Kawungan State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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From the 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, numeracy and attendance. The school has a strong record of recruiting excellent teachers who stay for the long term.

School progress towards its goals in 2018

ACTION	PROGRESS
A consistent process implemented for the teaching of writing. Professional development, modelling and coaching provided for teachers and implemented in each class, based on the BIKE model.	Ongoing
Continued support of staff to implement and further refine practice around the Kawungan Balanced Reading Framework	Ongoing
Increased utilisation of teacher aide support in every P-4 classroom to support guided reading	Achieved
Additional teacher support provided for upper 2 band students in Yr3/4/5	Achieved
Employment of a STEM teacher to support teachers and students in embracing the STEM agenda	Achieved
Participation of a number of staff in North Coast Region Numeracy Cluster	Achieved
Facilitate the participation of students in a variety of extension activities outside of school (STEMFest, Opti Minds, Readers Cup, Maths Challenge)	Achieved
Utilise regional staffing resource to deepen understanding of Kawungan data trends over recent years	Achieved

Future outlook

- ✓ Establish a "Literacy Engagement Teacher" to support teachers deliver quality literacy practices aligned to the Australian Curriculum
- ✓ Establish a "Numeracy Engagement Teacher" to support teachers to deliver quality numeracy practices aligned to the Australian Curriculum
- ✓ Create a specialist ARTs teacher role and a specialist Technology teacher role
- ✓ Contribute to a local community of practice with surrounding schools, exploring and sharing best practice
- ✓ Continue to refine Kawungan Writing framework
- ✓ Develop processes for peer observation of practice in literacy and numeracy
- ✓ Focus on generating engaging units of work aligned to our local context
- ✓ Identify opportunities for targeted student growth based on A-E data sets

- ✓ Explore options for student enrichment through participation in localised and regional events
- ✓ Embrace opportunities for staff to participate in moderation opportunities with surrounding schools
- ✓ Embed wellbeing practices for both students and staff

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	882	888	897
Girls	434	413	424
Boys	448	475	473
Indigenous	72	81	89
Enrolment continuity (Feb. – Nov.)	91%	94%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 breeched. A number of our students are highly transient

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	24
Year 4 – Year 6	25	26	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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
- ✓ 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 2018 parent, student and staff satisfaction surveys, the following results reinforce this belief.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	99%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this is a good school (S2035)	94%	100%	95%
• their child likes being at this school* (S2001)	94%	99%	92%
• their child feels safe at this school* (S2002)	93%	96%	95%
• their child's learning needs are being met at this school* (S2003)	96%	98%	94%
• their child is making good progress at this school* (S2004)	96%	96%	95%
• 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)	94%	95%	94%
• teachers at this school motivate their child to learn* (S2007)	98%	98%	97%
• teachers at this school treat students fairly* (S2008)	96%	95%	92%
• they can talk to their child's teachers about their concerns* (S2009)	96%	95%	97%
• this school works with them to support their child's learning* (S2010)	94%	95%	97%
• this school takes parents' opinions seriously* (S2011)	90%	99%	93%
• student behaviour is well managed at this school* (S2012)	88%	92%	87%
• this school looks for ways to improve* (S2013)	98%	99%	95%
• this school is well maintained* (S2014)	96%	98%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	95%	99%
• they like being at their school* (S2036)	98%	93%	96%
• they feel safe at their school* (S2037)	96%	90%	97%
• their teachers motivate them to learn* (S2038)	99%	97%	98%
• their teachers expect them to do their best* (S2039)	100%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	93%	98%
• teachers treat students fairly at their school* (S2041)	89%	92%	94%
• they can talk to their teachers about their concerns* (S2042)	92%	91%	91%
• their school takes students' opinions seriously* (S2043)	93%	87%	94%
• student behaviour is well managed at their school* (S2044)	82%	84%	89%
• their school looks for ways to improve* (S2045)	96%	97%	99%
• their school is well maintained* (S2046)	99%	93%	99%
• their school gives them opportunities to do interesting things* (S2047)	94%	90%	99%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
• they receive useful feedback about their work at their school (S2071)	96%	96%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	94%	93%
• students are encouraged to do their best at their school (S2072)	100%	99%	100%
• students are treated fairly at their school (S2073)	100%	98%	97%
• student behaviour is well managed at their school (S2074)	100%	91%	92%
• staff are well supported at their school (S2075)	98%	95%	97%
• their school takes staff opinions seriously (S2076)	91%	98%	95%
• their school looks for ways to improve (S2077)	100%	99%	100%
• their school is well maintained (S2078)	96%	95%	98%
• their school gives them opportunities to do interesting things (S2079)	96%	91%	92%

* 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	86	54	61
Long suspensions – 11 to 20 days	3	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	189,599	216,999	183,759
Water (kL)	8,068	16,298	9,998

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
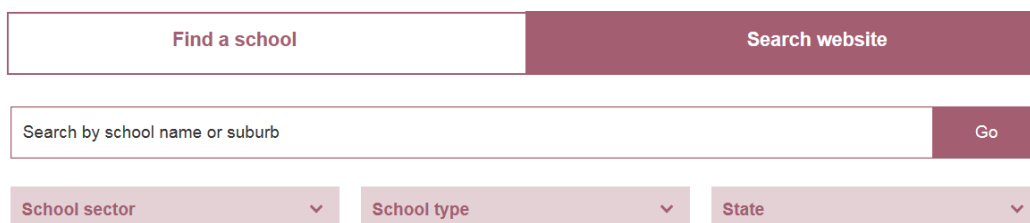
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	73	46	<5
Full-time equivalents	64	29	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	9
Bachelor degree	52
Diploma	8
Certificate	0

*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 2018 were $59192.59

The major professional development initiatives are as follows:

- Steve Francis – Effective Teams
- Numerate Futures
- Curriculum Roadshows
- Leadership initiatives
- Numeracy Cluster
- STEM
- First Aid
- Writing workshops
- Age Appropriate Pedagogies

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	92%
Attendance rate for Indigenous** students at this school	89%	91%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

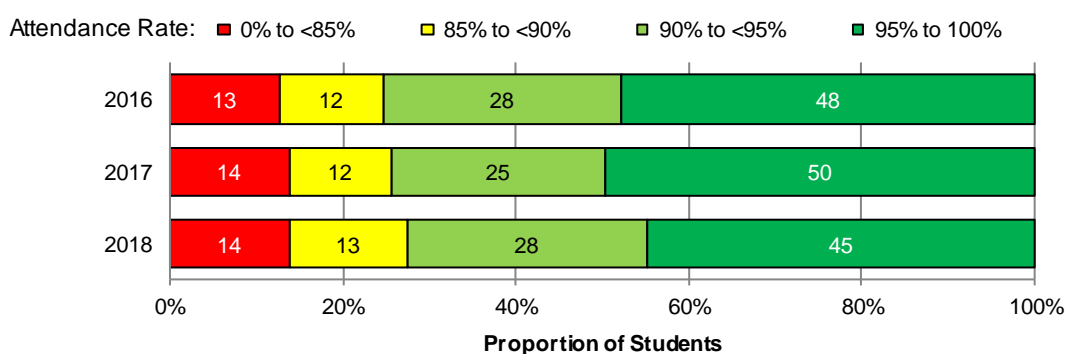Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	93%	93%
Year 1	92%	93%	92%
Year 2	94%	93%	93%
Year 3	92%	92%	92%
Year 4	92%	92%	92%
Year 5	91%	93%	91%
Year 6	94%	91%	92%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	13	12	28	48
2017	14	12	25	50
2018	14	13	28	45

Proportion of Students

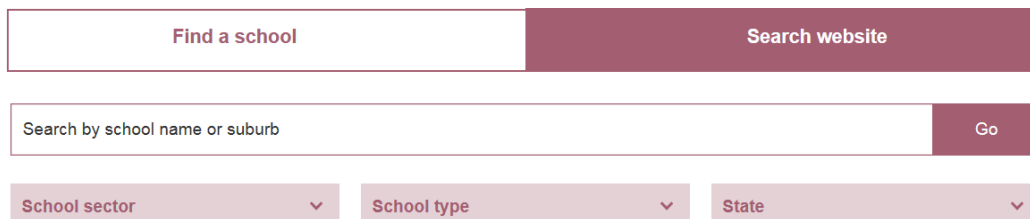## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.