

Kowanyama State School

Queensland State School Reporting

2013 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.

www.kowanyamss.eq.edu.au

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School progress towards its goals in 2013

Priority 1: Improving teaching

Partially Completed

Implemented

Explicit Teaching Model adopted and applied consistently in every class
 Explicit procedures for the monitoring of classroom expectations through classroom walk throughs, observations, coaching/feedback
 All staff engaged in coaching observations with relevant Line Managers twice every Term
 All staff to be trained in Essential Skills for Classroom Management
 All staff engage in Classroom profiling at least once every Term
 Continued implementation of contextualised C2C units
 All staff engage with a mentor for classroom observations and feedback
 All staff to differentiate curriculum using "Differentiation at Kowanyama"
 Differentiated and scaffolded teaching based on identified needs of students
 Teacher Aides to participate in visits to Yarrabah State School, working with colleagues on successful Reading strategies

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 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

Refine Line Management System. All teachers engaged in Line Management with published agendas and priorities
 Leadership develop relevant AAPs and update progress every Term
 All teachers develop Performance Plans in response to identified priorities
 Individual Professional Development Learning Plans developed by all staff clearly align with school priorities
 An Annual Professional Development Plan with clearly defined objectives and outcomes will be established
 Risk Assessments will be completed appropriately for all extreme and high risk curriculum activities

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

Provide meaningful opportunities for parents and community members to be kept informed on school goals and priorities
 Ensure the school's Vision, Motto and Matrix are understood and owned by the community through regular promotion and celebrations
 Connect with parents and community members through participation in regular community events each Term
 Continue to access the skills of Elders and others in the community to deliver a Cultural Education Program
 Formalise links with the Community Justice Group and Council to establish Kowanyama School Council (P&C Association)
 Continue to promote the Community Library as part of the school's Resource Centre
 Initiate Adult Literacy (Reading) classes for interested adults in the community
 Maintain a relevant and meaningful school website
 Offer alternate pathways including VET options for secondary students
 Continue to offer Support-a-Reader workshops for interested adults in the community

Priority 5: Maximising attendance

Embed protocols 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 Term celebrations for students who reach 90% attendance in Semester 1 and 95% in Semester 2
 Weekly attendance data analysis and feedback to staff on progress
 Initiate weekly class trophy for best attendance
 Make attendance expectation explicit to parents and community agencies/stakeholders and promote their engagement
 Continue to promote and support the community Breakfast Club as a means of encouraging school attendance

Priority 6: Literacy and numeracy improvement

Continued implementation of Spelling Mastery in Year 2-10
 JEMMS and EMMS followed in Year 3 – 10
 Rigorous Reading Programs in place across all year levels
 Comprehensive and challenging reading/learning goals based on agreed data sets
 Literacy and Numeracy will continue to be the focus of all observed Explicit Teaching Lessons
 5 weekly data collection cycle and monitoring of student improvement
 Reading data walls and targets displayed in every classroom and staffroom
 A NAPLAN Plan established and implemented In Terms One and Two
 Moderation practices to support consistency of teacher judgement about assessment data
 Afternoon Study Classes continue to be promoted throughout the year

Priority 7: School-wide Positive Behaviour Support

Introduction of SWPBS throughout the year
 Behavioural data analysis available for review every 5 weeks to identify target improvement areas and strategies
 Positive behaviour data walls displayed in every classroom
 Continue with Focus of the Week - weekly incentives for best class
 Continue to fund Behaviour Support Teacher and Community Liaison Officers and promote their roles within the community
 Timetable all classes into scheduled Parade Performances using the Weekly Focus as a theme

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Future outlook

Priority 1: Improving teaching

Maintain the school's focus on consolidation as part of the Explicit Teaching Model
Maintain a commitment to uninterrupted Literacy and Numeracy blocks
Implement differentiated coaching to concentrate support where most needed
All staff engage with a mentor / coach for classroom observations and feedback
Increase the instructional capability of all leaders to coach
Use Improving Teacher System for teacher self-reflection
Differentiated and scaffolded teaching based on identified needs of students
Flexible Learning Plans established for relevant students and learning areas
Selected Teacher Aides to participate in Certificate III in Early Childhood
Prioritise opportunities for all students to participate in meaningful and continuous learning engagement in line with MSSWD/QSIL

Priority 2: Refining and embedding data based decision making

Staff to further develop their skills of data analysis to inform their teaching programs and practices
Value add to audited data to improve quality and compliance
Implement the FNQ Maths Assessment Tool
Involve teachers in PAT assessment training

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

Leadership develop relevant AAPs and update progress every Term
All teachers develop Performance Plans in response to identified priorities
Individual Professional Development Learning Plans developed by all staff clearly align with school priorities
Variations to School Routine to be mandated on OneSchool
Implementation of FNQ Systems on Attendance, Improving Teaching and Behaviour Management
Schedule the administration of the Control Self-Assessment Tool

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

Revisit and review the Charter of Expectations
Individual classes connect with parents and community members through participation in community events at least once per Term
Continue to access the skills of Elders and others in the community to deliver a Cultural Education Program
Strengthen links with the Community Justice Group and Council to establish a functional Kowanyama School Council (P&C Association)
Continue to promote Wednesday Afternoon Study Classes
Maintain Individual Learning Plans for every student
Implement Pathways Program for all students from Year 10 -12
Offer alternate pathways including VET options for secondary students
Information sessions explaining transition of Year 7 into Secondary conducted throughout the year

Priority 5: Maximising attendance

Embed protocols 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 Term celebrations for students who reach 90% attendance in Semester 1 and 95% in Semester 2
Promote the engagement of parents, community agencies and stakeholders to maximise attendance outcomes
Promote and support a community Breakfast Club as a means of encouraging school attendance
Foster closer ties with local Police Officers, Community Police Officers and Local Justice Group

Priority 6: Literacy and numeracy improvement

Implement School Spelling Program across all year levels
Rigorous Reading Programs in place across all year levels
Reading data walls and targets displayed in every classroom and staffroom
Set benchmarks and targets that challenge Regional benchmarks and targets in all aspects of Literacy and Numeracy
A revised NAPLAN Plan implemented in Terms One and Two
Improve school performance in Upper 2 Bands in all aspects of Literacy and Numeracy through effective use of existing personnel
Moderation practices to support consistency of teacher judgement about assessment data

Priority 7: School-wide positive behaviour support

Continue with Focus of the Week - weekly incentives for best class
Continue to fund Behaviour Support Teacher and Community Liaison Officers and promote their roles within the community
Timetable all classes into scheduled Parade Performances using the Weekly Focus as a theme
Focus on Student – Teacher Relationships, Differentiation and a Social Skills Program

Our school at a glance

School Profile

Coeducational or single sex: *Coeducational*

Year levels offered in 2013: *Preschool - Year 10*

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	157	77	80	90%
2012	165	85	80	91%
2013	172	85	87	88%

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		
	2011	2012	2013
Prep – Year 3	20	16	17
Year 4 – Year 7 Primary	14	17	19
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	192	222	147
Long Suspensions - 6 to 20 days	3	9	16
Exclusions	0	0	1
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 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 hosted two other schools from NSW and Victoria during the year from. The visiting students worked with other classes during their time with us. Participating in a number of cultural activities.

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. Additional laptops were once again purchased to supplement the twenty-four laptops purchased in 2012 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. Our school responds swiftly to any suggestion of bullying, with our weekly focus and assembly items using this as a theme on a regular basis. 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" has remained relatively stable at 97% to 94%. "They like being at school", "They feel safe at school", "Their teachers motivate them to learn", "Their teachers expect them to do their best", "Their teachers provide them with useful feedback about their school work", "Teachers treat students fairly at their school", "They can talk to teachers about their concerns", "Their school looks for ways to improve" and "Their school is well maintained" were all rated at 100% by our students in 2013. In all but two areas, staff opinion has increased to 100% in all aspects. Of particular note, staff indicated that "They enjoy working at their school" and "Their school gives them opportunities to do interesting things." This is a significant improvement on "Morale in the school" being measured as 59% in 2011.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	94%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	97%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	84%	100%
teachers treat students fairly at their school* (S2041)	93%	100%
they can talk to their teachers about their concerns* (S2042)	94%	100%
their school takes students' opinions seriously* (S2043)	87%	71%
student behaviour is well managed at their school* (S2044)	84%	59%
their school looks for ways to improve* (S2045)	84%	100%
their school is well maintained* (S2046)	90%	100%
their school gives them opportunities to do interesting things* (S2047)	90%	94%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	92%
their school takes staff opinions seriously (S2076)	92%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 and community members are always 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 meetings.

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

Although Kowanyama State School has solar power installed, it is yet to be connected to the grid. Since 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. Kowanyama State School has developed linkages to a variety of resources aimed to reduce power consumption.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	179,571	0
2011-2012	165,557	0
2012-2013	163,089	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

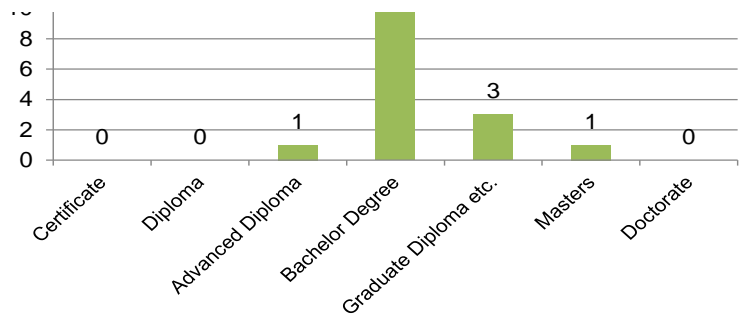
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	20	2	<5
Full-time equivalents	20	2	<5

Qualifications of all teachers

Advanced Diploma	1
Bachelor Degree	16
Graduate Diploma etc.	3
Masters	1
Doctorate	
Total	21



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$60,999.

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 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 70% of staff was retained by the school for the entire 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	77%	75%	77%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

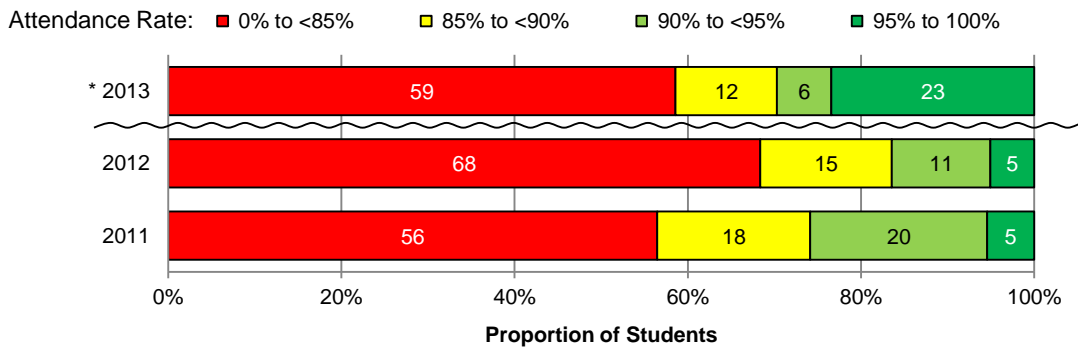
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	81%	78%	77%	86%	83%	81%	84%	75%	43%	47%		
2012	79%	81%	80%	75%	75%	72%	78%	71%	63%	35%		
2013	77%	83%	76%	80%	81%	79%	75%	74%	68%	57%		

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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 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 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 Individual's 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

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.

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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 74.6% in 2012, the school's attendance rate in 2013 was 76.2%. Attendance rates for Indigenous students were 76.2% with non-Indigenous students being 81.8%.

Attainment:

There is either a minimal or nil gap in all aspects of literacy and numeracy across Years 3, 5, 7 and 9. Significant gap closures occurred in Year 3 Reading, Writing and Number. Even though Year 9 results remain below the National Benchmarks, the results continue to be affected by the fact that there is only a small cohort of students participating in the Year 9 NAPLAN tests.

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.