

Canungra State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Our School Annual Report 2014 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 remained consistent with the National mean in year 3 and 7 however, the performance of our year 5 students dropped slightly below 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 2014 our English, Maths, Science, History and Geography 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) and IPADS were used to engage and enable more effective teaching and learning strategies in all areas of the curriculum.

The strong focus on our school vision and pedagogical framework set us on a journey of consistency in beliefs and practice.

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.

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,

Sheree Maksoud
Principal

School progress towards its goals in 2014

During 2014 our School Community made significant progress towards achieving the goals outlined in the Annual Implementation Plan.

- 1) Continued focus on Reading in Year 4-5 and extended into Year 6-7
- 2) Continued focus on Writing 4-7
- 3) Implementation of a strong Oral Language and Vocabulary program in the lower school
- 4) Increased number of students in the upper 2 bands

The following also occurred:

- implementation of pedagogical framework and teacher training in best practice continued throughout the year
- focussed use of Teacher Aides in dedicated Reading times across the school helped streamline Reading Blocks
- introduction of focussed teaching of Comprehension strategies in the middle and upper school moved us toward common practice
- continued moderation of year level writing samples both at school level and within the Alliance ensured understanding of standards
- All Kindy students and local Childcare students were screened in preparation for appropriate placement in Prep
- small groups in Prep – 2 were set up to focus on Oral language and Vocabulary using the Foundation Q Program
- development of a whole school data set aided focussed classroom data discussions and planning
- inclusion of behaviour strategies and practices within our pedagogical framework resulted in a successful behaviour audit
- Further revegetation and restoration occurred on our Creek bank resulting in the Healthy Waterways Award and a visit from the QLD Premier and Minister of Education.

Future outlook

Our major priorities in 2015 will be aimed at improving Literacy and Numeracy. We will narrow and sharpen our focus to improve teaching practices and learning outcomes.

2015 Improvement Agenda:

- 1) Improve percentage of students in Upper 2 bands in reading (by developing a whole school Reading Framework)
- 2) Improve student performance in Numeracy (by developing a Guaranteed and Viable Mathematics Curriculum for each year level)

We will also be aiming to:

- implement administrative processes that enable greater efficiency and productivity
- continue implementing school pedagogical framework
- establish and maintain consistent, evidence based teaching practices and build the capacity of teaching staff as an Expert Teaching Team through the implementation of Professional Learning Team practices
- review Whole School Responsible Behaviour Plan as recommended in 2014 Discipline Audit
- improve differentiated instruction by remodeling student support services to provide increased intervention support for both students and teachers

Furthermore, we will also remain committed to maintaining a strong focus on our local environment and working positively and productively with our local community.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school: 429

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	359	183	176	95%
2013	386	210	176	96%
2014	429	224	205	95%

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

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. The school is built on traditional Wangerriburra Country.

Characteristics of the student body:

Canungra State School is a Band 8 primary school. In 2014 the school enrolment numbers reached 429 students from Years P-7. There were 224 girls and 205 boys. In 2014 there were 17 classes. The school draws its student enrolment from the Canungra Township, surrounding small acreage developments, and the Canungra Army Base – Kokoda Barracks.

The student population is predominantly Anglo-Australian. Approximately 3.2% of our students identified in 2014 as Aboriginal or Torres Strait Islander people. 2% of our students were verified with a disability.

The student attendance rate averaged at 93% with the majority of absences due to illness and family reasons.

Canungra State School students come from a range of socio-economic backgrounds but predominantly of a middle socio-economic standing. Our socio-economic index (Index of Community Socio-Economic Advantage – ICSEA) is 1008 slightly with 58% of students falling within the lower 2 quartiles of the index.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	22	24
Year 4 – Year 7 Primary	26	25	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	1	11
Long Suspensions - 6 to 20 days	0	0	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

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. With the establishment of the Wangerriburra Cultural Trail, we are now 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, Gardening 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; Art lessons; AFL Clinics; Soccer; Rugby League; Scouts & Guides; Pony Club; Tae Kwon Do; Swimming Club; Camp Draft; Canungra Rodeo; Canungra Show; Discos

Students who are performing well in our school are offered opportunities to attend G&T activities through Brainways Education and enrichment days offered by Nerang High School as well as participate in activities such as Readers Cup.

How Information and Communication Technologies are used to assist learning

ICT's are integrated throughout the curriculum and students are exposed to and interact with leading 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.

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 2014.

In 2014 our staff continued close connections with the staff from the Nerang Alliance of Schools. Three combined staff meetings for Professional Development occurred in 2014.

The involvement of our senior students in the Playground Leaders Program and the success of our Year 1-7 Student Council are also proud achievements which contribute to a positive, happy and safe learning environment for our entire School Community.

2014 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 2014 99% of students felt safe at our school, 100% of parents indicated that they feel their child is safe at our school and 100% 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 2014 Parent Surveys, 100% of parents said that our school celebrates student achievement.

From our 2014 Discipline Audit we were provided with constructive feedback on how our school is ensuring a safe, supportive and disciplined learning environment. Our school was rated mostly high in all areas and attained a number of commendations alongside several recommendations to be actioned in 2015.

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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	89%	100%	97%
this is a good school (S2035)	94%	100%	95%
their child likes being at this school* (S2001)	94%	100%	100%
their child feels safe at this school* (S2002)	97%	100%	100%
their child's learning needs are being met at this school* (S2003)	89%	93%	97%
their child is making good progress at this school* (S2004)	89%	97%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	97%	97%
teachers at this school motivate their child to learn* (S2007)	89%	97%	97%
teachers at this school treat students fairly* (S2008)	94%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
this school works with them to support their child's learning* (S2010)	88%	97%	100%
this school takes parents' opinions seriously* (S2011)	88%	97%	97%
student behaviour is well managed at this school* (S2012)	86%	90%	92%
this school looks for ways to improve* (S2013)	94%	100%	97%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	98%	98%
they like being at their school* (S2036)	92%	95%	92%
they feel safe at their school* (S2037)	96%	96%	99%
their teachers motivate them to learn* (S2038)	100%	99%	99%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	97%
teachers treat students fairly at their school* (S2041)	95%	96%	92%
they can talk to their teachers about their concerns* (S2042)	95%	91%	89%
their school takes students' opinions seriously* (S2043)	90%	95%	96%
student behaviour is well managed at their school* (S2044)	91%	93%	87%
their school looks for ways to improve* (S2045)	95%	100%	96%
their school is well maintained* (S2046)	94%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	93%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		97%	100%
they receive useful feedback about their work at their school (S2071)		92%	93%
students are encouraged to do their best at their school (S2072)		97%	100%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		97%	96%
staff are well supported at their school (S2075)		97%	96%
their school takes staff opinions seriously (S2076)		92%	96%
their school looks for ways to improve (S2077)		97%	96%
their school is well maintained (S2078)		97%	96%
their school gives them opportunities to do interesting things (S2079)		89%	96%

* 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

As Canungra is relatively isolated, the small community works together to provide a network of support for the school and the community at large.

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

Parent/Volunteer training was offered throughout 2014 in Support-A-Reader/Writer/Maths Learner/Talker. These adult training programs were provided at no cost to participants and free child care is also offered to enable and encourage parental involvement in this training.

3 very well supported Working Bees were held in 2014 with an average of 37 parents and students in attendance. This encourages families to be active in the life of the school and provide positive role modelling in creating and maintaining the school's physical environment.

Reducing the school's environmental footprint

For over 10 years the Canungra State School community has focused on the local environment. This has been reflected in the units of work taught and the huge impact that has been achieved in reclaiming the creekbank which borders the school. In the past 8 years Canungra State School students have planted about 1000 trees in the school grounds and on the creekbank. 7 years ago, with the support and wisdom of the local Indigenous Community, the Wangerriburra Cultural Trail along the creekbank and Bush Tucker Garden in the school grounds were created.

The School's 'Green Team' continued to play a significant role in the life of the school in 2014. This team has led the creation and maintenance of both vegetable and herb gardens. Green Team volunteers assisted with weekly Gardening Clubs. The Green Team also ran a regular Cooking Club in 2014. Produce from the gardens always featured in the recipes. In 2014 The Green Team was awarded the 'Healthy Waterways – Water Warrior' Award for the work carried out on the creekbank.

NUDE FOOD days continued twice a week in 2014. Student lunches free of wrappings and packets has resulted in 3 fewer wheelie bins each week.

Food scraps continued to be collected to feed the worms in the worm farm.

Our aim in 2015 will be to reduce electricity consumption.

Canungra State School prides itself on its efforts to reduce its environmental footprint and working with our community to promote a sustainable future.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	106,640	1,795
2012-2013	109,476	884
2013-2014	114,661	711

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.

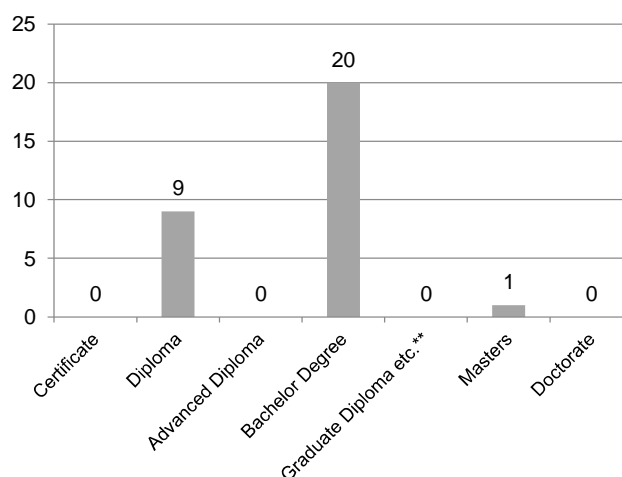
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	30	21	0
Full-time equivalents	25	11	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	30



*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 \$22 416.55.

The major professional development initiatives were as follows:

- Continued whole school development of Pedagogical Framework
- Whole school development of writing
- Teacher and Teacher Aide training in Oral Language Program
- Collaborative teacher planning with Curriculum Coordinator

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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).	94%	93%	93%

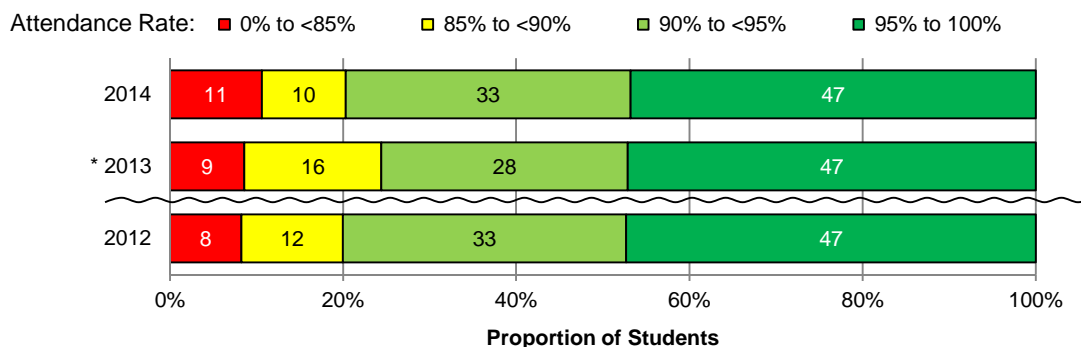
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	93%	95%	93%	94%	94%	93%	94%					
2013	92%	93%	92%	92%	94%	92%	92%					
2014	94%	92%	92%	93%	93%	94%	95%					

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.

At Canungra State School class rolls are marked twice each day and information is entered into the student management system once a week. All late arrivals and early departures are documented at the school office. Teachers inform the office staff following the 3rd day of an unexplained absence and families are contacted either by phone or home visit to ascertain the reason for the ongoing absence and provide appropriate support where necessary.

100% Attendance celebrations were held at the end of each term in 2014. Students who attended school all day, every day participated.

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/>.

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Achievement – Closing the Gap

We had 14 indigenous students enrolled in 2014. NAPLAN results show our indigenous students performed above the Queensland indigenous mean in both Year 3 and Year 5 Reading. 3 of our students were offered places in the Solid Pathways program as a result of scores above the National Mean.

94% of our indigenous students showed a greater than 80% attendance rate.

Average attendance was at an acceptable rate at 92.3%. The attendance rate for all students was 93.1%.