



Crow's Nest State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Crow's Nest State School is a Prep to Year 10 school which includes a Prep program, Years 1-6 Primary and Years 7-10 Secondary. We are the only P-10 State School in the Toowoomba North Provincial Cluster. The student population is stable, averaging around 300 students per year for the last three years. Students who attend Crow's Nest State School complete their schooling from Prep to Year 10 on the one campus.

The teaching staff at Crow's Nest State School range in teaching experience from beginning teachers to teachers who have been teaching for a number of years. The ancillary and administration staff members that support the teachers are all very dedicated. Many of the staff members live within the boundaries of the old Crow's Nest Shire while other staff members travel each day from the Toowoomba area. The Senior Leadership Team consists of the Principal, Deputy Principal, Head of Department-Secondary, Head of Curriculum, Head of Special Education Services and the Business Manager. Coupled with between 40-50 staff members, Crow's Nest SS is a great place for students to learn!

Our school offers a range of quality curriculum programs adapted to the needs and interest of our students. We work hard to provide a rigorous program for our students from Prep to Year 10 and to provide a link from Prep to Primary to Secondary. Our NAPLAN results have 90% of our students either at or above National Minimum Standards. Many activities are offered, including programmes in music, sport and the arts. ASDAN (Award Scheme Development and Accreditation Network) is offered to some students through the Student Support Centre and all students have the opportunity to participate in a range of curriculum programs and events.

## School progress towards its goals in 2018

During 2018, Crow's Nest State School continued towards improving outcomes for all students. Some of our successes include:

- An improved average attendance of all students over the last 5 years resulting in an official rate of 90.4%;
- Achieved Similar to or Above results in all strands for Years 3, 5, 7 and 9 NAPLAN against similar schools on the ACARA;
- Significant gains in NAPLAN Data in relation to previous 2017 results (all 3 domains – MSS, U2B and NMS);
- The successful implementation of an additional teacher in Prep;
- Reinvigoration of PBL throughout the school;
- A strong commitment to engaging within Age Appropriate Pedagogies (AAP) for the early years;
- The school working in collaboration with the regional CPL team to align curriculum and pedagogy through an Explicit Instructions lens;
- A school-wide approach to inclusive practices and differentiated teaching and learning outcomes;
- Strengthening our involvement with the local community; and
- Re-focusing our whole school Positive Behaviour for Learning processes with a slant towards our four values of Respect, Responsibility, Resilience and Safety.

## Future outlook

The 2019 focus at Crow's Nest SS centres around three key School Improvement Priorities, whilst ensuring alignment between the School's Budget, Investing for Success documentation and the Explicit Improvement Agenda. An overarching approach is shown throughout Fullan's Drivers for Improvement grouped into three categories, facilitating *precision in execution of practice* (Peter Kelly, 2019). Furthermore, this agenda maintains alignment with the key improvement processes as highlighted throughout the 2019 State Principals' Conference.

- *Capability Development* ..... **The explicit instruction of reading from prep – year 10**
- *Intentional Collaboration* ..... **Precise teaching / learning processes**
- *Consistency (and insistency) of Practice* ..... **A positive whole school culture**

A breakdown on the 2019 outlook appears on the next page

**Improvement Priority 1: The explicit instruction of reading from prep – year 10**

***Capability Development***

Strategy 1: Sharpen and narrow the school focus on the explicit instruction of reading

**Improvement Priority 2: Precise teaching / learning processes**

***Intentional Collaboration***

Strategy 2.1: Develop and implement a seamless curriculum from prep – year 10

Strategy 2.2: Implement the Crow's Nest SS Pedagogical Framework and Whole School Curriculum Plan with fidelity, ensuring great teaching occurs by design – not chance (*John Hattie, 2019*)

**Improvement Priority 3: A positive whole school culture**

***Consistency (and insistency) of practice***

Strategy 3.1: Refined commitment to the PBL process at Crow's Nest SS

Strategy 3.2: Maximise student engagement and retention strategies

Strategy 3.3: Maximise whole school wellbeing within a rapidly changing environment

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 10

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	299	294	323
Girls	145	149	163
Boys	154	145	160
Indigenous	19	29	27
Enrolment continuity (Feb. – Nov.)	87%	94%	89%

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

Crow's Nest State School is set in a rural community, 45 km north of Toowoomba. Australian Bureau of Statistics census data indicates that the major industries in the area from which the school draws is agriculture, in particular dairying, beef cattle and forestry. Today, the school endeavours to follow its traditions, whilst accommodating the changes demanded as globally, we are in transit from an Industrial to an Information Technology Society. It is fortunate in having a staff of dedicated teachers, aides and administration, solid parental interest and backing, a body of quality students, and a community which concerns itself with providing a positive and supportive educational environment.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	21	22
Year 4 – Year 6	26	21	23
Year 7 – Year 10	14	17	18
Year 11 – Year 12	N/A	N/A	N/A

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

Crow's Nest State School provides high quality education that makes a positive difference to the lives of all of our students, and to equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. At Crow's Nest State School, teachers have devised clear statements for students. These year-level juncture statements describe the concepts, facts and procedures (Knowing & Understanding) as well as the set of processes (Ways of Working) that support the development of deep understanding and the capabilities that students need for ongoing learning, now and in the future.

The outcomes for children of this quality education are:

- A strong sense of self worth;
- High level academic skills;
- Effective communication and interpersonal skills;
- The ability to problem solve and to think both creatively and critically;
- An understanding of cultural and environmental issues;
- The development of self-discipline and socially responsible behaviours; and
- A love of learning and a recognition that it is a life-long process.

To ensure the achievement of these outcomes we will:

- Provide excellent teaching by skilled, intellectually engaged, connected, supportive, dedicated and caring staff;
- Achieve literacy and numeracy outcomes of the highest level possible for each child;
- Provide opportunities for students to develop effective problem solving, communication and decision-making skills;
- Develop high level, problem based, relevant and critical information technology skills for each student;
- Provide programs to cater for the special needs of our students;
- Maintain strong partnerships with our community to enhance learning outcomes;
- Provide opportunities for students to excel in cultural activities, in recognition of individual differences and fostering active citizenship in all students;
- Provide opportunities for students to excel in sporting activities;
- Provide a learning environment where children are supported in a positive self-regulatory environment;
- Maintain clean, safe and attractive classroom and playground areas;
- Assist in providing professional development, counselling and support services for members of our school community; and
- Provide support that fosters intellectual engagement, connectedness to the wider world, supportive classroom environments and recognition of difference.

Distinctive curriculum offerings in at Crow's Nest State School include:

- Performing Arts;
- Agricultural Studies;
- Landcare Activities;
- Industrial Technology & Design;
- Hospitality/Home Economics;
- ASDAN for students within the Special Education centre;
- Sporting opportunities; and
- Cultural activities such as Under 8s Day and Grandparent's Day.

### Co-curricular activities

- School Choir
- Instrumental Music
- Intra and Inter School Sport
- Primary & Secondary Rugby League, Basketball & Netball Teams
- Science & Engineering Challenge
- Small Schools Team Challenge
- Maths Team Challenge
- Readers' Cup Challenge
- National Academic Competitions
- Arts Council performances
- Landcare Group
- Student Council
- School Camps (Year 5 - Sunday Creek EEC, Year 6 - Tallebudgera Beach Camp, Year 7 & 8 - Sydney and Canberra, Year 9 & 10 Leadership Camp)

## How information and communication technologies are used to assist learning

Computers and assistive technology devices are used in all grades from Prep to Year 10 to enhance learning outcomes and broaden content knowledge. Further, computer labs have been established to provide focussed lessons on the use of technology through specific computer lessons for both Primary and Secondary students. In 2018, the purchase of additional interactive whiteboards and data projectors were also used to allow students greater access to Information Technology. 2019 and 2020 will see Crow's Nest State School continue to embed ICT into all areas of the curriculum, including the departmental transitional priority of NAPLAN Online

## Social climate

### Overview

Crow's Nest State School is a safe, friendly and caring community where students, parents, community members and staff work well together to achieve positive learning and employment outcomes. The rights of each individual form the basis of our behaviour built on respect and the acknowledgement of responsibility.

School Opinion Survey results indicate that the majority of our students feel safe, are happy to attend school, that the behaviour of students in the school is very good, and that teaching staff care for them. This safe and tolerant environment is supported by an experienced teaching staff, a Guidance Officer, school Administration, School Chaplain, School Nurse and open communication between teacher and parents.

Our school values Respect, Personality, Resilience and Safety and these values are used to promote and develop positive relationships between all members of our school community. The weekly behaviours of the week are explicitly taught to all students with an active Positive Behaviour for Learning (PBL) committee guiding these focuses throughout the school.

Student leadership is fostered through an active Student Council and a set of school-based captain positions.

### 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)	90%	96%	86%
• this is a good school (S2035)	87%	92%	86%
• their child likes being at this school* (S2001)	81%	92%	86%
• their child feels safe at this school* (S2002)	87%	92%	81%
• their child's learning needs are being met at this school* (S2003)	94%	88%	86%
• their child is making good progress at this school* (S2004)	97%	92%	86%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	85%	86%
• teachers at this school motivate their child to learn* (S2007)	97%	88%	86%
• teachers at this school treat students fairly* (S2008)	81%	81%	76%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	86%
• this school works with them to support their child's learning* (S2010)	94%	88%	95%
• this school takes parents' opinions seriously* (S2011)	80%	88%	81%
• student behaviour is well managed at this school* (S2012)	80%	81%	81%
• this school looks for ways to improve* (S2013)	86%	88%	85%
• this school is well maintained* (S2014)	93%	92%	86%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* 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)	96%	99%	92%
• they like being at their school* (S2036)	88%	95%	86%
• they feel safe at their school* (S2037)	95%	97%	93%
• their teachers motivate them to learn* (S2038)	95%	97%	96%
• their teachers expect them to do their best* (S2039)	99%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	99%	96%
• teachers treat students fairly at their school* (S2041)	84%	85%	84%
• they can talk to their teachers about their concerns* (S2042)	82%	83%	87%
• their school takes students' opinions seriously* (S2043)	89%	89%	87%
• student behaviour is well managed at their school* (S2044)	86%	84%	81%
• their school looks for ways to improve* (S2045)	92%	96%	90%
• their school is well maintained* (S2046)	91%	96%	92%
• their school gives them opportunities to do interesting things* (S2047)	96%	85%	84%

\* 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%	91%	87%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	90%
• they receive useful feedback about their work at their school (S2071)	97%	81%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	100%	95%
• students are encouraged to do their best at their school (S2072)	94%	94%	90%
• students are treated fairly at their school (S2073)	97%	97%	87%
• student behaviour is well managed at their school (S2074)	97%	91%	97%
• staff are well supported at their school (S2075)	94%	81%	81%
• their school takes staff opinions seriously (S2076)	91%	84%	74%
• their school looks for ways to improve (S2077)	94%	82%	87%
• their school is well maintained (S2078)	88%	91%	90%
• their school gives them opportunities to do interesting things (S2079)	91%	94%	90%



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

Crow's Nest State School has a supportive Parents and Citizen's Association, which meets on the third Tuesday night of the month, at the school. They ensure our school is very well resourced, being involved in the budget design for the school as well as fundraising through its own activities. The school P&C allows all parents / guardians the opportunity to become actively involved in their child's education. All parents/guardians may become members of our P & C and are encouraged to do so. The following executive positions are available:

- President
- Vice President
- Secretary
- Treasurer

Committee positions are also available, and a volunteer is required to carry out the position of Uniform Coordinator, to handle school uniform purchases. You can email the P&C by using this address: [pandc@crowsnestss.eq.edu.au](mailto:pandc@crowsnestss.eq.edu.au)

Crow's Nest State School actively encourages parental involvement across all facets of school life. All classes enjoy parent helpers who assist with reading, writing, art, sporting (Athletics & Swimming Carnivals, sports coaching) and extracurricular activities to name a few. Parents are also actively encouraged to maintain close contact with their child's teacher through a variety of communication modes, and attend all reporting events and Information Evenings. The school is also engaging with the Queensland Ready Reading Volunteer program.

## Respectful relationships education programs

Crow's Nest State School has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Within the primary school, students are taught respectful relationships within the Health curriculum, alongside the weekly focus lessons within PBL. The secondary school has dedicated pastoral care time where the concepts more relevant to this age bracket are discussed. The Head of Department-Secondary and Deputy Principal alongside other members of the Senior Leadership Team lead the agenda to ensure respectful relationships are addressed at school.

## 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	30	19	29
Long suspensions – 11 to 20 days	2	0	0
Exclusions	1	0	1
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 students and staff at Crow's Nest State School are considerate of the impact that it has on the environment. Staff and students are mindful of water consumption, electricity and other consumables. The school has a frog pond and multiple outdoor learning spaces that educate students on ways to conserve the environment.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	104,069	96,757	100,865
Water (kL)	760	438	

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	31	19	<5
Full-time equivalents	27	13	<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	
Masters	
Graduate Diploma etc.*	5
Bachelor degree	21
Diploma	5
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 \$14,000.00 (from the general school budget) plus additional funding provided through the Investing for Success (I4S) initiative.

The major professional development initiatives are as follows:

- Coaching and Mentoring
- Explicit Instruction
- LEM Phonics Workshops
- Reading
- Leading Learning Collaborative Practice – Putting Faces on the Data Workshops with Dr Lyn Sharratt
- Analysing and using data
- Positive Behaviour for Learning
- First Aid and CPR
- Age Appropriate Pedagogies Workshops
- Workplace Health and Safety Training
- School Improvement and Accountability
- Secondary Staff Queensland Certificate of Education workshops
- NAPLAN Online workshops

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.	96%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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 P-10/P-12 schools was 89%.

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	93%	91%	90%
Attendance rate for Indigenous** students at this school	94%	90%	89%

\* 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
Prep	94%	91%	92%
Year 1	93%	91%	91%
Year 2	97%	91%	91%
Year 3	93%	95%	91%
Year 4	94%	91%	94%
Year 5	92%	91%	91%
Year 6	93%	92%	92%

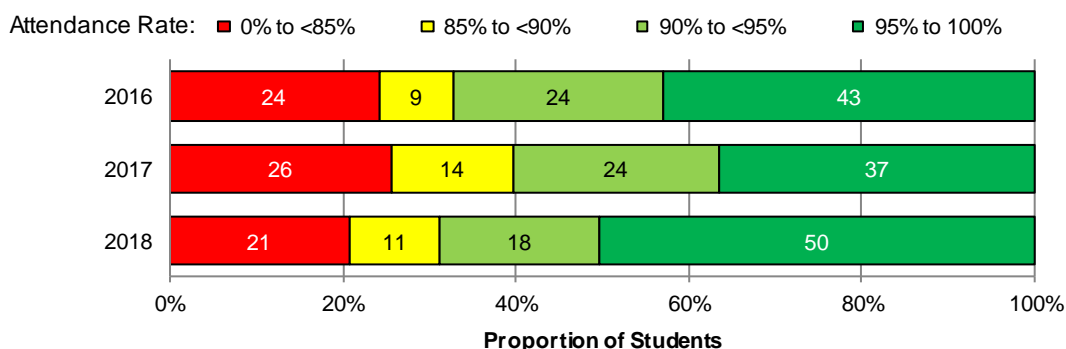
Year level	2016	2017	2018
Year 7	94%	91%	91%
Year 8	95%	89%	84%
Year 9	90%	92%	90%
Year 10	89%	83%	87%
Year 11			
Year 12			

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



## 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.

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. Rolls are marked during each scheduled lesson and at Home Group each day. Parents and caregivers are informed of absences via an SMS service. There is a documented daily follow up for students that have not been in attendance with an approved reason.

## 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.

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