MOUNT CROSBY STATE SCHOOL

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Principal's foreword

Introduction

Mt Crosby State School has a record of strong academic performance. In 2008, our Yr 2 Net results and NAPLAN results for Yrs 3, 5 and 7 continued to reflect this. Parent and student satisfaction levels have continued to rise reflecting a high opinion of our school. Staff morale is high with 93% of staff satisfied with the level of morale in the school.

Many parents have continued to participate in school life through their attendance at culminating activities. Culminating activities provide an opportunity for us to showcase student work at various times throughout the year.

Our staff are a highly dedicated group of professionals who provide a wonderful learning environment for our students. Our school is characterised by effective team work and dynamic classroom environments. Another signature of our school is the commitment to inclusive education where all learning needs are catered for in supportive, regular classroom environments. We have a high retention of staff.

The enrolment numbers in our school have continued to grow. The full implementation of Prep in 2008 saw an increase in our enrolments. The student attendance rate is at 94% & transience of our students within a year is less than 5%. The majority of students are from English speaking backgrounds and only a small percentage of students have different cultural backgrounds. The students come from 28 different suburbs to attend our school.

Computers in our school are current with all computers less than 5 yrs old. We have continued to install IWBs in classrooms and it is hoped that by the end of 2009, all classrooms will have an IWB.

The majority of funds are provided through Govt funding. The P&C and a donation from the Southern Regional Water Pipeline enabled us to air condition 90% of our school. The P&C also sought funding to have large rain water tanks installed. A purpose built OSHC was completed at the start of 2008 thanks to the efforts of the P&C.

Future outlook

During the next 12 months, we will continue to progress the strategies identified in the Triennial School Review in 2007. The main strategies identified are:

Shape our School curriculum framework to ensure alignment of curriculum, teaching, assessment and reporting based on the Queensland Curriculum, Assessment and Reporting Framework and the Australian Curriculum Assessment Reporting Authority framework.

Implement the literacy, numeracy and inclusive educational strategies to improve learning outcomes for students.

Develop and implement a curriculum underpinned by a values framework.

Continue to support students with a disability with qualified specialist support staff.

Support vulnerable and at-risk students through chaplaincy and pastoral care services.

Develop a school master plan for facility management

Implement enrolment management plan

In 2009, our Strategic Priorities include:

STRATEGIC PRIORITY AREA	RATIONALE FOR EACH PRIORITY AREA (EVIDENCE BASED)
Teaching Of Writing	School results on NAPLAN showed that our writing performance across all year levels was similar to that of results across the state but below the national benchmark in yrs 3 & 5. A whole school approach to the explicit teaching of writing is a priority for 2009.
Maximising achievement	Results from naplan show that in most areas, student performance could be enhanced through test preparedness. Teachers will review assessment items and develop test readiness skills with students.
Ict	All Teachers To Have Their Ict Certificate By The End Of 2009. This Will Assist To Continue The Integration Of Ict Into The Curriculum And To Progress The Smart Classroom Agenda. Five Teachers Have Their Ict Pedagogical Licence.
Inclusive education	Supporting students with a disability as our sep grows; embedding the g&t framework in planning and teaching; exploring alternative approaches to intervention in line with the p-12 curriculum framework.
Developing performance plans	All teaching staff will undertake performance development plans in 2009 with other staff to follow in 2010.
Embedding indigenous perspectives in schools	This area has been identified by staff through the school opinion survey as one that needs greater input especially due to the very small number of students who identify as aboriginal or torres strait islander.

We are also looking to construct a new library and hall under the BER and complete other work around our school through the NSP funding.

Our school at a glance

School Profile

Total student enrolments for this school: 658

Year levels offered: Prep to Year 7

Mt Crosby SS is a co-educational school

Curriculum offerings

Our distinctive curriculum offerings

At Mount Crosby State School, our curriculum is organised on a 2-year cycle. Our curriculum framework is a dynamic document that reflects our journey of curriculum reform that began in 2000 and is currently being shaped by the changes introduced through the Qld Curriculum and Assessment Framework.

We believe that our curriculum is engaging, relevant and leads to improved academic achievement for all students.

The influences on our curriculum framework are evident through:

An integrated approach to Key Learning Areas;

A constructivist approach to teaching;

Ways of Working embedded in units;

A team approach to planning and implementation of units

The integration of ICT into all units of work in all year levels.

More information on our curriculum framework can be obtained at http://www.mtcrosbyss.eq.edu.au/html/curiculum.htm

Extra curricula activities

Choir (Junior and Senior)

Instrumental Music (including Bands)

Music, Art & Drama electives – These are offered over a 1-2 week period between units of work twice a year to students in Yrs 4-7.

Student Council

Library Monitors

Inter-School Sporting Teams in Soccer, Netball, Cricket, Softball. Tennis, AFL, Rugby League, Basketball

Yr 5-7 sporting skills program involving Netball, Rugby, AFL, Rugby League, Soccer, Volleyball, fitness

Year 7 camping program

Annual concert

Talent Quest for students in Yrs 4-7

Excursions and visiting shows – these are linked to the current unit of work for each year level.

How computers are used to assist learning

Mount Crosby State School has an exciting Curriculum Plan that integrates ICT into teaching and learning. In each integrated unit from Prep to Yr 7, students use ICT to enhance their learning.

To support staff in integrating ICT we:

Utilise staff expertise – Currently our Head of Curriculum also plays a role as an ICT Mentor. This has been the key to success of teacher development, improved pedagogy and resultant improved outcomes for students.

Continuing Professional Development (PD) for all staff – sessions are provided with external personnel as well as

expertise from members of staff

Five members of staff have gained their ICT Pedagogical Licence and they will assist other teachers to work on their ICT Pedagogical Licence in 2009 and also ensure **all** teachers attain their ICT Certificate.

Maintain Hardware with a well managed equipment replacement schedule ensuring little down time with computers . Average ratio of computers to students across P-7 is currently 1:5

We now have 16 interactive whiteboards installed in classrooms and we plan to continue their installation and use throughout the school and hope to have IWBs installed in all classrooms by the end of 2009.

Continually evaluate student use of ICT in units of work and modify as student skills become more advanced

Social climate

At Mount Crosby State School we believe children are entitled to live in a secure environment with tolerant and caring relationships that promote mutual respect. Such relationships also provide the best possible conditions for good teaching and learning to occur.

Positive relationships are primarily developed within families. The school and other community bodies can support families in their efforts towards this goal, just as the school needs parents/care givers to support its efforts to develop positive relationships.

Positive relationships are best encouraged through modelling, promoting and reflecting on accepted values and behaviours. Sometimes even with the best support and preventative measures, relationships falter, leading to infringement of the rights of others. In our school setting, consequently, there needs to be structures in place to ensure the rights of all members of our school community are upheld. Our Responsible Behaviour plan provides the structure for our school.

In 2008 a Chaplaincy program was introduced to our school through a Federal Government grant and is also supported by the P&C, local service groups and local churches.

In 2008, we introduced the Friends program throughout our school to support student's in their social /emotional development. This program is implemented from Prep to Year 7.

Involving parents in their child's education.

Parents are able to be involved in their child's education at Mount Crosby State School in many ways. These include:

Volunteer Work - Many parents volunteer to help with reading, group work, sporting teams, tuckshops, school excursions. Specific volunteer training programs are run at the start of the school year.

Culminating Activities - Each year level studies 4 main units of work through out the year. At the end of each unit, a culminating activity is held. This is a celebration and demonstration of the learning children have done throughout the unit. Culminating events are very well attended by parents, other relatives and friends. Click here for more information.

Parents also receive a written report at the end of each semester. They are also offered an opportunity for parent teacher interviews with every report as well as at other times through the year.

Parent teacher information nights - At the start of the year, we hold an informal parent teacher night to enable parents to meet teachers and ask questions. Information on classroom organisation and activities is provided to parents via class newsletters.

P&C meetings and activities - The P&C meets once a month on the 4th Wednesday. All parents are welcome to attend. For more information, click here.

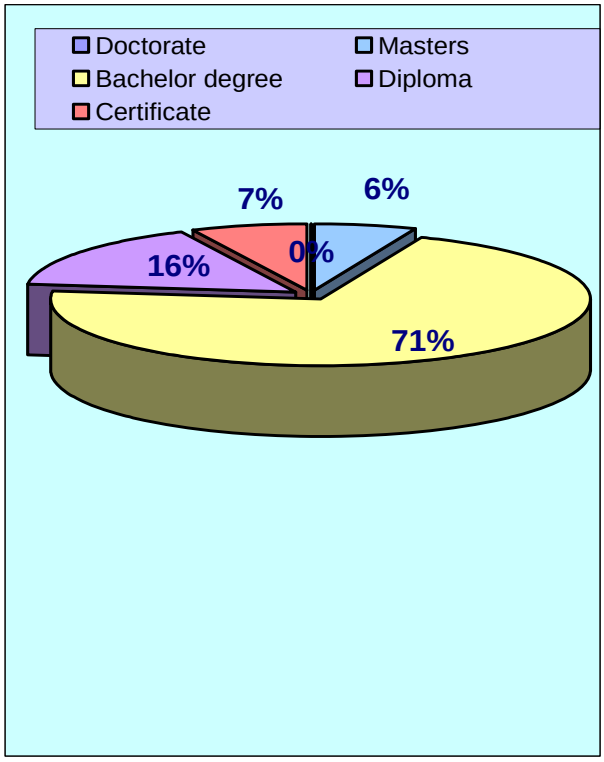
Newsletter - A regular newsletter is sent home every Tuesday. Information contained is topical and it also contains important dates and deadlines. For our latest newsletter, click here.

School Parades - We have a Junior school (Prep to Yr 3) parade every Thursday afternoon at 2:30pm and a Senior school (Yr 4 to Yr 7) parade every Friday morning at 9am. Many parents also attend these parades to see certificates and awards presented and to see various groups perform such as Senior choir, Junior choir, the band etc.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	71
Diploma	16
Certificate	7



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was $39,000 .

The major professional development initiatives are as follows:

- Collaborative work in teams to plan units of work and to moderate assessment
- Five day Literacy training for all Prep to Yr 3 teachers
- QCAR initiatives
- Middle Phase of Learning conference
- Dimensions of learning
- Gifted and Talented Mentor training
- The involvement of the teaching staff in professional development activities during 2008 was 89 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 96 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 94 %.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7.

Domain	Measures		Yr 3	Yr 5	Yr 7
Reading	Average score for the school		398	499	557
	Average score for Queensland		371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	89%	95%	97%
Writing	Average score for the school		392	466	524
	Average score for Queensland		391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	93%	88%	90%
Spelling	Average score for the school		389	471	551
	Average score for Queensland		366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	99%	95%	97%
Grammar and Punctuation	Average score for the school		395	492	548
	Average score for Queensland		370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	89%	95%	96%
Numeracy	Average score for the school		382	477	555
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	97%	97%	99%

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	80%
Writing	98%
Number	88%

Performance of our students

Value added

Our school reading results have shown improvement over time. This is as a direct result of the implementation of a school approach to the explicit teaching of reading and comprehension.

Our writing results have shown only little progress over the past few years. We have investigated various strategies to improve student performance in this area. We are intending to address this in a whole school approach in 2009 and with explicit teaching of a small number of genres.

Our numeracy results have remained steady as we have adopted the new maths curriculum.

Generally our students with learning difficulties show significant improvement over time whilst our more able student make some small but modest progress. Our aim in 2009 is to significantly lift the performance of our ale students through a variety of strategies/

Parent, student and teacher satisfaction with the school

Our School opinion survey results from 2008 reveal that parents and students are quite satisfied with the school climate. **97% of parents were satisfied** that the school is a good school whilst **95% of students were satisfied** that they were getting a good education at our school. The student opinion survey has maintained a significant improvement in the past 3 years. Staff morale is also high with **93% of staff** expressing their satisfaction with our school.