



Crestmead State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

Postal address:	PO Box 1538 Browns Plains 4118
Phone:	(07) 3826 0222
Fax:	-
Email:	principal@crestmeadss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Principal or Deputy Principals – refer to school website for details

Excellence ~ Positivity ~ Community
We are all learning and achieving

School Overview

Crestmead State School was established in 1984 and is a co-educational state school located in Logan City. It has now become one of the largest primary schools in Queensland, which brings a wealth of resources and staff to the school. Despite this size, the school maintains a palpable family friendly atmosphere where people get to know each other and contribute to our community. Our new school motto and vision statement is "Excellence ~ Positivity ~ Community. We are all learning and achieving". Literacy and numeracy, with scaffolded individual learning that is challenging, motivating and developmentally appropriate, underscores all curriculum, teaching and learning across the school. At Crestmead State School, our curriculum from Prep to Year 6 is enhanced by support for learners with additional needs through our large Student Support Services department and English as a second language program. Students in years 5 and 6 learn Spanish as an additional language and this program is proving to be very popular. There is a large music and performing arts program that continues to expand every year. The school is highly multicultural and this is celebrated annually on Harmony Day. Other popular annual events include the ANZAC ceremony, Leadership badge ceremony, Easter bonnet parade, Graduation, NAIDOC week and the music Showcase concert. An extensive range of other educational programs including sport and technology (including laptop classes) are offered to support the diverse interests and talents in our student population. Community partnerships and relationships, building student resilience and capacity to achieve, are values our school community embraces to promote student success and achievement. At Crestmead, we value the productive partnerships with our parents and welcome their involvement including membership of our active Parents and Citizens Association. From 2017 Crestmead State School will be a new Independent Public School within the strong state education system in Queensland. A school council will be formed for governance purposes under this new model. The school is very popular and attracts enrolments from a wide area. A new informal logo was approved by popular vote within our community in late 2016 which is featured on the next page.



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Principal's Forward

Introduction

This report is a summary, provided for the community, of the school's progress and actions against a number of indicators.

School Progress towards its goals in 2016

Our targets and priorities in 2016 were:

Data targets (2016-2018), reviewed annually:

- Increase the percentage of students meeting the national minimum standard in year 3 reading to 95%.
- Increase the number of students in NAPLAN upper two bands in reading and numeracy to 20%.
- Increase the percentage of year 5 students meeting the national minimum standard in year 5 numeracy to 95%.
- School attendance target – 95%

Priority Areas of school improvement in 2016 (all achieved)

- Numeracy curriculum development
- Collaborative professional learning teams
- Positive Behaviour for Learning
- Upper two bands (NAPLAN) enhancement

Our achievement towards our data targets is summarised below:

Year 3 - STATEMENTS OF SUCCESS

Year 3	Grammar and Punctuation
	<ul style="list-style-type: none">✚ Grammar and Punctuation is at its highest mean scale score since before 2008.✚ Rate of gain (gradient) for spelling and Grammar and Punctuation surpasses that of like, Queensland and National scores.✚ Increase of 5.5% since 2015.✚ U2B increased by 1.8%✚ 13.4% decrease in lower 2 bands.✚ 26.2% of students are in the U2B.
	Spelling
	<ul style="list-style-type: none">✚ 34.2% of cohort in the upper 2 bands for spelling.✚ Number of students above National Minimum Standard has increased to 95.3%.✚ A decrease of 9.7% from 2015 in the lower 2 bands.✚ 34.2% of students achieved the U2B – this can be attributed to a whole school based phonics program as well as phonics based intervention.
	Writing
<ul style="list-style-type: none">✚ For two years in a row, writing continues to be above the NMS.✚ From 2015 to 2016 we have increased the number of students in the upper 2 bands by 5.9%	
Reading	
<ul style="list-style-type: none">✚ 23.1% of students are in the U2B – achieving the school target of 20% or more.✚ 93.9% students are above the National Minimum Standard.✚ Closed the gap by 3.7% in comparison to National Minimum Standard results from 2015.	

Year 5	Maths
	<ul style="list-style-type: none"> ✚ The percentage of students above the NMS remains at 91.9%, plateauing over the last 2 years. ✚ The school mean remains at 358 ✚ 15.1% of students are in the U2B.

Year 5 – STATEMENTS OF SUCCESS

Year 5	Grammar and Punctuation
	<ul style="list-style-type: none"> ✚ The highest mean scale score of 472 since 2013. ✚ A decrease of the number of students in the lower 2 bands at 26.9%. ✚ 54.4% of students are in the middle bands, the highest ever since 2014. ✚ 18.8% of students are in the U2B, the highest ever since 2014. ✚ Similar to National Minimum Standard at 94.6%.
	Spelling
	<ul style="list-style-type: none"> ✚ The mean scale score of 475 is the highest ever since 2013. ✚ The mean scale score is similar to like school and state schools. This can be attributed to an intensive whole school phonics/spelling program. ✚ In 2016, 20.8% of students are in the lower 2 bands. The lowest it has ever been since 2014. ✚ 58.8% of students are in the middle bands, the highest it has ever been since 2014. ✚ 17.5% of students are in the U2B. ✚ National, State and Like schools dropped or plateaued, however, Crestmead continues to increase and close the gap.
	Writing
<ul style="list-style-type: none"> ✚ Mean scale score has steadily increased each year since 2014. ✚ National, State and Like schools dropped or plateaued, however, Crestmead increased and is closing the gap. 	
Reading	
<ul style="list-style-type: none"> ✚ Mean Scale Score 468 is at its highest ever since 2013. ✚ In 2016, highest ever percentage of 20.4% in the Upper 2 Bands. ✚ In 2016, 58.8% of students are in the middle 2 bands. ✚ In 2016, 33.8% of students are in the lower 2 bands. The lowest it has 	



been since 2014.


- ✚ Similar to National Minimum Standard at 90.5%
- ✚ 10.6% decrease of students in the lower 2 bands.

Maths

- ✚ Similar to National Minimum Standard at 91.9%
- ✚ 12.8% of students are in the U2B, the highest ever since 2014.
- ✚ Plateaued with 57.8% of students in the middle bands.
- ✚ Highest percentage with 62.4% (93 students) in middle 60% based on Student Distribution National Comparison.


Attendance progress: Please refer to the table later in this report.

Future Outlook



Crestmead State School
2017 School Priorities

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- 1. Implement meaningful daily writing through the use of the 'Seven Steps to Writing Success' process.**
- 2. Embed weekly Positive Behaviour for Learning (PBL) lessons to foster positive and resilient learners.**
- 3. Use Professional Learning Teams (PLTs) to identify individual student needs in reading and collaboratively plan and implement strategies to improve their outcomes.**

Key Priority 1 – Implement meaningful daily writing through the use of the 'Seven Steps to Writing Success' process

Targets: NAPLAN writing – 95% or better NMS and 25% or better U2B, evidence of positive relative gain in A-E writing assessments for individuals 2016-2017.

Priority Actions	Timelines	Responsible Officer/s
Establish daily writing as an integral component of a balanced literacy block	Semesters 1 and 2	DPs, HOC, Master Teacher, Ped Mentors, Classroom Teachers
Co-write and explore the purpose of writing exemplars	Terms 3 and 4	DPs, HOC, Master Teacher, Ped Mentors, Classroom Teachers
Trial elements of the Seven Steps to Writing Success and other research based best practice	Semesters 1 and 2	DPs, HOC, Master Teacher, Ped Mentors, Classroom Teachers
Review our current writing units in preparation for 2018, identifying essential and supporting content descriptors	Terms 3 and 4	PLTs, DPs, HOC, Master Teacher, Ped Mentors

Key Priority 2 – Embed weekly Positive Behaviour for Learning (PBL) lessons to foster positive and resilient learners

Targets: Improve all behaviour related data sets by at least 20% compared to 2016 (SDA, red/green/yellow zone data, behaviour category referrals in OneSchool etc.)

(Refer to full 2017 PBL action plan for more detailed information and additional actions)

Priority Actions	Timelines	Responsible Officer/s
Launch, display and use PBL resources (including new school branded images) in all classrooms	Term 1	DP and PBL committee
Weekly explicit teaching, including incidental teaching, of appropriate behaviour and PBL focus in all classrooms	Weekly	Classroom Teachers
Establish Behaviour Team and 'Hub', including programs and processes to re-engage targeted students with learning	Term 2	DP and Behaviour Team
Identify, analyse, share and review whole school behaviour data to inform progress and enact response	Ongoing	DP and PBL committee

Key Priority 3 – Use Professional Learning Teams (PLTs) to identify individual student needs in reading and collaboratively plan and implement strategies to improve their outcomes

Target: NAPLAN reading – 95% or better NMS and 25% or better U2B, evidence of positive relative gain in reading assessments for individuals 2016-2017.

(Refer to 2017 Reading agenda Action plan for more detailed information)

Priority Actions	Timelines	Responsible Officer/s
Quickly establish effective Guided Reading practices across Years 1-6; Quickly establish purposeful Shared and Modelled Reading practices across all Prep classes	Term 1	DPs, HOC, Master Teacher, Ped Mentors, Classroom Teachers
Co-create a Reading GTMJ for each Year Level that reflects the Australian Curriculum and Literacy Indicators	Terms 1 and 2	DPs, HOC, Master Teacher, Ped Mentors, PLTs
Introduce and/or maintain text dependent questioning through the continued implementation of the Fly Over Strategy	Semesters 1 and 2	DPs, HOC, Master Teacher, Ped Mentors, PLTs
Continue implementation of U2B Reading Groups across Years 3 and 5 and Years 2 and 4	Semesters 1 and 2	DP, U2B Teachers, Ped Mentors

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1139	522	617	79	94%
2015*	1081	517	564	97	93%
2016	1203	566	637	99	93%

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

Crestmead State School is located in the central part of Logan City and attracts students from Crestmead, Marsden, Heritage Park, Kingston, Browns Plains and other surrounding areas. It is a P-6 co-educational state school. Enrolments have risen rapidly in recent years, particularly in the lower school. There is some transience but this is decreasing as families who enrol with the school and then move to nearby areas, continue to stay with this school.

In 2015, our student profile included 7% Indigenous, 0.2% Students in Care, 8% have verified disabilities including ID, ASD, Physical, Vision and Hearing Impairments and SLI. Our Student Support Services unit provides support for children with disabilities generally within our mainstream setting. Around 40 different cultural groups were represented at the school. 15% 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 938). Crestmead State School has a large proportion of Pasifika students, with the largest group of Samoan background, but also significant numbers with cultural heritage such as Maori, Tokelau, Cook Islands, Tonga, Tuvalu, Kiribati, Nieu, and New Zealand (Pakeha).

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	24	23	24
Year 4 – Year 7	26	25	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

- Full implementation of the Australian Curriculum in **English, Maths, Science and History/Geography** at all year levels and **Mandatory Languages (L.O.T.E – German)** in Year 5 and 6. Establishment of a guaranteed and viable curriculum in Mathematics. Partial implementation of **Health and Physical Education, The Arts and Technology** across the bands in accordance to the Queensland Curriculum and Assessment Authority P-12 Framework.
- *Queensland Curriculum, Assessment and Reporting (QCAR) Framework Essential Learnings* in Years 1 to 6 for **Technology**.
- Teaching and learning is collaboratively planned by year level teams to deliver the curriculum in both integrated and stand-alone contexts to provide richness and rigor of learning
- Classroom teachers cater for individual learning needs. There is added support from the Student Support Services (SSS) team which includes Special Education Teachers, Pedagogical Mentors and additional Teacher Aide Support
- Specialist teachers plan and assess 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 held to recognise important events

Co-curricular Activities

Music: Our Music Program has a large number of students involved in our instrumental and choral programs. In 2016, approximately 110 students received 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 3-6 and woodwind, brass and percussion instruments offered to students in Years 4-6.

Our choral program consisted of two choirs. We have the Junior Choir (Years 2 & 3) and Senior Choir (Years 4-6)

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 2016, 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, 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.

Sport: Junior and Senior inter-house carnivals are held each year for Cross Country and Athletics. Students 10-12 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 & 6 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 2016. 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 2016, students in Years 4 and 6 also had the opportunity to participate in a school camp – Year 4 Camp Warrawee, Joyner and Year 6 Stradbroke Island.

How Information and Communication Technologies are used to Assist Learning

Embedding digital pedagogy is an expectation of quality teaching and learning at Crestmead. Teachers use the E-lab computer sessions to support curriculum outcomes, team teaching in classrooms with digital technologies and engage in individual planning and coaching sessions on identified ICT goals.

The addition of more mobile interactive boards, data projectors and banks of Ipads provided more access to digital learning across the school in 2016.

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 2016 with the allocation of laptop classes in the school in Years 4, 5 and 6.

Social Climate

Overview

PBL (Positive Behaviour for Learning) at Crestmead is a school-wide approach to behaviour. It is not a program, it's a commitment to providing a positive learning environment for all students. Communication and management practices of PBL were embedded into practice and school data regularly analysed to inform school decisions, interventions and support programs. The PBL committee meet regularly and share behaviour (positive and negative) with staff. During 2016, Crestmead State School developed and launched Crestmead Superheroes 'Cameron' and 'Cara', which is used to address the school rules and acknowledge positive behaviour throughout the school.



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.
- Teach students (and revisit regularly) the High 5 strategy.
- 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.
- 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.
- 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 using the High 5 strategy.

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 Deputy Principal 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.

Leadership Program – selected students in Year 6 form the Student Council. This organisation met regularly and provided a student voice in the operation of our school. They organised fundraising events such as Free Dress Days to raise money for selected charities.

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.

Community Partnerships: Parent and community ties are further strengthened through association with local PCYC. A range of parent education programs including ‘Positive Parenting’ and Literacy student support programs were offered. The EATSIPS committee works with the school to plan events and initiatives to support Indigenous education.

Parent, Student and Staff Satisfaction

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)	96%	95%	75%
this is a good school (S2035)	100%	95%	70%
their child likes being at this school* (S2001)	100%	90%	80%
their child feels safe at this school* (S2002)	96%	90%	80%
their child's learning needs are being met at this school* (S2003)	96%	90%	70%
their child is making good progress at this school* (S2004)	92%	90%	70%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	85%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	89%	75%
teachers at this school motivate their child to learn* (S2007)	100%	95%	74%
teachers at this school treat students fairly* (S2008)	88%	84%	63%
they can talk to their child's teachers about their concerns* (S2009)	96%	95%	85%
this school works with them to support their child's learning* (S2010)	96%	95%	80%
this school takes parents' opinions seriously* (S2011)	100%	85%	53%
student behaviour is well managed at this school* (S2012)	92%	85%	53%
this school looks for ways to improve* (S2013)	100%	90%	72%
this school is well maintained* (S2014)	92%	95%	79%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	96%	92%
they like being at their school* (S2036)	99%	95%	96%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they feel safe at their school* (S2037)	96%	95%	85%
their teachers motivate them to learn* (S2038)	98%	97%	96%
their teachers expect them to do their best* (S2039)	99%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	95%
teachers treat students fairly at their school* (S2041)	93%	85%	80%
they can talk to their teachers about their concerns* (S2042)	91%	89%	84%
their school takes students' opinions seriously* (S2043)	86%	93%	82%
student behaviour is well managed at their school* (S2044)	84%	74%	70%
their school looks for ways to improve* (S2045)	98%	97%	93%
their school is well maintained* (S2046)	97%	96%	90%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	92%	97%
they feel that their school is a safe place in which to work (S2070)	96%	93%	91%
they receive useful feedback about their work at their school (S2071)	90%	83%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	91%	88%
students are encouraged to do their best at their school (S2072)	99%	99%	100%
students are treated fairly at their school (S2073)	96%	98%	90%
student behaviour is well managed at their school (S2074)	88%	84%	80%
staff are well supported at their school (S2075)	82%	84%	87%
their school takes staff opinions seriously (S2076)	83%	82%	88%
their school looks for ways to improve (S2077)	96%	95%	99%
their school is well maintained (S2078)	85%	87%	99%
their school gives them opportunities to do interesting things (S2079)	89%	86%	91%

* 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

At the beginning of each year, a Parent Information Session is held for each class. 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 2016, invitations were extended to parents for parades including Academic, Performing Arts and Sport Award presentations, Junior and Senior Sports Days, Cross Country, Harmony Day, and ANZAC Day. Celebrations Days included Easter Parade, Under Eights Week, National Literacy (Book) 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 5:00pm. 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.

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 2015, thirty-two families regularly accessed the Birth to 5 Playgroup called “The Early Learners’ Club’ which was funded through general school funds.

Numbers have steadily increased with participants representing a range of cultural backgrounds from both within and outside the school community.

Students with diverse learning needs, disabilities and additional support needs have an individual plan in the form of either an ICP (Individual Curriculum Plan), EAP (Education Adjustment Plan), BSP (Behaviour support plan), or a combination of these. These are prepared in consultation with parents and an agreed plan is signed between them and school personnel. These plans are reviewed regularly and updated.

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	117	92	138
Long Suspensions – 6 to 20 days	0	0	4
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

The school made efforts during 2016 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 school's perspective. Our students can go 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.

The installation of school-wide air conditioning has led to a peak in electricity usage which we are learning to manage better with each passing season. We have established school-wide expectations regarding appropriate air conditioner use and do not allow staff to use these units for heating.

Some recycling projects of food waste have commenced using a new worm farm and composting processes in the revitalised school vegetable garden.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	246,349	33,646
2014-2015	245,432	16,375
2015-2016	258,918	

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

School name

Suburb, town or postcode

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	84	44	<5
Full-time Equivalent	75	31	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	6
Bachelor degree	73
Diploma	3
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 2016 were \$92 485

The major professional development initiatives were as follows:

- Pedagogical coaching provided by peer mentors for all staff, especially new and beginning teachers
- Induction and mentoring for new and beginning staff
- Departmental mandatory training, including student protection update
- Classroom profiling
- Reading pedagogy & flyover strategy
- Positive Behaviour for Learning
- Mental health and wellbeing and Positive schools
- Leadership development
- Trauma informed practice
- Non-violent crisis intervention
- Anita Archer Explicit Instruction
- Seven Steps to Writing Success

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%	95%

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 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).	91%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	92%

*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%.

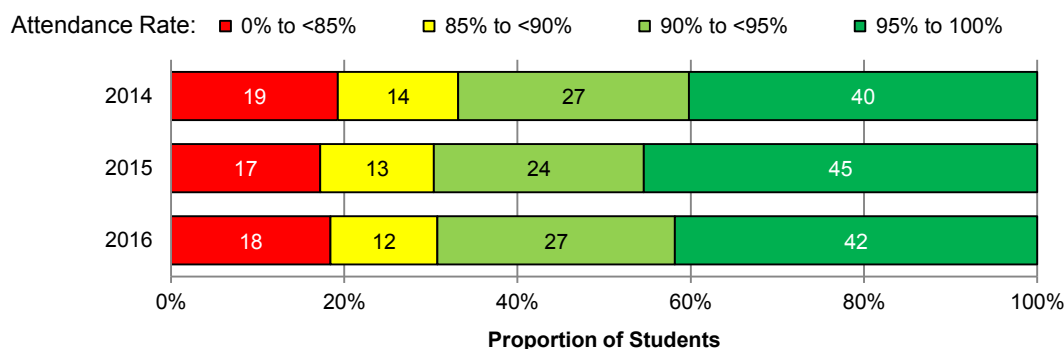
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	90%	92%	91%	91%	90%	91%	89%					
2015	92%	91%	93%	92%	92%	93%	92%						
2016	91%	90%	92%	92%	92%	92%	92%						

*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.

Crestmead's attendance target of 95% is clearly articulated to our school community.

Teachers mark 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. An unexplained absence same-day text messaging system was introduced late in 2016. 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."

Students who achieve 100% attendance each term were awarded certificates, wrist bands and a shirt for three terms at this level. Attendance processes, expectations, rewards and general information are regularly communicated in the school newsletter the through the school's Facebook page.

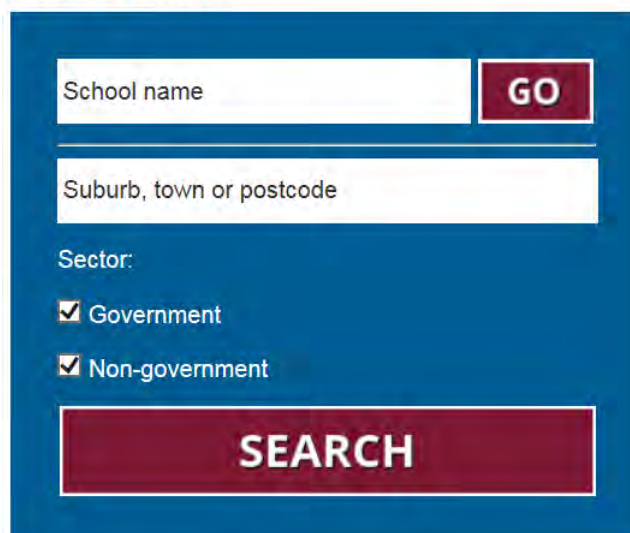
Crestmead consistently articulates the key message that "Every day counts" to our school community including full day school attendance.

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



School name

Suburb, town or postcode

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.