



Kawungan State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

Postal address:	Grevillea Street Kawungan Hervey Bay 4655
Phone:	(07) 4197 9111
Fax:	(07) 4197 9100
Email:	principal@kawunganss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mark Jones – Principal

School Overview

Kawungan State School was established in 1991. It became an Independent Public School in 2017. It is situated in the centre of the rapidly growing tourist destination of Hervey Bay. This multifaceted campus consists of a Primary School, Prep, Special Education Program and an Early Childhood Developmental Program. A carefully monitored framework for intervention processes supports the needs of all students. The school offers Chinese language study in Years 5 and 6. The school excels in the Music realm and has won many regional awards for its outstanding choirs and orchestras. The school runs many additional programs that targets the needs of children growing in a complex society, including our Koala Joeys, Pre Prep, iCan Play, STEAM Room and Kawungan Care programs. Children attending the school come from a wide range of socio-economic backgrounds. The delivery of a quality Australian curriculum is a major focus of the school. Outstanding teaching and learning practices support the staff and students as they strive to help every student achieve excellence. The school's Explicit Improvement Agenda targets improvement in reading, writing and the implementation of STEM

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 school resource centre and hall was completed in early 2011. A large storage facility was built in 2015 to accommodate the stage, choir stands and chairs. These buildings were great additions to the Kawungan State 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.

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 2017 school year.

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

“Helping Each Other Achieve Excellence”

School Progress towards its goals in 2017

Strategy 1: Writing

ACTION	PROGRESS
Develop a shared understanding and commitment to developing writing stamina with reference to the general capabilities in the Australian Curriculum and across all Key Learning areas	Ongoing
Enhance teacher knowledge of Australian Curriculum Writing through deepening knowledge of Achievement Standards and Curriculum Intent	Ongoing
Provide opportunities for staff to engage in moderation within and across schools	Expected to be completed in 2018
Provide challenging learning opportunities for students to demonstrate their potential through quality samples of writing	Implemented
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention	Implemented
Collect and triangulate Writing data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.	Expected to be completed in 2018
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings	Implemented

Strategy 2: Reading

ACTION	PROGRESS
Sustain literacy coach	Implemented
Provide opportunities for teachers to engage with Instructional (Learning) Rounds to sharpen consistency of practice	Implemented
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices	Implemented
Align DPP for staff to the reading strategy	Implemented
Provide challenging learning opportunities for students to demonstrate their potential through quality opportunities in reading setting	Ongoing
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings	Ongoing
Celebrate reading progress within the wider community through newsletters and parade	Ongoing

Strategy 3: Numeracy

ACTION	PROGRESS
Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice mathematics pedagogy.	Implemented
Identify and recruit school based mathematics cohort leaders	Implemented
Build teacher capacity to recognise and remediate key misconceptions through NCR Diagnostics papers pre and post testing	Ongoing
Provide time for teaching staff to plan effectively for mathematics using data to inform the teaching and learning program aligned to the Australian Curriculum	Implemented
Deepen staff knowledge of proficiency strands – fluency, reasoning, understanding, problems solving	Ongoing in 2018
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings	Ongoing in 2018
Promote awareness and understanding of the Numeracy strategy to all stakeholders through communication channels – school newsletter, website, EIA, parades	Implemented

Future Outlook

- ✓ Leadership team to identify trends in reading data to further refine the balanced reading program at Kawungan SS
- ✓ Ensure new staff are supported to align teaching practices to Kawungan SS reading framework
- ✓ Refine understanding and embed “What Reading Looks Like at Kawungan” placemat.
- ✓ Use I4S funds to provide additional allocation of teacher aide support in every P-4 classroom to support guided reading
- ✓ I4S funding to provide support for upper 2 band students in Yr3/4/5
- ✓ HOC and Literacy Coach to deliver professional development to teachers based on writing through the ‘bike’ model
- ✓ All teachers to be provided with resources and scaffolding to support the teaching of writing
- ✓ Formulation of a deliberate approach to tracking the writing development of students from Yr1-6
- ✓ Employ a STEM Teacher through I4S funds
- ✓ Identify teachers to support numeracy development through participation in North Coast Region Numeracy Cluster
- ✓ Regular sharing of warm ups and key learnings from the numeracy team at staff meetings
- ✓ STEM teacher to support the embedding of numeracy practices into planning including ‘show me’ papers
- ✓ Explore options for student extension in digital technologies through participation in regional events

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	847	403	444	65	94%
2016	882	434	448	72	91%
2017	888	413	475	81	94%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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 our upper student enrolment threshold of 1137 students is not breached. A number of our students are highly transient.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	24	23
Year 4 – Year 6	27	25	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- ✓ Technology device classes
- ✓ Music program
- ✓ Sporting opportunities
- ✓ Special Education Program
- ✓ Extensive intervention processes and supports
- ✓ Early Childhood Developmental Program
- ✓ Koala Joeys pre-prep program
- ✓ School pedagogical framework based on Marzano's Art & Science of Teaching

Co-curricular 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
- ✓ iCan Play
- ✓ Chaplaincy service
- ✓ Computer club
- ✓ Multi-skills program
- ✓ Cooking classes
- ✓ Lunchtime sporting activities
- ✓ School camps and excursions
- ✓ iDream
- ✓ STEAM Room
- ✓ 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 have a range of ICTs accessible to their class as well as in an ICTs room.

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 in 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.

Social Climate

Overview

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 2017 parent, student and staff satisfaction surveys, the following results reinforce this belief.

Parent, Student and Staff Satisfaction

Parent opinion survey



Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	96%	99%
this is a good school (S2035)	100%	94%	100%
their child likes being at this school* (S2001)	100%	94%	99%
their child feels safe at this school* (S2002)	95%	93%	96%
their child's learning needs are being met at this school* (S2003)	100%	96%	98%
their child is making good progress at this school* (S2004)	100%	96%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	95%
teachers at this school motivate their child to learn* (S2007)	100%	98%	98%
teachers at this school treat students fairly* (S2008)	98%	96%	95%
they can talk to their child's teachers about their concerns* (S2009)	98%	96%	95%
this school works with them to support their child's learning* (S2010)	98%	94%	95%
this school takes parents' opinions seriously* (S2011)	93%	90%	99%
student behaviour is well managed at this school* (S2012)	93%	88%	92%
this school looks for ways to improve* (S2013)	100%	98%	99%
this school is well maintained* (S2014)	100%	96%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	99%	95%
they like being at their school* (S2036)	97%	98%	93%
they feel safe at their school* (S2037)	97%	96%	90%
their teachers motivate them to learn* (S2038)	99%	99%	97%
their teachers expect them to do their best* (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	93%
teachers treat students fairly at their school* (S2041)	92%	89%	92%
they can talk to their teachers about their concerns* (S2042)	91%	92%	91%
their school takes students' opinions seriously* (S2043)	91%	93%	87%
student behaviour is well managed at their school* (S2044)	88%	82%	84%
their school looks for ways to improve* (S2045)	97%	96%	97%
their school is well maintained* (S2046)	98%	99%	93%
their school gives them opportunities to do interesting things* (S2047)	96%	94%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	99%	98%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they feel that their school is a safe place in which to work (S2070)	99%	100%	98%
they receive useful feedback about their work at their school (S2071)	96%	96%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	88%	94%
students are encouraged to do their best at their school (S2072)	99%	100%	99%
students are treated fairly at their school (S2073)	99%	100%	98%
student behaviour is well managed at their school (S2074)	99%	100%	91%
staff are well supported at their school (S2075)	95%	98%	95%
their school takes staff opinions seriously (S2076)	93%	91%	98%
their school looks for ways to improve (S2077)	99%	100%	99%
their school is well maintained (S2078)	97%	96%	95%
their school gives them opportunities to do interesting things (S2079)	92%	96%	91%

* 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

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 2017 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. The school scores above the State on most items.

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
- ✓ Celebration of special days including World Teacher's Day, NAIDOC Day, Volunteer Day
- ✓ Volunteers morning tea
- ✓ Articles shared in local press

At Kawungan State School, the appropriate layer of support is identified through analysis of student data and ongoing monitoring of student progress. Students' data and progress is presented at Social Justice meetings. This ensures the identification of students' educational needs and provision of reasonable adjustments. The planning process involves collaboration and consultation with parents, the student (where appropriate), school curriculum leaders, classroom teachers and other relevant specialists. Collaborative planning brings these participants together as a team to consider the student's current level of performance and to determine the student's educational needs and future learning priorities.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	76	86	54
Long Suspensions – 11 to 20 days	2	3	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

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
- ✓ Installed a printing management system to reduce excess printing
- ✓ Only photocopy the required number of pages
- ✓ Only use air conditioning when it is significantly higher than 25 degrees outside

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	212,244	4,542
2015-2016	189,599	8,068
2016-2017	216,999	16,298

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.

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 <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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	68	45	0
Full-time Equivalents	60	29	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	9
Bachelor degree	39
Diploma	8
Certificate	0

*Teaching staff includes School Leaders

**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 2017 were \$58487

The major professional development initiatives are as follows:

- ✓ Curriculum Development days to ensure consistent planning and expand teachers knowledge of the Australian curriculum and unpack the 2017 explicit improvement agenda
- ✓ Leadership PD, including regional conferences and business days
- ✓ Attendance at Curriculum Roadshows
- ✓ First Aid
- ✓ Numeracy cluster workshops
- ✓ Motivations for Behaviour workshops
- ✓ ICT Innovation

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	89%	91%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

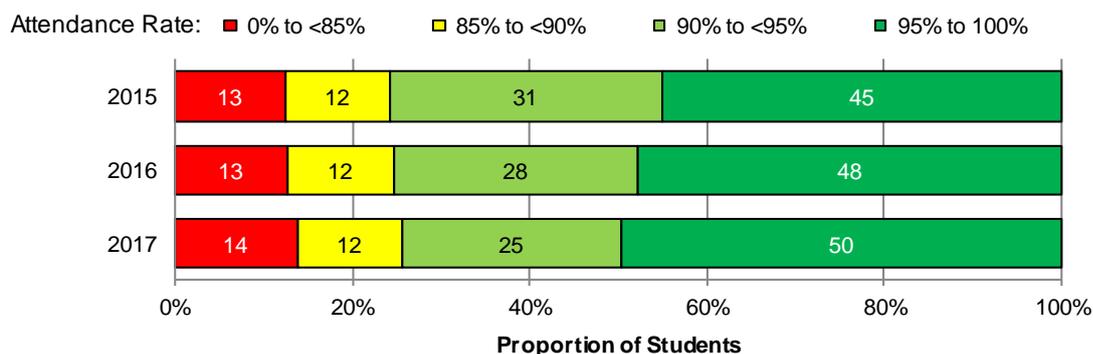
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	92%	93%	92%	91%	93%	93%						
2016	92%	92%	94%	92%	92%	91%	94%						
2017	93%	93%	93%	92%	92%	93%	91%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

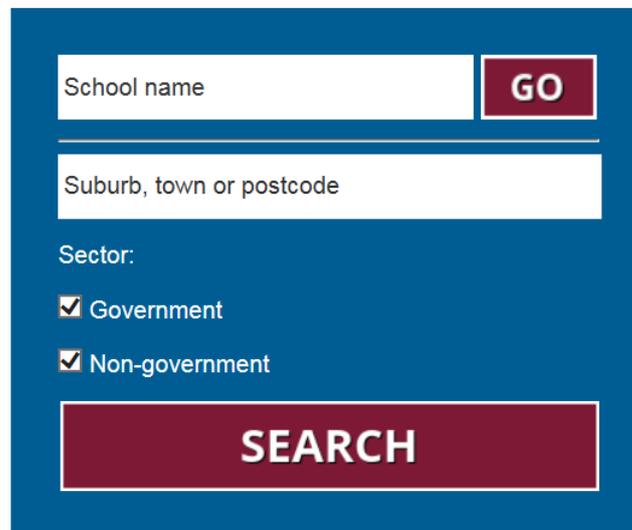
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

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.

Find a school



The screenshot shows a search form with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

2017 was an outstanding year at Kawungan State School. We look forward to another great year in 2018 as we progress with our explicit improvement agenda focusing on reading, writing and STEM.