Principal’s foreword

Introduction

Crestmead State School was established in 1984 with an opening enrolment of 210 and has grown to an enrolment of 1139 students from Prep to Year 7 in 2014. Crestmead State School is committed to nurturing learners and providing our students with an environment in which quality outcomes are achieved. Within a caring and supportive atmosphere, we are committed to providing quality education by professional personnel to encourage all of our students to develop academically, physically and socially to their full potential.

Literacy and Numeracy, scaffolded learning that is challenging, motivating and developmentally appropriate underscores all curriculum, teaching and learning across our school.

The values cornerstones our school community embraces to promote student success and achievement are positive community partnerships and building student resilience and capacity to achieve.

A school culture of self-worth and love of learning is the focus of the school’s “You Can Do It” Program.

This 2014 School Annual Report outlines the school’s progress towards the achievement of its goals, Crestmead’s 2014 developmental priorities, our school profile, curriculum offerings, social climate, community satisfaction, parent involvement, reduction in our environmental footprint, our staff profile and performance of our students.

2014 was a successful year for Crestmead State School with some of the highlights being:

- The final year of implementation of the Crestmead State School National Partnership Smarter Schools Strategic Plan 2011-2014
- Improved performance of students in literacy and numeracy through targeted initiatives
- Improved staff capability in managing the diversity of student needs
- Continued development of a professional learning community focussed on development of quality pedagogical practices
- Embedding of School Wide Positive Behaviour Support throughout our school
• Public celebrations of the academic, co-curricular and social development achievements of our Crestmead students
• Strengthening of partnerships with our multicultural community

School progress towards its goals in 2014

Crestmead State School made significant progress in the achievement of its key strategic priorities in 2014 as follows:

• The Crestmead Curriculum Team comprised of the Head of Curriculum, Early Years Coach, Numeracy Coach, Literacy Coach and Digital Technology Coach employed to develop teacher/teacher aide efficacy to support staff in developing quality practices in planning, pedagogy and assessment practices to improve student outcomes.
• Planning, Pedagogy and Assessment (PPA) time continued to support the implementation of the Australian Curriculum.
• Use of ICTs in teaching, learning and planning continues to strengthen with the majority of teaching staff accredited with ICT Planning Certificate. Digital Technology Coach appointed and is building teacher capacity to embed the use of differentiated ICT learning tools to support improved student outcomes
• A training/coaching and mentoring model implemented by the Crestmead Curriculum Team continued to support teacher efficacy in understanding the use of data, including NAPLAN data, to inform teaching and learning in literacy and Numeracy for improved student outcomes
• The school wide approach to the teaching of reading and writing embedded and guided by the Literacy Coach and Early Years Coach
• Additional Speech Language Pathologist supported the whole school vocabulary teaching framework with the implementation of the ‘Strive’ program. SLP also supported groups of Prep students with receptive and expressive difficulties for improved oral language outcomes.
• The revised school wide approach to the teaching of Mathematics developed and being embedded throughout the school.
• Differentiated planned intervention, including NAPLAN, targeted to support students in class and small group withdrawal
• School assessment data uploaded onto OneSchool. Whole school Literacy and Numeracy Data Walls developed and updated twice yearly.
• Use of OneSchool as the operational environment for school data, planning and financial operations embedded.
• Under National Partnership Literacy and Numeracy and National Partnership Smarter Schools, the appointment of the Literacy Coach, Numeracy Coach, Digital Technology Coach, Early Years Coach and Differentiation Mentors has supported the development of a professional learning community focussed on improving student outcomes and the deprivatisation of quality teaching and learning practices
• Staff accessed a range of professional development opportunities on and off site relating to systemic, school and personal priorities
• In ICTs, the One-to-one Laptop program continued with three One-to-one Laptop classes in 2014.
• The upgrade of infrastructure including school-wide wireless access and improved access to ICTs through interactive technology including iPads as a tool for learning and *Smart Classrooms* Strategy continued.

• Chaplaincy Program services extended to full time with employment of Youth Worker to support welfare needs of students

• Developing Performance Plans for administrators and teaching staff implemented and used to inform staff professional development needs.

• Phase 2 implementation of School Wide Positive Behaviour Support. Communication and management practices embedded into practice. The ‘You Can Do It’ program is embedded into daily life and language of the school and acknowledges student and staff achievements.

• Partnerships with our community have been strengthened by the development of wider networks which include Griffith University, PCYC and Quota International. Communication with our community has been enhanced through the continual updating of Crestmead’s website, Term Calendar of Events, informative class and school newsletters and parent/carer workshop opportunities.

• Strengthened networks and partnerships with our Indigenous and Pan Pacifica communities to support improved outcomes for these Crestmead students.

• Early Learners’ Club (Birth to Five Play Group) expanding with Teacher Aide support and providing the opportunities to work with pre-prep children and their parents to support their child’s readiness for school. Our Speech Language Pathologist continued to work with parents of Early Learners’ Club to provide strategies to facilitate communication in the home environment.

### Future outlook

#### Improvement Agenda

- Reading
- Writing including Spelling, Grammar and Punctuation
- Numeracy including number
- Use of data for Assessment and Reporting

#### Priority Areas of Development

- School Wide Positive Behaviour Support- Tier 2
- Pedagogy- Differentiation
- Partnerships- QSIL, Professional Learning Community
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>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>1033</td>
<td>484</td>
<td>549</td>
<td>92%</td>
</tr>
<tr>
<td>2013</td>
<td>1106</td>
<td>511</td>
<td>595</td>
<td>93%</td>
</tr>
<tr>
<td>2014</td>
<td>1139</td>
<td>522</td>
<td>617</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Crestmead State School is located in the central part of Logan Shire and attracts students from Crestmead, Marsden and surrounding areas. It is a P-7 co-educational state school and a proud National Partnership Literacy and Numeracy School and a National Partnership Smarter School. Enrolments have risen from 2013 to 2014 particularly in lower school with seven classes in both Prep and Year 1. Most other year levels have at least 5 classes and in some areas, there are composite classes. There is a medium level of transience throughout the year.

In 2014, our student profile included 7% Indigenous, 0.09% Students in Care, 5.7% have verified disabilities including II, ASD, Physical, Vision and Hearing Impairments and SLI. Our Special Education Unit, led by our Head of Special Education, provides support for children with disabilities generally within our mainstream setting. Around 40 different cultural groups were represented at the school. 11% of our students have identified as having a language background other than English. A significant number of our families are exposed to a range of issues related to social and economic disadvantage. (School ICSEA value of 954)

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>24</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>25</td>
</tr>
</tbody>
</table>
School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>2012</th>
<th>2013</th>
<th>2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>115</td>
<td>148</td>
<td>117</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>10</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</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

- Implementation of the Australian Curriculum in English, Maths, Science and History.
- Implementation of the QLD Curriculum
- Early Years Curriculum Guidelines in Prep
- Queensland Curriculum, Assessment and Reporting (QCAR) Framework Essential Learnings
- in Years 1 to 7 for Studies of Society and the Environment, Technology, Health and Physical Education, The Arts and Mandatory Languages (L.O.T.E-German) in Years 6 & 7.
- Teaching and learning is collaboratively planned to deliver the curriculum in both integrated and stand-alone contexts to provide richness and rigor of learning
- Classroom Teachers cater for all learning needs. There is added support from the Student Support Services (SSS) Team which includes Special Education Teachers, Support Teachers Literacy and Numeracy, Differentiation Mentors and additional Teacher Aide Support
- Specialist teachers support learning in Music, Physical Education and L.O.T.E
- ICTs and Multimedia provide means of access to and demonstration of learning across the curriculum
- Whole School Celebrations (Book Week, National Literacy and Numeracy Week, Education Week, NAIDOC Week, Harmony Day) are celebrated to recognise important events
Extra Curricular Activities

**Performing Arts Program: Music:** Our Music Program had a large number of students involved in our instrumental and choral programs. In 2014, approximately 100 students are receiving instruction in our instrumental program and many of these students were involved in Concert and Beginner Bands and Senior and Junior String Ensembles.

Violin was offered to students in Years 3-7 and woodwind, brass and percussion instruments offered to students in Years 5-7.

Our choral program consisted of two choirs. We have the Junior Choir (Years 2 & 3) and Senior Choir (Years 4-7)

Crestmead State School’s performing arts program has furthered its fine tradition of encouraging and enhancing musical talent and has continued to serve the community through performances both in and out of school.

**Enrichment Opportunities:**

Throughout 2014, a conscious effort was made to increase the enrichment opportunities made available to our students. Our school participated in a variety of creative and academic based challenges such as STEM (Science, Technology, Engineering and Maths), the District Maths Challenge, Opti Minds, ICAS (International Competitions and Assessment for Schools), Haelani Dance and Wakakirri.

Through these ‘hands on’ experiences our students developed and displayed their higher order thinking, creative problem solving and co-operative skills. Our individual and team successes include:

**ICAS Science:** 5 Credits, 6 Merits  **ICAS English:** 1 Distinction, 14 Credits, 8 Merits,  **ICAS Maths:** 5 Credits, 6 Merits  

**Opti-Minds:** Honours – Language and Literature, Maths Engineering, Social Science, 1x- First Place regional Maths/Engineering.  

**Wakakirri Finals**. Highly commended- set design, characterisation, soundtrack, concept, solo acting. Best public speaking.

Crestmead State School acknowledges the importance of student engagement and enrichment. Throughout 2014/2015, we will provide further opportunities through the formation of the Crestmead High Achievers on the Move Project (CHAMP).

**Sport:** Junior and Senior inter-house carnivals are held each year for Cross Country and Athletics. Students 10-13 years of age who are successful and meet qualifying standards are then eligible for further selection in district, regional and state carnivals. Students in Year 5 to 7 are able to participate in our inter-school sport program on Friday afternoons. Inter-school sport includes Rugby League, Netball, Soccer and Girls’ Touch in Semester One and Softball, AFL and Mixed Touch being on offer in Semester Two. The inter-school competition involves selected Crestmead State School students competing against schools within our district.

AFL Queensland and Brisbane Roar offered an afterschool program in 2014. Crestmead also participated in gala days which included, Woodridge Cup (Girls’ Touch), Raiders Cup (Boys’ Rugby League) and Logan Magpies Cup (Girls’ Rugby League).
**Camps and Excursions**: Students from every year level have the opportunity to further their learning by participating in school excursions that link to classroom units of work. In 2014, students from Years 4-7 also had the opportunity to participate in a school camp – Year 4 & 5 Camp Warrawee, Sunshine Coast and Year 6 & 7 Stradbroke Island.

**How Information and Communication Technologies are used to assist learning**

Throughout 2014, CSS continued to provide professional development and coaching to staff through a Digital Pedagogy Coach, supporting them to embed digital pedagogies in the classroom. Embedding digital pedagogy is an expectation of quality teaching and learning at Crestmead and the digital coach worked with staff members in a variety of ways including modelling effective use of Elab computer sessions to support curriculum outcomes, team teaching in classrooms with digital technologies and individual planning and coaching sessions with staff on identified ICT goals. A goal was set in 2014 to achieve 75% of teaching staff attaining their ICT Planning certificate. Professional Development opportunities were offered and time allocated at a number of staff meetings to support staff through the attainment process. By the end of 2014, most staff including current teaching staff and the Administration team had completed the process and attained their ICT Planning certificate. As this success is affected by staff turnover it is planned to continue throughout 2015 with a focus on the Digital Practice Guide for support staff.

The redesign and remodelling of the Green Room resources helped classes to utilise the Green Room to support learning experiences that reflect real world media and digital technology processes and allowed teachers to provide students with enhanced learning experiences while using the Green Room.

A focus on developing online collaboration skills continued to see the promotion and use of online learning environments by teachers such as Learning Place to create class edstudios, virtual classrooms, participation in web conferences including collaborative projects such as the CSS 2013 edstudio for teacher collaboration and the 2014 Online Literature Festival.

The addition of more mobile interactive boards and banks of ipads provided more access to digital learning across the school in 2014.

In 2009, Community Renewal funded “One-to-One” Laptop Program for implementation trial in Year 5. This first Laptop class at Crestmead proved to be an outstanding success with their achievements being acknowledged by Education Queensland through its Smart Classrooms strategy. The Laptop program has successfully continued in 2014 with the allocation of a 3 laptop classes in the school in Years 5, 6 and 7.
Social climate

The 2014 School Opinion Survey indicated that 96.6% of students and 100% of parents say Crestmead is a good school and 92% of parents and 88% of staff are satisfied that student behaviour is well managed. School Wide Positive Behaviour Support at Crestmead achieved Tier 2 in 2013/14. Communication and management practices of SWPBS were embedded into practice and school data regularly analysed to inform school decisions, interventions and support programs. The ‘You Can Do It’ program which optimises the social, emotional and academic outcomes of students by building social and emotional capabilities are embedded into daily life and language of the school and acknowledges student and staff achievements. Positive behaviour is acknowledged by a wide range of reward systems.

In order to recognise and encourage positive student behaviour, the following programs and strategies are implemented within the school:

5 Levels of Behaviour Recognition and Support – encourages students to uphold the Crestmead State School Code of Behaviour

Peer Mediation – selected Year 6 students are trained in listening skills and basic conflict resolution skills to assist other students in the playground

Leadership Program – selected students in Years 6 and 7 form the Student Council. This organisation met regularly and provided the major student voice in the operation of our school fundraising. They organised fundraising events such as Talent Quests, Discos and Free Dress Days.

The School Chaplaincy Program supported the wellbeing of our community and, in particular, our students through the work of our School based Chaplain. A Breakfast Club for students operated 5 days per week. A Youth Worker is employed to support the Student wellbeing and Chaplaincy Programs

Student Support Programs include ‘ME’ (Managing Emotions) program, PCYC ‘Team Up’, Rock and Water, LEO program, Social Skills Programs, Mental Health Workshops, Self-regulation and Interactive Behaviour sessions, Anti Bullying Program and Cognitive Behaviour Therapy.

Community Partnerships: Parent and community ties are further strengthened through association with local PCYC including After School Care Facility. A range of parent education programs including ‘Positive Parenting’ and Literacy student support programs were offered. The ATSI working party continued to collaboratively develop school initiatives and the inaugural Pan Pacifica Connect Evening to engage with and celebrate our cultural diversity. Community Liaison Officer employed to support student wellbeing and community engagement.

Extra-curricular Activities: – staff provided opportunities for students to engage in various activities through clubs

First and second break Activities included: Junior and Prep Choirs, Junior Art/ Yahtzee, Board Games, Cross Stitch, Crocheting, Gardening, Guitar, Dance, Maths clubs and Sibling Support Club.

Before and After School Activities included: Intermediate and Junior String Ensembles, Beginner, Junior and Concert Bands, Senior Choir, ‘Bright Start’ Program including homework and reading Clubs.
Interschool sports training, Brisbane Roar Soccer Program

**Interschool Sport** - selected students in Years 5-7 participated in representative school sport.

**Gala Days/ Sport Specific Carnivals** - selected students represented the school across a range of different sports (LDPSS Swimming, AFL, Tennis, Cricket and Basketball, **Woodridge Cup (Girls’ Touch)**, **Raiders Cup (Boys’ Rugby League)** and **Logan Magpies Cup (Girls’ Rugby League)**).

**Bullying** is not accepted at Crestmead State School. Bullying refers to deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied, to defend themselves.

**Actions by Staff to Address Bullying and Cyber bullying**

**Proactively, staff will:**
- Act as role models of caring and tolerant behaviour.
- Listen to reports of bullying and will not dismiss these reports.
- Act to protect the victim from further harm.
- Act to stop the bullying recurring.
- Address bullying issues through the ‘You Can Do It Program’ and class discussions
- Encourage students to develop interpersonal skills through group activities and teamwork
- Teach students online safety and etiquette

**Staff will support students who have been bullied by:**
- Discussing with them what happened and recording details
- Raising awareness of the victim’s plight to the appropriate stakeholder
- Taking disciplinary action with the perpetrator
- Using the “You Can Do It” program to target specific issues.
- Work with the parents of the victim to assist their son/daughter to avoid being bullied in the future
- Students who are bullied are taught positive strategies:

**Staff will support students who are bullying by:**
- Discussing restitution to the victim and provide an opportunity for this to occur
- Telling them that their behaviour was wrong and needs to change
- Initially assisting the bully to change his/her behaviour by explaining alternative ways of behaving
- Providing individual counselling with Administration or Guidance Officer or BAT if further transgressions occur.
- Instigating an individual behaviour plan, in consultation with the parents, which targets the bullying behaviour.
- Following through with consequences - detention, suspension, exclusion should the bully persist with his/her negative behaviour.

**The School will encourage parents to support students who have been bullied by:**
- Listening to the child
- Working with the school to resolve issues rather than taking matters into their own hands
- Helping the child to work out strategies to deal with the problem
- Improving the child’s confidence
Parent, student and staff satisfaction with the school

It is significant to note that 100% of parents and 97.5% of students agree that feedback is provided that assists student improvement. 100% of students say that their teachers encourage them to do their best. 96.2% of parents and 96.6% of students confirm that they are getting a good education at Crestmead State School.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parent/caregivers who agree* that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>90%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>91%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>100%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>100%</td>
<td>82%</td>
<td>96%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>100%</td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>100%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>100%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>95%</td>
<td>83%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>100%</td>
<td>73%</td>
<td>88%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>100%</td>
<td>92%</td>
<td>96%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>100%</td>
<td>92%</td>
<td>96%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>82%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>81%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>90%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>100%</td>
<td>92%</td>
<td>92%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who agree* that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>92%</td>
<td>92%</td>
<td>97%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>90%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>92%</td>
<td>89%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>96%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>97%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>96%</td>
<td>96%</td>
<td>97%</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>teachers treat students fairly at their school* (S2041)</td>
<td>88%</td>
<td>86%</td>
<td>93%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>83%</td>
<td>86%</td>
<td>91%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously* (S2043)</td>
<td>86%</td>
<td>92%</td>
<td>86%</td>
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<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>75%</td>
<td>75%</td>
<td>84%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>93%</td>
<td>99%</td>
<td>98%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>88%</td>
<td>83%</td>
<td>97%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>91%</td>
<td>98%</td>
<td>94%</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.**

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### Involving parents in their child’s education

At the beginning of each year, a Parent Information Session is held. The aim of this afternoon is for parents to meet their child’s teacher and for the class teacher to discuss class routines and procedures. During the year, parents receive two written reports which are an end of semester report in both June and December. Parents are invited to meet with staff, at any time, to discuss their child’s needs and formal parent/teacher interviews are conducted at the end of Term 1 and Semester 1.

At different times throughout the year, parents may be invited to attend a curriculum culminating activity and enjoy additional opportunities to share in and celebrate their children’s learning. In 2014, invitations were extended to parents are for Parades including Academic, Performing Arts and Sport Award presentations, Junior and Senior Sports Days, Cross Country and ANZAC Day. Celebrations Days
included Easter Parade, Under Eights Week, Little Peoples ’Carnival, National Literacy Week and NAIDOC Week.

Parents are encouraged to play an active role in the Parents and Citizens Association (P&C). The P&C meet in the staffroom on the first Tuesday of the month at 6.00pm. Monthly reports are given by the Principal and P&C subcommittees to keep the parent community informed of current educational issues and happenings within the school. P&C meetings are an ideal forum for parents to contribute ideas and to support the school.

Crestmead conducts a range of programs available for parents and the wider community and extends opportunities to participate to parents from local kindergartens and Crestmead C&K. The CCC Club is a weekly club where parents meet informally. Discussion is established from their needs and what they want to learn about. Discussion topics are previewed in Crestmead’s fortnightly newsletter. Crestmead participated in the AEDI response group Prep Expo to showcase the school’s programs to the wider community.

Since 2008, a joint project with Community renewal has continued to employ staff to run a playgroup twice a week at the school for children from birth to 5 years. The aim is to improve school readiness of the community’s’ children. In 2014, thirty-two families regularly accessed the Birth to 5 Playgroup called ‘The Early Learners’ Club ‘which was funded through the Crestmead Smarter School National Partnership funds. Numbers have steadily increased with participants representing a range of cultural backgrounds from both within and outside the school community.

Reducing the school’s environmental footprint

The school made efforts during 2014 to reduce its environmental footprint including energy efficient lighting to reduce energy consumption and greenhouse gas emissions. The methods have included but are not limited to the reuse of rainwater runoff, the recycling of rainwater for dual flushing toilet systems, mulching of gardens, turning off lights, fans, air conditioners and turning off non-essential items at power points. We are part of the solar and energy efficiency project for Queensland’s State Schools whereby we can explore the world of solar and energy efficiency from our schools perspective. Our students can get online to http://www.solarschools.net/ to observe our usage and energy generated in real time.

Students are involved in a paper recycling program which involved school wide energy efficient initiatives. We took the initiative to install print management software reducing our print costs and the environmental impact.

Plumbing issues and the need to revegetate areas after development caused a spike in water usage during the year. These have now been rectified.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>80,032</td>
<td>2,335</td>
</tr>
<tr>
<td>2012-2013</td>
<td>229,784</td>
<td>3,371</td>
</tr>
<tr>
<td>2013-2014</td>
<td>246,349</td>
<td>33,646</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>79</td>
<td>38</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>71</td>
<td>25</td>
<td>&lt;5</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>1</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>59</td>
</tr>
<tr>
<td>Graduate Diploma etc. **</td>
<td>13</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>79</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 $35 306.52

The major professional development initiatives are as follows:

- Literacy, Numeracy, Differentiation and School Wide Positive Behaviour Support
- Major Literacy professional development focussed on reading and writing strategies and oral language.
- Major Numeracy professional development included Natural Maths problem solving approach to teaching.

Teachers’ efficacy was developed through targeted professional development, coaching, mentoring and demonstration lessons, curriculum planning with HOC, Literacy, Early Years and Numeracy
Coaches, specialist teachers and identified year level groups. National Partnership Literacy, Numeracy, Early Years and Digit Pedagogy Coaches supported teachers/teacher aides collectively and individually through professional development, coaching and mentoring model to improve student reading and numeracy outcomes HOC and/or Literacy, Numeracy, Early Years and Digital Pedagogy Coaches or Consultant/s worked with individual year levels in a fortnightly planning cycle –Planning, Pedagogy and Assessment (PPA) time to assist with planning, implementation assessment, moderation and reporting in Curriculum Areas. Class teachers are released for two hours additional non-contact time on a fortnightly basis for PPA time. This release time of $87 000 funded through National Partnership Smarter Schools for ‘on the job’ learning was in addition to the total funds expended on professional development for 2014.

Other professional development opportunities were offered through induction programs, peer mentoring programs, curriculum cafés and webinars.

The proportion of the Teaching Staff involved in professional development activities during 2014 was 100%.

The proportion of Teacher Aide 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>96%</td>
<td>95%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

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

Search by suburb, town or postcode

Sector

Government

Non-government

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

### Student attendance

The overall attendance rate for the students at this school (shown as a percentage).

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

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

#### Student attendance rate for each year level (shown as a percentage)

<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>92%</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
<td>93%</td>
<td>93%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
<td>93%</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>90%</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>89%</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.

Attendance Rate:  
- 0% to <85%
- 85% to <90%
- 90% to <95%
- 95% to 100%

<table>
<thead>
<tr>
<th>Year</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>2012</td>
<td>17</td>
<td>13</td>
<td>28</td>
<td>42</td>
</tr>
<tr>
<td>*2013</td>
<td>19</td>
<td>12</td>
<td>24</td>
<td>45</td>
</tr>
<tr>
<td>2014</td>
<td>19</td>
<td>14</td>
<td>27</td>
<td>40</td>
</tr>
</tbody>
</table>

*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.

Crestmead’s attendance target of 95% and clearly articulated to our school community. Teachers marked rolls electronically in the morning and afternoon. Teachers and administrative staff informally followed up student absences with students and parents by requesting notes and making phone calls home. Administrators follow up with parents and students by investigating issues affecting attendance, identifying support options if needed, and following procedures identified in the Department flowchart “Managing Unexplained Absences”. For persistent truancy or absenteeism, administrators follow procedures identified in the Department flowchart “Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age

National Partnership Smarter Schools funding enabled the employment of the ‘Student Engagement Officer’ to manage ‘at risk’ attendance and target those students with irregular attendance including early leavers and late arrivals. Crestmead’s student attendance monitoring system continued with class teachers facilitating the recording of daily attendance. Students who achieved the school’s target of 95% attendance each term were awarded certificates and celebrated. Crestmead consistently articulates the key message that ‘Every day counts” to our school community including full day school attendance.

**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 school name](http://www.myschool.edu.au/)

Search by suburb, town or postcode

Sector Government

Non-government

![Search by suburb, town or postcode](http://www.myschool.edu.au/)

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

NAPLAN – Closing the Gap
The Mean Scale Gap Comparison of our School to Qld State Schools and the South East Region

Year 3 - school gap is consistent with the gap at state level in reading, writing and numeracy.
Year 5 - school gap in reading, writing and numeracy is substantially lower than the state and regional gap.
Year 7 - low number of Indigenous students. In reading and writing and numeracy the gap was substantially below both the SER and QSS gap

In attendance, the gap has closed with our 2014 Indigenous students at 89.3% which is slightly above that of our Non-Indigenous students with 91.1%.

Crestmead continued to strengthen networks and partnerships with our Indigenous community to support improved outcomes for our Indigenous students by continuing partnerships with local and non-local Elders, Guynjuu, Moving Together, Dare to lead – Logan, Albert and Woodridge Cluster (LAW) and our school-based ATSI working party.
Improved parent engagement and raising Indigenous awareness with all staff was a focus for 2014 with NAODOC week celebrated.
Targeted intervention and extension programs for our Indigenous students were implemented by support staff.