# Cherbourg State School

# ANNUAL REPORT

# 2018

**Queensland State School Reporting**

*Every student succeeding*

*State Schools Strategy*

Department of Education

Queensland Government

# Contact information

| | |
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## School overview

Cherbourg State School, a former mission, is a Band 8 Aboriginal school catering for students in Kindy to Year 6. 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 and SMART'. By this we mean strong, resilient, knowledgeable and proud of their Aboriginality and smart enough to match it with students anywhere.

Our school vision notes that we are *"connecting community and school strengths to enrich students' lives".*

## School progress towards its goals in 2018

| Priorities | Improvement Strategy | Addressed | Ongoing |
|---|---|---|---|
| Attendance | Maintain SAS/SAO programme including attendance rewards and awards program | ✔ | ✔ |
| | Increase parent/carer/family involvement with school | ✔ | ✔ |
| | Transition program including Families as First Teachers (FAFT) | ✔ | ✔ |
| | School participation in cluster attendance initiatives | ✔ | ✔ |
| | Target: 85% attendance in 2018 | | ✔ |
| Behaviour & Wellbeing | Positive Behaviour for Learning (PBL) including behaviour rewards and awards program. | ✔ | ✔ |
| | School and wider community involvements including Cultural connections | ✔ | ✔ |
| | 40% reduction in suspensions | | ✔ |
| | 100% of students to access the behaviour reward program | ✔ | |
| Classrooms – Teaching & Learning | 2017 School Priority Review | ✔ | |
| | Faces on the Data (Lynn Sharratt) | ✔ | ✔ |
| | Classroom Profiling | ✔ | ✔ |
| | School assessment framework and assessment data storage processes | ✔ | ✔ |

## Future outlook

The most important focus for Cherbourg State School in 2018 will be the development of reading. Other focus areas include:
**Attendance:** For 2019 the school has set an attendance target of 85%. Establish a new position of student mental health and wellbeing officer

**Behaviour and Wellbeing:** For 2019 the school has set a target of reducing the number of suspensions by 10% on the previous year. Staff satisfaction as measured by the School Opinion Survey (SOS) to increase over the previous year. The school will trial Social and Emotional Learning program and Respectful Relationships program.

**Classrooms – Teaching and Learning:** Targets for 2019 include – 60% of students reaching Regional Benchmarks in reading; 10% of students reaching U2B in both Year 3 and Year 5 NAPLAN. All staff will complete their APDP.

## School profile

**Coeducational or single sex**      Coeducational

**Independent public school**      No

**Year levels offered in 2018**      Early Childhood - Year 6

**Student enrolments**

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|---|---|---|---|
| Total | 165 | 138 | 130 |
| Girls | 80 | 70 | 61 |
| Boys | 85 | 68 | 69 |
| Indigenous | 165 | 138 | 130 |
| Enrolment continuity (Feb. – Nov.) | 84% | 79% | 85% |

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 25 students enrolled in a pre-Prep program.

## 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

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

| Phase of schooling | 2016 | 2017 | 2018 |
|---|---|---|---|
| Prep – Year 3 | 18 | 21 | 16 |
| Year 4 – Year 6 | 19 | 20 | 14 |
| 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

- 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 2018, the school has used planning 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 2019.
- 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 siting 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 and includes embedding Indigenous perspectives into curriculum.  NAIDOC is celebrated.

## 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. Interactive whiteboards are utilised across curriculum areas.

# 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.  The school holds open days on the last Tuesday of each term, where the school showcases positives to the parents and community.

## 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) | 93% | 97% | 100% |
| • this is a good school (S2035) | 93% | 97% | 97% |
| • their child likes being at this school* (S2001) | 93% | 95% | 97% |
| • their child feels safe at this school* (S2002) | 90% | 90% | 94% |
| • their child's learning needs are being met at this school* (S2003) | 85% | 97% | 94% |
| • their child is making good progress at this school* (S2004) | 90% | 97% | 94% |
| • teachers at this school expect their child to do his or her best* (S2005) | 93% | 94% | 91% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 85% | 98% | 94% |
| • teachers at this school motivate their child to learn* (S2007) | 93% | 100% | 94% |
| • teachers at this school treat students fairly* (S2008) | 83% | 94% | 94% |
| • they can talk to their child's teachers about their concerns* (S2009) | 90% | 100% | 94% |
| • this school works with them to support their child's learning* (S2010) | 88% | 98% | 97% |
| • this school takes parents' opinions seriously* (S2011) | 85% | 93% | 91% |

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • student behaviour is well managed at this school* (S2012) | 80% | 93% | 88% |
| • this school looks for ways to improve* (S2013) | 93% | 100% | 97% |
| • this school is well maintained* (S2014) | 90% | 97% | 97% |

\* 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) | 100% | 85% | 100% |
| • they like being at their school* (S2036) | 100% | 95% | 97% |
| • they feel safe at their school* (S2037) | 94% | 89% | 83% |
| • their teachers motivate them to learn* (S2038) | 100% | 85% | 97% |
| • their teachers expect them to do their best* (S2039) | 100% | 95% | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 100% | 89% | 93% |
| • teachers treat students fairly at their school* (S2041) | 100% | 90% | 100% |
| • they can talk to their teachers about their concerns* (S2042) | 100% | 80% | 93% |
| • their school takes students' opinions seriously* (S2043) | 94% | 84% | 83% |
| • student behaviour is well managed at their school* (S2044) | 94% | 80% | 87% |
| • their school looks for ways to improve* (S2045) | 97% | 84% | 93% |
| • their school is well maintained* (S2046) | 97% | 84% | 93% |
| • their school gives them opportunities to do interesting things* (S2047) | 100% | 90% | 97% |

\* 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) | 91% | 88% | 95% |
| • they feel that their school is a safe place in which to work (S2070) | 82% | 73% | 90% |
| • they receive useful feedback about their work at their school (S2071) | 70% | 77% | 81% |
| • 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) | 95% | 96% | 100% |
| • students are treated fairly at their school (S2073) | 73% | 81% | 100% |
| • student behaviour is well managed at their school (S2074) | 77% | 69% | 86% |
| • staff are well supported at their school (S2075) | 62% | 60% | 76% |
| • their school takes staff opinions seriously (S2076) | 80% | 68% | 80% |
| • their school looks for ways to improve (S2077) | 86% | 92% | 95% |
| • their school is well maintained (S2078) | 95% | 77% | 76% |

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • their school gives them opportunities to do interesting things (S2079) | 81% | 92% | 90% |

* 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 education 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

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 | 324 | 190 | 309 |
| Long suspensions – 11 to 20 days | 0 | 1 | 2 |
| Exclusions | 0 | 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

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|---|---|---|---|
| Electricity (kWh) | 123,737 | 412,779 | 123,515 |
| 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.
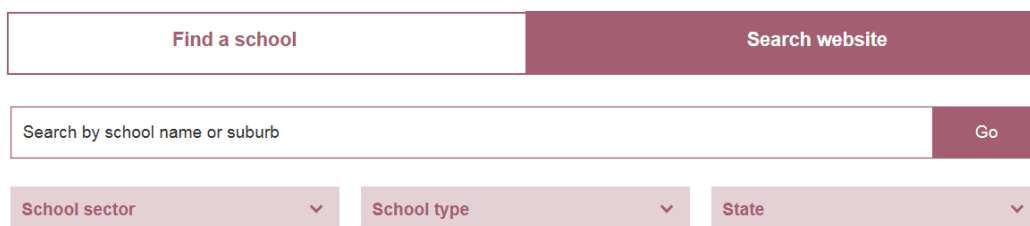
## School funding

### 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

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|---|---|---|---|
| Headcounts | 17 | 40 | 18 |
| Full-time equivalents | 17 | 25 | 12 |

*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 | 2 |
| Graduate Diploma etc.* | 2 |
| Bachelor degree | 12 |
| Diploma | 1 |
| 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 $14 994.24

The major professional development initiatives are as follows:

- Reading
- Pedagogy – Lyn Sharratt
- Staff Wellbeing – Mental Health training
- Behaviour Management
- Internal staff development (Triads)

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

| Description | 2016 | 2017 | 2018 |
|---|---|---|---|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 97% |

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

From the end of the previous school year, 82% 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 | 79% | 78% | 80% |
| Attendance rate for Indigenous** students at this school | 79% | 78% | 80% |

\* 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 | 82% | 79% | 78% |
| Year 1 | 82% | 79% | 79% |
| Year 2 | 82% | 83% | 83% |
| Year 3 | 78% | 74% | 80% |
| Year 4 | 73% | 78% | 76% |
| Year 5 | 79% | 76% | 78% |
| Year 6 | 77% | 77% | 82% |

| Year level | 2016 | 2017 | 2018 |
|---|---|---|---|
| Year 7 | | | |
| Year 8 | | | |
| Year 9 | | | |
| Year 10 | | | |
| 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

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 | 59 | 10 | 13 | 18 |
| 2017 | 54 | 10 | 14 | 21 |
| 2018 | 53 | 16 | 13 | 18 |

**Proportion of Students**
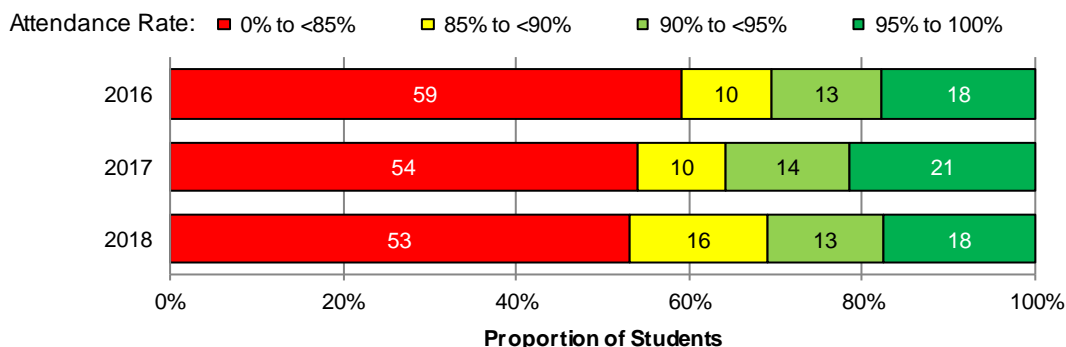
## Description of how this school manages non-attendance

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.

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

## 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.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |
|---|---|---|---|---|---|---|

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.