

# Our school at a glance



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## Principal's foreword

### Introduction

A National Partnership School, Kowanyama State School, with an enrolment of approximately 205 PrePrep – Year 10 students, is a remote indigenous community school on the Gulf of Carpentaria in Far North Queensland. Situated 600km north west of Cairns, the community of approximately 1200 people is isolated during the wet season each year. Access to the school and community at this time is only by plane. During the dry season (latter half of the year) vehicle access can occur, but only if the roads are passable. This isolation has an impact on student mobility during the year. Once roads become passable and families are able to drive to Cairns or Mareeba, student attendance can become irregular.

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 access the school's website.

<http://kowanyamss.eq.edu.au/wcms>

### School progress towards its goals in 2011

#### Outcomes achieved from the school's 2011 Operational Plan

##### Literacy and Numeracy Improvement

Achieved full implementation of the Literacy and Numeracy National Partnership in Numeracy

Early Years Numeracy Projects implemented in early phase

Explicit Teaching model implemented Semester 2

Preparations made for implementation of Australian curriculum in English, Maths and Science

Teachers access One School standardised data, recording behaviour and analysis of data

SRA comprehension kits used in guided reading groups

Moderation occurred throughout the year in English, Maths and Science

Spelling Mastery program streamed across middle school – trialed in junior school

Continue to use First Steps Number

Reading program established across all primary classes directed by explicit expectations issued from school leadership

Implemented Jolly Phonics and phonemic awareness programs in early phase

##### Behaviour Management & Supportive School Environment

Whole of school student welfare and supportive school environment plan implemented with whole staff – includes BM

committee, student support committee, You Can Do It program, IBPs for high risk students

Re-culture of school around positive behaviour (move towards being a SWPBS school)

Whole teaching staff trained in Non-Violent Crisis Intervention

High priority on classroom profiling with all staff

# Our school at a glance

## **Differentiated Classroom Learning**

Continued with the development and implementation of whole-school intervention plan  
Structured programming for students at minimum standards

## **Maximise student attendance**

Student lateness strategy implemented and refined  
Working towards case management approach for at-risk students/families  
Reviewed effectiveness of existing strategies, especially in terms of investment of time and resources

## **Improvements to school Facilities**

Established functionality of BER Community Resource Centre  
Classrooms were engaging environments  
Classroom furniture replaced and upgraded throughout the school

## **A Culture that Promotes Learning**

Reconnected with Community Justice in support of student welfare  
A Recreation Centre usage agreement was established with Council to support school priorities and improvement goals  
Two community engagement events were conducted each Term

## **Staff Morale and Team building**

Staff welfare committee with balanced representation was established  
Mentors were arranged for all new staff appointed to the school  
Professional Development weekend in Cairns conducted mid-Term One

## **Professional Development alignment and staff accountability**

Line management system with teaching staff established  
Teachers are in the process of developing individual performance responses to school priorities

## **Future outlook**

- **Literacy and Numeracy** - Improved student outcomes in all aspects of Literacy and Numeracy – with a particular focus on Reading. A focus on dedicated Literacy and Numeracy blocks every day. Ensuring all other curriculum areas maintain a Literacy and Numeracy focus. Reading encouraged and valued throughout the wider school community.
- **Increasing Student Attendance** – A continued focus on attendance and promoting incentives throughout the community. Ensuring the community is aware of the legal requirements of compulsory education and to publicly celebrate achievements and benchmarks.
- Processes established to embed **School Wide Positive Behaviour Support** – Reassess and act on a review of the school's Responsible Behaviour Plan. Ensure the methods used to manage, reward and react to student behaviour, not only meets the needs of DET but also accurately reflects the needs of the community. Improvements in student behaviour will link directly to improved student outcomes across all areas.
- **Connecting with Community and Culture** – Ensuring local culture and traditions are embedded in the curriculum. Connecting with elders and other agencies in the community to ensure that all students have been exposed to their history, culture and languages.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational  
**Year levels offered:** Pre-Prep - Year 10  
**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
157	77	80	90%

## Characteristics of the student body:

The majority of students at Kowanyama State School are Indigenous (98%). 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. At the end of Year 7, the majority of students transition to boarding schools across Queensland. The wider school community endorses the transition model and a support team is in place to assist students and their families through this process. The Transition Support Team also supports students who have returned to community as a result of difficulties encountered at boarding school.

## Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	20
Year 4 – Year 10	14.4
Year 11 – Year 12	N/A
All Classes	16.9

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	192
Long Suspensions - 6 to 20 days	3
Exclusions	0
Cancellations of Enrolment	0

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

- Individual Profiling and diagnostic tools
- Work experience
- Inter-cultural investigations around local language and culture
- Introduction of Spelling Mastery
- Decoding Strategies with Secondary students
- Introduce the Fitzroy Reading Program

### Extra curricula activities

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 reward and celebrate student learning, attendance and behaviour. The school's plan to be involved in annual celebrations for NAIDOC week is dependent on other community events or circumstances at the time. 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 available as tools for learning throughout various curriculum areas. 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. Traditional Technologies, You Can Do It and Rock and Water 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 generally 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.

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

The majority of students, staff and parents are satisfied with service provision in the various areas. Parent opinion survey results indicate "This is a good school" has remained steady at 89% for 2010 and 2011, "Child is Getting a Good Education" has increased significantly in previous years from a low base of 62% to 89%. Student opinion survey results in response to "You are getting a good education" have increased from 90% to 95%. Staff opinion survey results indicate "Morale in the School" decreased from an average of 80% in 2010 to 59% in 2011. "Satisfaction with Access to PD" increased from 73% in 2010 to 80% in 2011.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	89%
Percentage of students satisfied that they are getting a good education at school	95%
Percentage of parents/caregivers satisfied with their child's school	89%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	59%

DW – Data withheld

# Our school at a glance

## 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 at various times during the year. The school bus is used 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 reporting as well as at the annual awards night.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Although Kowanyama State School has solar power installed, it is yet to be connected to the grid. In 2011, procedures were in place to reduce emissions from waste disposal. Energy efficient air-conditioners were 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. As a result of its partnership with PowerSavvy, Kowanyama State School has developed linkages to a variety of resources aimed to reduce power consumption.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	179,571	0
2010	194,192	0
% change 10 - 11	-8%	N/A

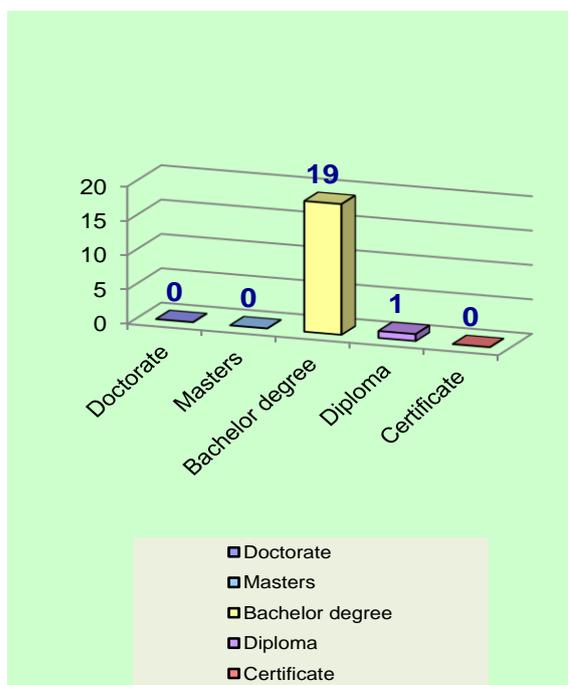
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	20	2	<5
Full-time equivalents	20	2	<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	19
Diploma	1
Certificate	0



## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$102,000.

The major professional development initiatives are as follows:

First Steps in Number (18 hours)

How Language Works (60 hours)

Cairns Retreat – Non-Violent Crisis Intervention (2 days)

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

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

From the end of the previous school year, 73% of staff was retained by the school for the entire 2011 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>. To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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 - 2011

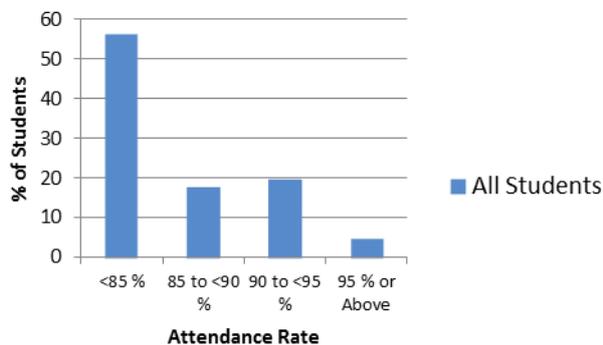
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 77%.  
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

### Student attendance rate 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
81%	78%	77%	86%	83%	81%	84%	75%	43%	47%	N/A	N/A

### 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 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.

An attendance strategy was created for students with 3 consecutive absent days from school. Classroom teachers send generic letters home for information and clarification by parents. If teachers do not receive correspondence from families, the School Community Officer and Administration contact parents. Community Justice are also consulted to provide additional support for families - ensuring their children are attending school. A lateness strategy was also outlined for students consistently arriving late to school. Communication with parents is made if this became a regular occurrence. End of Term celebrations occurred for students with attendance at or above 90%. Classes with the best attendance for the week were rewarded during a whole school assembly.

## Performance of our students

### 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.

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 "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a rectangular "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.

### Achievement – Closing the Gap

#### Attendance:

After an average rate of 80% in 2010, the school's attendance rate in 2011 was 70%. Attendance rates for Indigenous students were 77.1% with non-Indigenous students being 63.4%.

#### Attainment:

Results for Reading, Writing and Numeracy were steady from 2010 to 2011 with minimal improvements. There was no gap in 2010 as all enrolled students were Indigenous. Although a small gap was evident in 2011, it was significantly less than the state-wide gap.

#### Retention:

Most Kowanyama parents elect to send their children to boarding school at the beginning of Year 8. These Boarding Schools are located across Queensland. Some students make application for scholarships to boarding school and are successful in their application. The school works closely with the Transition Support Unit to assist students in their transition from Kowanyama to boarding school. Support is also provided for students during their time away from community at boarding school.