

Kowanyama State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Kowanyama State School is a Pre-Prep – Year 10 remote indigenous community school on the Gulf of Carpentaria in Far North Queensland with an enrolment of approximately 200 students. 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 of 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

School progress towards its goals in 2015

2015 was a year of literacy and numeracy focus for Kowanyama State School. The school's NAPLAN results reflected some improvements in particular in the reading and writing sections.

Through school opinion survey our students, parents and staff revealed they were satisfied with many aspects of the school, particularly in the areas of school environment, parental knowledge and participation with the school and student satisfaction. 99.7% of surveyed parents believe this is a good school and 100% of students like attending this school.

In 2015 Kowanyama State School continued to take part in the FNQ Region's explicit improvement agenda committing to Explicit Teaching. Our major whole school priorities were Attendance, Behaviour and Curriculum

across all year levels and to raise the students benchmarks in Literacy and Numeracy. The following key initiatives were successfully implemented:

1. The continued refinement and implementation of the school's explicit teaching model. Including the development of whole staff and individual staff capabilities with a Explicit Teaching mentor
2. The implementation of QuickSmart Literacy and Numeracy intervention of targeted students to improve individual student outcomes
3. Timetable arrangements to ensure that all staff receive an additional one hour non contact for quality mentor allocation time with school linguist
4. Teacher aide allocation of two aides per classroom in Pre-Prep – Year 3.
5. School Attendance program through Remote School Attendance Scheme
6. Employment of a fulltime Guidance Officer for 2016

Future outlook

1. The continued refinement of explicit teaching agenda with school mentor and external coaches
2. Continued implementation of the QuickSmart intervention program from Year 3- Secondary
3. Timetable alignment for additional one hour non contact for each teacher to work with allocated mentor
4. Refocus on PBL with external coaches on refine school processes
5. Realign school attendance workers with whole school policies and procedures and timetable structures

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	172	85	87	163	88%
2014	185	96	89	180	83%
2015	179	94	85	175	82%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were 20 students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Average class sizes

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 6, 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.

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	17	22	22
Year 4 – Year 7 Primary	19	19	19
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	147	144	151

Long Suspensions - 6 to 20 days	16	3	2
Exclusions	1	0	0
Cancellations of Enrolment	0	6	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Individual Profiling and diagnostic tools

Work experience

Inter-cultural investigations around local language and culture

Decoding Strategies with Secondary students

Jolly Phonics

THRASS

QuickSmart

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 improve 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 I Pads were once again purchased to supplement the I Pads purchased in 2015 for individual and whole class use. These are located in each classroom. 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 PBL. RESPECT LEARNING, RESPECT COMMUNITY, RESPECT CULTURE.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	100%	96%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	100%	90%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	97%	100%
they like being at their school (S2036)	100%	100%	98%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	100%	97%	100%
they can talk to their teachers about their concerns (S2042)	100%	97%	100%
their school takes students' opinions seriously (S2043)	71%	85%	100%
student behaviour is well managed at their school (S2044)	59%	76%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	94%	100%
their school gives them opportunities to do interesting things (S2047)	94%	97%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	93%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	100%	100%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	93%
student behaviour is well managed at their school (S2074)	100%	100%	93%
staff are well supported at their school (S2075)	92%	100%	90%
their school takes staff opinions seriously (S2076)	92%	100%	86%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	93%
their school gives them opportunities to do interesting things (S2079)	100%	89%	93%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	163,089	0
2013-2014	155,022	0
2014-2015	156,647	

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

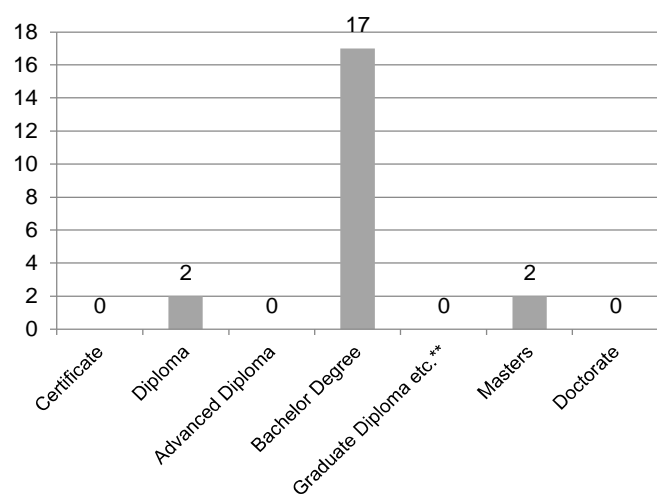
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	2	<5
Full-time equivalents	17	2	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
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 2015 were \$100K

The major professional development initiatives are as follows:

Explicit Teaching with a focus on Consolidation

School Wide Positive Behaviour Support (PBL)

Stronger Smarter

Nudge Theory

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 60% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	77%	79%	74%
The attendance rate for Indigenous students at this school (shown as a percentage).	76%	78%	75%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	77%	77%	83%	76%	80%	81%	79%	75%	74%	68%	57%		
2014	85%	80%	86%	80%	82%	80%	87%	81%	61%	69%	55%		

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

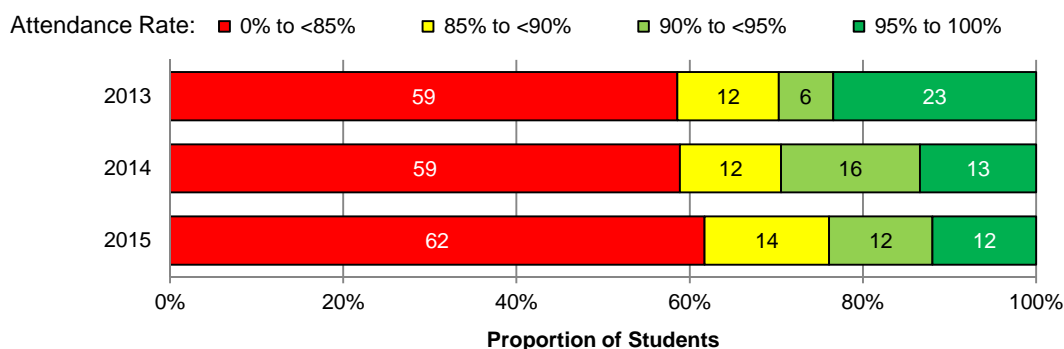
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	80%	83%	78%	84%	73%	82%	78%	89%	51%	56%	48%	DW	

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Marking of attendance roll by classroom teacher is every learning session using ID ATTEND

Roll summary is live and up to date through ID ATTEND

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:

Student absent for 2 days. Classroom Teacher completes one of the three forms of communication.

Letter to be completed and given to front office

All communication must be documented in ONESCHOOL within the contacts section of the Individual's profile

Office to be notified on explanation of unexplained absences for OneSchool data entry

If the Teacher has no response after communicating with the parent/guardian the Deputy Principal must be informed.

Deputy/Community Liaison/Behaviour Support to complete home visit

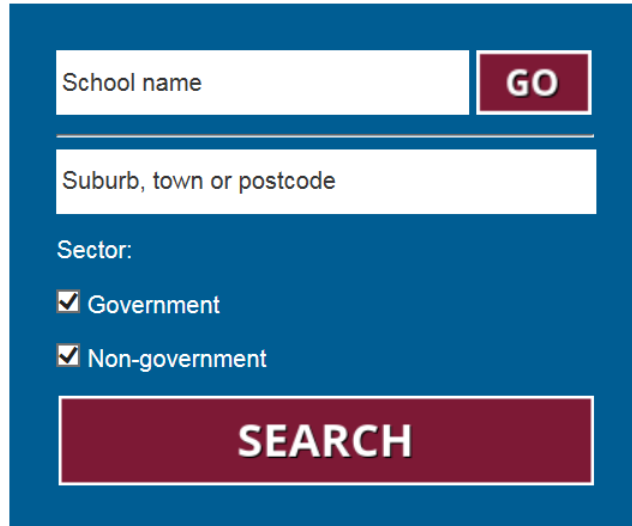
If the student is still not attending school after communication from Administration then other support network will be informed e.g. School Guidance Officer, Police, Community Justice Group

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.

Find a school



The image shows a search form titled 'Find a school' with a blue background. It contains the following elements:

- A text input field labeled 'School name' with a maroon 'GO' button to its right.
- A text input field labeled 'Suburb, town or postcode'.
- A 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'.
- A large maroon button with the word 'SEARCH' in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.