

Kowanyama State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	c/- Post Office Kowanyama 4892
Phone:	(07) 4083 7333
Fax:	(07) 4060 5280
Email:	principal@kowanyamss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Title of a school-based contact person for further information on the school and its policies.

School Overview

Kowanyama State School is a Pre-Prep to 10 remote Indigenous community school on the Western side of Cape York in Far North Queensland with an enrolment of 195 students. Situated 600 kilometres 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 open and families are able to leave the community, student mobility increases and attendance rates can drop.

Principal's Foreword

Introduction

The school annual report contains the following:

- School and student overview
- Curriculum offerings, extra-curricular activities and integration of information and communication technologies.
- Overview of the social climate of the school, stakeholder satisfaction and opportunities to involve parents in the education of their children.
- Teacher qualifications and summary of professional development undertaken by teaching staff.
- Student performance results and key outcomes.

Further information can be obtained via the school's website: www.kowanyamss.eq.edu.au or from the principal.

School Progress towards its goals in 2016

2016 was a year of literacy and numeracy focus for Kowanyama State School.

The school opinion survey of 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% of surveyed parents believe this is a good school and 100% of students like attending school.

In 2016 Kowanyama State School continued to take part in the FNQ Region's explicit improvement agenda and the whole school priorities were Attendance, Positive behaviour for learning and Curriculum across all year levels to raise student achievement in Literacy and Numeracy. The following key initiatives were implemented:

- Continued implementation of the school's explicit teaching model.
- Implementation of QuickSmart Literacy and Numeracy intervention of targeted students to improve individual student outcomes.
- Timetable arrangements to ensure staff receive additional non-contact time for quality mentoring and support from the school linguist.
- Allocation of two teacher aides per class from Pre-Prep to Year 6.
- Implementation of the Remote Student/School Attendance Scheme, and
- Employment of a full time Guidance Officer.

Future Outlook

In 2017 it is anticipated that the following initiatives will continue:

- Mentoring and coaching opportunities for new and beginning teachers will continue.
- Focus on reading and literacy and numeracy intervention.
- Additional release time for teachers and teacher aides to collaborate.
- Refinement of the Positive Behaviour for Learning Framework

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Pre-Prep - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	185	96	89	180	83%
2015*	179	94	85	175	82%
2016	181	94	87	180	80%

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 2016, there were 12 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

Overview

The majority of students at Kowanyama State School identify as Aboriginal and or Torres Strait Islander (98%) and bring diverse cultural and linguistic backgrounds to their schooling experience. A significant number of students have hearing impairments and with other learning needs that require multi-agency support. At the end of Year Six, the majority of students transition to boarding schools across Queensland or live outside the community in private board arrangements to attend secondary school. The wider school community endorses the transition of students to secondary schooling outside the community. Education Queensland through Transition Support Services provides support for students and families in remote Cape York communities where secondary schooling options are limited or non-existent. The majority of secondary school-aged students in Kowanyama access support to leave community and to attend secondary school through the Transition Support Services team.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	22	22
Year 4 – Year 7	19	19	21
Year 8 – Year 10		19	18
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

In aligning with the Australian Curriculum, the approach at Kowanyama State School in 2016 included individual profiling of students to identify differentiated learning pathways. The school also implemented programs like Jolly Phonics and Thrass, and QuickSmart to accelerate literacy and numeracy outcomes.



Co-curricular Activities

In 2016 AFL development was supported by AFL Cape York, art and cultural activities. The school also hosted secondary students from schools in New South Wales and Victoria and enabled students to take part in a number of local excursions and trips to regional centres to prepare students for the transition to secondary schooling.

How Information and Communication Technologies are used to Assist Learning

Computers are available as tools for learning across the 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 are available to students.

Social Climate

Overview

Kowanyama State School is dedicated to supporting students and families to be successful with the aim of enabling students to live and work in a range of contexts of their choosing. The emphasis has been on supporting students to be healthy and to be self-disciplined, socially responsible and resilient individuals. The school actively promotes student pride in cultural identity and heritage.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
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%	96%	100%
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)	90%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	100%	100%
they like being at their school* (S2036)	100%	98%	100%
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%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	97%	100%	100%
they can talk to their teachers about their concerns* (S2042)	97%	100%	100%
their school takes students' opinions seriously* (S2043)	85%	100%	100%
student behaviour is well managed at their school* (S2044)	76%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	94%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	97%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	93%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	100%	93%	100%
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%	93%	100%
student behaviour is well managed at their school (S2074)	100%	93%	100%
staff are well supported at their school (S2075)	100%	90%	100%
their school takes staff opinions seriously (S2076)	100%	86%	83%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	93%	100%
their school gives them opportunities to do interesting things (S2079)	89%	93%	83%

* Nationally agreed student and parent/caregiver items

'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 we open our gates and doors to parents and community members. We communicate new and events and recognise student achievement via Face Book and community newsletters and flyers. The school attends community meetings and provides feedback to community and families through this.

Respectful relationships programs

In 2016 the school promoted respectful relationships through weekly messages on full school parades and in curriculum and extra-curricular activities such anti-domestic violence march and white ribbon day events.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	144	151	108
Long Suspensions – 6 to 20 days	3	2	2



Exclusions	0	0	0
Cancellations of Enrolment	6	0	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.

Environmental Footprint

Reducing the school's environmental footprint

In 2016 the school aimed to reduce its footprint by supplementing power supply via solar panels and optimal use of utilities such as fans and air conditioning.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	155,022	0
2014-2015	156,647	
2015-2016	139,247	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	18	2	<5
Full-time Equivalent	18	2	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	18
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$130,000.

The major professional development initiatives are as follows:

- Teacher mentoring in foregrounding language via the school based linguist.
- Teaching of reading and reading assessment.
- Positive Behavior for Learning.
- Classroom profiling.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 49% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	79%	74%	73%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	75%	73%

*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 student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

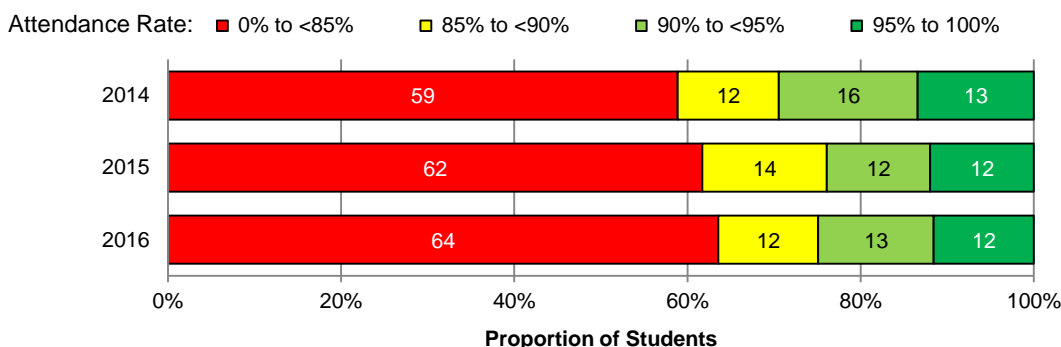
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	85%	80%	86%	80%	82%	80%	87%	81%	61%	69%	55%		
2015	80%	83%	78%	84%	73%	82%	78%	89%	51%	56%	48%	DW	
2016	79%	83%	76%	76%	79%	75%	85%	66%	63%	40%	42%		

*Attendance rates effectively count 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.

In this section, describe the procedures your school takes when the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for a part of a day or for longer periods. Include a description of how your school implements roll marking processes, including when rolls are marked and how your school follows-up absences with parents.

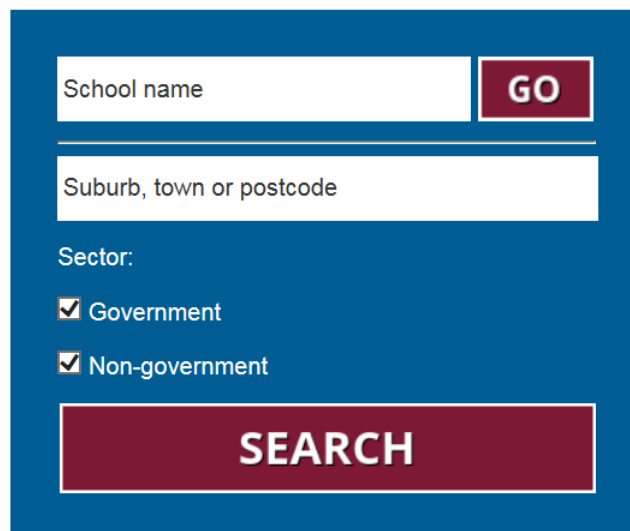
In addition, list key strategies that are being used to increase attendance.

NAPLAN

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 screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

Where it states '**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.

Conclusion

