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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.

'STRONG AND SMART' also helps to focus on generating academic outcomes that are comparable to other schools around Australia.

In 2007 our focus was to review, develop and enhance systems and programs to foster the continued progress required to improve outcomes for every students.

All major projects were embraced as a means to instill in our students a sense of intellectual, psychological and spiritual integrity.

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 program review and redevelopment is ongoing.

Professional Development for staff will focus on these areas, especially around the teaching of oral language, reading, writing and number.

All staff will progress the implementation of the School Wide Positive Behaviour Framework.

Information Technology integration is being supported in classrooms and through specialist lessons - enhancements will continue to increase amount and complexity of usage.

Expansion of RATEP program to support adult students to progress in their University teaching studies.

The focus on developing and fostering Aboriginal Leadership across the school will continue.

Our school at a glance

School Profile

Total student enrolments for your school- 220

Year levels offered - Pre - prep to Year 7

Coeducational or single sex - Coeducational

Curriculum offerings

Our distinctive curriculum offerings

- Cherbourg State School is operating an integrated multi-age curriculum structured using the Bound for Success scope and sequence framework
- The Early Years of Schooling and Middle Years of Schooling Frameworks continue to influence curriculum changes in the school
- A strong Early Years program with the advantage of offering a Pre- prep year before Prep
- Students engage in integrated units of work that promote the attributes of a life long learner.
- Indigenous Studies and Values programs
- Film making, Dance, ICT and Artists in Residence programs

Extra curricula activities

- Corroboree group
- ICT, Film making, Art, Dance
- Team sports, swimming
- Outdoor Education- Beach and Bush

How computers are used to assist learning

Computers are used to enhance skill development in Literacy/ Numeracy. They are also used to present work in creative ways. Internet access in all classrooms helps students to conduct research more easily as well as communicate by email, blogs etc. Engaging programs to edit digital films are popular with our young, talented film makers.

Our school at a glance

Social climate

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

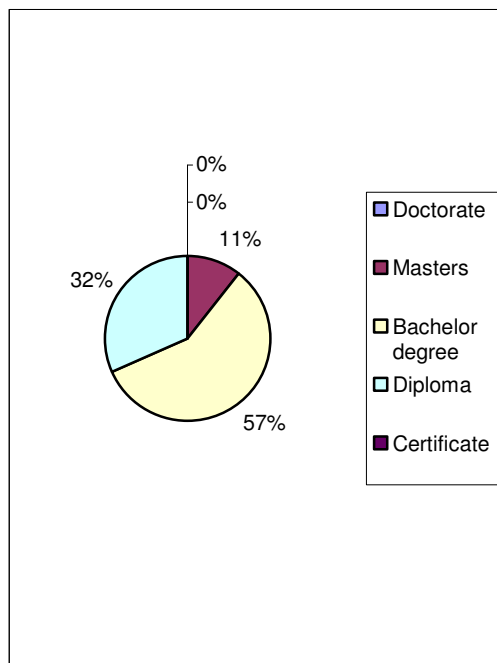
Involving parents in their child's education.

- 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, Indigenous Studies, 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
- Elders Advisory Group/Parent Advisory group offer advice, support and encouragement
- Playgroup provides access/ involvement in our school to parents of young children before they attend school formally

Our staff profile

Qualifications of all teachers.

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	11
Diploma	6
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2007 was \$29 500
- The major professional development initiatives are as follows:
 - Curriculum Planning and Pedagogy - Cherbourg model-Catering for Student Diversity
 - ESL- ILLS
 - Spelling
 - Gillon Phonics/THRASS
 - Mapping student achievement using continua / targeting planning/ focussed teaching
 - Cultural Awareness
 - Indigenous Studies Program
 - Values Program
 - PART training
- The involvement of the teaching staff in professional development activities during 2007 was **85 %**.

Our staff profile

Average staff attendance

- For permanent and temporary staff and school leaders the **staff attendance** rate was **96%** in 2007.

Proportion of staff retained from the previous school year.

- From the end of the 2006 school year, **80 %** of staff were retained by the school for the entire 2007 school year.

Performance of our students

Student attendance

The average **actual attendance** rate as a percentage in 2007 was **83 %**.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	32%
Writing	21%
Number	16%

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

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	494	579	656	
	Average score for Queensland	527	606	672	
	Percentage of students at the school above the national benchmark	2007	71%	18%	86%
		2006	72%	18%	42%
Writing	Average score for the school	498	477	474	
	Average score for Queensland	523	600	681	
	Percentage of students at the school above the national benchmark	2007	61%	29%	33%
		2006	47%	39%	25%
Numeracy	Average score for the school	557	620	620	
	Average score for Queensland	521	588	648	
	Percentage of students at the school above the national benchmark	2007	71%	57%	71%
		2006	72%	43%	42%

Other Key Outcomes

Value added

- Year 3 -Numeracy**
- Overall in Numeracy, in 2007, our students were achieving at a level that is measurably above State and Like School averages. A 2007 school mean score of 557 has improved from 405 in 2004.
- In 2004, 78.9% of students were identified as being in the lowest 15% of Queensland students on the systemic testing of Numeracy, while the 2007 data showed no students were now in this category.
- In 2007, 71% of students were above the National Benchmark for Numeracy up from 25% in 2004.
- Year 3 - Literacy**
- Overall, the trend in Year 3 achievement data is very positive from 2004 to 2007 with all areas of testing showing achievement levels comparable to those of other state and like-schools.
- In 2004, 66% of students were identified in the lowest 15% of Queensland students on the systemic testing of Literacy, while only 16% are identified in this category in 2007.
- The percentage of students achieving the National Benchmarks in Writing has improved by 14% from 2006 to 2007.
- Year 5 - Numeracy**
- In 2007, Year 5 achievement in all areas of Numeracy testing was 'comparable to', or 'Above', that of both State and Like-schools levels. This compares very favourably with the 2004 school achievement data when all areas of Numeracy testing were flagged as being "Below" that of Like-schools and the State Mean.
- The percentage of students in the lowest 15% of state achievement for Numeracy in 2007 was 7%, down from 76% in 2004.
- When tracking student achievement from year 3 to year 5, data shows 88% of students in 2007 had made "Higher" or "Much Higher" levels of achievement in Number and were now achieving at above State Average.
- Year 5 - Literacy**
- Literacy Overall results show school mean has continued to improve with student achievement comparable to that of like-schools with the school mean for Literacy Overall at a higher level than in any of the last four years.
- Reading and Spelling achievement levels are comparable to State levels. The school averages for both Reading and Spelling have continued to rise over recent years- Spelling by 106 points from 2004 to 2007.
- When tracking student achievement from Year 3 to Year 5, data shows that 72% of students

Performance of our students

in 2007 had "Higher" or "Much Higher" levels of achievement for Literacy Overall.

❑ Year 7 - Numeracy

- ❑ In Numeracy, Data, Space and Numeracy Overall, data shows the school average has risen from "Below" the State Mean and Like-schools Mean in 2004 to not measurably different to State Mean and Like-schools Mean in 2007.
- ❑ The number of students achieving in the lowest 15% across the state has improved from 75% in 2004 to 16% in 2007.
- ❑ The percentage of students achieving the National Benchmarks in Numeracy in 2007 was 71% up from 25% in 2004.
- ❑ When tracking student achievement from Year 5 to Year 7 data shows 80% of students achieved "Higher" or "Much Higher" levels in 2007 in the area of Numeracy Overall.

❑ Year 7- Literacy

- ❑ Literacy results show improved school averages in Reading, Spelling and Literacy Overall from 2005. Reading achievement is comparable to State average.
- ❑ The percentage of students achieving the National Benchmarks in Reading is 85%- up from 6% in 2005.
- ❑ When tracking student achievement from Year 5 to Year 7, data shows that 66% of students in 2007 had "Much Higher" or "Higher" levels of achievement for Reading with the remaining students achieving at a similar level.

❑ Transition

- ❑ 100% of students successfully transitioned from Year 7 to a Year 8 educational program.

Parent, student and teacher satisfaction with the school

- ❑ 2007 School Opinion Survey Data
- ❑ Student Satisfaction - Overall was **measurably above** State and Like School scores
- ❑ Students were very satisfied with how well they are learning and with the computer technology they are learning to use. They liked the variety and standard of work and were happy with knowing how well they were doing with their school work. Students were very satisfied with the advice their teacher gives to help them to do their best. They felt safe and believed that they were treated fairly. 88% of students were satisfied or very satisfied that Cherbourg was a good school.
- ❑ Parent Satisfaction - Overall was **not measurably different** to State and Like Schools scores with improved scores recorded in all dimensions
- ❑ Parents were satisfied that their child is getting a good education at the school and that literacy, numeracy and social skills are being developed. They were satisfied with the teaching and more satisfied in 2007 with the opportunities to stay well informed and to discuss their

child's progress. Most parents were satisfied with the level of interest staff take in children and the amount of encouragement they give children. Most parents felt that their child was happy attending school and was treated fairly. Parents found staff approachable and feel very welcome at school. Most parents were happy with the opportunities to participate in decision making and the general life of the school. Parents felt that the school was well equipped and were very satisfied with the access their child has to computer technology and the internet at school. Most parents felt that Cherbourg was a good school.

- Staff Satisfaction - Overall was **not measurably different** to State and Like Schools scores with improved scores recorded in all dimensions.
- Most staff are very happy working at Cherbourg. Staff are generally satisfied that they get on well with the students and other staff at the school. Satisfaction with safety, facilities and working conditions has improved. Staff believe that they are encouraged to take responsibility for their own work and regularly have a say in decisions about their work. Most staff feel that people put a lot of energy into their work and that it is a good place to work. While most staff have the support, resources and training to do their job well, a small number would like more feedback. Most staff are now very satisfied that they have good access to well maintained ICT equipment. Most staff are very satisfied that they can confidently manage the roles and responsibilities expected of them in the job and that they are able to make a worthwhile contribution. Most staff feel valued and appreciated.