



Mount Crosby State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

*Every student succeeding. State Schools Strategy 2016-2020*  
Department of Education and Training

## Contact Information

Postal address:	Mount Crosby Road Karana Downs 4306
Phone:	(07) 3813 2222
Fax:	(07) 3813 2200
Email:	principal@mtcrosbyss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Ms Penny Grant (Principal)

## School Overview

Mt Crosby State School is a fantastic Queensland public school. Our students achieve high standards both in academic areas and sporting pursuits. Our instrumental music students have won Gold awards in various competitions. We provide a quality education program in a supportive environment where all students are supported to improve their learning outcomes.

Our staff are highly dedicated professionals who provide a wonderful learning environment for students. We have a strong commitment to inclusive education where all learning needs are catered for in supportive, regular classroom environments. Staff morale is high.

The enrolment numbers in our school continue to grow. The student attendance rate is at approximately 94% and transience of our students within a year is less than 5%. The majority of students are from English speaking backgrounds and only a small percentage of students have different cultural backgrounds. The students come from 28 different suburbs to attend our school.

The Parents and Citizens Association help provide essential services such as Tuckshop, uniform shop and Outside School Hours Care for our students. They also help to provide additional resources to our school.

## Principal's Forward

### Introduction

This report reflects the 2016 school year for Mount Crosby State School. There was very little staff turn-over and student enrolment in 2016 was maintained at around 715.

Mount Crosby State School is a learning environment that prides itself on having high expectations for learning, behaviour, school pride and a positive, safe and respectful learning environment. The improvement of student learning outcomes for each and every student is at the heart of what we do.

The staff are a highly dedicated group of professionals who provide a high quality education for our students and show ongoing commitment to inclusive education where all learning needs are catered for in supportive, classroom settings.

It is with pleasure that we present our 2016 School Annual Report. This report provides information about our school, in terms of achievements, our school culture and environment and our future priorities.

### School Progress towards its goals in 2016

School Priority Areas	Progress / Achievements
<b>School Improvement Focus:</b>  Reading	Data conversations focused on improving reading outcomes occurred for each year level.  Resources were aligned to improving reading outcomes. Intervention and extension was provided to students through the reading support and intervention program to improve student outcomes in Reading.  Action Teams continued in 2016 with a member of Admin and a representative teacher from each year level on each of the teams. Action Teams continued for Reading, Writing and Numeracy.  NAPLAN reading outcomes improved in 2016.
<b>Australian Curriculum</b>	Professional development was provided to teachers to develop and deepen their understanding of the Australian Curriculum.  Time was given to teachers to plan with the Head of Curriculum to ensure that there was a close alignment to the Australian Curriculum.  Teachers implemented the Australian Curriculum for key subject areas.

<b>Teacher Practice</b>	Literacy Coaches and Master Teacher worked with teachers on improving the teaching and reading.
<b>Principal Leadership and School Capability</b>	Walkthroughs and observation and feedback was provided to teachers around teacher practice.  All teaching staff engaged in the Annual Performance Review process to continue developing their own professional learning.

## Future Outlook

<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Implement a whole school reading framework with a focus on teaching the 'Big 6' – Oral Language, Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary.</li> <li>• Provide professional development to teachers on the above areas with a focus on the effective use of reading assessments, effective administering and analyzing of reading assessments, decoding strategies and comprehension strategies and modelled, shared, guided and independent reading.</li> <li>• Analyse reading data in Year Level Meetings and planning sessions to inform intervention, differentiation and planning, setting targets for National Minimum Standards and Upper Two Bands.</li> <li>• Conduct Case Management Meetings so that teachers have opportunities to discuss students who are not progressing with their reading and / or require a differentiated teaching approach.</li> <li>• Employ Literacy Coaches to work alongside our teachers in the area of the teaching of reading.</li> <li>• Provide parent workshops in how they can support their child further develop their reading at home.</li> <li>• Provide small group intervention for students just below or at NMS and for students in Upper Two Bands, to improve reading outcomes.</li> <li>• Conduct planning sessions each term to ensure that planning is focused on reading data, the differentiation required for each student to improve their reading and an explicit teaching and learning cycle based on data.</li> <li>• Conduct fortnightly Year Level Meetings in front of the data wall to discuss and analyse reading data to inform the next teaching and learning cycle, differentiation and assessment.</li> <li>• Investigate the process for analysing English assessment task data to inform the next teaching and learning required in the next English Unit.</li> <li>• Administer Early Start Assessments for all prep students in Literacy and analyse this data to inform planning and differentiation – beginning of year and end of year.</li> <li>• Teachers in Year 3 and 5 to develop and implement a 12 week NAPLAN Action Plan, including the development of resources, to improve reading outcomes.</li> </ul>
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Conduct moderation of student writing.</li> <li>• Develop a whole school editing of writing guide for students.</li> <li>• Deepen focus on aspects of student writing with a narrow focus on sentence structure and cohesion, using 'Seven Steps of Writing' program.</li> <li>• Year 5 teachers to participate in state wide research project in partnership with DET and the Learning Sciences Institute Australia which is focused on improving student writing outcomes through improved teacher pedagogy.</li> </ul>
<p><b>NUMERACY</b></p> <ul style="list-style-type: none"> <li>• Develop a planning document to ensure a clear alignment to the Australian Curriculum.</li> <li>• Embed daily warm-ups in every classroom to improve automaticity of number facts.</li> <li>• Provide parent workshops in the teaching of mathematics so they can support their child at home.</li> <li>• Set targets for students to achieve National Minimum Standards and Upper Two Bands in Numeracy in NAPLAN.</li> </ul>
<p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• Continue providing teachers with planning time to ensure that there is a clear alignment to the Australian Curriculum – what they teach, assess and report on.</li> <li>• Provide PD to teachers around the implementation of The Arts.</li> <li>• Provide PD and planning time for teachers in English and Maths to ensure full implementation of the Australian Curriculum in these areas by the end of 2017.</li> </ul>

**SCHOOL AND COMMUNITY**

- Continue the work of the School and Community Committee to improve partnerships in the school and community and to improve communication between home and school and improve parent engagement.
- Meet with prep-pre centres and kindergartens to work on a transition plan, discuss strengthening partnerships, sharing of best practice and data collected from the Early Start assessment tool, particularly around reading readiness (oral language, concepts of print).
- Provide PD to pre-prep parents around school readiness for Prep.
- Continue school visits to pre-prep centres to a) meet the Directors; b) look at emerging needs and issues; c) build stronger partnerships and d) gathering data and information about new enrolments for Prep.

**TEACHER CAPACITY**

- Implement an observation and feedback model for teachers, with a focus on improving teacher pedagogy around explicit instruction, with a focus on English (particularly Reading).
- Teachers to work on explicit improvement goals and engage in the Annual Performance Review process to further their professional learning.

**ATTENDANCE**

- Implement the school's attendance policy (including new procedures for same day student absence notification) to ensure consistency of practices and ensure that staff and families are aware of the requirements.

**SCHOOL CULTURE**

- Behaviour Action Team to meet twice a term to review behaviour incident data and to determine behaviour and social skills to teach.
- Embed whole school processes for teaching appropriate behaviour and following through with inappropriate behaviour.

# 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
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	725	331	394	20	96%
<b>2015*</b>	684	309	375	20	96%
<b>2016</b>	706	322	384	20	97%

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

The enrolment numbers at Mount Crosby State School have been steady over the last couple of years. The majority of our students have English as their first language with a small percentage of students coming from different cultural backgrounds. 3.3% of our student population is of Aboriginal and Torres Strait Islander background and approximately 3.9% of our students have a disability. The majority of these students have been verified with an ASD diagnosis. Our SEP students are integrated into the mainstream classrooms.

### 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	23	22	24
Year 4 – Year 7	26	27	27
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

- Our school implements the Australian Curriculum from Prep to Year 6
- A team approach to planning and implementation of all curriculum units
- The integration of ICT into all units of work in all year levels
- Reading support program – our school offers daily reading support and intervention for students in Prep to Year 6

### Co-curricular Activities

- Instrumental Music – Junior and Senior Bands
- Strings program – Junior and Senior
- Choir (Junior Choir and Glee Club)
- Footsteps Dance program
- Student Council
- Gardening Club
- Inter-School Sport including Soccer, Netball, Rugby League, Tennis, AFL, Basketball, Cricket
- Year 6 camping program
- Excursions and visiting shows linked to current units of work for each year level
- Annual Concert

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

Mount Crosby State School integrates ICT into teaching and learning across all subjects. ICT is used to enhance learning from Prep to Year 6.

To support staff in integrating ICT we:

- Provide every classroom with an Interactive Whiteboard
- Provide digital technologies programs to enhance student learning such as Mathletics, Reading Eggs, Reading Express and Lexile
- Year 5 and 6 students have a bank of laptops to share between classes
- Maintain a ratio of computers to students across Prep to Year 6 at 1:5
- Have a computer replacement schedule so that computers are updated
- Some classes have access to tablets to enhance their learning

## Social Climate

### Overview

At Mount Crosby State School, there are high expectations for student behavior and wellbeing. Our school continues to build a learning environment which encourages respectful, responsible and safe behavior. A high priority is given to building and maintaining positive caring relationships between staff, students and parents. Our chaplaincy programs continue to develop and provide support to our students and parents within our community. Our Responsible Behaviour Plan for Students provides a structured program for teaching positive and responsible behavior and has clear processes for responding to bullying and incidents of inappropriate behaviour. Relationships with our parents is vital in this.

We recognise and reinforce daily and weekly students who behave responsibly and appropriately in our school. This is in the form of Crosby Points, Student of the Week Awards and Crosby Cards.

### Parent, Student and Staff Satisfaction

Satisfaction of our school across most areas increased significantly in 2016 for parents, students and staff. These achievements are listed below:

## Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	92%	100%
this is a good school (S2035)	96%	93%	100%
their child likes being at this school* (S2001)	96%	93%	98%
their child feels safe at this school* (S2002)	97%	93%	98%
their child's learning needs are being met at this school* (S2003)	94%	90%	98%
their child is making good progress at this school* (S2004)	91%	92%	98%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	89%	98%
teachers at this school motivate their child to learn* (S2007)	95%	92%	96%
teachers at this school treat students fairly* (S2008)	95%	90%	98%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	98%
this school works with them to support their child's learning* (S2010)	94%	88%	96%
this school takes parents' opinions seriously* (S2011)	89%	84%	92%
student behaviour is well managed at this school* (S2012)	94%	88%	98%
this school looks for ways to improve* (S2013)	96%	92%	98%
this school is well maintained* (S2014)	96%	89%	98%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	94%	99%
they like being at their school* (S2036)	98%	94%	94%
they feel safe at their school* (S2037)	98%	94%	95%
their teachers motivate them to learn* (S2038)	98%	94%	94%
their teachers expect them to do their best* (S2039)	100%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	96%
teachers treat students fairly at their school* (S2041)	93%	91%	89%
they can talk to their teachers about their concerns* (S2042)	93%	91%	94%
their school takes students' opinions seriously* (S2043)	93%	84%	89%
student behaviour is well managed at their school* (S2044)	90%	85%	87%
their school looks for ways to improve* (S2045)	97%	97%	96%
their school is well maintained* (S2046)	96%	94%	99%
their school gives them opportunities to do interesting things* (S2047)	98%	91%	96%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	95%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	98%	100%	100%
staff are well supported at their school (S2075)	93%	95%	98%
their school takes staff opinions seriously (S2076)	87%	95%	95%
their school looks for ways to improve (S2077)	98%	97%	100%
their school is well maintained (S2078)	100%	100%	95%
their school gives them opportunities to do interesting things (S2079)	91%	97%	98%

\* 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

Parents are strongly encouraged to become involved in their children's education at Mount Crosby State School. Forming positive and productive partnerships within our school and our community is vital. Our school provides the following opportunities for our parents and carers to become involved in our school:

- **Volunteer work** – A significant number of parents volunteer to help in our classrooms with group work and reading and also help with sporting teams, tuck shop and school excursions.
- **Reporting** – Parents have the opportunity to participate in parent teacher interviews at the end of Term 1 and 4. They also receive report cards at the end of Semester 1 and Semester 2. Parents are able to request an interview throughout the year should they wish.
- **Parent-Teacher Information Night** – At the beginning of each year, our parents and carers have the opportunity to meet their child's teacher and ask questions. Other important information for parents and carers is distributed by the school newsletter, class newsletters and emails.
- **Parent involvement** – Parents are encouraged to form positive and productive partnerships with their child's teacher and are highly involved in working with our school to develop strategies to assist their child to reach their potential.
- **P&C Meetings and Activities**– Parents and carers are strongly encouraged to become involved in our school's P&C. Meetings are held in the Resource Centre on the 4<sup>th</sup> Tuesday of the month. All of our parents and carers are invited to attend. Our P&C organise a range of fund-raising activities and events for our school community.
- **Under 8's Day** – Our school organizes Under 8's Day for our students in Term 2. Parents and carers are welcome to join in.
- **Newsletter** – Our newsletter goes out every second Tuesday and allows our school to communicate what is happening in our school and keep our school community abreast of upcoming events, achievements and school priorities.
- **Facebook** – We have increased the uploads to Facebook to further engage our parents and community.

- **School Parades** – These are held every Friday morning and parents, carers and families are welcome to attend. We also hold other special parades such as ANZAC Day Commemoration, Reconciliation Day, Harmony Day and School Leader Badge Presentation ceremonies. Our parents are families are always welcome to share these special days with us.
- **Men and Boys' Nights for Years 3 and 4 and Years 5 and 6** – In Term 1 boys and fathers have the opportunity to participate in a variety of fun activities at school.
- **Garden Club** – This is open to our students before school and is run by parent volunteers.
- **Parent and Community Engagement Committee** – parents are invited to be part of this committee to explore ways to improve parent and community engagement in our school.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	14	6	15
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

Our School continues to address the issue of reducing our environmental footprint by participating in a recycling program, using water tanks to maintain gardens and using appliances with more judicial care. We have conducted an energy audit and identified ways the school could save energy and reduce power bills.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	178,649	1,434
2014-2015	189,716	3,137
2015-2016	204,555	2,806

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

---

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	49	25	0
Full-time Equivalents	43	15	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	5
Bachelor degree	43
Diploma	
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 \$63,894.33.

#### The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Implementation of the Australian Curriculum
- Teaching reading
- Improving writing
- Workplace Health and Safety
- Improving the teaching of Numeracy
- Class visits and feedback cycle
- Using data to inform teaching
- SAS training – a program for children with ASD

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.	96%	96%	96%

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

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	91%

\*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%.

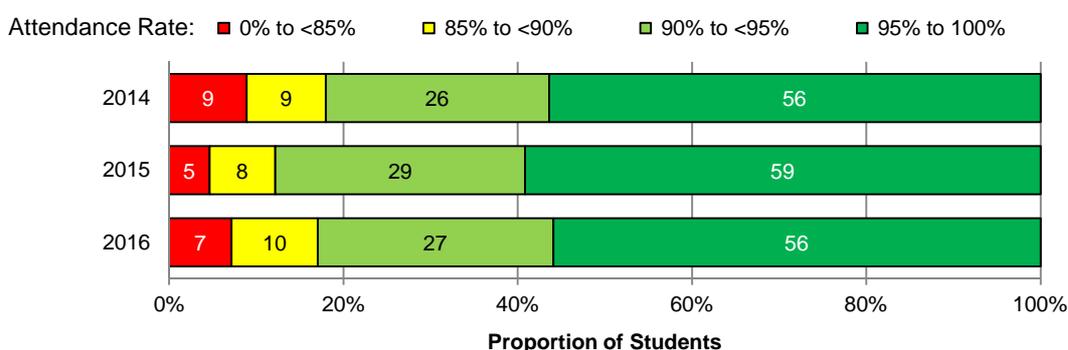
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	94%	94%	94%	94%	93%	93%					
2015	95%	95%	95%	95%	95%	94%	95%						
2016	95%	94%	95%	94%	94%	94%	94%						

\*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.

In our school, class roles are marked electronically twice a day at the start of the day and after second break. A same day student absence notification process will be implemented in 2017.

Mount Crosby State School's Attendance Policy states that class teachers initially follow up any student absence to ensure an explanation is provided by parents and carers. The Principal and / or Deputy Principals make contact with parents to seek explanation for long, unexplained absences.

Our school has a student absence phone line and a student absence email address. Parents and carers can also contact office staff during the day or speak personally regarding absences.

Each semester, student attendance is reviewed and contact is made with parents of children who have had a significant amount of time away from school. Student attendance is monitored closely and formal contact is made as per SMS-PR-029 should absenteeism be a concern.

Students who are going to be absent from school for 10 days or greater are required to complete an exemption from schooling application for Principal approval.

## 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**.

## 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.