



Cranbrook State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

We provide many opportunities for our students to engage in a variety of activities that they find interesting, challenging and fun. Besides a well-balanced academic program where we have a strong emphasis on literacy and numeracy, we offer many extra-curricular activities through interest groups and we participate in important events such as NAIDOC week, Day for Daniel, Seniors week, Shave for a Cure and ANZAC Day. Cranbrook has an enthusiastic Student Council developing tomorrow's leaders, a SEP and an Outside School Hours Care facility on site. Cranbrook has always participated in competitions such as Readers' Cup, Top of the Class, NIE, inter-school sport, Chess Tournaments and we do very well. Our NAPLAN results have shown improvement this year in targeted areas which is a testament to our dedicated and committed teachers and students who are focussed on doing their best. Our school's ABCs underpin the school philosophy of keeping Cranbrook a safe and happy place to be in - Allow others to feel happy and safe, Behave sensibly and safely, Care for our property and environment, Develop to the best of our ability and Encourage others to do their best.

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 characterizes Cranbrook State School.

School Progress towards its goals in 2017

No Appreciable Start	Planning Begun	Implemented	Embedded
Developing Performance			
An evidence/data driven DPF with in-time support measures for all staff at different starting points for QT&L in Curriculum, Literacy and Numeracy (including SEP implications) is not robust enough to engage all staff.			
<i>By the end of 2017, individual and cohort clarity is high for all KLA's so that there is consistent delivery of the curriculum across the school.</i>			
<i>By the end of 2017, staff have familiarised and implemented Digital Technology and Visual Arts so that the Cranbrook SS Curriculum Plan is fully implemented.</i>			
<i>By the end of 2017, all teachers are using evidence to support the identification of learning goals and can provide effective and timely feedback to students regarding their learning so that Cranbrook students are self-regulated learners in Literacy.</i>			
<i>By the end of 2017, Leadership Team members are using Data based on targets to inform their practice.</i>			
<i>By the end of Semester 1, Learning Intentions (light blue box on GTMJ up the top) are identified and used by teachers so that student feedback is WILF based.</i>			

Productive Engaged Partners
<i>Superficial and limited engagement with partners (Prep-Prep, Secondary, PCR, EIA Communication) that isn't linked to improving shared outcomes.</i>
<i>By the end of 2017, a shared goal is developed and engaged in by the school and the Pre-Prep providers so that a shared commitment is created.</i>
<i>By the end of 2017, a PCR Coordinator is leading the PCR Program so that parents are informed of school activities.</i>
<i>By the end of 2017, the EIA is regularly communicated to the community so that successes are communicated and celebrated.</i>

Guaranteed and Viable Maths Curriculum
<i>Numeracy Data (NAPLAN & PAT) at Cranbrook SS is below National averages and no Teaching and Learning Policy exists to address the need</i>
<i>By the end of 2017, a Guaranteed Maths Curriculum (based on Yumi Maths Number Big Ideas) is implemented at Cranbrook State School so that 95% of students are achieving the National Curriculum Achievement Standard indicators while maintaining the 85% LOA target of Mathematics.</i>

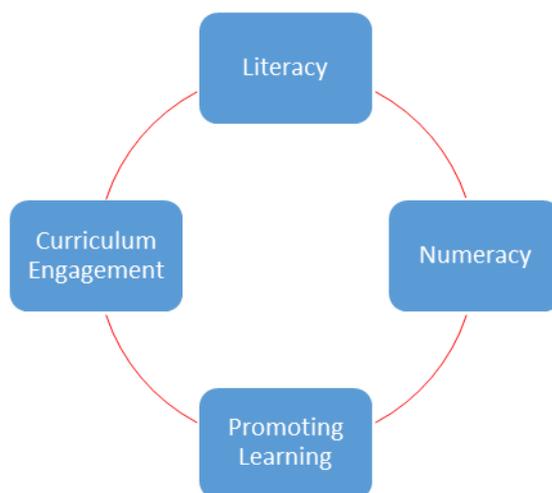
Positive Behaviour Learning
<i>Student engagement and behaviour (attendance) at Cranbrook SS is declining because PBL processes are not being implemented within the school effectively.</i>
<i>By the end of 2017:</i>
<ul style="list-style-type: none"> ○ Tier 1 (all students) students will be supported by PBL as part of the classroom process so that improved student learning outcomes are achieved and measured through the number student exits used by individual teachers. (>1 exit/day) ○ Tier 2 (repeated referral students) students will be provided with additional classroom, small group or individual support so that they receive less than 3 Behaviour Referrals per term. (>25 students/term) ○ Tier 3 (IBMP) students will be provided with additional support by individual withdrawal intervention so that the number of suspensions is less than per year: short (50) long (2) and exclusions (0).
<i>Within 10 school weeks of beginning at Cranbrook all new staff have engaged in a structured induction process.</i>
<i>By the end of 2017, the whole school Student Attendance Rate is >93% so that student outcomes can be improved.</i>

Future Outlook

Explicit Improvement Agendas

Numeracy	Writing
<i>By the end of 2018, a Guaranteed Maths Curriculum (based on Yumi Maths Number Big Ideas) is implemented at Cranbrook State School so that 95% of students are achieving the National Curriculum Number Achievement Standard indicators while maintaining the 85% LOA target of Mathematics.</i>	<i>By the end of 2018, a redeveloped Teaching and Learning Policy for Writing has been implemented with teachers in year 2 to 5, so that 90% of all students demonstrate benchmark writing indicators while maintaining the 85% LOA target of English.</i>

School Improvement Priorities



Literacy

Goal - By the end of 2018, a redeveloped Teaching and Learning Policy for Writing has been implemented with teachers in year 4 and 5, so that 90% of all students demonstrate benchmark writing indicators while maintaining the 85% LOA target of English.

Actions

- Increase writing output through adding an extra productive pole for all assessment tasks in English, Science and HASS.
- Provide Professional Development to Leaders and Staff including:
 - External Consultant – Functional Grammar
 - Regional support (MT) – Instructional Coaching
 - Master Teacher developed internal PD for teaching staff
 - Watching Others Work
- Master Teacher to provide Instructional Coaching to Teachers through a Collaborative Inquiry Cycle for teachers in Year 2 to 5 while implementing the redeveloped Teaching and Learning Policy for Writing.
- Target Scope and Schedule for student demonstrable benchmark writing indicators

Goal - By the end of 2018, 100% of Indigenous Students in Year 2 and 3 are individually Case Managed so that, <95% of indigenous students in Year 2 and 3 are reading at or above benchmark while maintaining a at or above reading benchmark of 85% for all students.

Actions

- STLN Reading to Gradual Release of Responsibility support for new teachers in 2018 while implementing the Teaching and Learning Policy for Reading.
- Quality assurance compliance and support measures are implemented to ensure QT&L evidence is observable, specifically:
 - Student feedback linked to Reading Learning Goals
 - Below Benchmark Plans are present and implemented
 - Individual and Cohort Accountability meetings
 - 10 week Collaborative Teacher Efficacy Meetings
 - Watching Others Work
- 5 Weekly Case Management Meetings are held by the Literacy Improvement Team to identify and review Individual Learning Plans for each indigenous student in Year 2 and 3.

Numeracy

Goal - By the end of 2018, a Guaranteed Maths Curriculum (based on Yumi Maths Number Big Ideas) is implemented at Cranbrook State School so that 95% of students are achieving the National Curriculum Number Achievement Standard indicators while maintaining the 85% LOA target of Mathematics.

Actions

- Develop and implement an effective and clear Student Intervention Model that aligns with the priority benchmark indicators.
- STLN Maths Team to provide Instructional Coaching to Teachers through a Collaborative Inquiry Cycle for teachers for all remaining teachers while implementing the Teaching and Learning Policy for Numeracy.
- Quality assurance compliance and support measures are implemented to ensure QT&L evidence is observable, specifically:
 - Student feedback linked to Number Learning Goals
 - Number Walls are present and implemented
 - Individual and Cohort Accountability meetings
 - 5 & 10 week Collaborative Teacher Efficacy Meetings
 - Watching Others Work

Curriculum Engagement

Goal – By the end of 2018, meet all indicators of an 'Outstanding Level' of Systematic Curriculum Delivery within the National School Improvement Tool for English, so that, student C or better LOA target for English remains at or above 85%.

Actions

- Enhance the General Capabilities, explicitly ICTs, within the Curriculum Plan by ensuring Assessment Tasks have a non-negotiable ICT based context.
- Identified Cohort Leaders support cohort teachers in improving curriculum delivery by:
 - Collaborative Inquiry Facilitation
 - Creating purposeful context and culminating activities/events
 - Coaching and mentoring teachers in QT&L
- Adjust all Assessment Tasks to ensure that the curriculum is locally relevant, accessible and engaging for students (especially boys) and that a purposeful culminating activity is developed to allow for parent community engagement.
- Embed QT&L strategies to enhance 'Effective Pedagogical Practices' to include **Accessible Learning**, GRR, WALT, WILF, Strong/Weak examples.

Goal – By the end of 2018, a suite of extra and co-curricula activities are available for students to engage in, so that, 75% of high students receiving and A in English, Maths or Science, have additional opportunities to engage in enrichment and extension learning.

Actions

- Develop a suite of Extra and Co-curricular activities that students achieving an A in English, maths or Science are offered to enhance the opportunities for high performing students

Promoting Learning

Goal – By the end of 2018, Tier 2 students will be supported through differentiated case management so that, we increase the percentage of Tier 1 students to 90% in each cohort.

Actions

- Teachers and Teacher Aides engage in a 5 week inquiry cycle to review behaviour data and develop the next step of support, including the review of existing Individual Behaviour Management Plans
- Develop and implement a Tier 2 students Case Management process (identification, intervention and monitoring) to develop specific actions of support to improve responsible behaviour.
- Conduct Functional Behaviour Assessments for 100% of all Tier 2 and Tier 3 students to use as part of the Case Management process
- Continue and embed the Tier 1 PBL strategy and systems

Goal – By the end of 2018, 100% of teaching staff have demonstrated effective classroom engagement and management strategies so that, teachers are teaching 95% of the time.

Actions

- Support Teaching Staff in implementing effective engagement and management strategies by offering confidential support through the implementation of Profiling.
- Redevelop the Engagement and Management observation model to include a teaching time analysis to allow for identification of support measures for identified teaching staff.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	523	262	261	111	93%
2016	542	261	281	97	94%
2017	535	255	280	97	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Cranbrook's ICSEA (Index of Community Socio-Educational Advantage) is 957, significantly below the National average of 1000. 23% of the student population is indigenous with 6% having a 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	2015	2016	2017
Prep – Year 3	25	24	22
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

English

Including a strong emphasis on Literacy skills through Reading, Writing, Grammar, Spelling and vocabulary development using the strong phonics programme 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)

Japanese is taught in Prep, Year 1, 5 & 6 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.

Co-curricular Activities

Interest Groups

On Thursdays Years 5 – 6 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, Indigenous Studies, Gardening, Drone and Robotics Programming.

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 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 Prep, Year 5 are involved in an Induction and Orientation program to prepare them for leadership roles in Year 6.

Instrumental Music

Instrumental Music Teachers visit our school on a weekly basis to give tuition to students in Years 5 – 6 that learn brass, woodwind and percussion instruments; and Years 3 – 6 students that learn string instruments. Students from Prep to 6 can learn guitar as well. 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 an 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 1 to 6 can join Cranbrook's Choirs. Choir practise 1 hour a week, giving 30 minutes of their lunch playtime or before school time and 20 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.

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

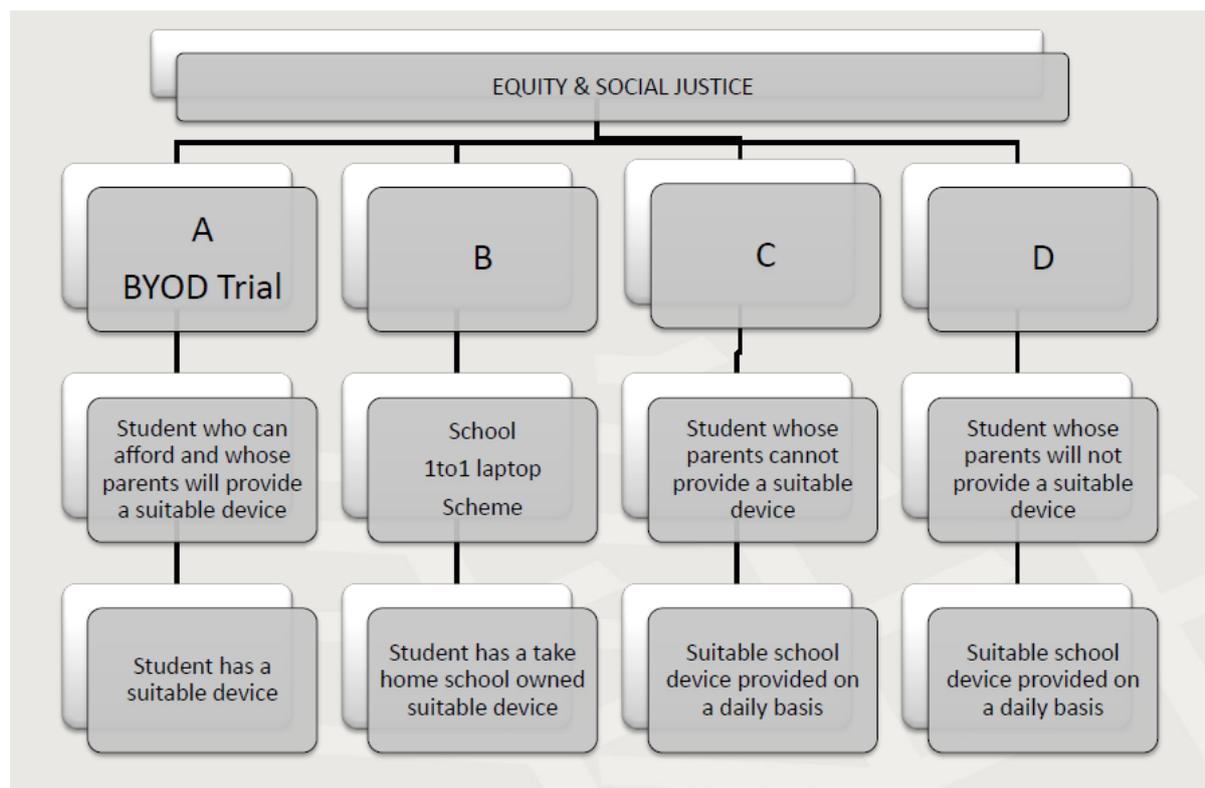
- **Accessible** - where opportunities for learning exist - any place, any time
- **Appropriate** - where curriculum, teaching and tools are current and relevant
- **Adaptive** - where teaching and learning reflect the needs of the individual student

1 to 1 Laptop Program (Years 6 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 6 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.



Laptops: 175 units for all students and 65 units for 1 to 1 hire

IPads: 100 units for student use.

Desktops: 2 computer labs and 25 other units throughout the school

Document Cameras: 25 units

Bloggies: 50 units

Voice recorders 25 units.

Social Climate

Overview

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 6), 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 6.

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.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	91%	86%	89%
this is a good school (S2035)	91%	91%	85%
their child likes being at this school* (S2001)	91%	95%	96%
their child feels safe at this school* (S2002)	97%	86%	93%
their child's learning needs are being met at this school* (S2003)	97%	95%	89%
their child is making good progress at this school* (S2004)	97%	95%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	91%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	85%	96%
teachers at this school motivate their child to learn* (S2007)	97%	86%	89%
teachers at this school treat students fairly* (S2008)	94%	86%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	93%
this school works with them to support their child's learning* (S2010)	97%	86%	88%
this school takes parents' opinions seriously* (S2011)	81%	81%	89%
student behaviour is well managed at this school* (S2012)	81%	81%	81%
this school looks for ways to improve* (S2013)	84%	86%	81%
this school is well maintained* (S2014)	91%	95%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	92%	90%
they like being at their school* (S2036)	94%	87%	86%
they feel safe at their school* (S2037)	92%	91%	89%
their teachers motivate them to learn* (S2038)	99%	94%	94%
their teachers expect them to do their best* (S2039)	97%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	95%	93%
teachers treat students fairly at their school* (S2041)	87%	88%	76%
they can talk to their teachers about their concerns* (S2042)	86%	84%	81%
their school takes students' opinions seriously* (S2043)	89%	90%	77%
student behaviour is well managed at their school* (S2044)	78%	72%	69%
their school looks for ways to improve* (S2045)	94%	92%	94%
their school is well maintained* (S2046)	93%	92%	85%
their school gives them opportunities to do interesting things* (S2047)	90%	90%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	91%	88%
they feel that their school is a safe place in which to work (S2070)	97%	97%	88%
they receive useful feedback about their work at their school (S2071)	84%	78%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	81%	81%
students are encouraged to do their best at their school (S2072)	97%	97%	100%
students are treated fairly at their school (S2073)	95%	97%	96%
student behaviour is well managed at their school (S2074)	97%	81%	88%
staff are well supported at their school (S2075)	97%	74%	81%
their school takes staff opinions seriously (S2076)	81%	74%	92%
their school looks for ways to improve (S2077)	100%	97%	96%
their school is well maintained (S2078)	95%	94%	96%
their school gives them opportunities to do interesting things (S2079)	89%	81%	88%

* Nationally agreed student and parent/caregiver items

'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

We provide is a wonderful opportunity to be a part of each child's education and the Cranbrook State School community through our Parent Class Representative Program. As a Parent Class Representative, they are a valued member of our school community and their time and commitment is very much appreciated.

The purpose of the Parent Class Representative is to help foster good communication in the school and to assist in the development of the school community. It provides another means of uniting the school community and enhances the quality of relationships within the school between teachers, parents and the children.



Each class from Prep to Year 6 will have at least one Parent Representative. The function of the Parent Class Representative is not formally structured and is not meant to be an arduous task.

While the Parent Representative team acts separately to the Parents and Citizen (P&C) Committee, they work within the P&C, and are encouraged to assist the P&C with large school events. Such events will be managed by the Parent Class Representative Coordinator.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	82	63	62
Long Suspensions – 11 to 20 days	2	3	1
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	366,835	46,023
2015-2016	287,279	28,960
2016-2017	415,424	4,820

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

GO

Sector:

- Government
- Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	42	25	<5
Full-time Equivalents	38	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	8
Bachelor degree	26
Diploma	5
Certificate	0

*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 2017 were \$74 235.

The major professional development initiatives are as follows:

Literacy

- LEM Phonics
- Running records – PD for new staff
- Spelling Strategies – whole school developed
- Writing – Benchmark Strategies

Curriculum

- National curriculum + assessment and reporting
- Assessment Literate Learners
- Quality Teaching and Learning

Systemic

- Assessment tasks
- Coaching and Mentoring
- Code of Conduct
- Aspiring Leaders
- Locally contextualised units

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	87%	84%

*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 2017 for all Queensland Primary schools was 93%.

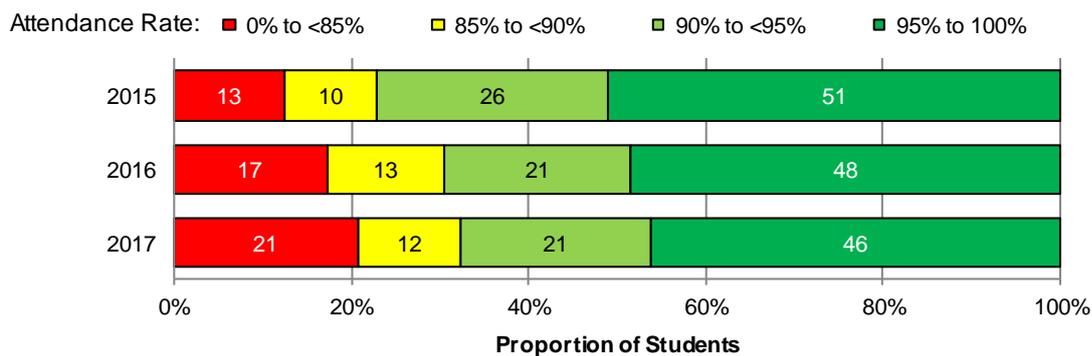
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	94%	95%	94%	93%	94%	92%						
2016	92%	92%	92%	92%	92%	90%	93%						
2017	91%	91%	92%	91%	90%	92%	89%						

*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

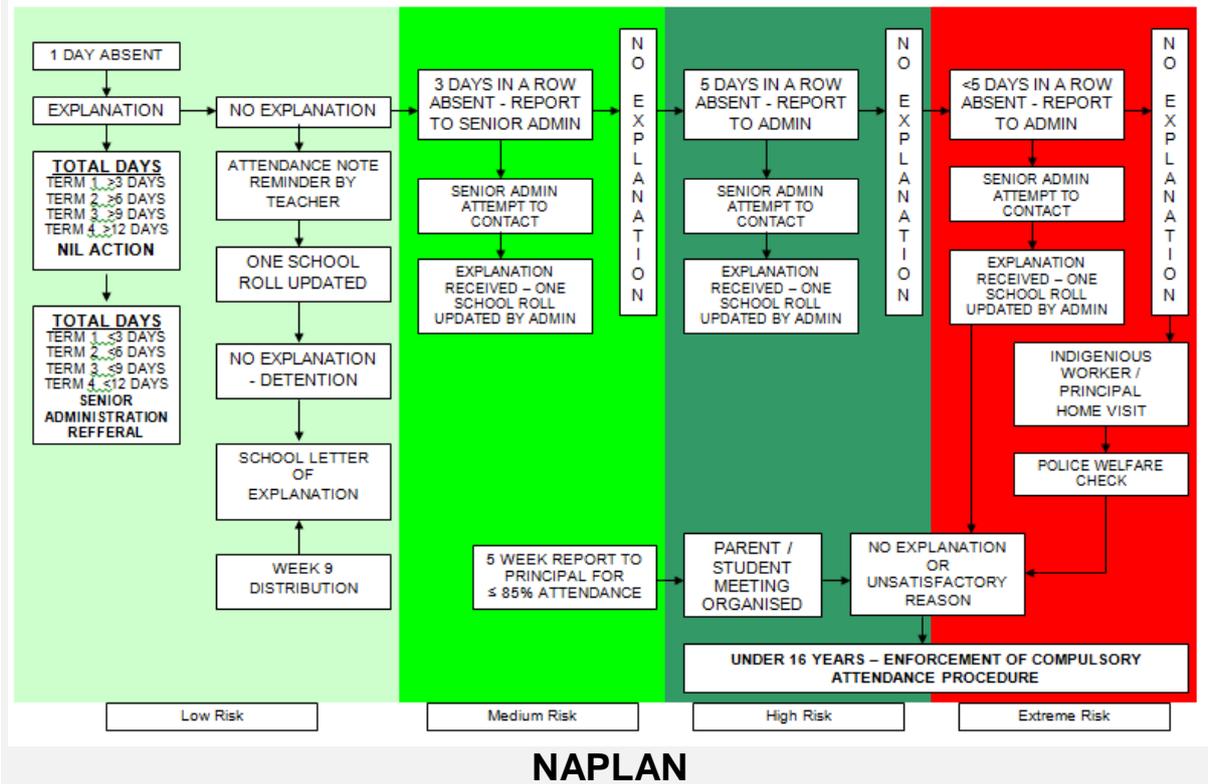
The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

Cranbrook State School - PROCEDURE TO FOLLOW FOR ABSENCES



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

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

Find a school

Sector:

Government

Non-government

Where it 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 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.

