



Canungra State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	Christie Street Canungra 4275
Phone	(07) 5541 6111
Fax	(07) 5541 6100
Email	principal@canungrass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mrs Kylie Todhunter Principal

School overview

Canungra State School is a co-educational school that caters for students from prep to year 6. Our school motto is 'Aim High'. Our commitment to aiming high and providing the best learning outcomes for every student is demonstrated through our ongoing review and reform of curriculum and pedagogical practice to meet the individual needs of all our students. Our primary focus is always on the teaching and learning of English and mathematics. The school has the services of specialist teachers for music, physical education, learning support, digital technology, instrumental music and Japanese. Curriculum is planned, delivered and assessed according to the Australian Curriculum. A Head of Curriculum supports our teachers in this curriculum delivery. 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 computer lab. Students also enjoy the use of ovals, multi-purpose courts and playgrounds. Every classroom has an interactive whiteboard as well as access to computers and ipads in the classrooms. 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. 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. Through parent programs, regular communication and online learning, parents develop an understanding of and can show their children the value of 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. Parent training sessions are held regularly to assist parents to support learning at home. Our students are respectful of themselves and others. They are team workers and effective communicators operating in a physically and emotionally safe and friendly environment. Canungra State School is a supportive learning community.

School progress towards its goals in 2018

Improvement Priority 1. Systematic curriculum delivery

A guaranteed and viable curriculum, assessment and reporting plan, based on the Australian Curriculum clarifies what teachers should teach and when and is embedded with a clear line of sight.

Actions

- Reviewed the English curriculum and assessment to include increased focused teaching of writing.
- Implemented digital technologies.

Improvement Priority 2. Analysis and discussion of data

Staff are confident to review, interrogate and analyse student data to inform practice focused on writing. Methods and supports are in place for staff to explore individual student data to inform practice through PLT meetings.

Actions

- Developed and implemented a case study process for presenting, interrogating and planning for individual student improvement in PLT meetings.
- Developed and implemented processes for tracking and analysing student writing data.

Improvement Priority 3. Increase the percentage of students achieving results above standard in English.

In English 40% of students will achieve an A or B, 55% achieve a C, 5 % achieve a D-E.

Actions

- Teachers used writing GTMJ to provide feedback to students and set individual goals.
- Teaching staff developed and used exemplars in writing to scaffold feedback and goal setting.
- Commenced development of a pedagogical framework that includes expected practices for the setting, monitoring and feedback on individual student goals.

Results

In English 39% of students achieved an A or B, 39% achieved a C and 19% achieved a D or E.

Improvement Priority 4. Effective pedagogical practices.

The school Pedagogical Framework outlines agreed practices based on research, and is embedded in all classrooms in the teaching of writing.

Actions

- Developed agreed, research based, signature practices for the teaching of writing.

- Professional development was provided to teachers regarding how to implement the PF.
- Continued to embed the Canungra State School Collegial Engagement Agreement.

Future outlook

Improvement Priority 1. Systematic curriculum delivery

A guaranteed and viable curriculum, assessment and reporting plan, based on the Australian Curriculum clarifies what teachers should teach and when and is embedded and quality assured.

Actions	Timeline	Responsible Officer(s)
Review the whole-school curriculum plan collaboratively to ensure the general capabilities and cross-curriculum priorities are embedded and teachers have clarity.	Ongoing	Principal, HOC
Develop and publish an ICT development and infrastructure plan that includes NAPLAN online readiness and digital technologies curriculum.	Term 2	Deputy Principal

Improvement Priority 2. Analysis and discussion of data

Staff are confident to review, interrogate and analyse student data to inform practice focused on writing. Methods and supports are in place for staff to explore individual student data to inform practice through PLC meetings and data walls.

Actions	Timeline	Responsible Officer(s)
Engage in the Leading Learning Collaborative to ensure best collaborative practice.	Ongoing	Principal, HOC, Year Coordinator
Review PLC procedures collaboratively to ensure best practice and maximum engagement and impact.	Term 1	Principal, HOC, Deputy Principal, Year Coordinator
Research and develop processes for the administration team to monitor targets.	Term 2	Principal

Improvement Priority 3. Increase the percentage of students achieving results above standard in English and mathematics.

In English 40% of students achieve an A or B, 55% achieve a C, 5 % achieve a D-E.

Actions	Timeline	Responsible Officer(s)
Continue development of a pedagogical framework that includes expected practices for the setting, monitoring and feedback on individual student goals.	Term 2	HOC
Continue development of a pedagogical framework that includes expected practices for the teaching of higher order thinking skills.	Term 4	HOC

Improvement Priority 4. Effective pedagogical practices.

The school Pedagogical Framework outlines agreed practices based on research, and is embedded in all classrooms.

Actions	Timeline	Responsible Officer(s)
Develop agreed, research based, signature practices for the teaching of writing.	Ongoing	Principal
Deliver professional development and coaching and give feedback and measure take up with walk throughs.	Ongoing	Principal, HOC Deputy Principal,
Review and implement Annual Performance Process.	Ongoing	Principal

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	336	341	346
Girls	160	165	163
Boys	176	176	183
Indigenous	20	19	23
Enrolment continuity (Feb. – Nov.)	95%	95%	92%

Notes:

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

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

Characteristics of the student body

Overview

Canungra State School is a rural school on the outskirts of the Gold Coast. In 2018 the school enrolment numbers reached 351 students from years P-6. In 2018 we grew to 15 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 7% of our students identified in 2018 as Aboriginal or Torres Strait Islander people. Also 3% 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 1011.

Average class sizes

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

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

Note:

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

Curriculum delivery

Our approach to curriculum delivery

The Canungra community has a rich history and a unique natural setting. We deliver the Australian 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 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.
- STEM extension programs

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 modified Curriculum into the Classroom materials. Extension opportunities are offered in coding and robotics. There is a computer lab 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 2018.

In 2018 our staff continued close connections with the staff from the Nerang Alliance of schools. One combined teacher moderation meeting for Professional Development occurred in 2018.

The involvement of our senior students in the Playground Leaders Program and the success of our year 4-6 Student Council are also proud achievements which contribute to a positive, happy and safe learning environment for our entire school community.

2018 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 2018 98% of students and 96% of parents felt they, their child is getting a good education at Canungra State 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 2018 Parent Surveys, 89% of parents and students said that our school manages behaviour well. 2019 has seen the addition of a Chaplain to the school team to support student well-being and social development.

Our 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	94%	96%
• this is a good school (S2035)	97%	92%	93%
• their child likes being at this school* (S2001)	97%	95%	98%
• their child feels safe at this school* (S2002)	100%	95%	98%
• their child's learning needs are being met at this school* (S2003)	95%	95%	94%
• their child is making good progress at this school* (S2004)	97%	92%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	92%	91%
• teachers at this school motivate their child to learn* (S2007)	97%	89%	96%
• teachers at this school treat students fairly* (S2008)	95%	92%	96%
• they can talk to their child's teachers about their concerns* (S2009)	100%	92%	98%
• this school works with them to support their child's learning* (S2010)	95%	89%	96%
• this school takes parents' opinions seriously* (S2011)	97%	86%	88%
• student behaviour is well managed at this school* (S2012)	97%	89%	89%
• this school looks for ways to improve* (S2013)	97%	92%	95%
• this school is well maintained* (S2014)	100%	92%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	100%	98%
• they like being at their school* (S2036)	93%	96%	97%
• they feel safe at their school* (S2037)	98%	96%	93%
• their teachers motivate them to learn* (S2038)	100%	98%	100%
• their teachers expect them to do their best* (S2039)	99%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	98%
• teachers treat students fairly at their school* (S2041)	96%	84%	94%
• they can talk to their teachers about their concerns* (S2042)	91%	90%	93%
• their school takes students' opinions seriously* (S2043)	94%	86%	95%
• student behaviour is well managed at their school* (S2044)	93%	83%	89%
• their school looks for ways to improve* (S2045)	99%	92%	96%
• their school is well maintained* (S2046)	99%	94%	98%
• their school gives them opportunities to do interesting things* (S2047)	97%	88%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	97%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
• they receive useful feedback about their work at their school (S2071)	91%	94%	77%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	91%	80%
• students are encouraged to do their best at their school (S2072)	100%	100%	97%
• students are treated fairly at their school (S2073)	96%	100%	97%
• student behaviour is well managed at their school (S2074)	100%	94%	97%
• staff are well supported at their school (S2075)	91%	97%	87%
• their school takes staff opinions seriously (S2076)	96%	90%	81%
• their school looks for ways to improve (S2077)	100%	97%	100%
• their school is well maintained (S2078)	91%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	95%	100%	97%

* 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.

Two very well supported Working Bees were held in 2018 with an average of 12 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 education 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 bi-annually to promote safe and protective behaviors. Students in prep to year 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. In 2019 Canungra State School has introduced Program Achieve to support students to develop positive habits and characteristic for learning and wellbeing.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	24	22	6
Long suspensions – 11 to 20 days	0	0	3
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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 10 years Canungra State School students have planted approximately 1000 trees in the school grounds and on the creek bank. Eight 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 2018. This team has led the creation and maintenance of both vegetable and herb gardens. NUDE FOOD days continued in 2018. 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	104,491	99,972	103,747
Water (kL)	688	217	197

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

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

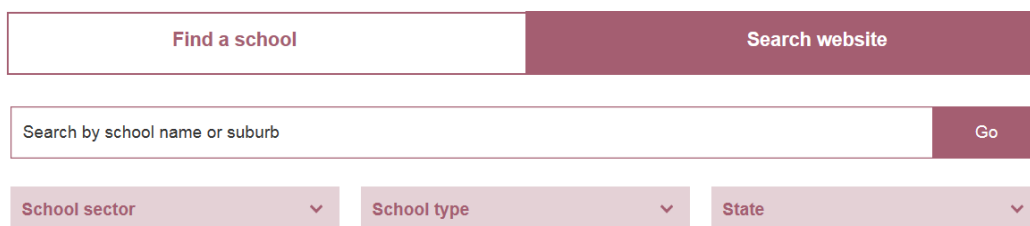
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



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



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



Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	28	16	0
Full-time equivalents	23	9	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	2
Bachelor degree	11
Diploma	4
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$.

The major professional development initiatives are as follows:

- Teaching of Writing
- Supporting Student Wellbeing
- Inspiring Leaders

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	93%
Attendance rate for Indigenous** students at this school	93%	90%	93%

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

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

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

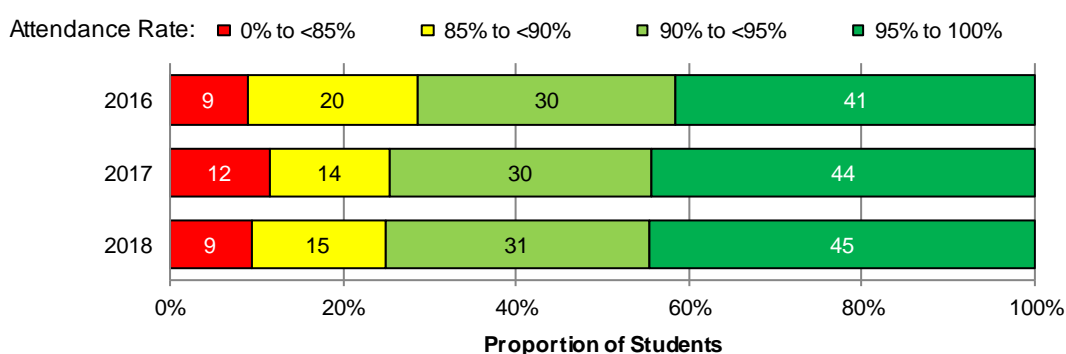
Year level	2016	2017	2018
Prep	92%	94%	93%
Year 1	92%	92%	93%
Year 2	93%	92%	93%
Year 3	93%	93%	92%
Year 4	92%	92%	93%
Year 5	92%	93%	94%
Year 6	93%	91%	92%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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. Students with 100% attendance are awarded a prize and students with an attendance rate of above 95% are acknowledge at assembly. The school has recently introduced attendance parties for the class with the highest attendance rate each month.

NAPLAN

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

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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

View School Profile

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.