



Cleveland State School

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2010 Annual School Report

Introduction :

All Queensland schools are required to report annually. We have included the following range of topics in our report :

- About Our School (School Profile)
- Successes of 2010 (School Progress towards our goals)
- Priorities for 2011 (Future Outlook)
- Curriculum Offerings
- How Information and Communication Technologies are used to support learning
- Facilities
- Social and Learning climate
- Parents as Partners
- Parent, Teacher and Student Satisfaction
- Staff Profile
- Student Achievements (Key Student Outcomes)

We hope that you find this information interesting and a valuable guide to choosing the best school for your child.

Did We Discover, Learn & Shine again in 2010?

School Progress toward its intended goals for 2010

Priorities for 2010 included:

Together - Every Child, Every Chance, Every Day

1. Consistent, high expectations; All our students will achieve. We all have a responsibility to do and model what's best for our students

2. Developmental, challenging, engaging curriculum; Let's generate a sense of excitement about learning and develop students' higher order thinking skills.

3. Explicit and informed teaching with alignment of assessment & reporting; What did I learn today? High Yield Instruction. Alignment of Teaching , Assessment & Reporting.

4. School community teams and operations that support teaching and maximize and celebrate learning. *"The village raises the child"*

2010 was another fabulous year of learning at Cleveland State School.

The success of our academic and learning support programs in 2010 was evident in the positive report cards received by the vast majority of our students, the high percent of students who performed above the National Mean in NAPLAN and the large number of students receiving school academic awards. So many of our students, through their commitment to learning, achieved individual academic successes and can be proud of what they have accomplished; learning their sight words, improving their recall of number facts, developing a repertoire of problem solving strategies, gaining skills and confidence as writers and speakers, and becoming more fluent in French.

2010 saw the introduction of a new spelling program from Year 3–7 with some great results. This program targeted individuals' needs and resulted not only in a general improvement in spelling results but saw many of our capable spellers extended and challenged. We look forward to expanding this program in 2011.

The school musical *"Shirts In Pants Up"*, an original school production, proved to be a great success. Approximately 200 students were involved in this lively, fun-filled musical extravaganza.

The introduction of the "Cleveland Challenge" to promote student leadership, citizenship and school spirit proved to be a great success with students participating in a range of challenges. Congratulations to Lawson who were the inaugural winning House

The introduction of interactive whiteboards into many classrooms this year has been a real bonus for our students. This technology has allowed for far greater access to learning resources and has proved to be an invaluable tool for engaging students in learning. Well done, teachers, for learning how to use this resource in the interests of your students.

Another successful learning initiative in 2010 was the introduction of Discovery Days. These days provided students the experience of a broad range of learning experiences and were enjoyed by all. We will be continuing these in 2011.

What is planned for 2011?

Future Outlook:

In 2011 our goals include:

- Develop and deliver engaging curriculum through consistent, high yield teaching and learning
- Improve performance of all students in literacy.
- Improve performance of all students in numeracy.
- Create a positive, respectful, and safe learning environment in which each student has the opportunity to reach their potential.
- Enhance and celebrate student learning through productive and skilled teams, community involvement and positive home-school relations.
- To provide a safe and healthy organised learning and working environment with a skilled and professional workforce
- Undertake a Quadrennial school review informed by a Teaching and Learning Audit

Key improvement strategies to achieve these goals include:

- Implementation of school wide English and Science programs
- Expansion of Words Their Way spelling program to include Years 1-3
- Embedding higher order thinking across all curriculum areas
- Developing and implementing a Cleveland State School Charter of Teaching
- Complete facilities upgrades through BER (Hall and library) and State Schools of Tomorrow projects

Our School at a Glance

School Profile

Cleveland State School has been providing quality education for children since 1868. Our school is a well-respected co-educational State Primary School located on 4 hectares of land on the corner of Queen and Wynyard Streets in Cleveland; the civic centre of the Redland City Council. The school caters for students from the Preparatory Year to Year 7.

Whilst many students attend Cleveland as their local school, many students attend the school as their school of choice, travelling from further away to attend. In July 2010 the school enrolment was 723. Approximately 60% of the school population resides within Cleveland with additional students drawn from suburbs within the Redlands and a small minority from Brisbane Suburbs.

Our students come from a range of backgrounds and bring a diversity of resources and an enthusiasm for learning to the school. A significant number are well travelled or have lived overseas. Many parents engage in a wide range of occupations and have high aspirations for their children. Families work in partnership with the school to enable us to achieve our purpose of enabling each student to achieve personal success and a love of learning through quality education.

Total Student Enrolments

Total Enrolment	Girls	Boys	Enrolment Continuity Feb 2010 - Nov 2010
723	385	338	87%

Class Sizes – Proportion of school classes achieving class targets in 2010

Phase	Average Class Size	% of classes in the school			
		On or under target	Under target	On target	Over target
Prep - 3	24	75%	58%	17%	25%
Yr 4 - 7	26	100%	88%	13%	0%
All classes	25	89%	75%	14%	11%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions 1-5 days	14
Long Suspensions 6-20 days	2
Exclusions	1
Cancellations of Enrolment	0

Curriculum Offerings

Our **Prep** curriculum is designed to give children the best possible start to school. Prep is **child-centred**. Children are carefully guided by their teachers to learn through play, investigations, real life situations, routines

and transitions and focused learning and teaching. Teachers plan for children's learning using the five Early Learning Areas of :

- Social and personal learning
- Health and physical learning
- Language learning and communication
- Early mathematical understandings
- Active learning processes.

These five learning areas provide the basis for learning in the following primary school years.

For students in Years 1-7, State Schools in Queensland offer a wide variety of subjects. Essential Learnings form the foundations of the QLD curriculum and are covered across the Key Learning Areas of

- **English,**
- **Mathematics,**
- **Studies of Society and the Environment (SOSE),**
- **Science,**
- **Technology,**
- **Health and Physical Education (HPE),**
- **Languages other Than English (LOTE)**
- **The Arts.**

The **Essential Learnings** identify what is important for students to have opportunities to know, understand and be able to do. They are specified for each of the Key Learning Areas, at four different year-level junctures (end of Years 3, 5, 7 and 9).

Our **English Program** develops knowledge, skills and understandings about English language and literature. Students develop an awareness of purpose, audience, subject matter and text structure through exploring both literary and non-literary texts. Students interpret and construct these texts by exploring the elements of language including grammar, punctuation and spelling.

English is organised into strands; **Speaking and Listening, Reading and Viewing, and Writing and Designing**. Students engage daily in explicit learning experiences to develop their ability to talk, listen, read, view and write with purpose, effect and confidence.

Literacy involves the integration of speaking, listening and critical thinking with reading and writing. At our school, literacy is specifically taught in focused learning blocks and throughout all subject areas.

Our **Mathematics Program** aims to develop in students the confidence to apply mathematics in their everyday life. At each year level students are involved in explicit learning activities and investigations that combine to help individuals develop:

- Mathematical concepts and skills across the strands of **Number, Space, Chance and Data, Measurement, Patterns and Algebra.**
- Competence in computational skills and an ability to apply these skills in real-life situations.
- A broad range of mathematical processes including thinking and talking about mathematics, applying mathematical thinking and knowledge to problem solving situations and reflecting on the appropriateness and efficiency of strategies.
- An appreciation of the role of mathematics in society.

Other subjects taught at Cleveland State School include **Library, Music and Physical Education (P.E.)**. Children from Years 3 to 7 learn **French**.

Children from Years 5, 6 and 7 who qualify are able to take part in an **Instrumental Music Program**. This includes Woodwind, Brass and Percussion and a Junior Band as well as an Advanced Band. The school also offers a Strings program which begins in Year 3. All instrumental music students perform regularly for the school and wider community with two Twilight Concerts being a feature of the Music program each year.

All children throughout the school enjoy participating in the **Smart Moves** program which involves daily fitness activities. Students in Years 5-7 participate in a **Sports Program** which is held on Friday afternoons. All students from P-7 participate in **swimming** lessons as part of the HPE curriculum.

We have a record of high achievement in individual and team sports at both regional and state level. Annually we hold **Cross Country** events, **Sports Days** and **Swimming Carnivals** from which children who qualify may then be chosen to attend the Regional Athletics/Swimming Carnivals. A **Gross and Perceptual Motor program** is run in Prep and Year 1.

Children with special needs are supported through the school's **Student Welfare Team**. Levels of support range from modification of curriculum to individualised learning plans. Students with special needs receive learning support from a range of specialist support staff depending on their needs.

Religious Education is provided to children in Years 1-7 as part of our curriculum. It is non-denominational and is not compulsory.

EXTRA CURRICULA ACTIVITIES

The range of offerings to students includes **drama, art, and swimming clubs**. The school is affiliated with

Cleveland Air Magic **Skipping** Club and conducts activities in partnership with the club.

Students have the opportunity to participate in **tennis** coaching and **Auskick** activities. A lunchtime **SUPA Club** is available for students in Years 5-7.

Participation in a variety of **competitions** and challenges is encouraged. These include:

- Write-On Redlands
- Public Speaking
- Maths Team Challenge
- Choral Fanfare
- Camps

Annual events include Easter Parade, ANZAC Day, Harmony Day, Book Week, Science Week, State Education Week and Christmas Carols.

How are digital technologies used in learning?

All classrooms and the Resource Centre have internet access. ICT is integrated across the curriculum at all year levels. All classes have access to digital cameras, data projectors and interactive whiteboards. A multi-media approach to learning is encouraged across Prep to Year 7.

A computer lab is available to all classes. Most teaching blocks have wireless network access with pods of laptops available for student use.

Children are taught to use programs from the Microsoft Office range – Word, Excel, Paint, Publisher, and PowerPoint, depending on their level of ability. The use of these programs is integrated throughout the curriculum – children may publish a story in Word, present an investigation for S.O.S.E. in PowerPoint, or prepare graphs in Excel for Maths. Computer programs are used to teach, reinforce or remediate in all year levels. The Internet is also used extensively for research and children are taught search skills and Internet protocol. Interactive Whiteboards are used effectively to engage students in learning in a variety of ways.

Facilities

Our facilities are a practical blend of traditional and contemporary. We are fortunate to have the following high quality facilities:

- Purpose-built Music Centre
- Large well grassed sporting oval and playing fields
- Swimming pool
- Multi-purpose tennis/basketball courts

- Netball and volleyball courts
- Shaded playgrounds and fitness equipment
- Large computerised Resource Centre (Library)
- Special Education Centre
- After School Care
- Computer Lab
- Tuckshop

In the second half of 2010, work commenced on our BER projects (Building Education Revolution). The scope of works include a multi-purpose hall and extension to the school library.

Reducing our school's environmental footprint

During 2010 efforts were made to reduce our environmental footprint. A paper and card recycling program was run on a weekly basis. The Garden Group worked at maintaining school gardens using mulching to reduce watering. Classes studied environmental sustainability topics including water conservation and protecting animal habitats.

Year	2010	2009	% change 2009- 2010
Total	\$77 930	\$77 871	0%
Electricity	\$34 243	\$37 053	-8%
Sewerage	\$25 350	\$0	N/A
Waste	\$9 887	\$0	N/A
Water	\$7 844	\$5 204	51%
Gas	\$0	\$0	N/A
Other	\$606	\$35 614	-98%
Electricity kWh	177 898	207 860	-14%
WaterKL	2 596	2 080	25%
Gas MJ	0	0	N/A

Creating a positive learning climate

The development and maintenance of a safe and supportive environment is a school priority. The **Responsible Behaviour Plan for Students** ensures a common understanding of high expectations and personal responsibilities. Classroom and Playground Management Plans aligned to our Code of Behaviour ensure a firm, fair, consistent approach to student behaviour.

The school's "**Learning for Life**" program provides weekly explicit teaching of expected school behaviours, routines and values of:

- Honestly and trustworthiness
- Openness
- Courage
- Excellence
- Integrity
- Commitment
- Teamwork
- Understanding and acceptance
- Respect

In 2010 the **Student Council**, comprising of Year 7 students, met on a regular basis and provided input and feedback to the Administration Team on school matters. Year 6 and 7 classes mentor Prep and Year 1 "buddy" classes.

A playground PALS student leadership program was introduced in 2010. This involved training students in Year 6 to act as mentors for younger students during break times. These young leaders did a fabulous job organising games and encouraging the younger students.

The **School Chaplaincy Service** provided pastoral care 3 days a week. The School Chaplain and volunteers operated an **Open Door** Games Room during break times and a **SupaClub** to enable students to develop social skills in an informal setting. A number of volunteers supported individual students through the **Kids Hope** mentoring program.

Parents as Partners

Cleveland State School enjoys a positive reputation and good relationships with the school community.

The P&C is the representative parent body. This group provides feedback to assist in school decision making and operates school services including the Tuckshop and Uniform Shop. The Penguins Swimming Club and the Music Support Group operate as sub-committees of the P&C. The Executive of the **Parents and Citizens Association** receives feedback from its sub-committees. A comprehensive Principal's report is submitted to each P&C meeting and discussion time is allocated to this report.

A strong **parent volunteer** program is a feature of school operations. A large number of parents and community members assist with a range of classroom programs including numeracy and literacy groups, art activities, perceptual motor activities, sport and music. Volunteers also assist in the school resource centre,

tuckshop, gardening group and a range of special events.

A number of **parent forums** are held during the year covering a range of topics. An **Open House** provides parents with an opportunity to meet class and specialist teachers early in Term 1. **Written reports** are provided to families twice per year. **Face to face reporting** on student progress occurs at the end of Term 1 and again in Term 3. Teachers are available to report on progress at other times on request. An **open door policy** operates at the school and a collaborative problem solving approach is used to address issues and concerns.

Newsletters are available both electronically and in hard copy. The school web site is updated regularly and includes Term Curriculum Overviews to provide information to parents regarding learning programs

Our school-based, parent run, "Happy Feet " playgroup is well-attended and operates weekly.

Parent, Student & Teacher Satisfaction

Each year all State Schools conduct opinion surveys involving a random sample of parents, Year 5 & 7 students, and all staff. The results of this survey helps provide valuable information to inform school decision making and direction.

Performance Measure	2010
% of parents/caregivers satisfied that their child is getting a good education	72%
% of students satisfied that they are getting a good education	81%
% of parents satisfied with their child's school	85%
% of school workforce satisfied with access to professional development	88%
% of staff members satisfied with morale in the school	75%

Our Staff Team

Cleveland's staff consists of 27 classroom teachers who range in experience from new graduates to those of over 30 year's experience. The blend of staff includes many abilities which are utilised to the fullest to benefit students. We also have specialist teachers and staff including:

- Physical Education

- Music
- Learning Support
- Special Education
- Instrumental Music
- Library
- L.O.T.E for Yrs 3 to 7 students - French
- Guidance Officer - (1.5 days per week)
- English as a Second Language.
- Advisory Visiting Teachers
- Speech/Language Pathologist
- School Chaplain

A team of dedicated teacher aides also support learning through both direct & in-direct support.

Staff composition, including Indigenous staff			
Workforce composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	51	16	<5
Full-time equivalents	43.6	10.8	<5

- Gifted Education Mentors
- Visual Arts

For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2010. From the end of the 2009 school year, 93 % of staff were retained by the school for the entire 2010 school year.

One of the many strengths of the Cleveland staff is their ability to work as a team. Staff enjoy positive relationships with each other, with students and members of the community.

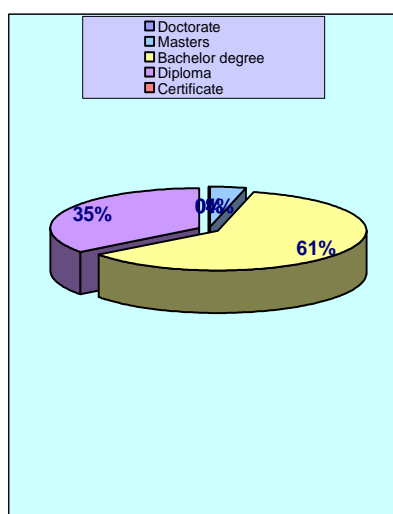
Our Students' Achievements

Cleveland students bring with them an enthusiasm for learning and a range of abilities and talents.

The average attendance rate for students as a percentage in 2010 was 94 %.

Student attendance for each year level	
Year 1	94%
Year 1	95%
Year 3	95%
Year 4	95%
Year 5	94%
Year 6	94%
Year 7	94%

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	31
Diploma	18
Certificate	0



The total funds expended on teacher professional development in 2010 was \$26 511. A broad range of additional (no cost) professional development was provided by drawing on the expertise of staff through coaching and mentoring, learning circles, teacher led workshops and collaborative planning. 100% of teaching staff participating in professional development activities. The major professional development topics included:

- Literacy
- Numeracy
- QCAR (Qld Curriculum, Assessment & Reporting)
- Interactive Whiteboards as learning tools
- First aid & CPR

Student attendance is closely monitored with parents required to provide explanations for student absences. The school administration responds to prolonged or frequent absences by working with parents to ensure improved attendance rates.

We are proud of our students and their achievements. Student of the Week Awards are presented to students from Prep to Year 7 regularly on assembly. At the end of each year students in Years 4–7 are selected against criteria to be recognized for their achievements in Citizenship, Personal Endeavour and Academic Excellence. Students in Year 7 are further recognized through a range of awards across the Key Learning Areas.

Achievement - Closing the Gap

In our commitment to Closing the Gap, Cleveland State School has undertaken strategies plan to embed Aboriginal and Torres Strait Islander perspectives across the school curriculum and culture. All Indigenous Students' progress and attendance is individually monitored. In 2010 attendance of indigenous students was generally similar to that of non-indigenous students.

NAPLAN ACHIEVEMENTS

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Thank you for taking an interest in our school. Please do not hesitate to contact the school office should you wish to make an appointment to visit our school or to meet with a member of the school administration team.

Additional information pertaining to Queensland State Schools is located on the [My School](#) website and the Department's Right to Information site.