CRESTMEAD
· STATE SCHOOL ·

Excellence ~ Positivity ~ Community
We are all learning and achieving

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

Contact information

Postal address	PO Box 1538 Browns Plains 4118
Phone	(07) 3826 0222
Fax	-
Email	info@crestmeadss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Michael Ward, Principal

The Crestmead State School wellbeing garden continues to inspire and delight.

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 Learning Partnerships Team. Students in years 5 and 6 learn Spanish as an additional language and this program is proving to be very popular, especially as efforts are made to embed this language across the whole school P-6. 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 has been a new Independent Public School within the strong state education system in Queensland. A school council has been formed for governance purposes under this new model. The school is very popular and attracts enrolments from a wide area.

School progress towards its goals in 2018

Our targets and priorities in 2018 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 2018 (all achieved)

1. Plan and embed a balanced literacy block with a specific focus on enhancing writing

2. Use high impact teaching strategies to transfer learning from short term to long term memory

3. Understand diverse needs and apply targeted strategies to support the wellbeing of the school community

Our achievement towards our data targets and priorities is summarised on the pages which follow:

Year 3

Grammar and Punctuation

- 93.2% of students are at or above the NMS. This has jumped from 87.3% in 2017.
- There has been a decrease in the percentage of students in the lower 2 bands from 21.6% to 19.8%.
- Our school mean has increased from 393 to 398 which is the highest it has been across 5 years.

Spelling

- 43.2% of students are in the U2B, this is similar to the national cohort.
- 93.8% of students are at/above NMS – similar to the national cohort with an increase of 2.7% from 2017.
- Percentage of students in the lower bands has been dropping across the last 4 years from:

2015	2016	2017	2018
33.9%	24.2%	23.5%	19.5%

- Our school mean of 402 is similar to both like and state schools

Writing

- 95.9% of students are above NMS – similar to the national cohort.
- 19.2% of students are in the U2B, this is a 7.8% drop from 2017.
- Writing continues to be a focus

Reading

- 32% of students are in the U2B. An increase over the past 4 years from:

2015	2016	2017	2018
20.6%	23.1%	25.7%	32.4%

- 94.5% are above NMS - similar to the national cohort
- Mean score has continued to improve over the last 4 years. We have a mean of 390.

Numeracy

- Percentage of students above the NMS is 95.9%. For 4 years we had stagnated around 91%. A 5% increase is an awesome effort.
- Our percentage of students in the U2B has increased over the last four years:

2015	2016	2017	2018
15.9%	15.1%	14.4%	17.8%

- Only 4.1% of students were in the bottom band. This is the lowest in 5 years.
- Our NMS is similar to the national cohort across all strands.

Year 5

Grammar and Punctuation

- U2B has been maintained at 15%.
- There is a positive shift from the lowest 2 bands to the U2B's.
- 87.7% of students have made a positive relative gain from Test 1 to Test 2.
- 53.5% of students have made a positive relative gain of 2 or more years.
- 14 students that were below the NMS in Year 3 are now above the NMS in Year 5.

Spelling

- U2B's have increased from 21.6% to 22.4%.
- 99.1% of students made a positive relative gain.
- 67.5% of students made a relative gain of 2 or more years.
- 17 students that were well below the NMS for Year 3 are now above the NMS in Year 5.

Writing

- 81.4% of students have made a positive relative gain from Test 1 to Test 2.
- 59.3% of students have made a positive relative gain of 2 or more years.
- 17 students that were well below the NMS in Year 3 are now above the NMS in Year 5.

Reading

- 13.2% of students are in the U2B.
- 91.1% of students have made a positive relative gain from Tes1 to Test 2.
- 73.2% of students have made a positive relative gain of 2 or more years.
- 13 students that were well below the NMS in Year 3 are now above the NMS in Year 5.

Numeracy

- 100% of students made a positive gain from Test 1 to Test 2.
- 55.5% of students made a relative gain of 2 or more year.
- 93.3% of students are similar to the NMS. For four years in a row, students have been similar to the NMS.
- 20 students that were well below the NMS in Year 3 are now above the NMS in Year 5.

Future outlook

Our School Priorities for 2019:

1. Apply data informed decisions to provide targeted interventions and enrichment opportunities for diverse learners.
2. Plan and implement high yield literacy strategies with a focus on developing student vocabulary and oral language.
3. Build strong positive connections across our school community to promote wellbeing, attendance and engagement.

Below is an image of our annual priorities poster which is widely displayed around the school. It reflects the Principal's theme for the year as we celebrate our 35th anniversary, look to a connected future in this 21st century and climb to new heights of achievement.


Data targets 2019 – 2020, reviewed annually:

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

Celebrate the past. Embrace the future.
Climb to new heights – because it's there.
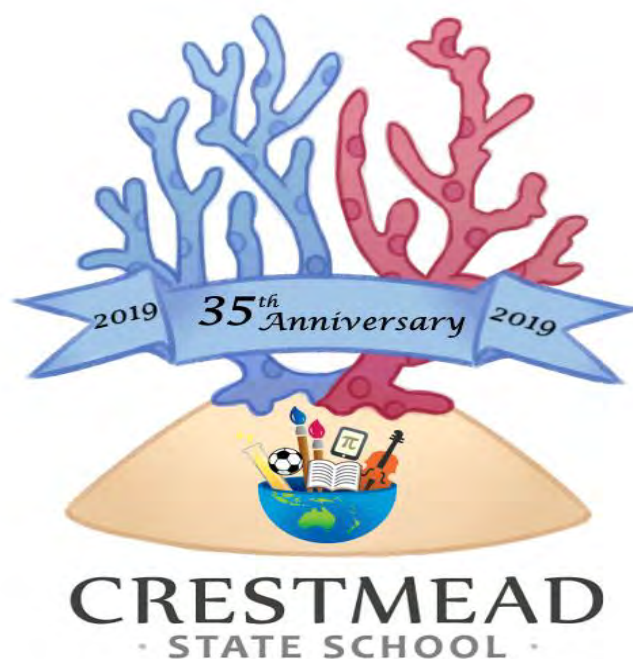
<mark>Key Priority 1</mark> – Apply data informed decisions to provide targeted interventions and enrichment opportunities for diverse learners.

Targets: NAPLAN writing, grammar, reading and spelling – 95% or better NMS and 25% or better U2B, evidence of positive relative gain and effect size in A-E English and NAPLAN assessments for individuals 2017-2019, relative gains in NAPLAN equal to or better than state average.

Primary Actions	Timelines	Responsible Officer/s
Informed by the 2019 data plan, continue to collect, analyse, and interpret data sets to inform progress and develop relevant responses. Refine the depth of analysis with teachers in PLTs and at other dedicated meeting times.	Ongoing	DPs, Curriculum Team, Teachers
Understand the data cycle and associated questions, and apply this to determine student groupings, and plan and implement targeted strategies for teaching/learning.	Ongoing	DPs, Curriculum Team, Teachers

Priority Actions – Diversity and Inclusion	Timelines	Responsible Officer/s
Provision of high-quality disability support and intervention	Ongoing	K.Scutt and LPT team
Ongoing renewal of LPT operations and associated school-wide culture change, characterised by respectful and collaborative partnerships between all staff (and between staff and parents)	Ongoing with semester one focus	All staff, with modelling and expectations articulated by the whole leadership team
Staged progress towards implementing the Department's inclusion agenda, reflecting on current and past practice to embed positive change over time	Ongoing	Leadership team

<mark>Key Priority</mark> 2 – Build strong positive connections across our school community to promote wellbeing, attendance and engagement

Targets: Improve all behaviour related data sets by at least 20% compared to 2016-17 (SDA, red/green/yellow zone data, behaviour category referrals in OneSchool etc., Improve school opinion survey wellbeing results, Reduction in referrals and incidents for SWD.

Priority Actions - Wellbeing	Timelines	Responsible Officer/s
Establish ACE (Adverse Childhood Experiences) team focusing on understanding students with trauma and trauma-informed practices	Term 1	DP, GO
Refined SNAC process implemented and reviewed	Ongoing	Leadership team with Guidance Officer
Support social club activities and continue to embed a school ethos of positivity and strong collegiality	Ongoing	All staff

Priority Actions – Engagement (including PBL)	Timelines	Responsible Officer/s
Establish Tier 2 PBL practices including training	Term 4	DP and PBL committee
PBL coach x 2, MAPA training for staff, Drumbeats facilitator training	Term 1	PBL committee, Behaviour Team
Continue proactive support for students across the school and build capacity of teachers in managing diverse learners	Ongoing	Behaviour Team
Further analyse, share and review behaviour data to target specific support/response/strategies – students, class (possible teacher support), behaviour category, time and area.	Ongoing	DP and PBL committee

Priority Actions – Attendance	Timelines	Responsible Officer/s
Embed the new attendance rewards sponsorship scheme in partnership with Amaze Education	Semester 1	J.Tucker and Amaze Education
Work with the community to promote attendance improvement	Ongoing	J.Tucker
Investigate the employment of an attendance officer beyond 2019 and learn from other school's experiences of such positions	Semester 2	Principal and BM
Develop staff capacity with management of attendance processes and obligations	Semester 1	J.Tucker and office team

Priority Actions – Community connections	Timelines	Responsible Officer/s
Engage our community with more informal events as a more regular part of school operations, such as BBQs and open days/afternoons	Focus in terms one and four	Deputy Principals with team leaders
Celebrate our school jubilee with a modest event in September	September	Jubilee committee
Build more intentional partnerships with our existing community connections eg. PCYC, Kingston College, Marsden High, Early Learning Centres, and I Can Network.	Ongoing	Principal B.Woollett, R.Nicholson and others in leadership team as delegated

Key Priority 3 – *Plan and implement high yield literacy strategies with a focus on developing student vocabulary and oral language.*

Targets: NAPLAN writing, grammar, reading and spelling – 95% or better NMS and 25% or better U2B, evidence of positive relative gain and effect size in A-E English and NAPLAN assessments for individuals 2017-2019, relative gains in NAPLAN equal to or better than state average.

Primary Actions	Timelines	Responsible Officer/s
Establish vocabulary and oral language as an integral component of students' development in literacy, specifically through reading and writing	Term 1/2	DPs, HOC, Curriculum Team
Explore and implement research-based literacy strategies (e.g. questioning) in a balanced literacy block	Ongoing	DPs, HOC, Ped Mentors, Teachers
Review current oral language assessments and develop draft GTMJ in preparation for 2020	Term 4	DPs, HOC, Curriculum Team

Other important priority actions for 2019

Actions	Responsible Officer/s
Complete SIU Review in February, develop a new Strategic Plan in OneSchool and develop forward planning for the school based on this feedback	Leadership team
Samoan focus EAL/D Prep class to commence in 2019 - Explore aspects of culturally-responsive practice to assist whole school understanding	Principal Ward and DP Woollett
Use the strengths-based framework of positive psychology to build school culture, professionalism and leadership potential	Growth mindset team, trauma-informed practice team and interested staff
Respond to systemic changes resulting from the IPS review	Principal
Explore greater understandings of trauma informed practice	Trauma informed practice team
Continue Year 5 iPad and STEM trials and expand into Year 6	Year 5 team
Employment of a half-time CEC and progress with EATSIPS committee the initiation of a Reconciliation Action Plan	DP Bremner with Principal
Year 2 violin immersion program and instrumental music expansion	DP Tucker and Music staff team
Continuation and expansion of specialist Arts program with visual art focus	Chris Atkinson
Embed Spanish as the LOTE for Crestmead	Principal and Senor Culell
Leadership development program to assist interested staff prepare for higher duties and Highly Accomplished/Lead teacher classifications	Principal with leadership team
School Jubilee celebrations – 35th anniversary	Principal and interested staff

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1203	1238	1275
Girls	566	591	628
Boys	637	647	647
Indigenous	99	110	126
Enrolment continuity (Feb. – Nov.)	93%	93%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 2018, our student profile included 8% 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. 45% 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, Niue, and New Zealand (Pakeha).

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	24	23	24	The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	27	25	24	

Curriculum delivery

Our approach to curriculum delivery

Our Approach to Curriculum Delivery

- Full implementation of the Australian Curriculum in **English**, **Maths, Science and HASS (History and Social Sciences)** at all year levels **and Mandatory Languages (L.O.T.E – Spanish)** in Year 5 and 6. Continuation 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 Learning Partnerships Team (LPT) team which includes special educators and EAL/D staff, Pedagogical Mentors and additional Teacher Aide Support.

- Specialist teachers plan and assess learning in Music, Spanish, 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 (ANZAC, Reconciliation Day, Spanish Day, 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 2018, approximately 250 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. A new signature program commenced in 2018 in the form of a year 2 violin immersion program has been very successful and popular from the outset with strong parent support.

Violin was also 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 four choirs. We have the Prep choir, Junior Choir (Years 2 & 3), Boys Aloud choir, 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 2018, 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 ICAS (International Competitions and Assessment for Schools), Haelani Dance, Optiminds 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 2018. Crestmead also participated in gala days which included the 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 2018, students in Years 4 and 6 also had the opportunity to participate in a school camp – Year 4 at Camp Warrawee, and Year 6 at Currimundi, Sunshine Coast.

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 interactive boards, data projectors and banks of iPads provided more access to digital learning across the school in 2018.

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 2017 with the allocation of laptop classes in the school in Years 4, 5 and 6.

Social climate

Overview

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 bulling

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 and involvement opportunities including term by term parent events, volunteering and literacy/numeracy support training for parents. The EATSIPS committee works with the school to plan events and initiatives to support Indigenous education.

Learning Partnerships Team: Our large team of staff working in the area of disability support are engaged in an ongoing process to implement the inclusive education policy. The school's initial efforts in this regard have achieved a highly inclusive environment in a very short time.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	75%	90%	95%
• this is a good school (S2035)	70%	93%	93%
• their child likes being at this school* (S2001)	80%	93%	98%
• their child feels safe at this school* (S2002)	80%	91%	93%
• their child's learning needs are being met at this school* (S2003)	70%	93%	86%
• their child is making good progress at this school* (S2004)	70%	88%	93%
• teachers at this school expect their child to do his or her best* (S2005)	85%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	93%	98%
• teachers at this school motivate their child to learn* (S2007)	74%	95%	100%
• teachers at this school treat students fairly* (S2008)	63%	93%	90%
• they can talk to their child's teachers about their concerns* (S2009)	85%	93%	100%
• this school works with them to support their child's learning* (S2010)	80%	91%	93%
• this school takes parents' opinions seriously* (S2011)	53%	88%	90%
• student behaviour is well managed at this school* (S2012)	53%	79%	82%
• this school looks for ways to improve* (S2013)	72%	89%	86%
• this school is well maintained* (S2014)	79%	93%	93%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	97%	93%
• they like being at their school* (S2036)	96%	98%	94%
• they feel safe at their school* (S2037)	85%	100%	93%
• their teachers motivate them to learn* (S2038)	96%	100%	100%
• their teachers expect them to do their best* (S2039)	97%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	99%
• teachers treat students fairly at their school* (S2041)	80%	95%	93%
• they can talk to their teachers about their concerns* (S2042)	84%	92%	89%
• their school takes students' opinions seriously* (S2043)	82%	91%	87%
• student behaviour is well managed at their school* (S2044)	70%	92%	82%
• their school looks for ways to improve* (S2045)	93%	100%	100%
• their school is well maintained* (S2046)	90%	97%	93%
• their school gives them opportunities to do interesting things* (S2047)	95%	99%	93%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	95%	99%
• they feel that their school is a safe place in which to work (S2070)	91%	93%	91%
• they receive useful feedback about their work at their school (S2071)	87%	86%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	87%	90%
• students are encouraged to do their best at their school (S2072)	100%	98%	100%
• students are treated fairly at their school (S2073)	90%	96%	91%
• student behaviour is well managed at their school (S2074)	80%	83%	81%
• staff are well supported at their school (S2075)	87%	89%	93%
• their school takes staff opinions seriously (S2076)	88%	89%	84%
• their school looks for ways to improve (S2077)	99%	98%	96%
• their school is well maintained (S2078)	99%	97%	90%
• their school gives them opportunities to do interesting things (S2079)	91%	89%	86%

* 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 2018, 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, 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. 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 2018, thirty-five 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 education programs

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

The following specific programs contributed to our work in this area:

- The Hub program – 5 week intensive support program supported by the Behaviour Team
- Drumbeats program

- Rock and Water program
- Bravehearts visit
- Life Education visit
- Cybersafety sessions
- Chaplaincy programs (Pink Club, Green Club, Shine program)
- Participation in the National Day of Action against Bullying

.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	138	182	129
Long suspensions – 11 to 20 days	4	1	5
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school made efforts during 2018 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 litter removal program coordinated by the Principal. We took the initiative to investigate 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 untis for heating.

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

.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	258,918	324,796	339,432
Water (kL)	Not available	Not available	Not available

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ∨	School type ∨	State ∨

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	95	52	<5
Full-time equivalents	90	37	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	2
Bachelor degree	75
Diploma	9
Certificate	0

*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 2018 were $99 061

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, writing and grammar pedagogy

- Positive Behaviour for Learning

- Mental health and wellbeing and Positive schools

- Leadership development

- Culturally Responsive Pedagogy for Pasifika students

- Trauma informed practice

- Non-violent crisis intervention

- John Hattie Visible Learning

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	90%
Attendance rate for Indigenous** students at this school	92%	88%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Year level	2016	2017	2018
Prep	91%	89%	90%
Year 1	90%	89%	88%
Year 2	92%	89%	89%
Year 3	92%	91%	89%
Year 4	92%	90%	90%
Year 5	92%	91%	90%
Year 6	92%	92%	90%

Crestmead State School introduced new attendance incentive trophies in 2018 for classes and year levels, sponsored by Amaze Education.
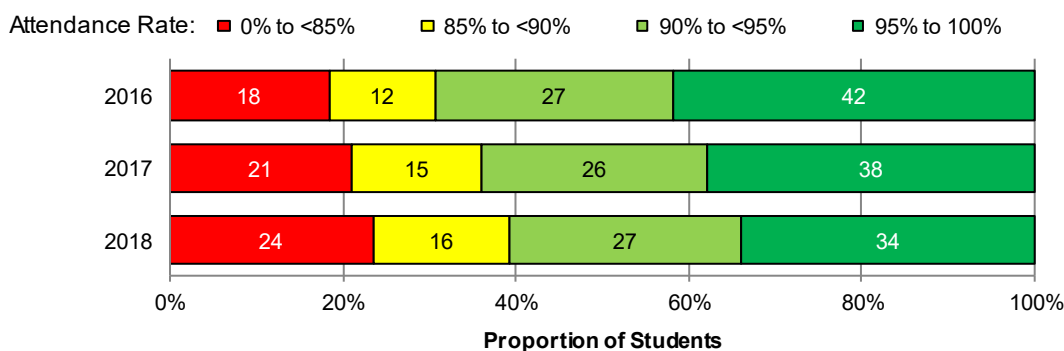
This scheme has been very popular with the students and is celebrated on assemblies every week

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	18	12	27	42
2017	21	15	26	38
2018	24	16	27	34

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 and has proven to be very effective. 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 and wrist bands. A new suite of group incentives in the form of trophies was introduced late in the year, sponsored by Amaze Education, our OSHC partner. 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.