

# Our School at a Glance



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## Principal's foreword

### Introduction

Our School Annual Report 2013 summarises the performance of our students and the satisfaction of staff, students and parent body in the way that we meet the educational needs of our school community.

The academic performance of our students remains consistent with the National mean. Ongoing improvement features prominently in our teaching and learning goals.

We continue to refine our curriculum and teaching practices to individualise our programs and ensure that we have the necessary resources, staff and facilities to give every student at our school the best possible opportunities for success.

During 2013 our English, Maths, Science and History Curriculum was delivered using the Curriculum to the Classroom (C2C) units of work. Much of this curriculum was provided online with many units having an ICT focus. Technologies including Interactive Whiteboards (IWB), ipads and netbooks were used to engage and enable more effective teaching and learning strategies in all areas of the curriculum.

The dedication of our staff and support of our Parents and Citizen's Association, School Community and local businesses has enabled us to achieve a strong level of community satisfaction. Without their support we would not be able to achieve nor offer the variety of opportunities that our students currently enjoy. We try to live the saying 'it takes a village to educate a child'.

To complete the education of our students, we have committed heavily to reinforcing positive values and behaviours in our students. We as a staff believe that it is our behaviour towards students, parents and each other that provides positive role modelling for the students and that reinforces the values we teach.

As our motto encourages, we are constantly reflecting, reviewing and assessing our performance to ensure that we continue to 'Aim High'.

Regards,

Colleen Murphy

# Our School at a Glance

## School progress towards its goals in 2013

During 2013 our School Community made significant progress towards achieving the goals outlined in the Annual Operation Plan.

- Reading Year 4-5
- Writing – whole school Particularly 4-7
- Spelling whole school
- Increased number of students in upper 2 bands in all areas

-NAPLAN- improved results were achieved in many areas. Strong results for years 3/5/7 in both literacy and numeracy with over 92% at or above NMS. Work will continue to increase number of students in upper 2 bands

-Planning meetings focussed on ensuring that effective teaching of reading practices were being implemented in the middle years. This will continue to be a focus with positive results in TORCH testing throughout the school.

-Year level/ whole school/ Alliance moderation of writing tasks using common assessment tools ensured that the teaching of writing used consistent, common and productive practices across the classes. This will become ongoing practice.

-Review of the Spelling Program was initiated with a focus on Prep-Year 2 classes. Data was collected and analysed to inform future changes.

-All Kindy students (including those at the local Childcare Centre) were screened in preparation for appropriate placement in Prep

- Internal Monitoring Devices are being used to track individual student's outcomes: PAT Maths, Pat R, Pat Spelling, Torch Tests, PM Benchmarks as well as class and systemic data are being collected and used to inform teaching.

- Work towards class and individual target setting was begun in all classrooms.

## Future outlook

Our commitment to 'Aiming High' and providing the best learning outcomes for every student is demonstrated through our ongoing reform of curriculum and pedagogical practices to meet the individual needs of all of our students.

Planned Improvement Agenda for 2014:

- Continue to focus on Years 4-5 reading and extend into yrs 6&7
- Continue focus on Writing – 4-7
- Implement strong Oral language and Vocabulary program in lower school
- Numeracy – whole school
- Increased number of students in upper 2 bands in all areas

Our primary focus will continue to be on the teaching and learning of English, Maths, Science, History and Geography and becoming familiar with the National Curriculum as it is released. Constant review and upskilling in innovative practices, programs and technologies will keep us striving for excellence in our teaching. Methods to track personalized learning goals for each student will continue to be explored and trialled in 2014. Our staff will continue to work on implementing our Pedagogical Framework.

Due to our location amongst significant national parks in the Gold Coast hinterland, our curriculum will also maintain a strong focus on our local environment. We will continue our regeneration work on our beautiful creekbank using school based resources as well as applying for more funding support through our local council and Landcare. In 2013 our school was one of 4 finalists in the Queensland Healthy Waterways Awards in the Sustainable Education Category. Although we didn't win, having our projects and efforts recognized in a statewide platform was exciting and encouraging. We will enter these awards again in 2014. Our creekbank also provides a focus for Embedding Aboriginal and Torres Strait Islander perspectives. The Cultural Trail on the creekbank was created with the wisdom and support of the Wangerriburra traditional owners.

Our social and welfare structures will ensure we remain consistent in providing a safe, supportive and caring environment that encourages every student to reach their full potential.

At our school, nothing is more important than the happiness and education of our students.

# Our School at a Glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	358	188	170	92%
2012	359	183	176	95%
2013	386	210	176	96%

Canungra State School is situated in a small, picturesque, rural town in the Gold Coast Hinterland. Canungra stands as the gateway to Lamington National Park and in the foothills of the National Parks of Tamborine Mountain. We acknowledge that our beautiful school is built on traditional Wanggerriburra Country.

Canungra State School is a co-educational school with a growing student population. In 2013 the primary school reached 386 students from Years P-7. There were 210 girls and 176 boys. In the 2013 year, we had 15 classes, 14 straight classes and 1 composite class. The student attendance rate at Canungra averages at 94% with the majority of absences due to illness and family reasons.

**Total student enrolments for this school: 386**

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

## Characteristics of the student body:

The students come from a range of socio-economic backgrounds but predominantly those of a middle socio-economic standing. The school draws its student enrolment from the growing Canungra Township, surrounding small acreage developments, and the Canungra Army Base-Kokoda Barracks.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	25	26	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
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# Our School at a Glance

	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

The Canungra Community has a rich history and a unique natural setting. Our School Community has a beautiful creek which forms part of our school grounds. We aim to ensure that students who attend our school have the opportunity to become 'experts' on their Community. This is achieved by threading local knowledge, history and the environment through many areas of our curriculum. With the establishment of the Wangerriburra Cultural Trail, we are integrating the Aboriginal and Torres Strait Islander perspective into these studies.

It is this focus that creates our Distinctive Learning Community.

#### Extra curricula activities:

The students who reside in Canungra and attend the school are offered a range of co-curricular and extra curricular activities. Apart from school based programs, the Canungra Township has a wide range of activities for primary aged children. The following list is not exhaustive.

School based: Lunchtime activities such as School Choir and Band, School Gardening & Cooking Club and Rugby League combined with our Library opening before school and at lunchbreaks ensures that students are catered for during out of class times.

Community based: Canungra Dance Studio; AFL Clinics; Soccer; Rugby League; Scouts & Guides; Pony Club; Tae Kwon Do; Swimming Club; Camp Draft; Canungra Rodeo; Canungra Show; Discos

Information and Communication Technologies are used to assist learning and teaching. ICTs are integrated throughout the curriculum and students are exposed to and interact with leading technologies in robotics, computer programming and wireless technologies. ICT and computer skills are provided in formal lessons on a weekly basis. All units of work include activities using these ICT skills. All teaching spaces have an Interactive Whiteboard (IWB) and they are in use across the school. The ICT components of the Curriculum to the Classroom (C2C) units are implemented units utilising IWB. Edstudios were used by most teachers during 2013 as a communication tool for parents. Homework, class assignments/projects and links to curriculum are included in year level EdStudios.

## Social climate

The staff at our school are dedicated professionals who pride themselves on the care and diligence they provide to the students and parents of our community. This is reflected in the school opinion data collected in 2013.

Our staff continues close connections with the staff from the Nerang Alliance of Schools. Three combined staff meetings for Professional Development and dialogue were organized in 2011 and these continued into 2013 and beyond.

The involvement of our senior students in the Playground Leaders Program and the success of our Year 1-7 Student

## Our School at a Glance

Council are also proud achievements which contribute to a positive, happy and safe learning environment for our entire School Community.

2013 School Opinion Surveys indicate strongly that students feel safe at our school and parents agree that their children are safe and happy while in our care at school. In 2013 96% of students felt safe at our school, 100% of parents indicated that they feel their child is safe at our school and 97% of staff believe that this school is a safe place in which to work.

Ongoing review of our Responsible Behaviour Plan and efficient tracking and monitoring of behaviour incidences also creates a consistent and fair approach to behaviour management leading to a decrease in behavioural incidences. We ensure that opportunities for positive acknowledgements of appropriate behaviour choices are a regular occurrence. In the 2013 Parent Surveys, 100% of parents said that our school celebrates student achievement.

Lunchtime activities such as School Choir, Gardening & Cooking Club and Rugby League combined with our Library opening before school and at lunchbreaks ensures that students are catered for during out of class times.

Our school has the part time services of a Defence School Transition Aide to support mobile families in particular those whose families are members of the ADF.

# Our School at a Glance

## Parent, student and staff satisfaction with the school

Students, Staff and Parents have developed strong, positive relationships. We as a School Community work together united by our commitment to achieving the best outcomes for the students in the care of the school. In 2013, 96% of students say that they are encouraged to be good community members, 100% of parents indicated that our school has a strong sense of community and 97% of staff agree. 96% of students and 100% of our parents and teachers believe that this is a good school. The tables below outline the opinions of parents, students and staff on many aspects of our school.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	89%	100%
this is a good school (S2035)	94%	100%
their child likes being at this school* (S2001)	94%	100%
their child feels safe at this school* (S2002)	97%	100%
their child's learning needs are being met at this school* (S2003)	89%	93%
their child is making good progress at this school* (S2004)	89%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	97%
teachers at this school motivate their child to learn* (S2007)	89%	97%
teachers at this school treat students fairly* (S2008)	94%	100%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%
this school works with them to support their child's learning* (S2010)	88%	97%
this school takes parents' opinions seriously* (S2011)	88%	97%
student behaviour is well managed at this school* (S2012)	86%	90%
this school looks for ways to improve* (S2013)	94%	100%
this school is well maintained* (S2014)	100%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	98%
they like being at their school* (S2036)	92%	95%
they feel safe at their school* (S2037)	96%	96%
their teachers motivate them to learn* (S2038)	100%	99%
their teachers expect them to do their best* (S2039)	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%
teachers treat students fairly at their school* (S2041)	95%	96%
they can talk to their teachers about their concerns* (S2042)	95%	91%
their school takes students' opinions seriously* (S2043)	90%	95%

## Our School at a Glance

student behaviour is well managed at their school* (S2044)	91%	93%
their school looks for ways to improve* (S2045)	95%	100%
their school is well maintained* (S2046)	94%	95%
their school gives them opportunities to do interesting things* (S2047)	96%	93%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	97%
they receive useful feedback about their work at their school (S2071)	92%
students are encouraged to do their best at their school (S2072)	97%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	97%
staff are well supported at their school (S2075)	97%
their school takes staff opinions seriously (S2076)	92%
their school looks for ways to improve (S2077)	97%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	89%

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

# 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

The community in and around Canungra is a very diverse one. As Canungra is relatively isolated, the small community works together to provide a network of support for the school and the community at large.

Our School invites and encourages parental and community involvement in our school life. Through our various communication channels- Parent Handbook, weekly newsletter, our annual Open Night, individual interviews, our weekly Parade, P&C meetings, EdStudios, class communications and via our students we endeavour to invite and include parents and the wider community in school and class activities.

Parent/Volunteer training is offered throughout the year in Support-a-Reader/Writer/Maths Learner/Talker. These adult training programs have been at no cost to participants and free babysitting for pre prep students is provided to enable and encourage parental involvement in this training.

4 very well supported Working Bees were held in 2013 with an average of 45 parents and students in attendance. This encourages families to be active and provide positive role modelling in creating and maintaining our school's beautiful environment.

# Our School at a Glance

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

For the past 10 years, our School Community has had a focus on our environment. This has been reflected in the units of work taught and the huge impact we have had on reclaiming our beautiful creekbank. In the past 7 years our students have planted about 1000 trees in the grounds and on the creekbank. 6 years ago, with the support and wisdom of our local Indigenous Community we created the Wangerriburra Cultural Trail along the creekbank and created a Bush Tucker Garden in our school grounds.

Our Green Team continued to play a significant role in our school in 2013. As a team we have created vegetable and herb gardens worked on by our Gardening Club each week. In 2013, our Green Team entries in the local show won several first place awards and earned the 'Exhibitor of the Year' Award. We have also continued a weekly Cooking Cub run by one of our parents. Produce from the gardens always features in the weekly recipes. We have continued NUDE FOOD Days twice/week. The impact of student lunches free of wrappings and packets means 3 fewer wheelie bins each week.

In 2013 our school was named as a finalist in the Queensland Healthy Waterways Award in the Sustainable Education category. This provided encouragement and impetus to our environmental programs.

Our next aim will be the effective use of foods scraps. We currently have 2 compost bins built by one of the dads. During 2013 we used our food scraps as well as those from local cafes to feed the worms in our commercial worm farm. As well as being able to recycle food waste, an educational focus has shown students how we can reduce our environmental footprint and work towards a sustainable future. This future is after all in the hearts, minds and hands of these students.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	105,722	751
2011-2012	106,640	1,795
2012-2013	109,476	884

**The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint. Staff composition, including Indigenous staff**



# Our School at a Glance

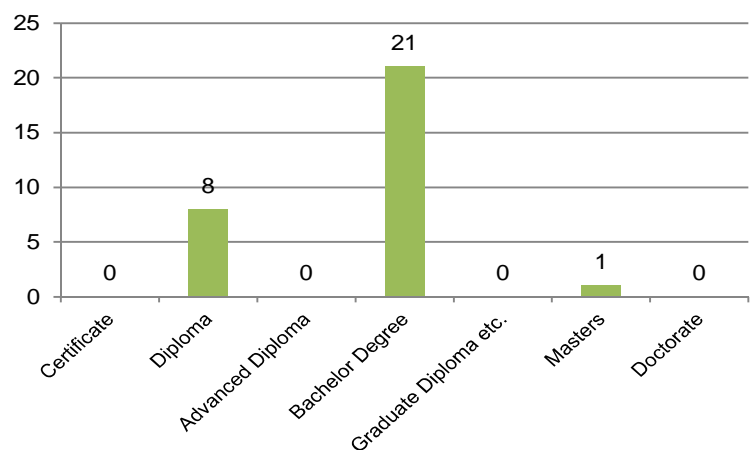
## Our Staff Profile

Staff composition, including indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	30	16	0
Full-time equivalents	23	10	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	21
Graduate Diploma etc.	0
Masters	1
Doctorate	0
<b>Total</b>	<b>30</b>



\* 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 2013 were \$12 334.

The major professional development initiatives are as follows:

- Whole school development of Pedagogical Framework
- Whole school ICT up skilling and introduction to IPADs
- Implementation of C2C units and using Oneschool
- Use of EdStudios as a communication tool for parents
- Moderation of Writing tasks

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

# Our School at a Glance

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2013 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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

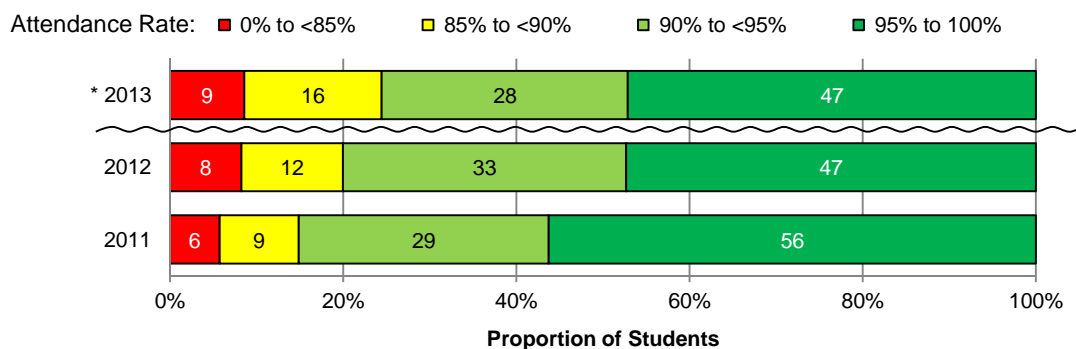
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	93%	96%	95%	94%	95%	94%					
2012	93%	95%	93%	94%	94%	93%	94%					
2013	92%	93%	92%	92%	94%	92%	92%					

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 from 2013 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 DET 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.

At our school, class rolls are checked twice each day and information is entered into the student management system once/week. All late arrivals and early departures are documented at the school office. Teachers inform the office staff following the 3<sup>rd</sup> day of an unexplained absence and families are contacted by phone to ascertain the reason for the ongoing absence. Support such as provision of transport to and from school is instigated when required.

At the end of Term 4 2013, our school held its first 100% Attendance Party to acknowledge students who have attended school all day, every day during the term. These celebrations will continue in 2014.

## Performance of our students

### 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and an orange "SEARCH" button.

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.

### Achievement – Closing the Gap

We had 11 ATSI students enrolled in 2013.

In English, 8 along with an average 60% of their class maintained a C standard, 2 along with 20% of peers attained a B. One student was unable to be assessed.

In Maths, 8 worked to a C standard along with approximately 50% of their class. One maintained an A standard and another achieved a B. One student was unable to be assessed.

In Science, 1 students achieved C standard, 4 achieved B standards and 1 achieved a D with approximately 11% of peers. One student was unable to be assessed.

10 of our indigenous students showed attendance rates in the upper quartile of 97-99% , 2 in the mid upper quartile with 93-94% attendance rates and 1 in the Mid lower quartile with 88-90% attendance.

**Attendance was at an acceptable rate at 95.5%. The attendance rate for all students was 92.6%.**