Principal’s foreword

Introduction

It is with pleasure that I present this report that outlines the achievements and activities of Crawford State School through 2011. Crawford State School is a small school set in rural Queensland, 8 km from Kingaroy and a short drive from the Bunya Mountains, providing opportunities for students to develop as members of today’s global world.

Crawford State School provides a learning environment that empowers each student to realise his or her full learning potential. We provide a supportive learning environment in a small school setting and endeavour to provide experiences for our students that will enable them to access chosen pathways and life beyond school. Our programs aim to produce students that exhibit the confidence, independence and motivation needed to deal with life’s challenges. Student learning is facilitated through a multi-age approach.
School progress towards its goals in 2011

The school worked towards meeting all its priorities in 2011. A Whole school strategy for addressing behaviour was successfully implemented. Staff professional development needs such as behaviour and readiness for the implementation of the National Curriculum in 2011 were identified and attended. The school’s 100th Anniversary was celebrated.

Future outlook

The key priorities for 2012 include:

- **Student Learning- Lifting of achievement of all students, with specific focus on reading and deeper understanding in comprehension.**
- **School Curriculum- Implementation of the Australian Curriculum (English, Maths and Science), adapting the resources to suit school context and student needs. Implementation of core learning priorities of reading, spelling, grammar and punctuation.**
- **Teaching Practice- High quality pedagogical practice, supported by mentoring, coaching and professional development to further develop teacher capacity, especially in the analysis and use of data.**
- **Safe and Supportive Environments- Continue to advance student social and emotional development with the implementation of ‘The Leader In Me’ program.**
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>17</td>
<td>19</td>
<td>91%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The school had two multi-age classes during 2011– A Prep-Year 3 class and a Year 4-7 class. Students are primarily from a rural background and most of our students travel by school bus from properties in the surrounding district. The socio-economic level is mixed. The proximity of Crawford to Kingaroy makes it a viable alternative for families living on the outskirts of Kingaroy.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>19</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>16</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>17.5</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>5</td>
</tr>
<tr>
<td>Category</td>
<td>Count</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

At Crawford State School student learning is facilitated through a multi-age approach. The two classes catered for four year levels, Prep–Year 3 and Years 4-7. The small school setting, enabled teachers to identify students' needs and take opportunities to meet those needs, through extension or remediation, in different areas of the curriculum. The school purchased additional Teacher Aide time to cater for the needs of students when implementing learning programs and activities designed by class teachers.

A German specialist teacher visited the school weekly to provide instruction to year 6 and 7 students.

In partnership with BIEDO, Crawford State School, students participate in the Active Citizenship Program. This is linked to our curriculum offerings.

Students in Years 6 and 7 participate in our Leadership Program. Year 7, students have an opportunity to participate in an excellent cluster based leadership camp early in the year. This program not only supports the development of student leaders in Year 7 but also contributes to our Year 7 – 8-transition program as it develops stronger bonds between students from smaller schools.

Extra curricula activities

- Student council
- Excursions
- Participation in a regular summer and winter sports program. Crawford students combined with students from neighbouring small schools (Coolabunia, Wooroolin, and Tingoora) to form teams to play in the Kingaroy District competitions.
- Participation in the League Tag at Kumbia.
- Small school Athletics and Swimming carnivals
- Eisteddfod (German)

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICTs) were integrated across all curriculum areas and were a high priority at our school. 6 computers were located in each classroom for student use. Teachers planned learning experiences with the computers that develop knowledge, processes and skills of how to use a variety of programs and applications.
Our school at a glance

Other equipment regularly used by students included digital cameras, digital video cameras, printers, interactive whiteboards/data projectors and the internet.

Social climate

Students at Crawford State School were encouraged to be responsible and caring. A strong emphasis was placed upon respect of self, others and school. The school also placed emphasis on self-disciplined learning within a framework of high behavioural expectations. During Term 3 our school implemented a program titled ‘Ladder to Success’. This program gave students in Years 4-7 the motivation to develop the habits of respect, responsibility and resilience and rewarded students on a daily basis for practicing the habits. Previous to the introduction of this program, the behaviour issues had impacted severely on all aspects of the school’s management. This program has been very successful and has had a positive effect on our school climate, where students are now proud of their school and their achievements. The ‘Ladder to Success’ program has now been introduced across the whole school.

Parent, student and teacher satisfaction with the school

Results of the 2011 School Opinion Survey showed a significant increase in the percentage of parents who are satisfied with their child’s school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>38%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Involving parents in their child’s education

All parents are actively encouraged to take advantage of the school’s open door policy, to make themselves familiar with their child’s progress and the day-to-day functioning of the school. Some parents stop and have a chat before or after school when dropping off or collecting children. Parents are also encouraged to be involved in the activities of the school community. Regular information is available about all aspects of student activities via newsletters, letters to families, notice boards, etc. Opportunities for involvement include:

- Classroom Volunteers
- P&C Association (Meetings are held monthly and parents are invited to join at the time of enrolment)
- Grounds Improvement

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

The installation of solar panels on the roof of Block A resulted in a 28% reduction in energy and greenhouse emissions. The school continues to harvest rainwater from the building roofs for drinking and for use in toilets and gardens.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity kWh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>7,758</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>10,842</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 10 - 11: -28% N/A
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>4</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $6848. The major professional development initiatives are as follows:

- ICT- eCurriculum
- Regional Leaders conference
- District Principal’s Meetings
- OneSchool Training
- Early Years Conference
- Reading
- Understanding Autistic Spectrum Disorder
- Administration, Budgeting and Planning

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 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.
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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011**

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

**Student attendance rate for each year level**

<table>
<thead>
<tr>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>86%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>95%</td>
<td>82%</td>
<td>93%</td>
</tr>
</tbody>
</table>

**Student Attendance Distribution**

The proportions of students by attendance range.

![Attendance Distribution Chart]

**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET 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.

Class rolls were marked twice each day. Unexplained absences were followed up by the Principal.
Performance of our students

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/.

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](image)

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

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If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

2011 School Annual Report
Performance of our students

Achievement – Closing the Gap

Using the school’s 'Closing the Gap Report' it is noted that student attendance of indigenous students at Crawford State School in 2011 was 90.6%. Whilst this percentage is less than the state attendance average, it does exceed the school average.