



Cherbourg State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

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Contact Person:	Principal (Stuart Fuller)

# School Overview

Cherbourg State School, a former mission, is a Band 8 Aboriginal school catering for students in Pre-Prep to Year 7. Approximately 60% of school staff are Indigenous. There remain many complexities and challenges as families navigate through multiple layers of disadvantage. However there are also significant reserves of resilience, strength, talent, optimism and future vision. It is through these that we choose to make a difference. We are very proud of the innovative, inclusive and holistic approach to schooling that we shape and proudly lead at Cherbourg State School. We constantly challenge mindsets and maintain high aspirations and expectations of ourselves, our students, our families and our community. Our intentionally inviting, high quality, tailored programs build on strengths to accelerate and sustain outcomes. They are strengthened and enriched by strong partnerships and respectful positive relationships. Our approach is designed to enable every one of our Aboriginal students to reach their full potential - to become 'STRONG, SMART and SAFE'. By this we mean strong, resilient, knowledgeable and proud of their Aboriginality, smart enough to match it with students anywhere and safe in the decisions and actions they make as individuals or as a collective on a daily basis.

Our school vision notes that we are “connecting community and school strengths to enrich students’ lives”.

## Principal’s Foreword

### Introduction

#### School Progress towards its goals in 2017

The explicit improvement agenda for Cherbourg State School in 2017 derives from our school priorities, known as the Cherbourg ABC’s. Having our ABC’s has allowed us to focus improvement in the three broad areas of Attendance, Behaviour and Wellbeing and Classrooms – Teaching and Learning. Our areas of focus in 2016

**A: Attendance.**

Includes the School Attendance Officers programme, attendance rewards and awards, strong transition programmes and a 0 – 4 years focus (Families as first Teachers).

*The school was unable to maintain the same level of attendance achieved in 2016. Much of the fall can be attributed to community events. However, through the School Attendance Officers, the school was able to successfully implement same day absence notification to parents*

**B: Behaviour and Well Being.**

Includes Positive Behaviour for Learning (embedding Tier 1 and moving in to Tier 2), behaviour rewards and awards, Elders and parent meetings and community involvement.

*Our focus on Positive Behaviour for Learning became much more embedded into the school culture in 2017. Students, parents and staff are all aware of the processes and consequences for both positive and negative behaviours. The number of major behaviours being recorded fell dramatically. The school aimed for a 20% reduction in suspensions in 2017 compared with 2016 but achieved an actual fall of double that with a 41% drop (from 324 to 191 suspensions). The number of actual students who were suspended dropped by 37% (from 84 students to 53 students). The school continued to hold regular Elders meetings and invited parents to the school on a number of occasions.*

**C: Classrooms -Teaching and Learning.**

Includes a focus on reading while improving the delivery of mathematics, science and Culture (a specific Cherbourg programme), a focus on pedagogy, the use of data and the development of teaching teams.

*A new Culture programme is now being taught across the school and was written to include regular visits to the Ration Shed. Teachers are using data walls to assist their planning and commenced work on adapting and contextualising C2C units in English, Mathematics and Science. Some units were trialled. Teaching at Cherbourg State School is now strongly focussed on embedding Lyn Sharratt’s 14 Parameters.*

#### Future Outlook

The most important focus for Cherbourg State School in 2017 will be the development of reading. Other areas of focus include:

**Attendance.** For 2018, the school has again set an attendance target of 85%. This is an ambitious target, about 7% above 2017 attendance.

**Behaviour.** Because of the success of our Positive Behaviour for Learning strategies, the school aims to reduce suspensions by an ambitious 20% on the previous year, as we did from 2016 to 2017. Every student will be supported to access the behaviour reward programme.

**Classrooms.** With a continued focus on reading in 2017, the school aims to have 10% of students reach Regional benchmarks. It is also hoped this will drive an increase in NAPLAN results with the school aiming to have at least one Year 3 and one Year 5 student make the upper two bands in at least domain.

For teachers, the school will be driving a modified approach to annual performance plans with the expectation 100% of teachers will have a formalised plan which can be used to drive professional development.



# 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 2017:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	147	70	77	147	90%
<b>2016</b>	165	80	85	165	84%
<b>2017</b>	138	70	68	138	79%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were 25 students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Every student at Cherbourg State School is an Indigenous child. Most students and many staff speak English as an Additional Language or Dialect.

The Cherbourg Aboriginal Shire Council local government area has been labelled by the Australian Bureau of Statistics as Australia's most "disadvantaged" local government area. We recognise we teach a number of students who suffer from trauma, both recent and generational. So, the school works continuously with students, parents and staff to ensure all that we do aims to build knowledge and resilience in our students and staff.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	16	18	21
Year 4 – Year 6	13	19	20
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- We employ a range of different programmes, with the suite of programmes designed to best meet the diverse needs of our students. There are a mixture of mainstream and special programmes.
- In 2017, the school has commenced a trial where teachers draw on mainstream C2C units which are broken down, contextualised to meet the needs of our learners, and re-built to ensure our classrooms always meet the demands of the Australian curriculum. This process has been expanded in 2018.
- We also have our Culture programme especially designed to meet the particular needs of Cherbourg Indigenous students.

## Co-curricular Activities

- Queensland Reds Future Indigenous Leaders Programme (Qld Rugby Union): The program aims to provide mentoring, guidance and leadership development for Aboriginal & Torres Strait Islander youth in Years 6 to 10.
- Clontarf Foundation: The Foundation aims to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal men and, by doing so, equip them to participate more meaningfully in society.
- Cherbourg Girls Club: With Clontarf sating an academy at Cherbourg State School, the school has taken up the challenge of providing similar opportunities for girls. Activities include art, cooking, sport and visits to Ny-Ku Byun Aged Care facility in Cherbourg. Girls also attended a netball competition on the Sunshine Coast.
- Cultural Program: Our Cultural Studies programme was re-written and is based on the Crossing Culture posters and planned around the 8 ways of learning. It includes regular visits by all students to the Ration Shed Museum in Cherbourg.

## How Information and Communication Technologies are used to Assist Learning

Computers are used to enhance skill development in Literacy and Numeracy. They are also used to present work in creative ways. Internet access in all classrooms helps students to conduct research more easily and to communicate through ICT's. In 2015, wireless technology was introduced to all teaching spaces. The school is now moving from desktop to portable devices for students and staff. I-Pads were introduced particularly for Students with Disabilities and for early years' students.

## Social Climate

### Overview

The addition of the word "Safe" to our school motto of *Strong, Smart and Safe* reflects the emphasis placed on Health and Wellbeing as one of our three major priorities moving forward. Evidence shows the improvement in social climate has been dramatic. As was noted earlier in this document,

*Students, parents and staff are all aware of the processes and consequences for both positive and negative behaviours. The number of major behaviours being recorded fell dramatically. The school aimed for a 20% reduction in suspensions in 2017 compared with 2016 but achieved an actual fall of double that with a 41% drop (from 328 to 192 suspensions). The number of actual students who were suspended dropped by 37% (from 84 students to 53 students).*

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	93%	97%
this is a good school (S2035)	95%	93%	97%
their child likes being at this school* (S2001)	98%	93%	95%
their child feels safe at this school* (S2002)	96%	90%	90%
their child's learning needs are being met at this school* (S2003)	98%	85%	97%
their child is making good progress at this school* (S2004)	98%	90%	97%
teachers at this school expect their child to do his or her best* (S2005)	98%	93%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	85%	98%
teachers at this school motivate their child to learn* (S2007)	93%	93%	100%
teachers at this school treat students fairly* (S2008)	87%	83%	94%
they can talk to their child's teachers about their concerns* (S2009)	98%	90%	100%
this school works with them to support their child's learning* (S2010)	93%	88%	98%
this school takes parents' opinions seriously* (S2011)	89%	85%	93%
student behaviour is well managed at this school* (S2012)	89%	80%	93%
this school looks for ways to improve* (S2013)	87%	93%	100%
this school is well maintained* (S2014)	98%	90%	97%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	91%	100%	85%
they like being at their school* (S2036)	91%	100%	95%
they feel safe at their school* (S2037)	83%	94%	89%
their teachers motivate them to learn* (S2038)	95%	100%	85%
their teachers expect them to do their best* (S2039)	96%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	81%	100%	89%
teachers treat students fairly at their school* (S2041)	78%	100%	90%
they can talk to their teachers about their concerns* (S2042)	74%	100%	80%
their school takes students' opinions seriously* (S2043)	78%	94%	84%
student behaviour is well managed at their school* (S2044)	86%	94%	80%
their school looks for ways to improve* (S2045)	91%	97%	84%
their school is well maintained* (S2046)	74%	97%	84%
their school gives them opportunities to do interesting things* (S2047)	82%	100%	90%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	91%	88%
they feel that their school is a safe place in which to work (S2070)	89%	82%	73%
they receive useful feedback about their work at their school (S2071)	89%	70%	77%
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)	84%	95%	96%
students are treated fairly at their school (S2073)	84%	73%	81%
student behaviour is well managed at their school (S2074)	79%	77%	69%
staff are well supported at their school (S2075)	89%	62%	60%
their school takes staff opinions seriously (S2076)	74%	80%	68%
their school looks for ways to improve (S2077)	95%	86%	92%
their school is well maintained (S2078)	95%	95%	77%
their school gives them opportunities to do interesting things (S2079)	84%	81%	92%

\* 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

The school has regular meetings with both parents/carers and Elders from the community. As well, parents/carers are invited to classroom open days in the last week of each term. Parents/carers also play an important role in behaviour management as students who have been suspended cannot resume school until they and a parent have attended a re-entry meeting.

Parents are also invited to participate in meetings where adjustments are considered for academic, behavioural or attendance programmes of particular students.

The school recognizes it plays an important role in the community. Therefore, a number of events such as NAIDOC Day are opened to the community and the school participates in and/or hosts other events such as the annual march against domestic violence.

### Respectful relationships programs

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

The school is working with staff from the Department to introduce the Respectful Relationships Education Programme, a primary prevention program addressing the underlying drivers of violence while also supporting students to develop pro-social behaviours that lead to equal and respectful relationships. A strengths-based approach underpins the development of respectful relationships knowledge and skills.

The Respectful Relationships Education Programme has been written to enable schools to adapt and contextualise it for their local needs. Local adaption in consultation with community, teachers, school staff and parents is occurring to ensure the program is suitable for local implementation.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	182	324	190
Long Suspensions – 11 to 20 days	1	0	1
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	111,980	
2015-2016	123,737	
2016-2017	412,779	

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

## 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 <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.

### Find a school

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	17	36	13
Full-time Equivalents	16	23	9



## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	13
Diploma	1
Certificate	0

\*Teaching staff includes School Leaders

\*\*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 2017 were \$43615

The major professional development initiatives are as follows:

- Reading
- Pedagogy – Lyn Sharratt
- Staff Wellbeing – Mojo training
- Behaviour Management – Team Teach, PBL
- Internal staff development (Triads)

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

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 76% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	84%	79%	78%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	79%	78%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

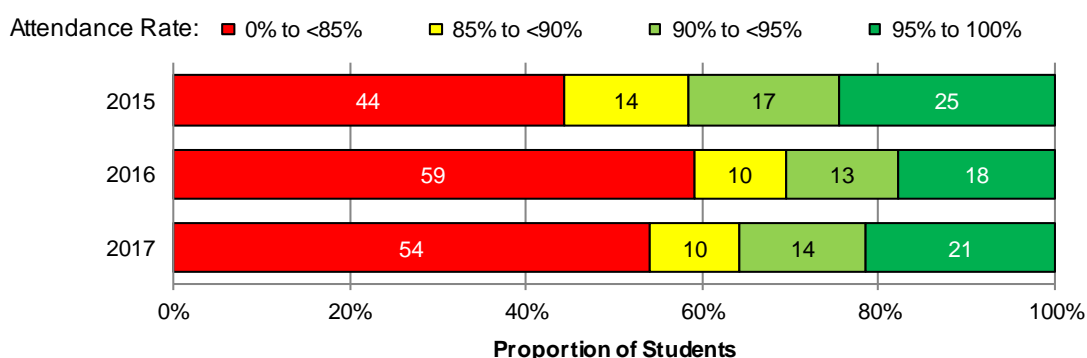
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	84%	84%	86%	83%	84%	85%	76%						
2016	82%	82%	82%	78%	73%	79%	77%						
2017	79%	79%	83%	74%	78%	76%	77%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



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

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

Rolls at Cherbourg State School are marked at the beginning of the school day and immediately after the second break. All absences from the first roll marking at Cherbourg State School are followed up by the School Attendance Officers. The information they receive is reflected in One School eg ensuring an absent student is marked as "ill" where appropriate. Where students have been absent for more than one day, School Attendance Officers have been tasked with making contact with the family of the student involved to find out why the student is absent and to see if the school can support the family to return the student to school.

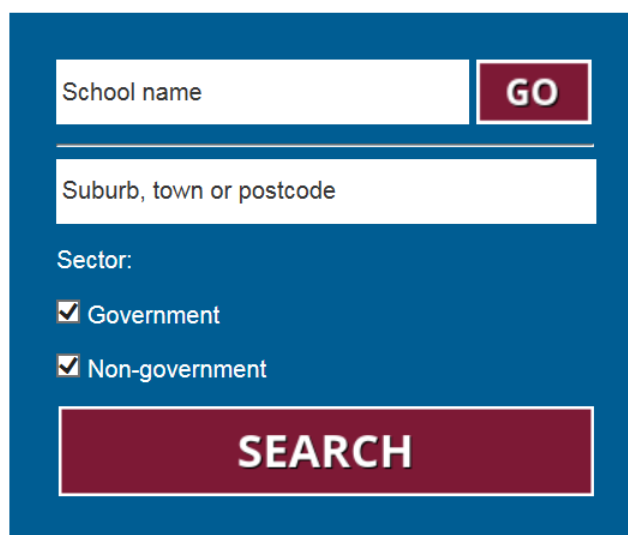
The school has a small bus to bring students from Murgon and to transport young students to from their homes in Cherbourg to assist students attend school. Students and classes are rewarded for high attendance.

## NAPLAN

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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, it says "Sector:" followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.