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## Principal's foreword

### Introduction

- The vision of Cherbourg State School is 'STRONG & SMART'. In pursuing this vision we aim to develop pride in our school and pride in Aboriginal identity. It also helps to focus on generating academic outcomes that are comparable to other schools around Australia.
- In 2005 our focus was to review, develop and enhance systems and programs to foster the continued progress required to improve outcomes for all students.
- All major projects were embraced as a means to instill in our students, a sense of intellectual, psychological and spiritual integrity

### Highlights

- Indigenous Studies program was collaboratively developed to be resourced and delivered in 2006
- Whole school intervention model was refined, strengthened and individualised following extensive ascertainment and appraisal of Students with Disabilities
- Winifred Fisher Indigenous Knowledge Centre planned and resourced
- Informal HOC/HOSES position created to support Students with Disabilities

### Key outcomes and goals achieved

- Developed/implemented Phonemic Awareness program successfully
- Attendance remained high and parents were closely involved in process to support students at risk
- 100% successful transition to Yr 8
- Total admin.system improvement progressed and to be continued by Registrar(AO4) appointed in 2006
- Enhanced levels of understanding in all classroom staff around identification of SWD /programs /pedagogy to suit needs and enhance outcomes



## Future outlook

- Literacy and Numeracy continue to be the major focus of learning. There is a strong emphasis on all students being literate and numerate. Literacy and Numeracy reviews are imminent. Professional Development for Teachers will focus on these areas, especially reading.
- Information Technology integration is being supported in classrooms but further enhancements need to be made to increase amount and complexity of usage.
- Expansion of RATEP program to support adult students to progress in their University teaching studies
- Focus on developing and fostering Aboriginal Leadership within the school



# Our school at a glance

## School Profile

- Cherbourg State School is an Aboriginal community school in the South Burnett district in Queensland. It caters for approximately 250 local children, with educational programs ranging from Kindergarten and Preschool through to Year 7. The school has a fairly stable population with some transience.
- Teaching staff- 12 classroom, 4 specialist and a RATEP teacher deliver a range of quality programs
- Indigenous Teacher Aides and support staff play an integral role in the successful operation of the school

## Curriculum offerings

- Cherbourg State School is operating in Outcomes Based Education
- The Early Years of Schooling and Middle Years of Schooling Frameworks continue to influence curriculum changes in the school
- The school has a strong early years team with the advantage of offering a Kindergarten year before Preschool
- Students engage in integrated units of work that promote the attributes of a life long learner.

## Social climate

- Cherbourg State School is a friendly place to learn and work. Clear processes are in place to review and monitor behaviour management and student support services within the school.
- Community agency involvement to address relevant community issues such as health, nutrition, safety, child protection and religious education is encouraged.
- The Human Values in Education program helps students develop skills to enhance social interactions

## Parents and the community

- Parents are always welcome to visit and help around our school
- Parents and community members support our students by helping to teaching a range of activities such as reading, maths, religion, art and sport
- Classroom staff value and make regular home visits to discuss student progress and any concerns
- Students make regular excursions into the community to participate in a range of activities
- Overall Parent Satisfaction rating on the School Opinion Survey was measurably above State mean (2005)



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## Key outcomes in the early and middle years

### Results in the Year 2 Diagnostic Net

Performance measures: percentage of students not requiring additional support	
Strands	Result (%) 2005
Reading	33%
Writing	33%
Number	49%

### Our reading, writing and numeracy results for the Queensland Year 3, 5 and 7 Literacy and Numeracy Tests.

Strands	Measures	Results for 2005		
		Year 3	Year 5	Year 7
Reading	School average on Queensland Test	417	551	542
	Queensland average	548	614	689
	Percentage of students at school above national benchmark	35%	48%	7%
Writing	School average on Queensland Test	368	448	506
	Queensland average	509	606	746
	Percentage of students at school above national benchmark	22%	29%	66%
Numeracy	School average on Queensland Test	435	547	600
	Queensland average	534	605	663
	Percentage of students at school above national benchmark	34%	60%	54%



## Our staff profile

### Professional engagement in 2005

- Our school staff is composed of a mixture of experienced and beginning teachers, teacher aides and support staff
- A number of staff have experienced working in a range of community schools across Queensland and the Northern Territory and many have valuable skills to enable them to offer a high level of support to Students with Disabilities
- Professional Development in 2005 focussed on -
  - Induction to Cherbourg SS
  - Dimensions of Learning
  - Ascertainment/ Appraisal processes
  - Intervention processes
  - Human Values in Education
  - Otitis Media/ Convergence Eye Disorder



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