



Canungra State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Canungra State School is a co-educational school which caters for students from Prep to Year 6. Our school Motto is 'Aim High'. Our primary focus is always on the teaching and learning of English, maths and science. The school has the services of a part-time teacher for music, physical education, learning support and Japanese. Curriculum is planned, delivered and assessed according to the National Curriculum accessing Curriculum to Classroom units in English, science and humanities. Technology, LOTE (Japanese), The Arts and Health and Physical Education are taught according to the Queensland Curriculum Guidelines. Our teachers are supported in this curriculum delivery by a Curriculum Coordinator. Extracurricular activities offered include Junior and Senior Band, Choir, Playground Leaders and Student Council. The Canungra School community is unique and special. With the Kokoda Barracks as part of our town, we welcome families from various parts of Australia and the world. We have families with a farming background as well as being involved in trades, businesses and other professions. Our facilities include a hall, library and technology classroom. Students also enjoy the use of ovals, multi-purpose courts and playgrounds.

Our location, alongside the banks of the Canungra Creek, allows us the unique opportunity to develop and utilise an amazing outdoor learning area, which includes an open-air amphitheatre, Wangerriburra Culture Trail and bush tucker garden. We have also developed a School Environmental Management Plan where students will lead the community in managing and respecting the environment through such initiatives as supporting local threatened species, recycling and reducing waste, understanding energy consumption and revegetation practices. Through these initiatives, students are able to develop the skills to make a positive contribution to future environmental sustainability.

Our school has a strong and effective partnership with parents and local community leaders. These people play an important role by actively participating in student learning. Community leaders participate regularly in school ceremonies and classroom activities, modelling and sharing community values and leadership. Our students actively take part in community committees and community events enhancing their leadership and communication skills.

Principal's Forward

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 2016.

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 2016

Canungra State School has a sharp and narrow focus on improving student outcomes in reading and numeracy through the below mentioned actions.

2016 Progress		2017 Actions
Improvement is sought in student achievement in reading:		
Reading Framework	The Canungra State School Reading Framework was published and teachers and teacher aids received significant professional development in the different areas of the Big 6, decoding strategies, comprehension strategies, agreed	Professional development for staff continues as does the development of an interactive bank of digital resources to support the Reading Framework. Teaching staff receive individual coaching on aspects

	practices, the collection and use of student data and vocabulary.	of the Reading Framework.
Professional Learning Teams	In 2016 Professional Learning Teams met every 5 weeks to discuss student progress and teacher planning.	Professional Learning Teams now meet weekly to discuss classroom planning and practice, student progress, assessment and intervention. Professional Learning Teams now include teacher aides. Further in 2017 we are looking to use the Inquiry Cycle to guide the professional learning team meetings and progress.
Support and intervention.	In 2016 Investing in Success funding was used to employ two additional part time support teachers to provide intervention across prep to year 6 three times per week in both reading and numeracy. This was supported by additional Speech Language Pathologist time in the school leading oral language and language development programs.	In 2017 Investing in Success funding is used to employ one additional part time support teacher and two part time teacher aides. This provides classes in prep to year 4 with in class support in reading and numeracy five days per week and with one to two staff members and year 5 and 6 with in class support three times per week with two to three staff members.
School based reading data now shows in the early years that 77% of students are at or above standard and 37% are above standard in diagnostic testing.		
Improvement is sought in student achievement in numeracy:		
Guaranteed and viable curriculum	A published guaranteed and viable mathematics curriculum was finalised with assessment pieces ready for use in 2017. The Australian Curriculum achievement standards, with a focus on numeracy, forms the basis of all mathematics teaching, learning and assessment. This is supported through the development and use of proficiency scales.	Refinement of assessment pieces and development of a moderation process continues.
Staff show an increased clarity of understanding of the Australian Curriculum mathematics and this was evident in the initial moderation. Initial in class assessment shows an improving trend. Whole school comparative data will not be available until November 2017.		
Build foundations for 21st Century Learners:		
21st century facilities and resources.	All desktop computers in the computer lab were replaced in 2016. A bandwidth upgrade was completed to increase internet speed and effectiveness. 30 laptop computers and a trolley were purchased for use in classrooms.	A specialist teacher provides Digital Technology lessons in prep to year 6 from the Australian Curriculum using the Curriculum into the Classroom materials modified. Extension opportunities are offered in coding and robotics. Further in 2017 a wireless upgrade will improve wireless capabilities.

Future Outlook

Improving English and Mathematics Outcomes through Systematic Curriculum Delivery

In 2017 we are working towards a curriculum, assessment and reporting plan, based on the Australian Curriculum that clarifies what teachers should teach and when being consistently implemented across the school. Also ensuring structures and processes across the school are in place to ensure that teachers can effectively and regularly participate in planning and curriculum meetings across year levels and subjects.

- Review the whole-school curriculum plan collaboratively to ensure the mandated Australian Curriculum (AC) is planned, taught and assessed and STEM subjects are included.
- PLCs provide opportunities to discuss the implementation of the AC.
- Establish an ICT development program and infrastructure plan.

- The curriculum plan is shared with parents, and the wider community to seek feedback on ways to make the curriculum responsive to local needs.
- Develop a formal process for the quality assurance of adapted C2C units and assessment tasks.
- Design, document and implement a moderation process that references the AC to conduct a purposeful moderation program.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	429	224	205	14	95%
2015*	355	164	191	14	93%
2016	336	160	176	20	95%

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 2016, 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

Overview

Canungra State School is a rural school on the outskirts of the Gold Coast. In 2016 the school enrolment numbers reached 341 students from years P-6. In 2016 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 2016 as Aboriginal or Torres Strait Islander people. Also 4% of our students were verified with a disability.

The student attendance rate averaged at 92% 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 996.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	24	23
Year 4 – Year 7	25	25	25
Year 8 – Year 10			
Year 11 – Year 12			

*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.

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 Wangerriburra 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.

A weekly Playgroup offers early learning experiences for pre- prep students. This playgroup is supported by a Teacher Aid and consultant teacher and monthly visits from Scenic Rim Council Library staff for Rhyme Time.

Co-curricular 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 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. A specialist teacher provides Digital Technology lessons in prep to year 6 from the Australian Curriculum using the Curriculum into the Classroom materials modified. Extension opportunities are offered in coding and robotics. There is a computer labs and every classroom has an interactive whiteboard as well as access to computers and ipads in the classrooms. We have two trolleys of laptops for use in classrooms.

Social Climate

Overview

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 2016.

In 2016 our staff continued close connections with the staff from the Nerang Alliance of schools. One combined staff meeting for Professional Development occurred in 2016 in addition to Master Classes for selected staff.

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.

2016 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 2016 98% of students and 97% of parents 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 2016 Parent Surveys, 97% 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	90%	97%
this is a good school (S2035)	95%	95%	97%
their child likes being at this school* (S2001)	100%	95%	97%
their child feels safe at this school* (S2002)	100%	98%	100%
their child's learning needs are being met at this school* (S2003)	97%	88%	95%
their child is making good progress at this school* (S2004)	97%	93%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	90%	97%
teachers at this school motivate their child to learn* (S2007)	97%	95%	97%
teachers at this school treat students fairly* (S2008)	100%	95%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	98%	100%
this school works with them to support their child's learning* (S2010)	100%	93%	95%
this school takes parents' opinions seriously* (S2011)	97%	90%	97%
student behaviour is well managed at this school* (S2012)	92%	86%	97%
this school looks for ways to improve* (S2013)	97%	93%	97%
this school is well maintained* (S2014)	100%	95%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	98%	98%
they like being at their school* (S2036)	92%	96%	93%
they feel safe at their school* (S2037)	99%	93%	98%
their teachers motivate them to learn* (S2038)	99%	99%	100%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	98%
teachers treat students fairly at their school* (S2041)	92%	90%	96%
they can talk to their teachers about their concerns* (S2042)	89%	88%	91%
their school takes students' opinions seriously* (S2043)	96%	89%	94%
student behaviour is well managed at their school* (S2044)	87%	87%	93%
their school looks for ways to improve* (S2045)	96%	97%	99%
their school is well maintained* (S2046)	98%	98%	99%
their school gives them opportunities to do interesting things* (S2047)	93%	96%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	95%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	93%	90%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	93%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	96%	95%	100%
staff are well supported at their school (S2075)	96%	95%	91%
their school takes staff opinions seriously (S2076)	96%	95%	96%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	96%	90%	91%
their school gives them opportunities to do interesting things (S2079)	96%	95%	95%

* 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

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, fortnightly 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 2016 with an average of 19 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Students in prep to year 2 have a Braveheart's show annually to promote safe and protective behaviors. Students in 3-6 attend Life Education sessions about cyber safety, healthy and positive relationships and puberty. Throughout the year special events such as National Reconciliation Week, Day for Daniel and Autism Awareness Day promote a community of acceptance, tolerance and respect. This is supported through the health program taught in class.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	11	9	24
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.

Environmental Footprint

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 2016. 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 2016. 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	114,661	711
2014-2015	111,299	1,909
2015-2016	104,491	688

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

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

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

GO

Sector:

☒ Government
 ☒ Non-government

SEARCH

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	29	17	0
Full-time Equivalents	22	10	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	2
Bachelor degree	7
Diploma	4
Certificate	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$15 638.

The major professional development initiatives are as follows:

- the Big 6
- decoding strategies
- comprehension strategies,
- agreed reading practices
- the collection and use of student reading data
- vocabulary.

Professional development in 2016 included coaching with a specially employed Literacy Coach.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	93%

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

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

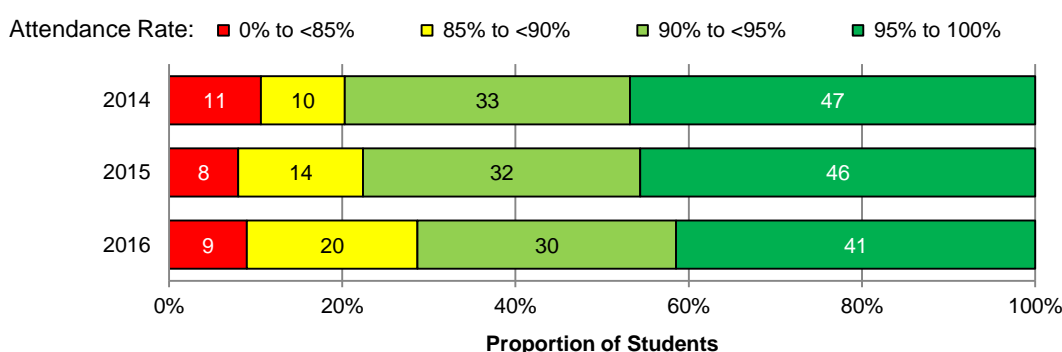
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	92%	92%	93%	93%	94%	95%					
2015	92%	94%	93%	93%	93%	93%	93%						
2016	92%	92%	93%	93%	92%	92%	93%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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. Parents are phoned daily to explain any absences.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

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

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile

Sector:
☒ Government
☒ Non-government

