



Kowanyama State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

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.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

2017 was a year of literacy and numeracy focus for Kowanyama State School.

Through school opinion survey our students and staff revealed they were satisfied with many aspects of the school, particularly in the areas of school environment and participation with the school and student satisfaction.

In 2017 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 student's 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 an Explicit Teaching mentor
2. Timetable arrangements to ensure that all staff receive an additional one hour non-contact for quality mentor allocation time with school linguist
3. Teacher aide allocation of two aides per classroom in Pre-Prep – Year 3.
4. School Attendance program through Remote School Attendance Scheme
5. Employment of a fulltime Guidance Officer
6. A focus on successful transition to boarding school for students completing Year 6

Future Outlook

1. The continued refinement of explicit teaching agenda with school mentor and external coaches
2. A focus on high yield teaching pedagogies
3. Timetable alignment for additional one hour noncontact 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 2017:	Pre prep – year 10
Student enrolments for this school:	191

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	179	94	85	175	82%
2016	181	94	87	180	80%
2017	191	98	93	191	87%

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

In 2017, there were 25 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The majority of students at Kowanyama State School are Indigenous (99%). 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.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	22	20
Year 4 – Year 6	19	21	20
Year 7 – Year 10	19	18	8
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2017 there was a particular focus on moving towards aligning all programs with the Australian Curriculum. L4L was aligned to C2C and Primary Connections Science was aligned with C2C science. In Semester 2 negotiations began to align our school with successful partner schools in Cairns. High yield teaching pedagogies were discussed and have begun to be implemented in all of our classrooms.

Co-curricular 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. The school uses interactive whiteboards and sound field systems to enhance teaching and learning in all of our teaching spaces

Social Climate

Overview

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. 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 through our adopt a class project. 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 COMMUNIYT, RESPECT CULUTRE.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	NA
this is a good school (S2035)	100%	100%	NA
their child likes being at this school* (S2001)	100%	100%	NA
their child feels safe at this school* (S2002)	100%	100%	NA
their child's learning needs are being met at this school* (S2003)	100%	100%	NA
their child is making good progress at this school* (S2004)	100%	100%	NA
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	NA
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	NA
teachers at this school motivate their child to learn* (S2007)	100%	100%	NA
teachers at this school treat students fairly* (S2008)	100%	100%	NA
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	NA
this school works with them to support their child's learning* (S2010)	100%	100%	NA
this school takes parents' opinions seriously* (S2011)	100%	100%	NA

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	100%	100%	NA
this school looks for ways to improve* (S2013)	100%	100%	NA
this school is well maintained* (S2014)	100%	100%	NA

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	87%
they like being at their school* (S2036)	98%	100%	93%
they feel safe at their school* (S2037)	100%	100%	87%
their teachers motivate them to learn* (S2038)	100%	100%	93%
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%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	93%
their school takes students' opinions seriously* (S2043)	100%	100%	93%
student behaviour is well managed at their school* (S2044)	100%	100%	73%
their school looks for ways to improve* (S2045)	100%	100%	80%
their school is well maintained* (S2046)	100%	100%	93%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	100%	93%
they feel that their school is a safe place in which to work (S2070)	97%	100%	86%
they receive useful feedback about their work at their school (S2071)	93%	100%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	77%
students are encouraged to do their best at their school (S2072)	100%	100%	92%
students are treated fairly at their school (S2073)	93%	100%	93%
student behaviour is well managed at their school (S2074)	93%	100%	50%
staff are well supported at their school (S2075)	90%	100%	64%
their school takes staff opinions seriously (S2076)	86%	83%	75%
their school looks for ways to improve (S2077)	100%	100%	93%
their school is well maintained (S2078)	93%	100%	71%
their school gives them opportunities to do interesting things (S2079)	93%	83%	71%

* 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 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.

Respectful relationships programs

Kowanyama State School has a whole school approach towards respectful relationships. School values around culture, community and learning are promoted on parades and throughout the school in the way of posters and consistent language. The school also participated in community initiatives such as walk against domestic violence, white ribbon day and was involve with local programs covering mental health and sexual health

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	2015	2016	2017
Short Suspensions – 1 to 10 days	151	108	38
Long Suspensions – 11 to 20 days	2	2	1
Exclusions	0	0	0
Cancellations of Enrolment	6	0	0

Environmental Footprint

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		
Years	Electricity kWh	Water KL
2014-2015	155,022	
2015-2016	139,247	
2016-2017	220,432	

*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 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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	15	35	33
Full-time Equivalent	15	35	33

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	14
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honor's Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$ 70, 140

The major professional development initiatives are as follows:

- Early Years Conference
- Bill Rogers; Behaviour Management
- Beginning teachers conference
- Jollyphonics
- Reading Intervention

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	99%

Proportion of Staff Retained from the Previous School Year.

From the end of the previous school year, 41% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	74%	73%	69.3%
The attendance rate for Indigenous students at this school (shown as a percentage).	75%	73%	69.3%

*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 2017 for all Queensland p-10 schools was 91.5%.

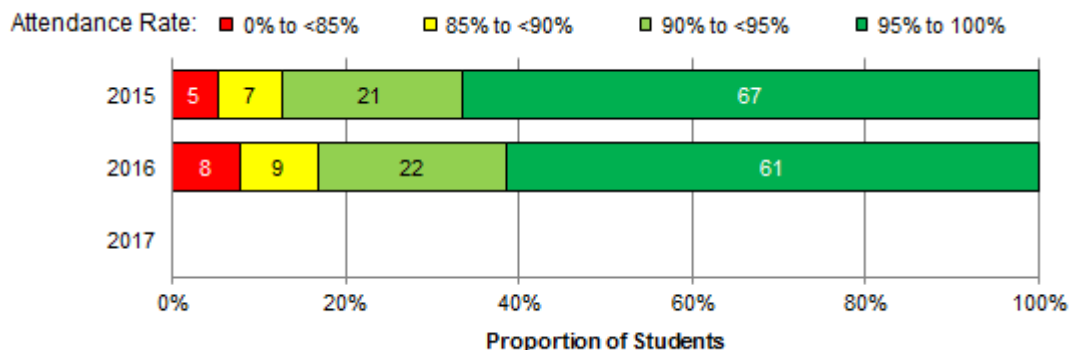
AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	80%	83%	78%	84%	73%	82%	78%	89%	51%	56%	48%		
2016	79%	83%	76%	76%	79%	75%	85%	66%	63%	40%	42%		
2017	73%	80%	80%	76%	69%	67%	64%	55%	58%	53%	51%		

*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 Department of Education 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: A same day notification is done for any student who is away unexplained from school. Student Attendance Officers visit the homes of any students who are away unexplained on any given day

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 One School data entry

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

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

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**.

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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.