Principal’s foreword

Introduction

The uniqueness of the individual celebrated at Cranbrook is reflected in the class structure, provision of additional learning programs and the wide range of extracurricular programs provided for the students. Classes are structured to meet student needs. Extension classes are provided for students identified as academically gifted.

Staff are all accessing professional learning appropriate to their needs. Parents and staff work collaboratively in achieving optimum educational outcomes for the students. Parent fundraising enables additional resources and programs to be provided for all students. I am privileged to have an enthusiastic, highly skilled and committed staff who all work towards the common goals of the school. Staff make additional time available to lead a range of extracurricular and sporting activities.

The school’s Annual report highlights the achievements of the students across the whole range of educational experiences. The school successfully provides a broad educational program whilst maintaining high academic standards.

I wish to formally acknowledge the unique contribution of each staff member and of the parent community. Without this support the school would not be able to provide the quality of education that characterises Cranbrook State School.

School progress towards its goals in 2014

| No Appreciable Start | Planning Begun | Implemented | Embedded |

School and Community Partnerships – ‘the who’. High levels of student, parent, staff and broader community confidence in Cranbrook State School’s performance and achievement will be delivered through:

- Establish and implement a Parent Class Representative Framework and implementation model.
- Establish and implement a Parent Volunteering Induction Course.
- Continue enacting the school’s attendance strategy
- Continue engaging the school stakeholders in the daily business of teaching and learning through the communication strategies of the following Teaching and Learning Policies:
  - Reading, Spelling, Writing and Numeracy
### School Curriculum – ‘the what’

- Implement defined expectations around ‘differentiation’ to ensure every student is accessing the curriculum.
- Implement and monitor a Student Well Being (Pastoral Care) Program to address school-based and systemic needs around the social and emotional domains of education.
- Implementation of the Australian curriculum in Geography and consolidation of the implementation the Australian curriculum in History.
- Continue to engage in a continuous improvement process that supports the ‘assessment culture’ of the Cranbrook State School Curriculum Plan.

### Teaching Practice – ‘the how’

- Teachers will be reflective of teaching practices through:
  - Self-reflection using the ‘5 question’ Teacher Model.
  - Peer observations and professional conversation around quality teaching practices.
  - Using student evidence derived from the ‘5 question’ Student Model.
- Continue to embed the standards and routines for the Teaching and Learning Policies for:
  - Reading, Spelling, Writing, and Number
- Short cycle data cycles are present for Reading, Spelling, Writing and Number with documented strategy development and monitoring through year level structures.

### School Capability – ‘the capacity’

- Implement an In-time coaching and mentoring for teachers aligned to the Teaching and Learning Policies.
- Consolidate the Cranbrook State School Developing Performance Framework process.
- Continue to establish flexible School Development Teams to meet current school improvement agendas.
- Continue to include a secondary layer of teaching staff consultation for school policies and plans through a Cohort Reference Group.

### Future outlook

#### GREAT PEOPLE

‘Teaching Quality’ and ‘Principal Leadership and Performance’

- Teachers will continue to be reflective of teaching practices through:
  - Focusing on elements of the Explicit Instruction Model
  - Visible Leadership evidence collection; peer observations and professional observations/coaching/mentoring around quality teaching practices.
  - Using student evidence derived from the ‘5 question’ Student Model.
- Implement an in-time coaching and mentoring for teachers aligned to the Whole School Streamed Literacy Block and associated Teaching and Learning Policies.
- Renew the staff induction process to include a defined process and mentor model.
- Consolidate the Cranbrook State School Developing Performance Framework process.

#### SUCCESSFUL LEARNERS

‘Successful Learners’

- Initiate a Whole School Streamed Literacy Block and continue to embed the standards and routines for the Teaching and Learning Policies for:
  - Reading, Spelling and Writing.
- Initiate a Whole School Numeracy Program
- Implement defined expectations and accountabilities around ‘differentiation’ to ensure every student is accessing the curriculum.

#### HIGH STANDARDS
### ‘School Performance’

- Refine the Student Well Being (Pastoral Care & PBS) Program to address school-based and systemic needs around the social and emotional domains of education.
- Improve documented methodologies (such as curriculum verticality) used by teachers to meet the Upper 2 band student needs in the core learning areas of English, Maths and Science.
- Refine short term inquiry cycles and data analysis to a collaborative cohort model for the areas of Reading, Spelling and Writing.

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### ENGAGED PARTNERS

#### ‘Regional Support’ and ‘Local Decision Making’

- Enhance the secondary layer of teaching staff consultation for school policies and plans through a Cohort Reference Group by having a data driven agenda focus.
- Enhance the Parent Class Representative Framework and implementation model.
- Continue the Parent Volunteering Induction Course.
- Continue enacting the school’s attendance strategy
- Continue engaging the school stakeholders in the daily business of teaching and learning through the communication strategies of the following Teaching and Learning Policies:
  - Reading, Spelling, Writing and Numeracy
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>614</td>
<td>288</td>
<td>326</td>
<td>94%</td>
</tr>
<tr>
<td>2013</td>
<td>578</td>
<td>271</td>
<td>307</td>
<td>90%</td>
</tr>
<tr>
<td>2014</td>
<td>549</td>
<td>271</td>
<td>278</td>
<td>93%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Cranbrook’s ICSEA (Index of Community Socio-Educational Advantage) is 957, marginally below the National average of 1000. 19% of the student population is indigenous with 2% having a language background other than English.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>23</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>106</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>11</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>2</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

* Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.
Curriculum offerings

Our distinctive curriculum offerings

**English**
Including a strong emphasis on Literacy skills through Reading, Writing, Grammar, Spelling and vocabulary development using the strong phonics program to aid in this development.

**Mathematics**
Including strong emphasis on numeracy, mental computation, space, measurement, and data, number facts, working mathematically and problem solving.

**Science**
Including development of scientific concepts, processes, and manipulative skills while working scientifically.

**Performing Arts**
Focusing on the areas of Forming, Presenting, and Responding to develop performance skills and confidence.

**History & Studies of Society and Environment**
Studying the Natural and Social surroundings from the local to the global perspective as well as incorporating the study of History and Geography in a developmentally appropriate sequence.

**LOTE (Language Other Than English)**
French is taught from Years 4-7 with an emphasis on Speaking, Listening and Reading as well as Cultural Studies.

**Visual Arts**
Hands on experience in building and creating using a large variety of media as well as drawing, painting, and sculpture.

**Physical Education**
Following the sequential development of skills with the aim of equipping the children with the necessary skills for involvement in both individual and team sports.

**Extra curricula activities**

**Interest Groups**
On Thursdays Years 5 – 7 students are offered extra-curricular activities as part of Cranbrook State School’s Middle Phase of Learning program. Participation in extracurricular activities is one strategy for promoting lifelong learners and for students to be engaged in their own learning. A wide range of activities are offered to the students that could include Drama, Sport, Craft, Golf, Gardening, Jump Rope for Heart, Walking for Fitness, Building and Construction and Robotics.

**Chess Club**
We have 30 chess sets available for students to use. Our Chess Club caters for students who enjoy the game of Chess. It is also involved in interschool competitions.

**Environmental Club**
The Environmental Club caters for students who are interested in ways to preserve our environment for future generations.

**Leadership Program**
Cranbrook School believes that it is important for students to be involved in a range of Leadership Programs to allow them to grow and develop into independent lifelong learners.

**Student Council**

Representatives are elected to be a member of Cranbrook Student Council as follows:

- 2 School Captains
- 2 Vice Captains
- 2 Representatives from each Year 7 class
- 1 Representative per term from each Year 6 class

Students are involved in a range of activities involving Fundraising, Leading School Parades, Special Ceremonies and School Discos.

**Induction and Leadership Orientation Program**

Students in Year 6 are involved in an Induction and Orientation program to prepare them for leadership roles in Year 7.

**Community, Civic and Social Involvement**

Opportunities are given for students to participate in a variety of community, civic and social activities:

- Tournament of Minds
- Education Week
- Queensland Day
- Jump Rope for Heart
- Charity Collections (e.g. Blue Nurses)
- Civic Entertainment
- Newspapers in Education
- Speaking Competitions
- Tours

**Instrumental Music**

Instrumental Music Teachers visit our school on a weekly basis to give tuition to students in Years 5 – 7 that learn brass, woodwind and percussion instruments; and Years 3 – 7 students that learn string instruments. These children are withdrawn from class for their 30 minute lesson on a rotating timetable, i.e. a different ½ hour each week. Students can borrow a school instrument for 12 months, with the exception of violins and violas. After this period, participants are required to purchase or rent and instrument if they are to continue in the program. Large instruments are usually on a ‘school loan policy’ for two or three years. To achieve maximum learning some books and accessories will need to be purchased when students commence lessons. When your child has reached a certain standard of performance, s/he will be expected to participate in ensembles, band and orchestral groups as well as any concert or performances. Please be aware that these can run before and after school. For more information please refer to the instrumental handbook.

**Choir**

Students in Years 3 and 4 can join Cranbrook’s Junior Choir while Years 5, 6 and 7 students can participate in Cranbrook Senior Choir. Both choir practise 1 hour a week, giving 30 minutes of their lunch playtime or before school time and 30 minutes class time.

**Performances**

Students in the instrumental program and choir participate in Cranbrook’s midyear concert “Musical Mayhem” and end of year concert “Christmas Chaos” as well as other events like Fanfare, Townsville Eisteddfod, and assemblies. Students participating in the music program will also have the opportunity to participate in district workshops throughout the year.

**School Executive: Music Captains**
Two Year 7 students are selected as Music Captains each year. These are students that have demonstrated commitment to learning their chosen music instrument, and leadership within their ensemble and during lessons. Music Captains fulfil various roles such as speaking at concerts, and organising music for assemblies.

How Information and Communication Technologies are used to assist learning

A commitment to integrate technology to support teaching and learning and the organisation of the school.

Three Guiding Principles

- **Accessible** - where opportunities for learning exist - any place, any time
- **Appropriate** - where curriculum, teaching and tools are current and relevant
- **Adaptive** - where teaching and learning reflect the needs of the individual student

The school has three (3) levels of support to students and parents as part of the ICT Device Program:

**1 to 1 Laptop Program (Years 6 and 7 only)**

Students will be provided with a school owned Laptop Device for use at school and at home. The 1 to 1 Laptop program is designed to support students and parents that have limited knowledge and expertise with laptop computers. The program is fully supported by the school in the acquisition, maintenance, repair and upgrading of the laptop to meet the changing needs of the school and its education provision.

Financially the program offers an opportunity for parents to have access to a laptop without the significant outlay required when purchasing a new laptop.

**Bring Your Own Laptop (BYOL) Program (Years 4 to 7 – Selected Classes Only)**

Students are able to bring their own laptop to school and access the school wireless network as they would with a school owned device. The BYOL program is designed to support students and parents that have a reasonable knowledge and expertise with laptop computers. The program is not supported by the school in software and hardware areas. Testing to ensure access to the wireless network is available is the extent of the support provided. The laptop may meet the needs for the BYOL program for 1 year but minimum specification requirements may be updated and therefore not suitable in future years.

High-end specification laptops can be purchased to minimise this risk. Financially the program requires parents to make a significant outlay required when purchasing a new laptop, however if a laptop is already available this option becomes more attractive.

**Bring Your Own I-Pad (BYOI) Program (Years P to 3 – Selected Classes Only)**

Students are able to bring their own I-Pad to school and access the school wireless network as they would with a school owned device. The BYOI program is designed to support students and parents that have a reasonable knowledge and expertise with I-Pad and apps. The program is not supported by the school in apps and hardware areas. Testing to ensure access to the wireless network is available is the extent of the support provided. The I-Pad may meet the needs for the BYOI program for 1 year but minimum specification requirements may be updated and therefore not suitable in the future. Later model I-Pads can be purchased to minimise this risk. Financially the program requires parents to make a significant outlay required when purchasing a new I-Pad, however if an I-Pad is already available this option becomes more attractive.

**Social Climate**

**Student Services**

**Guidance Officer**

Guidance Officers identify factors that can be barriers to learning and development, and plan or assist in developing support programs that can help students achieve positive outcomes. Guidance Officers may work directly with the student or with the student’s teachers, support personnel, family, other specialists, or professionals from other agencies depending on the issues to be resolved and the age of the student. A range of issues may be supported by Guidance Officers including personal and social development, diverse learning styles and needs, and educational pathways. Guidance Officers, whilst respecting client privacy and confidentiality, work as members of a support team and are committed to providing quality
education services to enhance the educational opportunities for every student regardless of their circumstances. Guidance Officers focus on assisting all students (Prep- Year 7), to achieve to their potential in the most appropriate educational setting.

**Chaplain**

The school Chaplain provides mentoring to students in personal, relationship and religious/ spiritual issues. The Chaplain has a pastoral care role in the school to support students, parents and staff in their times of need. The Chaplain works with students from Prep to Year 7.

**The Support Teacher: Literacy and Numeracy**

Works in consultation with the school leadership team to improve student achievement, through the following activities and key tasks:

- Assist with planning, preparation and delivery of effective learning and teaching programs for identified students.
- Provide support to school teams and individual teachers in identifying patterns of achievement and selecting evidence based intervention strategies at whole school, cohort and individual student levels for underachieving students.
- Provide professional development, support and advice.
- Work collaboratively with other specialists (e.g. guidance officers, speech and language pathologists) to coordinate services which improve student’s learning.

**Advisory Visiting Teachers**

Advisory Visiting teachers support teachers and the school community through the process of verification for students with disabilities. Their role is:

- To assist with strategies for the student and the teacher
- To support teachers through the Educational Profile process
- To help develop an Individual Student Plan with the teacher
- To support in the ongoing management of these students.

**Behaviour Management Support Teacher**

The Behaviour Management Support Teacher’s services are shared amongst three schools; Cranbrook, The Willows and Kirwan State Schools. There isn’t a fixed timetable as services are provided on a needs basis but each school is allocated a preferred day. The role of the BMST is to assist parents, teachers, students or admin with behavioural issues. These may include:

- Writing plans with teachers and discussing issues with parents
- Accessing outside agencies and working one-to-one with children
- Observing lessons and taking small group/ whole class lessons
- Organising visits/specialised groups to visit the school and assisting with transition of students to new classes/schools or being part of whole school behaviour plans.

**Learning Support**

Cranbrook State School Support Teachers work closely with class teachers to support students who are experiencing difficulties with identified areas of their learning. The Support teacher work with students in the classroom and provide programs and resources to best meet the identified students’ needs.

**Speech Language Pathologist**

An Education Qld Speech Language Pathologist carries out assessments, advises teachers, provides home programs and carries out therapy with individuals and small groups.
### Parent, student and staff satisfaction with the school

#### Performance measure

<table>
<thead>
<tr>
<th>Percentage of parent/caregivers who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>100%</td>
<td>81%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>77%</td>
<td>78%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>100%</td>
<td>92%</td>
<td>94%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>88%</td>
<td>92%</td>
<td>72%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>81%</td>
<td>92%</td>
<td>72%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>94%</td>
<td>92%</td>
<td>88%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>94%</td>
<td>92%</td>
<td>88%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>94%</td>
<td>92%</td>
<td>78%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>88%</td>
<td>75%</td>
<td>91%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>94%</td>
<td>92%</td>
<td>94%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>100%</td>
<td>85%</td>
<td>81%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>100%</td>
<td>69%</td>
<td>77%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>100%</td>
<td>77%</td>
<td>84%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>100%</td>
<td>83%</td>
<td>84%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>94%</td>
<td>77%</td>
<td>94%</td>
</tr>
</tbody>
</table>

#### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>89%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>84%</td>
<td>77%</td>
<td>89%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>85%</td>
<td>75%</td>
<td>93%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>93%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>97%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>90%</td>
<td>85%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>83%</td>
<td>71%</td>
<td>81%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>83%</td>
<td>75%</td>
<td>87%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>83%</td>
<td>74%</td>
<td>83%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>67%</td>
<td>57%</td>
<td>78%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>88%</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>76%</td>
<td>77%</td>
<td>88%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>89%</td>
<td>84%</td>
<td>90%</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>92%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>92%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>86%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>97%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>92%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>83%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>89%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>94%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>86%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>83%</td>
<td>88%</td>
<td></td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

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.

**Music Support Group**

The Music Support Group is a valuable and integral part of the Cranbrook Music Program. It consists of the current Music Teachers and parents of students that participate in the program. The group assists during performances and discos with the aim of raising funds for Cranbrook’s Music Program.
Reducing the school's environmental footprint

We have had Solar panels installed to help offset the cost of our electricity bills. The school has tank water for watering.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>384,729</td>
<td>25,364</td>
</tr>
<tr>
<td>2012-2013</td>
<td>418,066</td>
<td>19,570</td>
</tr>
<tr>
<td>2013-2014</td>
<td>394,606</td>
<td>32,492</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>39</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>33</td>
<td>16</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>33</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $22 609.10

The major professional development initiatives are as follows:

**Literacy**

- Into the Book - Reading Comprehension
- Words Their Way
The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

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

Find a school

Search by school name: [GO]

Search by suburb, town or postcode: [SEARCH]

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry webpage.

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

Key student outcomes

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student attendance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

<table>
<thead>
<tr>
<th>Year</th>
<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>2012</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>95%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>92%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

**Student attendance distribution**

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>15</td>
<td>7</td>
<td>25</td>
<td>54</td>
</tr>
<tr>
<td>*2013</td>
<td>12</td>
<td>9</td>
<td>22</td>
<td>56</td>
</tr>
<tr>
<td>2012</td>
<td>10</td>
<td>13</td>
<td>30</td>
<td>47</td>
</tr>
</tbody>
</table>

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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

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

```
Search by school name

Search by suburb, town or postcode
Sector [Government] [Non-government]
```

Where it says ‘Search by school name’, type in the name of the school 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

**Numbers**
- Our indigenous enrolment during 2014 was 101 or 19.0%

**Attendance**
- Our indigenous attendance decreased by 4.6% during 2014 with the Gap reducing to 8.8%

**Attainment**
- A steady increase in Mean Scale Score attainment has occurred for indigenous students since 2008
- The Gap has halved since 2008
- Approximately 90% of indigenous students meet the National Minimum Standard in every domain.