

Canungra State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to the school annual report for Canungra State School. The intent of this report is to provide parents and the community with information which is common for all State and Non State Schools in Queensland. It provides an overview of the highlights and successes of Canungra State School during 2015.

At Canungra State School we pride ourselves on the strong local ties we have within the community. We are a proud state school that looks and feels vital and energetic as it moves forward to improve teaching, learning and services for the school community. All Canungra State School students are learners. They are critical, creative thinkers with effective problem solving skills. Through organized setting of individual targets they are engaged in their own learning. They are literate and numerate and proficient in the use of 21st century technology. Our students are well balanced and respectful of self and others.

School progress towards its goals in 2015

Our major priorities in 2015 were aimed at improving literacy and numeracy. We narrowed and sharpened 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)

The whole school reading framework was completed at the end of semester 1 2016 and is a clear, focused outline of what will be taught in reading from prep to year 6 and the signature pedagogies that will be implemented in all classes. An extensive program to improve the outcomes of students in reading was developed and implemented in semester 2 2015 and reviewed in semester 1 2016 and will continue with some changes. This program provides additional regular staffing to all classes for focused small group teaching of reading.

A guaranteed and viable curriculum for mathematics was developed and implemented in semester 2 2015 and reviewed in semester 1 2016 and proficiency scales and assessment pieces have been added to ensure a balanced approach to teaching and assessment as well as allowing for further differentiation for all learners. The progress of both of these goals continues in 2016 and we expect to see student outcomes improved in 2017 NAPLAN results.

Future outlook

School Improvement Priorities 2016

Canungra State School has a sharp and narrow focus on improving student outcomes in reading and numeracy through the below mentioned actions. Planning is also in place for future school priorities in the area of technology.

Improvement is sought in student achievement in reading:

- Reading Framework

- Professional Learning Teams
 - Support and intervention.
- Improvement is sought in student achievement in numeracy:
- Guaranteed and viable curriculum
 - Support and intervention.
- Build foundations for 21st Century Learners:
- 21st century facilities and resources.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	386	210	176	13	96%
2014	429	224	205	14	95%
2015	355	164	191	14	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Canungra State School is a rural school on the outskirts of the Gold Coast. In 2015 the school enrolment numbers reached 341 students from years P-6. In 2015 there were 14 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 6% of our students identified in 2015 as Aboriginal or Torres Strait Islander people. Also 3% 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		
	2013	2014	2015
Prep – Year 3	22	24	22
Year 4 – Year 7 Primary	25	25	21

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	11	9
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

The Canungra Community has a rich history and a unique natural setting. We deliver the Australia Curriculum through a mixture of school developed and C2C units of work. 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 Wangeriburra Cultural Trail, we are now integrating the Aboriginal and Torres Strait Islander perspective into these studies.

Canungra State School offers:

- Gifted and talented programs- extension and acceleration programs are offered both online, through off campus activities and at school
- Comprehensive learning, cultural and sporting programs for students
- Japanese as the school language program
- Green Team kitchen garden and creek bank rejuvenation program
- Strong instrumental music and performing arts programs
- Extensive in class support programs in reading and numeracy

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 choir and band
- Gardening Club
- Rugby league
- Comprehensive music program
- Inter school sport gala days, school camps and excursions
- Sporting Schools Program to offer coaching and games
- Student are supported to enter a wide range of activities such as Speaking Out Competitions, Science competition, University of NSW testing, Nerang SHS Enrichment Programs

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

How Information and Communication Technologies are used to improve learning

ICT's are integrated throughout the curriculum and students are exposed to and interact with leading technologies. 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 2015.

In 2015 our staff continued close connections with the staff from the Nerang Alliance of schools. Two combined staff meetings for Professional Development occurred in 2015.

The involvement of our senior students in the Playground Leaders Program and the success of our year 1-6 Student Council are also proud achievements which contribute to a positive, happy and safe learning environment for our entire school community.

2015 School Opinion Surveys indicate strongly that students feel positively about our school and parents agree that their children are happy and well educated while in our care at school. In 2015 94% of students, 95% of parents and 100% of staff felt this school was a good school.

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 few behavioural incidences. We ensure that opportunities for positive acknowledgements of appropriate behaviour choices are a regular occurrence. In the 2015 Parent Surveys, 85% of parents said that our school manages behaviour well.

Our reviewed schools rules are:

At Canungra State School we *aim high* to:

- Be a safe learner
- Be a respectful learner
- Be a responsible learner.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	97%	90%
this is a good school (S2035)	100%	95%	95%
their child likes being at this school (S2001)	100%	100%	95%
their child feels safe at this school (S2002)	100%	100%	98%
their child's learning needs are being met at this school (S2003)	93%	97%	88%
their child is making good progress at this school (S2004)	97%	97%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	97%	90%
teachers at this school motivate their child to learn (S2007)	97%	97%	95%
teachers at this school treat students fairly (S2008)	100%	100%	95%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	98%
this school works with them to support their child's learning (S2010)	97%	100%	93%
this school takes parents' opinions seriously (S2011)	97%	97%	90%
student behaviour is well managed at this school (S2012)	90%	92%	86%
this school looks for ways to improve (S2013)	100%	97%	93%
this school is well maintained (S2014)	100%	100%	95%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	98%	98%
they like being at their school (S2036)	95%	92%	96%
they feel safe at their school (S2037)	96%	99%	93%
their teachers motivate them to learn (S2038)	99%	99%	99%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	97%	98%
teachers treat students fairly at their school (S2041)	96%	92%	90%
they can talk to their teachers about their concerns (S2042)	91%	89%	88%
their school takes students' opinions seriously (S2043)	95%	96%	89%
student behaviour is well managed at their school (S2044)	93%	87%	87%
their school looks for ways to improve (S2045)	100%	96%	97%
their school is well maintained (S2046)	95%	98%	98%
their school gives them opportunities to do interesting things (S2047)	93%	93%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	95%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	92%	93%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	95%	93%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	97%	96%	95%
staff are well supported at their school (S2075)	97%	96%	95%
their school takes staff opinions seriously (S2076)	92%	96%	95%
their school looks for ways to improve (S2077)	97%	96%	100%
their school is well maintained (S2078)	97%	96%	90%
their school gives them opportunities to do interesting things (S2079)	89%	96%	95%

[#] '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

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, and class communications we endeavor to invite and include parents and the wider community in school and class activities. Parents of students with additional needs meet regularly with support staff to develop individual plans and goals for students.

Three very well supported Working Bees were held in 2015 with an average of 27 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 creek bank 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 creek bank. Seven years ago, with the support and wisdom of the local Indigenous community, the Wangerriburra Cultural Trail along the creek bank 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 2015. This team has led the creation and maintenance of both vegetable and herb gardens. Green Team volunteers assisted with weekly gardening clubs.

NUDE FOOD days continued twice a week in 2015. 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.

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
2012-2013	109,476	884
2013-2014	114,661	711
2014-2015	111,299	1,909

*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.

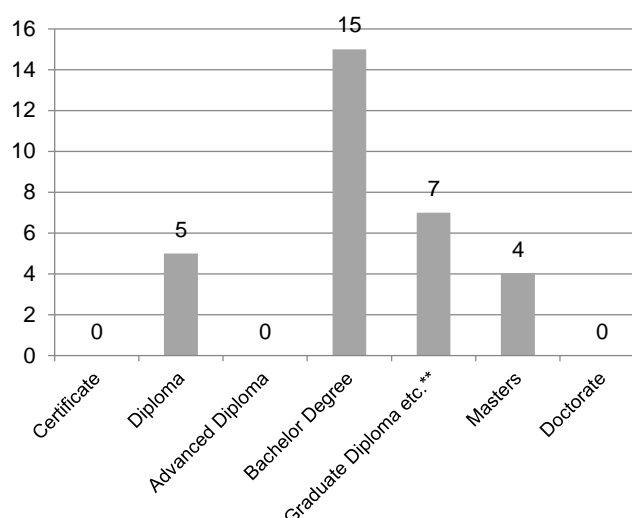
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	19	0
Full-time equivalents	23	10	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	7
Masters	4
Doctorate	0
Total	31



*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 2015 were \$16 444.24.

The major professional development initiatives were as follows:

- Guaranteed and Viable Curriculum
- Professional Learning Teams
- Reading, including oral language
- Collaborative teacher planning with Curriculum Coordinator

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2015 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

Sector:

☒ Government

☒ Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	92%	92%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

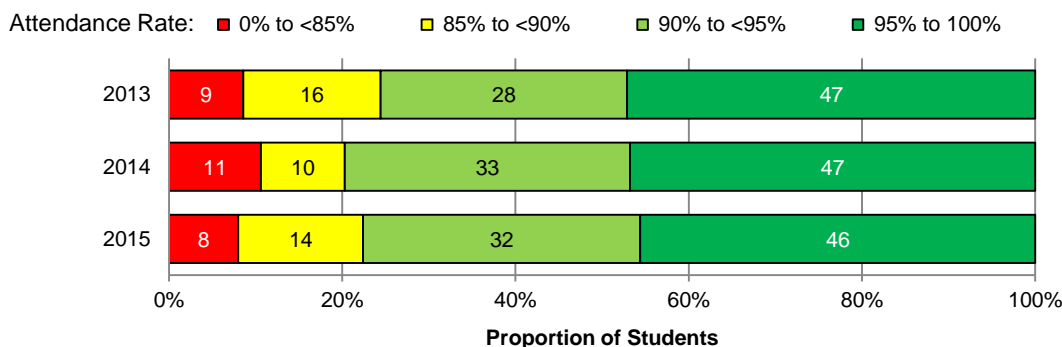
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	92%	93%	92%	92%	94%	92%	92%					
2014	93%	94%	92%	92%	93%	93%	94%	95%					
2015	92%	94%	93%	93%	93%	93%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

At Canungra State School class rolls are marked twice each day. 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.

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.

Find a school

GO

Sector:

☒ Government

☒ Non-government

SEARCH

Where it says '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.