

Kowanyama State School (0460)

Queensland State School Reporting

2012 School Annual Report



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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>

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2012

Outcomes achieved from the school's 2012 Operational Plan

Priority 1: Maximising attendance

Case management strategy established for at-risk students/families
Protocols established for Lateness; Minor Absences (1-2 Days) and Chronic Absences (3 days)
Attendance data walls displayed and used in every classroom as well as prominent locations around school
End of Semester celebrations for students who reach 90% attendance in Semester 1
Weekly attendance data analysis and feedback to staff on progress
Attendance expectations have been made explicit to parents and community agencies/stakeholders
Parents and caregivers are regularly reminded that student engagement and achievement relates directly to attendance

Priority 2: Literacy and Numeracy Improvement

Explicit Teaching Model is being applied in every class
Rigorous Reading Programs across all year levels - Fitzroy Readers implemented across P-7 (ability based groups) and Corrective Reading Program 8-10
JEMMs and EMMs followed in Years 4-7
5 weekly data collection cycle and monitoring of student improvement
Reading Data Walls and targets displayed in every class
Continued implementation of Spelling Mastery in Years 2-7 (ability grouped in 4-7)
Implementation of contextualised C2C documents
Literacy/Numeracy Coach targeted students in Years 3/5/7/9 Semester 1 and Years 2/4/6/8 Semester 2
Formal and informal walk throughs, observations, coaching and feedback were conducted throughout the year

Priority 3: A Culture that Promotes Learning/Community Engagement

Connections with Community Justice have continued despite staffing changes at the centre
The Recreation Centre was used regularly throughout the year
Plans were in place to conduct community engagement events every Term but this occurred every Semester
All staff were engaged in coaching observations with their relevant Line Managers every Term
There was a continued focus on High Expectations - as outlined in the revised Kowanyama State School Values
A Parent Forum was conducted in Term 1 to develop understanding and support for school goals and priorities
A new School Vision, School Motto and Mission Statement were developed in consultation with stakeholders
Community Elders were consulted and engaged in delivering a Cultural Education Program
Formal agreements are yet to be established with Council and the community around use of BER Library as a Community Library
Consultations and proposals have continued with relevant agencies about a school lunch program
New school web site has been established and a formal school Newsletter published once every fortnight

Priority 4: Behaviour Management, School-wide Positive Behaviour Support

Expectations and processes surrounding Student Support Services, were clearly articulated
School Wide Positive Behaviour Support implemented throughout the year
Behavioural data analysis was reviewed every 5 weeks to identify target improvement areas and strategies
All staff were trained in Essential Skills for Classroom Management
All staff were engaged in Classroom profiling at least once every Term
Rule of the Week (Weekly Focus) was re-introduced with weekly incentives for best class
Role Descriptions were developed for Behaviour Support Teacher and Community Liaison Officer

Priority 5: Refining and embedding, planning and accountability systems at all leadership levels

Line Management System with Leadership Team was refined
Teachers were engaged in Line Management with published agendas and priorities
Leadership develop relevant AAPs and update progress every Term
Teachers were introduced to Performance Plans in response to identified priorities
Individual Professional Development Learning Plans were introduced to all staff with an alignment to school priorities

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Future outlook

Priority 1: Improving Teaching

All staff to be engaged in coaching observations with their relevant Line Managers every Term
Maintain a continued focus on High Expectations -as outlined in the revised Kowanyama State School Values
All teachers are implementing the Explicit Teaching Model across all year levels

Priority 2: Refining and embedding data based decision making

Further embed and refine data collection processes to improve access to data for staff, students and families
Staff to further develop their skills of data analysis to inform their teaching programs and practices
Continued monitoring of student progress through the use of data to support individualised (differentiated) instruction
5 weekly data collection cycle will inform decision making on strategies, pedagogy and individual student learning plans
Reading data walls and targets continue to serve as a constant reminder for staff and students to maintain their focus

Priority 3: Refining and embedding Planning and Accountability Systems at all leadership levels

Teachers continue to be engaged with Line Management with a focus on published agendas and priorities
Leadership to develop relevant AAPs and update progress every Term
Individual Professional Development Learning Plans completed by all staff

Priority 4: Connecting parents and caregivers with their children's learning

Connections with Community Justice to be further developed throughout the year
Community engagement events to be conducted every Term
Community Elders engaged in a Cultural Education Program
Engage parents and community members to assist in the establishment of a school tuckshop
Reinstate the school's P&C Association

Priority 5: Maximising attendance

Case management strategy for at-risk students/families to be continued and further enhanced
Attendance data walls displayed and used in every classroom as well as prominent locations around school
Attendance expectations continue to be made explicit to parents and community agencies/stakeholders

Priority 6: Literacy and Numeracy improvement

Explicit Teaching Model is fully implemented in every class
A continued focus on rigorous Reading Programs across all year levels
A continuation of 5 weekly data collection cycle and monitoring of student improvement
Reading Data Walls and targets displayed in every class
Formal and informal walk throughs, observations, coaching and feedback on a more regular basis

Priority 7: School Wide Positive Behaviour Support

School Wide Positive Behaviour Support further refined throughout the year
Behavioural data analysis to be continually reviewed every 5 weeks
Training updates in Essential Skills for Classroom Management
Classroom profiling for all staff to be continued throughout the year

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Pre-Prep - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	164	89	75	85%
2011	157	77	80	90%
2012	165	85	80	91%

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

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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	19	20	16
Year 4 – Year 10	9	14	17
Year 11 – Year 12	N/A	N/A	N/A

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	66	192	222
Long Suspensions - 6 to 20 days	12	3	9
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Individual Profiling and diagnostic tools

Work experience

Inter-cultural investigations around local language and culture

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 organised the community NAIDOC week celebrations in 2012. There was a significant degree of participation by all stakeholders in the community. 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 throughout the school, both in classrooms as well as in areas such as the library. Twenty-four laptops were purchased for individual and whole class use. These are located in 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 as well as Rock and Water programs are a focus in the school. Additionally, links are established with other government agencies that support children. The school is strongly supported by the Kowanyama Justice Group and the Local Council. Our teachers are a dynamic group of educators who are generally recruited through the Partners for Success strategy. Our Responsible Behaviour Plan for students has been implemented with success with many positive impacts taking place throughout the school as a result of the School Wide Positive Behaviour Support Plan.

Parent, student and staff satisfaction with the school

The majority of students, staff and parents are satisfied with service provision in the various areas. Parent opinion survey results in all aspects (including "This is a good school" and "Child is getting a good education"), have increased significantly to 100% from 89% in 2011. Student opinion survey results in response to "You are getting a good education" have increased from 95% to 97%. "They like being at school", "Their teachers motivate them to learn" and "Their teachers expect them to do their best", were all rated at 100% by our students in 2012. Staff opinion survey results indicate "Morale in the School" increased from an average of 59% in 2011 to 86% in 2012. "Satisfaction with Access to PD" decreased from 80% in 2011 to 75% in 2012.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.6%
they like being at their school*	100.0%
they feel safe at their school*	96.8%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	83.9%
teachers treat students fairly at their school*	93.3%
they can talk to their teachers about their concerns*	93.5%
their school takes students' opinions seriously*	87.1%

Our school at a glance

student behaviour is well managed at their school*	83.9%
their school looks for ways to improve*	83.9%
their school is well maintained*	90.0%
their school gives them opportunities to do interesting things*	90.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	75.0%
with the individual staff morale items	86.4%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results of previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

Various parent and community meetings are held throughout the year. When necessary, 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 2012, procedures were in place to reduce emissions from waste disposal. There has been a regular plan to replace less energy efficient air-conditioning units with 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. In 2012, Kowanyama State School was rewarded with a number of incentive prizes in recognition of the school's attempts to reduce electricity consumption.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	194,192	0
2010-2011	179,571	0
2011-2012	165,557	0

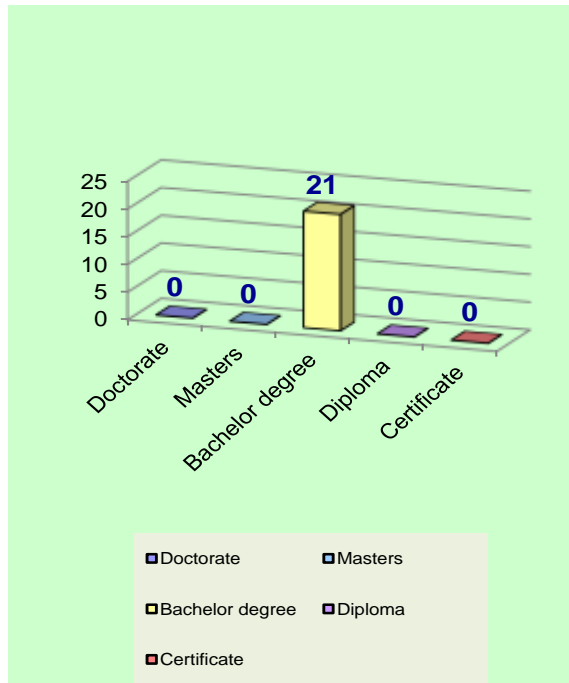
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	21	2	<5
Full-time equivalents	20.9	1.8	<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	21
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$29,000.

The major professional development initiatives are as follows:

Classroom Profiling

CY Science

Explicit Teaching with a focus on Consolidation

School Wide Positive Behaviour Support

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.2%	97.8%	97.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 66.5% of staff was retained by the school for the entire 2012 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' textbox.

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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	80%	77%	75%
The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.			

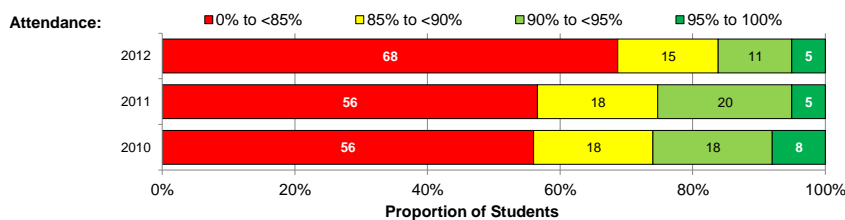
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	79%	88%	80%	84%	82%	81%	78%	DW	65%	62%	N/A	N/A
2011	81%	78%	77%	86%	83%	81%	84%	75%	43%	47%	N/A	N/A
2012	79%	81%	80%	75%	75%	72%	78%	71%	63%	35%	N/A	N/A

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 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.

Marking of attendance roll by classroom teacher twice daily

Roll summary collected and taken to office for ONESCHOOL entry twice daily

Absence of two consecutive days or a query from the teacher about patterns of absences is discussed with the Deputy Principal. The teacher follows the process and then completes communication actions in ONESCHOOL

Absence Protocols:

1. Student absent for 2 consecutive days. Classroom Teacher completes one of the three forms of communication.
2. Letter to be completed and given to front office
3. All communication must be documented in ONESCHOOL within the contacts section of the Individuals profile
4. Office to be notified on explanation of unexplained absences for OneSchool data entry
5. If the Teacher has no response after communicating with the parent/guardian the Deputy Principal must be informed.
6. Deputy/Community Liaison/Behaviour Support to complete home visit
7. If the student is still not attending school after communication from Administration then other support networks will be informed e.g. School Guidance Officer, Police, Community Justice Group

Other protocols to be followed: Home visits, letters home and phone calls

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/>.

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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 77.1% in 2011, the school's attendance rate in 2012 was 74.6%. Attendance rates for Indigenous students were 74.6% with non-Indigenous students being 90.6%.

Attainment:

Reasons behind the increased gap in Reading, Writing and Numeracy results can be attributed to a small cohort of students participating in the Year 9 NAPLAN tests for the first time.

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.