through collaboration in strategic planning around Operational Plans and School Review processes.

Parent information sessions are conducted so parents can be involved in the teaching and learning development of their children. Prep information sessions have been very valuable with the introduction of
ACARA.
Parents regularly attend culminating activities when students display their work. Parents attend assemblies when awards are presented. Many parents attend special events such as Christmas chaos and musical mayhem, as well as Anzac Day, Naidoc Week and Gold card presentations.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity KwH</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$145,062</td>
<td>$76,419</td>
<td>$20,951</td>
<td>$4,219</td>
<td>$43,473</td>
<td>$0</td>
<td>$0</td>
<td>399,139</td>
<td>25,129</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$141,994</td>
<td>$65,667</td>
<td>$0</td>
<td>$0</td>
<td>$53,520</td>
<td>$0</td>
<td>$22,807</td>
<td>395,946</td>
<td>31,505</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>2%</td>
<td>16%</td>
<td>N/A</td>
<td>N/A</td>
<td>-19%</td>
<td>N/A</td>
<td>-100%</td>
<td>1%</td>
<td>-20%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Costs associated with water consumption were reduced by 19%. Townsville had an early wet season beginning midway through term 4, 2010. Electricity expenditure continued to climb despite classrooms following a plan to reduce the use of air conditioners.
## Our staff profile

### Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>42</td>
<td>21</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>36</td>
<td>16</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>26</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

![Qualifications Pie Chart](chart.png)
### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $31,771.25.

The major professional development initiatives are as follows:

- First steps in Maths training and facilitating of staff professional development.
- E-Learning Conference providing staff with skills to engage in acquiring ICT certificate.
- Professional Development on use of interactive whiteboards.
- Behaviour Management workshop training staff in School Wide Positive Behaviour Support program.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 97% of staff were retained by the school for the entire 2010 school year.
Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 94%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

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

Roll marking is undertaken at the commencement of the school day. Late arrivals are signed in at the office before attending class with a late slip. Rolls are collected each week and attendance information is recorded in SMS.

Parents of students absent for more than 3 days are contacted. School policy requests that parents contact the school to notify of absenteeism.

The official department procedures on compulsory attendance are followed.

Unexplained absences are followed up by telephone.
Achievement – Years 3, 5, 7, and 9

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 MySchool website at http://www.myschool.edu.au/

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

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

The gap in student attendance between indigenous and non-indigenous students is approximately 4%. (94.9% compared to 91%). The gap between indigenous and non-indigenous students in Year 3 writing was 26, comparable with 2009 but a reduced gap compared to 2008. The gap in year 3 writing was 56. In numeracy the gap was 33, similar to the gap in 2008 and 2009.

A component of Cranbrook’s closing the Gap strategy is to train a counsellor whose role is to support indigenous students and families in improving attendance rates as well as incorporating activities directed towards indigenous students in leadership and culture.