

Kawungan State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Kawungan State School was established in 1991 and sits in spacious, attractive and well-maintained grounds. The school is fortunate in being able to provide modern classrooms with up-to-date resources and facilities. Construction of a new school library and hall was completed in early 2011. These buildings were great additions to the Kawungan school community and will continue to enhance learning opportunities for all students throughout the 21st century.

The delivery of a quality curriculum is a driving force at Kawungan State School and is achieved through the foundation of a developmental approach to literacy, numeracy, thinking and research skills. Students are provided with quality learning experiences in all facets of the curriculum, which is further enhanced by other educational activities such as sport, music, camps, environmental awareness and sustainability.

Information technology is an integrated learning tool that sits within our quality curriculum. Students are provided with access to the world beyond the classroom walls through the internet, email and various computer programs providing for inclusion and manipulation of digital imagery.

Kawungan State School is proud of its productive partnerships with parents/caregivers and the wider community. These partnerships reinforce our supportive school environment where all members of the Kawungan community work and learn together in the spirit of life-long learning in a safe, happy, courteous and friendly environment.

It is the purpose of this report to outline both the progress and educational activity that occurred during the 2014 school year.

The spirit of the school is embodied in its vision statement:

“Helping Each Other Achieve Excellence”

School progress towards its goals in 2014

| AIP Priority | Improvement Strategies 2014 | Progress Report |
|--|--|---|
| <p>Priority 1:</p> <p>NAPLAN Literacy & Numeracy</p> | <ul style="list-style-type: none"> ✓ Key targets set for NAPLAN for students relating to U2B and L2B in Years 3, 5 and 7. All teachers (P-7) working towards these targets. ✓ Formative and diagnostic assessment mapped across the school as per the Kawungan Assessment Plan. ✓ Advanced NAPLAN error analysis to inform teaching and learning in Literacy and Numeracy Years P – 7. ✓ Backward mapping of error analysis to inform non-NAPLAN year levels of areas for focus. ✓ Continue sharing best practice strategies through the extension of the Coaching model in Math and English. ✓ Early identification of gaps through the use of the Brigance Screener in Prep. Continued liaison with pre-Prep child care to clarify changes in expectations for Prep students. ✓ Continue process of student goal setting – include as part of Term 1 parent teacher meetings. | <p>Targets have been set for NAPLAN for students relating to U2B and L2B. All year levels continue to work towards targets</p> <p>Kawungan Assessment Plan implemented and monitored across the school</p> <p>Error analysis is being used to inform teaching</p> <p>All year levels committed to continuous improvement</p> <p>Coaching English & Math has been highly successful and valued</p> <p>Early identification has helped early intervention strategies</p> <p>Goal setting was refined through ASoT to be further developed in 2015</p> |
| <p>Priority 2:</p> <p>Curriculum, Teaching & Learning</p> <p>Implementation of C2C</p> | <ul style="list-style-type: none"> ✓ Implementation of National Curriculum for English, Maths and Science using C2C and Primary Connections. Begin History P-7. ✓ School programs reviewed in terms of alignment with National Curriculum and year level expectations adjusted accordingly. ✓ Extensive use of state, local and site-based professional | <p>Implementation has been successful and is ongoing</p> <p>C2C implemented across the school</p> <p>HOC, Coach and regional</p> |

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| | <p>learning, supplemented by online professional development to support the implementation of the national curriculum.</p> <ul style="list-style-type: none"> ✓ Continuation of Marzano’s Art and Science of Teaching to all teaching staff to develop a shared pedagogical language and framework. ✓ 1:1 Device trial with pedagogical focus – targeting years 5, 6 and 7; Continue implementation of technology plan where funding permits to support development of ICT skills in teaching and learning | <p>personnel have assisted in the review</p> <p>ASoT is used as our pedagogical framework across the school</p> <p>Successful implementation in Year 5, 6 & 7 with 30% uptake</p> |
| <p>Priority 3: Closing The Gap</p> | <ul style="list-style-type: none"> ✓ Individual Learning Plans for all indigenous students. ✓ Focussed intervention program to support Closing the Gap. ✓ Embedding EATSIPS into the curriculum in accordance with Australian Curriculum, C2C and Primary Connections. ✓ Continue the development of Indigenous community partnerships. Utilise local Elder knowledge to enhance knowledge and understanding. ✓ Continue involvement as an Indigenous Focus School. ✓ Celebrating/ recognising NAIDOC week, Reconciliation week, National Sorry Day. ✓ A technology trial to increase Literacy and Numeracy outcomes and attendance for indigenous students will be undertaken for students in Years 5, 6 and 7. This will run in conjunction with the 1:1 device program. | <p>All plans in place</p> <p>Intervention occurring as required</p> <p>Indigenous perspectives embedded across the school</p> <p>Indigenous community participate in all celebrations</p> <p>Status is ongoing</p> <p>All special events recognized and Welcome to Country on school assemblies</p> <p>Data tracked across the school</p> |
| <p>Priority 4: School Performance</p> | <ul style="list-style-type: none"> ✓ Continue implementation of whole school Gifted and Talented Policy. Embed into teacher planning, with recording of differentiation on OneSchool. ✓ Develop a whole school approach to articulate consistent expectations in | <p>Gifted & Talented Policy has been implemented and monitored</p> <p>Differentiation is embedded in curriculum planning on OneSchool</p> |

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| | <p>terms of differentiated curriculum and recording this within C2C.</p> <ul style="list-style-type: none"> ✓ Incorporate into the school's explicit improvement agenda, a formal process of observations and constructive teacher feedback. Extend use of the mentor model using teachers and administrative team to build capacity. The pedagogical framework will be used to develop a supportive and developmental model of observation/feedback. ✓ C2C English, Maths, History and Science (or Primary Connections) programs are in use in all year levels. ✓ Yr 7 to High School – Cluster approach with sharing and alignment of strategies across all primary and related high schools | <p>Observations and feedback is developing, classroom walk through and focused observations occur regularly. Feedback tools in reading developed to ensure alignment to pedagogical framework and school wide consistency.</p> <p>C2C is embedded across the school</p> <p>Worked closely with destination schools to ensure smooth transitions</p> |
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Future outlook

2015 Priorities:

- ✓ Continued implementation of a balanced Reading program with particular focus on Guided Reading.
- ✓ Create a consistent approach to and sharp focus on Writing aligned with Sheena Cameron's strategies.
- ✓ Development of strategies to improve practice around place value.
- ✓ Continue the implementation of the pedagogical framework - Marzano "The Art and Science of Teaching" – the next school-wide focus will be on DQ 1-4 relating to the establishment and communication of learning goals, tracking student progress and celebrating success and Great Teachers = Great Results.
- ✓ Data focus on key targets set for NAPLAN for students relating to U2B and L2B in Yrs 3 and Yr 5 with associated strategies. All teachers (P-6) working towards these targets, focussing on strategies.
- ✓ Create a number of 'device' classes in Year 4-6 with laptops or iPads.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 1003 | 495 | 508 | 91% |
| 2013 | 961 | 485 | 476 | 93% |
| 2014 | 947 | 460 | 487 | 94% |

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

Characteristics of the student body:

Our school's students are drawn from many different cultural and social backgrounds and socio-economic contexts. The school currently has an enrolment management plan that ensures consistent numbers are maintained throughout the year and that upper student enrolment thresholds are not met. A number of our students are highly transient.

Average class sizes

| Phase | Average Class Size | | |
|-------------------------|--------------------|------|------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 22 | 21 | 21 |
| Year 4 – Year 7 Primary | 24 | 26 | 24 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|-------|
| | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 90 | 74 | 118 |
| Long Suspensions - 6 to 20 days | 6 | 2 | 0 |
| Exclusions [#] | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- ✓ Technology device classes
- ✓ Music program
- ✓ Development of standards in assessment and reporting
- ✓ Sporting (PE) opportunities
- ✓ Special Education Program
- ✓ Early Childhood Developmental Program

Extra curricula activities

- ✓ Music opportunities – Instrumental Music, Orchestral Music, Choirs, Strings
- ✓ Educational Excursions
- ✓ A variety of inter and intra school sporting activities such as rugby league, soccer, hockey, softball, tennis, netball, swimming, athletics, cross country, AFL
- ✓ Chaplaincy service
- ✓ Chess club
- ✓ Computer club
- ✓ Multi-skills program
- ✓ Cooking classes
- ✓ Lunchtime sporting activities
- ✓ School camps and excursions
- ✓ iDream
- ✓ Reader's Cup
- ✓ Maryborough Technology Challenge
- ✓ Gardening Club

How Information and Communication Technologies are used to assist learning

Kawungan State School uses a wide range of ICTs to enhance student learning, not only integrating ICTs into the curriculum, but making ICTs integral to learning. Staff at Kawungan State School endeavour to make this typical of their teaching practice and this is used by all teaching staff including classroom teachers, teachers from Special Education and STLaNs. Teachers have a range of ICTs accessible to their class as well as in an ICTs room. Some of these include:

- ✓ Laptop computers in mobile trolleys (COWs)
- ✓ MP3 Players
- ✓ iPad tablets
- ✓ Digital Still and Video Cameras
- ✓ Data Projectors
- ✓ Interactive Whiteboards

Classroom teachers are using many forms of ICTs from Prep through to Year 6. Students are using the tools from the Learning Place to connect beyond the classroom. Through project rooms at the Learning Place, students are using blogs, forums, polls and chats to extend their knowledge on a range of topics. Learning Objects are also being accessed and used from the Learning Place and electronic Teaching collection (eTc).

These are used both individually and as a whole class learning experience. Interactive whiteboards are now in use in over 25% of classrooms. In other classrooms, teachers have access to wireless keyboard and mouse sets that can be used in conjunction with a data projector to make technology interactive and engaging for the whole class. Students are able to utilise these support higher-order thinking tasks.

In 2014, six 1:1 device classes operated – 2 in Year 5, 6 & 7.

Social Climate

As a result of the above diverse and personal support and communication structure, it is our belief that our school produces and projects a safe, supportive and well-disciplined environment. When reflecting on the 2014 parent, student and staff satisfaction surveys, the following results reinforce this belief.

Parent, student and staff satisfaction with the school

| Performance measure | 2012 | 2013 | 2014 |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | | | |
| their child is getting a good education at school (S2016) | 97% | 100% | 97% |
| this is a good school (S2035) | 100% | 97% | 93% |
| their child likes being at this school* (S2001) | 97% | 93% | 97% |
| their child feels safe at this school* (S2002) | 94% | 93% | 95% |
| their child's learning needs are being met at this school* (S2003) | 94% | 100% | 92% |
| their child is making good progress at this school* (S2004) | 97% | 100% | 93% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 98% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% | 90% |
| teachers at this school motivate their child to learn* (S2007) | 97% | 100% | 90% |
| teachers at this school treat students fairly* (S2008) | 94% | 97% | 89% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% | 93% |
| this school works with them to support their child's learning* (S2010) | 94% | 100% | 92% |
| this school takes parents' opinions seriously* (S2011) | 88% | 100% | 82% |
| student behaviour is well managed at this school* (S2012) | 86% | 93% | 92% |
| this school looks for ways to improve* (S2013) | 86% | 97% | 92% |
| this school is well maintained* (S2014) | 100% | 100% | 98% |

| Performance measure | 2012 | 2013 | 2014 |
|---|------|------|------|
| Percentage of students who agree [#] that: | | | |
| they are getting a good education at school (S2048) | 93% | 97% | 99% |
| they like being at their school* (S2036) | 84% | 97% | 96% |
| they feel safe at their school* (S2037) | 92% | 96% | 99% |
| their teachers motivate them to learn* (S2038) | 91% | 97% | 99% |
| their teachers expect them to do their best* (S2039) | 96% | 100% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 89% | 95% | 95% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2012 | 2013 | 2014 |
| teachers treat students fairly at their school* (S2041) | 77% | 95% | 93% |
| they can talk to their teachers about their concerns* (S2042) | 86% | 94% | 95% |
| their school takes students' opinions seriously* (S2043) | 90% | 94% | 98% |
| student behaviour is well managed at their school* (S2044) | 83% | 92% | 92% |
| their school looks for ways to improve* (S2045) | 98% | 100% | 97% |
| their school is well maintained* (S2046) | 93% | 97% | 95% |
| their school gives them opportunities to do interesting things* (S2047) | 90% | 97% | 98% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 100% | 99% |
| they feel that their school is a safe place in which to work (S2070) | | 100% | 97% |
| they receive useful feedback about their work at their school (S2071) | | 89% | 95% |
| students are encouraged to do their best at their school (S2072) | | 100% | 100% |
| students are treated fairly at their school (S2073) | | 98% | 99% |
| student behaviour is well managed at their school (S2074) | | 98% | 99% |
| staff are well supported at their school (S2075) | | 93% | 94% |
| their school takes staff opinions seriously (S2076) | | 91% | 93% |
| their school looks for ways to improve (S2077) | | 99% | 100% |
| their school is well maintained (S2078) | | 98% | 99% |
| their school gives them opportunities to do interesting things (S2079) | | 95% | 95% |

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Kawungan State School continues to build a strong reputation that reinforces the concept of excellence in all areas. Part of Kawungan State School's advocacy has been the strong development of communication structures within the Kawungan community. The focus on building strong relationships has been central to our philosophy centred around a safe, happy, courteous and friendly environment. This reputation has been validated through the various School Opinion Surveys over recent years.

The 2014 School Opinion Survey has indicated that parents have been extremely satisfied in all areas of school operation. The school operates a busy social media page and digital sign that keeps the school community informed of events on a daily basis.

Processes used within the school to enhance these positive results have included:

- ✓ continued positive relationship with a very supportive P&C
- ✓ the production of a comprehensive and informative weekly newsletter
- ✓ communication via a digital sign and social media has further enhanced our school/community relationship
- ✓ individual contact with parents regarding positive and developmental student issues
- ✓ regular teacher interviews concerning student progress
- ✓ invitations to social, cultural and sporting activities
- ✓ invitations to celebratory classroom activities
- ✓ P&C parent café and Random Acts of Kindness awards
- ✓ Celebration of special days including World Teacher's Day
- ✓ Volunteers morning tea

Reducing the school's environmental footprint

The following strategies are in place at Kawungan State School to help to reduce our environmental footprint. We will continue to look for ways to help the environment:

- ✓ Installed solar panels to save on electricity
- ✓ Installed dual flush on toilets
- ✓ Fix dripping taps
- ✓ Use recycled paper or paper from renewable forests where possible
- ✓ Aim to use both sides of a piece of paper
- ✓ Reduce the amount of waste from the school canteen
- ✓ Turn all lights off when not needed
- ✓ Only heat or cool rooms to a moderate level to conserve energy
- ✓ Keep air conditioners clean and regularly serviced
- ✓ Recycle computer and photocopier toner kits
- ✓ Recycle old computers and monitors
- ✓ Only photocopy the required number of pages
- ✓ Only use air conditioning when it is significantly higher than 25 degrees outside
- ✓ Turn off computer screens when not being used
- ✓ Plant and maintain a vegetable garden

Results in the areas of water and electricity can be noted below. It should be noted that this data reflects the addition of two large buildings towards the end of the 2010-2011 financial year and the associated increased usage because of our new hall and library.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2011-2012 | 206,261 | 1,433 |
| 2012-2013 | 215,480 | 3,320 |
| 2013-2014 | 216,034 | 8,246 |

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.

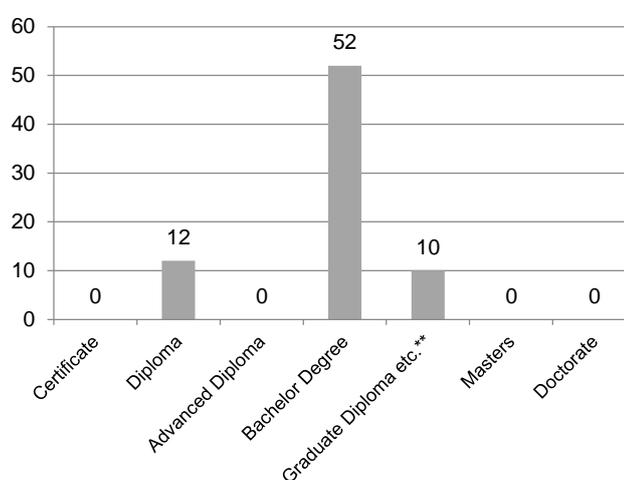
Our staff profile

Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 74 | 39 | <5 |
| Full-time equivalents | 63 | 26 | <5 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 12 |
| Advanced Diploma | 0 |
| Bachelor Degree | 52 |
| Graduate Diploma etc.** | 10 |
| Masters | 0 |
| Doctorate | 0 |
| Total | 74 |



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$65 265.

The major professional development initiatives are as follows:

- ✓ Curriculum Development Days to focus on C2C preparations and current focus areas of Literacy and Numeracy and other curriculum initiatives;
- ✓ Leadership PD included 'Art and Science of Teaching';
- ✓ ICT focus areas included Interactive Whiteboard and Ipad usage;
- ✓ Peer classroom visits were also facilitated by HOC, Numeracy coach and STLANS;
- ✓ Gifted and Talented Education Professional Development;
- ✓ Rehabilitation and Workplace Health and Safety Professional Development;
- ✓ Behaviour Support and ESCM training;
- ✓ First Aid;
- ✓ Asbestos Awareness
- ✓ Code of Conduct;
- ✓ Child Safety

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

| Average staff attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| 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, 91% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

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 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 given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

| Student attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 92% | 92% | 92% |

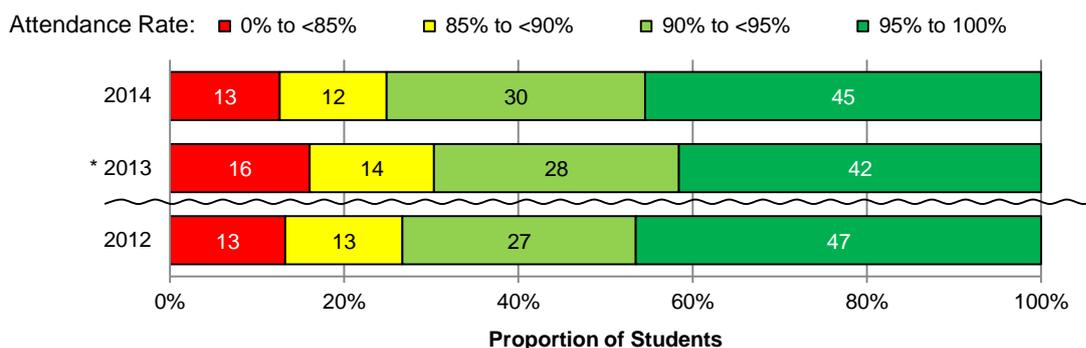
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2012 | 92% | 92% | 94% | 92% | 93% | 92% | 91% | | | | | |
| 2013 | 90% | 92% | 93% | 93% | 91% | 92% | 91% | | | | | |
| 2014 | 92% | 92% | 92% | 93% | 93% | 92% | 93% | | | | | |

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice daily using third party software (IdAttend) that uploads to OneSchool. Parents of students with unexplained absences are contacted by both classroom teachers and deputy principals, and reasons for absence are requested. Strategies to assist parents are shared by school staff. Support personnel such as Guidance Officer, IEW and School Chaplain are enlisted to assist where appropriate. Patterns of attendance are monitored and compulsory attendance strategies are implemented where necessary. This has included contacting the Police Service as well as the Department of Children's Services, where appropriate. Proactive strategies have included newsletter articles relating to the importance of attendance as well as regular student reminders on parade.

Principal runs an incentive program to improve student attendance.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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**.

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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.

Achievement – Closing the Gap

Throughout 2014, Kawungan continued the development of Indigenous community partnerships. This was achieved by utilising local Elder knowledge to enhance student knowledge and understanding. Kawungan continued as an Indigenous Focus School in 2014 and will continue this involvement in 2015. 70 Indigenous students attended the school in 2014. The Indigenous attendance rate of 89% in 2014 was above the state and national average.

Indigenous student performance in 2013 showed positive trends in most areas and was enhanced by dedicated teacher support, and activities such as "I Dream". Academic reporting data indicates that 72.3% of all indigenous students at Kawungan scored a C or above for

academic achievement, 85.2% scored a C or above for Behaviour and 87.3% scored a C or above for Effort. Indigenous attendance rates are marginally lower than non-indigenous students at Kawungan (89.5% in 2014 vs 89% in 2013). Strategies are being undertaken to close this gap.

Over the last 3 years we have closed the Year 3 Indigenous reading gap from 97 to 32 points.