Crawford State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	MS 780 Kingaroy 4610
Phone	(07) 4162 1038
Email	principal@crawfordss.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	Mrs Tina Corcoran (Principal)

From the Principal

School overview

Established in 1911, Crawford State School is a small school, catering for children from Prep to Year 6 in two composits classes, situated on the outskirts of Kingaroy. The school motto of 'Strive to Excel' embraces the emphasis of the learning environment that empowers each student to realise his or her full learning potential. Students receive an equitable, inclusive, creative and challenging education, setting them on a life-long journey of enrichment - cognisant of the past and looking to the future. Our programs aim to produce students that exhibit the confidence, independence and motivation needed to deal with life's challenges. Professional development is focussed on improving pedagogy in literacy, numeracy and information and communication technologies. Resources are constantly being updated to meet identified needs. Crawford SS has a dedicated P and C membership that demonstrates the core values upheld by the community. The work contributed by this team greatly assists both the school and the surrounding communities. The strong cohesion between students, staff and parents is evident as we prepare each individual to be a well informed, active participant who will make valuable contributions in local and wider communities.

School progress towards its goals in 2018

Improvement Agenda	Targets	Results
A whole school approach to improving reading	Continue refining current reading practices Continue refining current reading resources Provide explicit reading and follow up lessons for struggling readers and those students at NMS Provide reading lessons to build indigenous reading capabilities.	Staff worked collaboratively resulting in 50% of students being well over Bench Mark expectation. Refining of current reading strategies Starting to track students on the literacy continuum
A focus on writing across the school	Observe good practices and peer support School moderation of A-E writing samples at the end of each term. Track sample students writing against R2L assessment. Build staff capacity to embed punctuation, grammar, and sentence structure into lessons.	Teachers included writing on demand in classes forming consistency of practice and language for writing. Teachers aligned student assessments, which ensured consistency across the school.
An emphasis on increased attendance rates	Continued sharing of individual and whole school attendance data. Increased follow-up processes for unexplained absences. Access support for families with low attendance.	Student attendance increased slightly Support was offered to families
Promoting positive behaviour in our small school setting	Contact parents regularly to build relationships. Share our weekly habits focus through the newsletter. Highlight events in the newsletter.	Homework books displayed student's weekly progress with an emphasis on listening, behaviour and effort for the week. Fortnightly newsletters were published

Future Outlook

Improvement Agenda	Targets	Timeline
A whole school approach to improving reading school	Planned reading rotations across the school ensuring students' progress and have access to resources for their level of reading Staff development and capacity with data literacies to guide student learning. Extra support staff employed for speech and language programs Additional Parent support for reading to ensure all students read everyday	Continue all Year Continue all Year Continue all Year
A focus on writing across the school	Reading and writing are implemented as a collective entity	Continue all Year Continue all Year

An emphasis on increased attendance rates	Increase writing practices are produced throughout the school	Continue all Year
	Observe good practices and peer support	Continue all Year
	Continued sharing of individual and whole school attendance data.	Continue all Year
	Increased follow-up processes for unexplained absences.	
	Access support for families with low attendance.	
	Staff PD on school refusal	
Promoting positive behaviour in our small school setting	Contact parents regularly to build relationships.	Continue all Year
	Share our weekly habits focus through the newsletter.	Continue all Year
	Keep webpage current	Continue all Year

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	34	26	36
Girls	14	10	14
Boys	20	16	22
Indigenous	4	3	6
Enrolment continuity (Feb. – Nov.)	77%	89%	83%

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

The school had two multi-age classes during 2018– Prep-Year 3 class and a Year 4-6 class that were taught in two learning spaces. 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 status is mixed. The proximity of Crawford to Kingaroy makes it a viable alternative for families living on the outskirts of Kingaroy or an alternate setting for students who struggle to cope in a large school environment. There is a variety of cultural backgrounds with the student body naturally being very accepting of all students regardless of age, background or ability.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	14	18
Year 4 – Year 6	12	10	15
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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.

Curriculum delivery

Our approach to curriculum delivery

At Crawford State School, student learning is facilitated through a multi-age approach offering quality curriculum programs across the eight Key Learning Areas. The Australian Curriculum is used in all learning areas. Two classes catered for the year levels, Prep–Year 3 and Years 4-6.

Crawford State School delivered the following curriculum offerings in 2018

• Explicit Instruction (Archer & Hughes) was the major pedagogical framework for lesson delivery.

• Subjects are delivered both in multi-age and straight year level contexts:

• Multi-Age P-2, 3-4, 5-6: Science, HASS.

• Multi-Age P-2, 3-6: English, The Arts, Technology, Health and Physical Education

• Straight year level: Mathematics

• Instruction in spelling and reading is delivered to students in small groups on a daily basis

• Individualised intervention program for reading for select students.

• Languages (Japanese) is taught to Years 5 & 6 through the Brisbane School of Distance Education via a combined online and teleconference.

• Music specialist teacher visited the school to offer music, drama and dance to all students.

Co-curricular activities

• Student Council

• Excursions

• Two – one-week swimming programs

• Participation in a regular summer and winter sports program. Crawford students combined with students from neighbouring small schools (Coolabunia, Wooroolin, Durong South and Tingoora) to form teams to play in the Kingaroy District competitions.

• Participation in the district League Tag at Kumbia.

• Small school Athletics and Swimming carnivals

• Year 3-6 Camp with Wooroolin.

• Religious Instruction

• Senior students attended the GRIP Leadership Day.

• Students in Years 6 participated in our Leadership Program. In 2018, year 6 students attended an excellent cluster based leadership camp early in the year.

Year 6 student participated in Master Classes ran by Kingaroy State School. These classes are designed to assist student with the transitioning process and make friends ready for high school the following year.

How information and communication technologies are used to assist learning

Information and communication devices play an important role in our curriculum and are integrated across all curriculum areas. The use of computers is constantly evolving. The school has invested in ICT by providing more computers for students to access as well as subscribing to online learning packages, which are accessible from home. There are computers and laptops in each classroom, and iPads, which thanks to our wireless access points, travel to where they are needed. Each classroom has an interactive television. Teachers planned learning experiences with the computers and digital devices that developed knowledge, processes and skills of how to use a variety of programs and applications. Technology regularly used by students includes digital cameras, digital video cameras, printers, the interactive television and the internet.

Students also study Japanese online using various media to accomplish this.

Staff also attend Professional Development sessions to further their skills and to keep up with current innovations.

Social climate

Overview

Students at Crawford State School are encouraged to be responsible and caring. Amongst the students, in 2018 there is continual growing pride in the school and in their own achievement. 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.

To assist in developing students who are resilient and proactive with their own behaviour, we use the 7 Habits of Happy Kids by Sean Covey. Through these habits, students were explicitly taught about living by the power of principles such as responsibility, planning ahead, respect for others, team work and balance. This program has been very successful and has had a positive effect on our school climate, where students are engaged with their own learning development and are proud of their school and their achievements.

Students receive Crawford Cash and Got you rewards for positive behaviours and actions. They spend their reward cash on a variety of reward activities at the end of the year. Crawford State School prefer to focus on acknowledging the positive, desirable actions and behaviours our students display.

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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	89%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	75%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	60%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	80%	100%
• this school works with them to support their child's learning* (S2010)	100%	80%	100%
• this school takes parents' opinions seriously* (S2011)	100%	75%	89%
• student behaviour is well managed at this school* (S2012)	100%	100%	89%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	88%	92%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	88%	83%
• they can talk to their teachers about their concerns* (S2042)	92%	88%	100%
• their school takes students' opinions seriously* (S2043)	77%	86%	100%
• student behaviour is well managed at their school* (S2044)	92%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	89%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	86%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	89%
• student behaviour is well managed at their school (S2074)	100%	100%	89%
• staff are well supported at their school (S2075)	100%	100%	78%
• their school takes staff opinions seriously (S2076)	100%	100%	88%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	86%	89%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	88%

Percentage of school staff who agree# that:	2016	2017	2018

* 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 Crawford State School parent and community engagement is paramount in aiding the success of the school and student achievements. 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 catch up with teachers when dropping off or collecting children. Parents and Grandparents are also encouraged to be involved in the activities of the school community. Regular information is available about all aspects of student activities via newsletter, letters to families, notice boards, etc. A night class is held each year to provide parents the opportunity to participate in a lesson with their child. The P&C played a very active role in the decision making process. Opportunities for involvement include; Classroom volunteers, P&C Association (Meetings are held on the third Tuesday of each month) Grounds improvement. Parent-teacher interviews are formally offered in the first and third terms, or when the need arises. 2018 was a busy year for the P&C who were very pro-active with community functions, raising money and buying resources for the school.

Respectful relationships education programs

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

The Daniel Morcombe Child Safety Curriculum was completed in 2018 and a focus on appropriate, respectful relationships is covered in the health component of Health and Physical Education syllabus. The Daniel Morcombe Child Safety Curriculum helps students to be aware of their surroundings (recognise) and not to discount their feelings of unease. Try to alleviate the situation or danger (react) and to tell (report) an adult as soon as possible.

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	4	0	4
Long suspensions – 11 to 20 days	0	0	0
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

Solar panels on the roof of Block A and the energy efficient lighting throughout the school continued to reduce greenhouse gas emissions. Waste paper and cardboard is collected, shredded and used as mulch on the gardens. The school continues to harvest rainwater from the building roofs for drinking and for use in toilets and gardens and automatically shut off taps are installed in the amenities. Food waste is composted and used in gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	9,041	9,739	10,867
Water (kL)			

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

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the **EEO privacy provisions and confidentiality**, the **'less than 5' rule** has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	6	0
Full-time equivalents	3	2	0

*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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	

*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 $8025.40.

The major professional development initiatives are as follows:

• Reading / writing literacy training

• Coaching and leadership training

• Students with additional needs specific professional learning

• Departmental finance training

• Cleaners workshop

• First aid

The proportion of the teaching staff involved in professional development activities during 2018 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.	97%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 76% 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	90%	87%	91%
Attendance rate for Indigenous** students at this school	78%	63%	79%

* 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.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	91%	96%	94%	Year 7			
Year 1	89%	DW	97%	Year 8			
Year 2	88%	92%	DW	Year 9			
Year 3	71%	84%	93%	Year 10			
Year 4	96%	63%	93%	Year 11			
Year 5	91%	95%	63%	Year 12			
Year 6	98%	88%	96%				

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	30	3	22	46
2017	38	6	18	38
2018	15	5	29	51

Proportion of Students (0% – 100%)
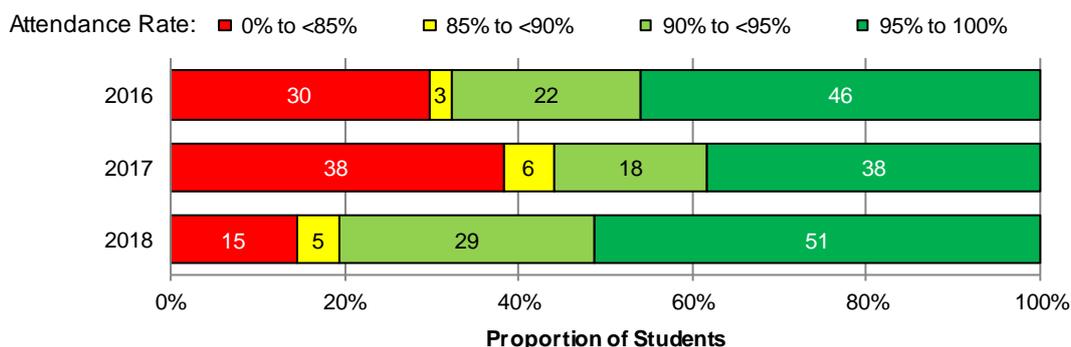
Description of how this school manages non-attendance

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.

A graph of the school's weekly attendance rate and our goal is published in each school newsletter. Students with 100% attendance received a treat at the end of term parade. Parents are reminded via newsletter that it is essential to phone or send a note to school advising of their child's absence (either in advance or after the event). Where no notification is received a record of absences is generated and sent home with simple check box options for parents to inform the school. If a child is absent 3 consecutive days without notification a phone call is made to parents and departmental procedures followed.

In term 4 we commenced same day notification for student absences. A text is received by the parent if their child is absent without prior notification, or have not left a message on the answering machine. Where possible this is followed up with a phone call if no reply is received.

Classes recognise 100% attendance on a daily level for each class. Students attending 100% for the week also receive Crawford Cash to recognise their efforts.

Students are recognised and rewarded at the end of each term if they have 100% attendance with a selection of prizes to choose from.

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.

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.

Conclusion

Thank you for reading our school report. Please contact the school if you require any further information.