


## Our school at a glance

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### Principal's foreword

#### Introduction

Kowanyama State School is a Pre-Prep to Year 10 school on the Western side of Cape York. Kowanyama State School is the only school in Kowanyama and is based in a remote community of approximately 1200 people. Enrolment trends average about 165 Full Time Equivalent students.

Our school annual report contains the following:

- An overview of our school, our students
- Our distinctive curriculum offerings, extra-curricular activities and integration of Information and Communication Technology
- An overview of the social climate of the school, stakeholder satisfaction and opportunities to involve parents in their child's education
- Our teachers' qualifications and a summary of professional development undertaken by our teaching staff
- Student performance results and key outcomes

Please contact the Principal if further information is required, or consult other sections of the school's website.

## Our school at a glance

### School progress towards its goals in 2010

Outcomes achieved from the school's 2010 Operational Plan:

Key priority 1. Improve Literacy and Numeracy for all students, underpinned by clear data driven operations

- Staff engaged with full implementation of the Literacy and Numeracy National Partnership (Literacy and Numeracy), including working with a Numeracy Coach
- Full implementation of the School Improvement program (Numeracy focus)
- Commenced implementation of the Oral Language Maths program in Prep and Year 1
- NAPLAN Response plan extended from 2009
- Increased teacher accountability and goal setting through existing staff management process and the Developing Performance Framework
- Continued highly successful school focus on reading through whole-of-school guided reading, partnership with the Government Champion, additional learning support time and the Accelerated Reader program.
- Full implementation of the Queensland Curriculum Assessment and Reporting Framework aligned curriculum plan developed in 2009, supported by excellence in teaching programs

Key priority 2. Student Welfare (Supportive & Inclusive School Environment)

- Implemented Special Needs delivery reform trial
- Teacher position allocated to coordinate student welfare, including behaviour management support
- Development of alternative approaches with at-risk students, including intervention teams, use of the local Training Centre and the Kowanyama Mens' Group
- Purchased Guidance Officer time and participated in the Early years Guidance Officer project

Key priority 3. Community engagement and nurturing the non-teaching workforce

- Minimum expectations for teachers' internal and external engagement with the community
- Numeracy Coach worked specifically with teacher-aides as part of allocated duties
- Expansion of community based work readiness and senior schooling programs for secondary cohort
- Active support and involvement with the Social Services Steering Committee
- Built parent/family partnerships by increasing contact between teachers and parents and holding classroom and whole school events that bring parents into the school

Key priority 4. Maximise student attendance

- Employed school-community liaison officer
- Case management approach implemented for at-risk students
- Continued partnership with Community Justice Group
- Continued to lease bus and troupe carrier
- Local publicity campaign around attendance implemented
- Partnership with the Queensland Police Service, especially use of Community Police support and support generated through the Social Services Steering Committee
- Implemented attendance awards, class/group awards and individual classroom teachers' strategies
- Implemented school strategy for late students

Key priority 5. Improvements to school Facilities

- Commencement of construction of the Building the Education Revolution Library and Community Resource Centre
- Developed classroom appearance and appeal as a dynamic learning environment
- Replaced ceilings and roofing iron to make high blocks water-proof
- Implemented internal refurbishment projects in administration reception
- Implemented internal refurbishment of middle years block - painting, windows

Additional outcomes achieved in 2010:

- Transition Support Officer maximised student enrolment and retention in the transition to Boarding School program
- Trialled online learning for the delivery of VET certificates to secondary students
- Development of skilled teachers through classroom profiling and a school-wide culture of feedback
- Supported training and induction of beginning teachers; nurturing of teacher leaders
- Maintained school operational functionality through building school capacity to absorb the impact of remote area and other contextual issues
- Maintained staff morale, monitored and nurtured a positive and productive school tone

## Our school at a glance

### Future outlook

Key areas for improvement as outlined in our 2011 Operational Plan:

#### Key priority 1. Literacy and Numeracy Improvement

- Continue with full implementation of the Literacy and Numeracy National Partnership and the School Improvement Project in Numeracy
- Early Years Maths program in early phase
- Implementation of the school-wide pedagogy which was trialled in Semester 2 2010
- Preparations and initial implementation of Australian curriculum in English, Maths and Science
- One School planning, data, behaviour recording and data analysis expected of all teachers
- Re-introduce use of SRA comprehension kits
- Establish rigorous moderation of semester reporting results, internally and within cluster
- Commence Spelling Mastery program in middle school
- Continue to use First Steps Number, trial First Steps in Writing with targeted classes
- Rigorous reading program in all classes directed by explicit expectations issued from school leadership
- Implement planned phonics and phonemic awareness program in early phase

#### Key priority 2. Behaviour Management & Supportive School Environment

- Whole of school student welfare and supportive school environment plan implemented with whole staff (was developed in 2010)
- Re-culture of school around positive behaviour (move towards being a School Wide Positive Behaviour Support school)
- Whole teaching staff to be trained in Non-Violent Crisis Intervention
- High priority on classroom profiling with all staff

#### Key priority 3. Differentiated Classroom Learning

- Development and implementation of whole-school intervention plan
- Structured programming for students at and above minimum standards

#### Key priority 4. Maximise student attendance

- Implement and refine student lateness strategy
- Case management approach for at-risk students/families
- Review effectiveness of existing strategies, especially in terms of investment of time and resources

#### Key priority 5. Improvements to school Facilities

- Establish functionality of BER Community Resource Centre
- Classroom appearance as a dynamic and engaging environment
- Classroom furniture replacement and upgrade program

#### Key Priority 6 A Culture that Promotes Learning

- Case management approach applied in secondary department with particular focus on re-engagement and agreed goals with families
- Develop community understanding and support for school goals and priorities
- Provide parents with resources, information and tools to support learning at home
- Establish more formal agreements with Council to support school priorities and improvement goals
- Community engagement events (3 per term) in and out of school expected of every class

#### Key Priority 7 Staff Morale and team building

- Formation of staff welfare committee with balanced representation
- Mentors for all new staff appointed from continuing staff
- Respite PD weekend in Cairns mid-term one
- Organised team building activities in staff meeting time, using Guidance Officer, Employee Advisor, Royal Flying Doctor Service and other specialists/personnel as accessible

#### Key Priority 8 Professional Development alignment and staff accountability

- Continue line management system with teaching staff based on published agendas and teacher preparation, discussion and presentation of required documentation
- All teachers to develop in consultation with line manager an individual developing performance response to these school priorities
- All teachers to develop with line manager individual Professional development plan which aligns with school priorities and resources; use of application process around professional development to be assessed on basis of maximum value for school, sustainability and expected tenure of staff member

## Our school at a glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered: Pre-Preparatory to Year 10

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
164	89	75	73%

### Characteristics of the student body:

The majority of students at Kowanyama State School are Indigenous (97%). Teachers need skills in teaching ESL (English as a Second Language) students. We have a significant number of students with hearing impairments and we work with other government agencies to ensure the best outcomes for our students.

### Class sizes – Proportion of school classes achieving class size targets in 2010:

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	19	100%	100%	0%	0%
Year 4 – Year 10	9	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	12	100%	100%	0%	0%

### School Disciplinary Absences:

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	66
Long Suspensions - 6 to 20 days	12
Exclusions	0
Cancellations of Enrolment	0

## Our school at a glance

### Curriculum offerings

#### Our distinctive curriculum offerings in 2010 were:

- The Bound for Success scope and sequence curriculum
- District assessment tasks
- Individual Profiling and diagnostic tools
- Negotiated electives in the secondary area
- Work experience
- Inter-cultural investigations around local language and culture

#### Extra curricula activities:

A significant suite of extra-curricular activities are offered in the fields of sport (with a special focus on AFL), the Arts and community involvement. Competitions are frequently used to further stimulate and encourage student learning. The school is involved in annual celebrations for NAIDOC. Upper primary students were involved in a leadership camp as preparation for boarding school.

#### How Information and Communication Technologies are used to assist learning

Computers are embedded in the curriculum as tools for learning. Teachers work to integrate the use of technology in meaningful ways in order to ensure purposeful learning.

The school has a significant level of ICT infrastructure in place and abundant provision of computers in three dedicated rooms, as well as some in classrooms or other areas such as the library.

The school prepares an annual ICTs for Learning Agreement in which both pedagogical and resource development directions are determined for the year ahead. This ensures a planned approach to this area of the school's operations.

### Social climate

Kowanyama State School is a school dedicated to the support of its students so that they can have successful futures. We aim to develop healthy students who are self-disciplined, socially responsible, resilient, respectful and proud of their culture whilst being tolerant of other cultures. On exiting our school, our students should be able to live, work and continue to learn in a range of environments as responsible citizens who can make independent decisions. We strive for excellence and celebrate the successes of our students.

The Calmer Classrooms and You Can Do It programs are a focus in the school as are links with government agencies which support children. The school is strongly supported by the Kowanyama Justice Group and the Local Council. The teaching staff are dynamic and are recruited through the Partners for Success strategy. A major strategy to improve outcomes is having smaller classes in the early years. Our Responsible Behaviour Plan for students has been implemented with success.

## Our school at a glance

### Parent, student and teacher satisfaction with the school

The majority of students, staff and parents are satisfied with service provision in the various areas. Some level of dissatisfaction has been noted in the student and parent results for resources

Parent opinion survey results indicate "This is a good school" has increased from an average of 65% in 2006-2008 to 87.5% in 2009, "Child is Getting a Good Education" has stayed at an average of 62%, "Developing Your Child's Literacy Skills" has fluctuated but has stayed around the 67% mark, "Developing Your Child's Numeracy Skills" has increased from an average of 67% in 2006-2008 to 88.9% in 2009, and "Satisfied with Child's Wellbeing at School" has increased from an average of 72% in 2006-2008 to 88.9% in 2009.

Student opinion survey results that "This is a good school" have remained steady from 2005 to 2009, whereas student opinion survey results that "You are getting a good education" and "Satisfied with your wellbeing at school" have declined from approximately 80% to 60% over the same period.

Staff opinion survey results indicate "Morale in the School" has increased from an average of 68% in 2005-2008 to 80% in 2009, "Engaged in PD" is fluctuating but remains averaging about 85%, "Satisfaction with Access to PD" remains steady around 73%.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	85%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	77%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	74%
Percentage of staff members satisfied with morale in the school	82%

### Involving parents in their child's education.

We value our place as the only school in the community and demonstrate this by:

- Having an "open door" school where parents are welcome.
- Communicating by school newsletter and focus groups as needed with oral, face to face communication as the most effective method.

The Parents and Citizens Association meets every month and attendance has been improved significantly by use of the school bus to transport participants to and from the meeting.

The school hosts a number of BBQ events each year in order to meet parents and extended family members on a social level and to introduce the new teachers. These events are also held in conjunction with parent-teacher interviews and report card issuing, as well as at the annual awards night.

## Our school at a glance

### Reducing the school's environmental footprint

Kowanyama State School has solar power installed. In 2010, procedures were enacted to reduce emissions from waste disposal. Energy efficient air-conditioners were also installed to replace less energy efficient options. There has been school-wide encouragement of staff to turn off electricity and conserve power as much as possible.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$41,200	\$36,105	\$0	\$0	\$0	\$0	\$5,095	194,192	0	0
2009	\$38,520	\$33,248	\$0	\$0	\$0	\$0	\$5,272	201,720	0	0
% change 2009 - 2010	7%	9%	N/A	N/A	N/A	N/A	-3%	-4%	N/A	N/A

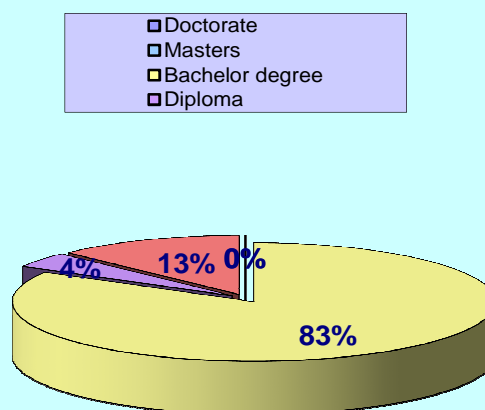
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	24	1	<5
Full-time equivalents	24	1	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	20
Diploma	1
Certificate	3



### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$128 000.

The major professional development initiatives are as follows: First Steps Number, Behaviour management, assessment moderation, leadership development, ESL strategies and bandscaling.

The involvement of the teaching staff in professional development activities during 2010 was 100%.



## Our staff profile

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 55% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 80%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
79%	88%	80%	84%	82%	81%	78%	100%	65%	62%		

##### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked at 9:30am and 1:30pm daily. Students not in attendance by 9:30am are regarded as having missed a half day of school if they subsequently arrive later that same day. Students who have 3 or more unexplained absences in a fortnight are referred to the Community Justice Group where action is taken with the parents/carers according to local by-laws that have been enacted by the Kowanyama Aboriginal Shire Council. Various penalties such as fines, warnings and referrals to other agencies are enforced. The school receives good assistance from the local community police to chase up truants and non-attenders. The school implements a large number of strategies as part of the attendance strategy including leasing and operating a bus, various prizes and awards, frequent communication with home, classroom encouragement, enlisting the support of the Social Services Steering Committee and local Council and a publicity campaign around lateness.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a rectangular orange "SEARCH" button.

Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

## Performance of our students

### Achievement – Closing the Gap

#### Attendance:

After an average attendance of 83% in 2008-2009, the 2010 attendance rate was 80%.

#### Attainment:

Results for reading and writing were steady from 2009 to 2010, with the gap widening from 2009-2010 for numeracy.

#### Retention:

Kowanyama parents are encouraged to and choose to send their children to Boarding Schools (usually from year 8 onwards). These Boarding Schools are all over the state – students can try to win scholarships and we must prepare students for these. We run an “Orbiting Out” program to assist with this. We work closely with the Transition Support Unit and support students who are at Boarding schools. We average 30 students each year at Boarding Schools.