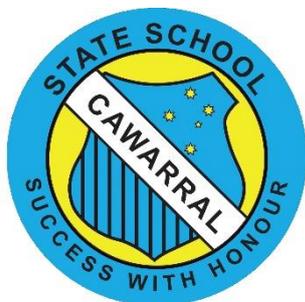


Cawarral State School

Queensland State School Reporting

2015 School Annual Report



Postal address	125 Annie Drive Cawarral 4702
Phone	(07) 4920 9333
Fax	(07) 4935 4202
Email	principal@cawarralss.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	Mr Matt Winter - Principal

Principal's foreword

Introduction

The following report depicts our school culture, student body composition, performance, initiatives and target indicators from 2015.

In 2015, the school commenced with a specific focus on reading improvement, as was reflected in the school Explicit Improvement Agenda for 2015. Although in its early stages, the improvement agenda yielded some positive improvements and will continue to be the school's major improvement focus for 2016. Student engagement, behaviour management and improved teaching and learning remained at the forefront of the school's agenda, with some excellent improvements made, specifically in terms of improvement of our school's key performance indicators.

A copy of this report is available at the school administration and is also available on our school website at www.cawarralss.eq.edu.au

School progress towards its goals in 2015

In 2015, Cawarral State School identified a number of priorities, targeting school improvement. Below is the school's key priorities and the school's actions undertaken, in order to develop and embed those priorities in school practice.

Priority - Reading

In 2015, reading was our top priority and considerable progress was made. The development of a specific reading approach took place with the key message of consistency, improvement and development of early years phonological skills being of paramount importance. John Munro High Reliability Literacy Teaching Procedures (HRLTP's) formed the basis of our approach as continued training of staff, development of the reading process, parent training and whole-school language processes became the platform for our explicit improvement agenda.

Priority - High quality teaching practices

The development of specific pedagogical skills formed the approach to improving our teaching practice in 2015. A key action included the utilisation of a regional pedagogy coach to build teaching staff's explicit instruction skills. Further development around the most effective methods to teaching reading formed a major part of our in-school professional development with specific processes and routines being developed school-wide for teaching skills.

Priority - Productive partnerships with school community stakeholders

Partnerships with the school community strengthened significantly in 2015. The school took part in a number of community events, hosted a very successful community focused ANZAC day service and celebrated success widely within the Cawarral community. The school opinion survey data improved

significantly across the entire range of the survey, thus highlighting the successes of our focus on community relationships.

Priority - Attendance

Attendance was a key focus in 2015 and improvements and progress were very evident. The school experienced 93.2% attendance for the whole year, a considerable increase from previous years. The introduction of some very clear expectations, regular tracking and reporting of attendance and a rewards incentive for excellent attendance formed a large part of our approach to boosting student attendance.

Future outlook

Priority - Reading

Building on the success of 2015, reading will remain the key priority area for 2016. Further refinement around the use of HRLTP's including a very succinct and clear timeline around which reading procedure will be covered at specific times of the year. "Reading at Cawarral" is to become further refined as staff competencies improve and in-school professional development continually drives the agenda. Consistency of skills across all class groups will also be of paramount importance as the agenda becomes further embedded.

Priority - Numeracy

Close and specific monitoring of student abilities to inform teaching practice will be the key focus for numeracy in 2016. Weekly pre testing to gauge student skill levels and to inform differentiation underpins the targeting of numeracy. A "stripped back" in-school (C2C aligned) numeracy curriculum will inform which specific skills are covered in particular weeks.

Priority - Writing

Demand writing will be conducted once per term and tracked using a school based data collection system to monitor student writing. Writing tasks will be marked and class teachers will identify one specific area for whole class focus, forming an improvement focus over the term. All students will have a demand writing booklet, complete with stimulus material. As an added means of incentive, all stimulus will be derived from the *Quiver app* and provide students with the opportunity to experience "Augmented Reality" with their writing pieces.

Priority - Attendance

Attendance will remain a key focus in 2016. Practices, measures and standards which we introduced and embedded in 2015 will again drive the focus on attendance in 2016. Close monitoring and reporting of attendance, guidelines around non-attendance and further incentives for excellent attendance will inform this priority.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	105	46	59	4	93%
2014	91	41	50	6	95%
2015	87	41	46	3	92%

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 no 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:

Cawarral State School students come from the small rural communities surrounding Cawarral which is approximately 20 km East of Rockhampton in a triangle with Emu Park and Yeppoon with most families working in the nearby towns and on small holdings. In 2014 the school had a 960 ICSEA [Index of Community Socio-Educational Advantage] rating. Approximately 85 students were enrolled in mainly multi-age P-6 classes. Class sizes averaged 21. Attendance was sound. Specialist Teachers provided PE, Music and support programs. Intervention, Learning Support and Extension programs were provided to cater for students with Special Needs. Gifted students were identified and challenged. Japanese is the language taught and the school hosts a Japanese Expo each year. Instrumental Music (Strings) is also offered.

The student body is mainly non-indigenous with just 2% indigenous and 2% ESL.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	17	21	18
Year 4 – Year 7 Primary	21	29	29
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	2	5	9
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	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.

Curriculum delivery

Our approach to curriculum delivery

Cawarral State School has a school vision of “Every student is resilient, respectful and ready for success.” Our school curriculum is a significant driver in ensuring that this vision is enacted and a reality. Our key approach to curriculum delivery is explicit teaching.

Our distinctive curriculum offerings in 2015 were:

- Japanese: Japanese Expo, art, speaking and script competitions.
- Japanese Teacher program – qualified teachers from a Japanese university visit annually.
- Japanese student teacher program – student teachers provide cultural activities for the whole school
- Specialist instrumental music and health and physical education lessons
- Swimming program for Years P-6
- Inter-school sports
- Year 4 - 6 Camp
- Youth Leadership Program Year 6
- School Chaplaincy
- Year 6 Cluster activities – Keppel Cluster
- Gifted & Talented workshop in Keppel Cluster

Extra curricula activities

- Guitar Lessons
- Drama Club
- Chess Club
- Landcare
- Choir
- Instrumental Music – Years 3–6 strings
- Under 8’s Day “Romp In the Park”
- University of NSW academic competitions.
- Book Week celebrations
- Arts Council
- School Discos
- Life Education

How Information and Communication Technologies are used to improve learning

Cawarral students have access to four [4] computer labs. The labs are used to develop specific skills in groups and are also accessed for regular classroom use. All classrooms have Interactive Whiteboards. Many peripheral digital technologies are available for student use – cameras, visualisers, microscopes and video cameras.

We routinely utilise computers and Apple iPad's for assessment tasks, learning activities, extension, learning support, research, teaching and instruction. The use of ICT's has been embedded into our practice as teachers and students are familiar with their use.

Social Climate

The close knit nature of the school ensures that a personalised approach to education and social skills is evident. Parents are supportive in their willingness to transport students and in their attendance at school activities and their actions through the P&C are exceptional.

Cawarral's behaviour policy gives clear guidelines to characteristics that are acceptable at our school. The school has simple behaviour values of "safety," "effort," "respect" and "self-responsibility. These rules shape our day to day life at school. They are visible around the school grounds, evident in staff language and clearly enacted by the students.

At Cawarral bullying in all its forms is not accepted. In addition, we also set a clear set of rules and focus strongly upon prevention through positive role modelling and the encouragement of shared responsible behaviour. Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

We distinctly focus upon student wellbeing and provide a number of strategies and deliberate actions to do so. We are a "growth mindset" school where specific actions and language shape our attitudes and approaches to tasks. As a school, physical activity, move to learn and other lunchtime programs assist in student wellbeing.

The welfare of the students is not only the responsibility of the teaching staff but also of our chaplain and support staff. Our school chaplain provides pastoral care for all our students and is an active participant in all school functions and activities.

School attendance across all grades was 93.2%.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	96%	87%	100%
their child feels safe at this school (S2002)	100%	93%	100%
their child's learning needs are being met at this school (S2003)	92%	93%	100%
their child is making good progress at this school (S2004)	92%	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)	91%	87%	100%
teachers at this school motivate their child to learn (S2007)	100%	87%	100%
teachers at this school treat students fairly (S2008)	84%	93%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	100%	100%	93%
this school works with them to support their child's learning (S2010)	92%	100%	100%
this school takes parents' opinions seriously (S2011)	96%	93%	100%
student behaviour is well managed at this school (S2012)	85%	87%	94%
this school looks for ways to improve (S2013)	96%	93%	100%
this school is well maintained (S2014)	88%	80%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	88%	100%
they like being at their school (S2036)	75%	82%	100%
they feel safe at their school (S2037)	92%	75%	96%
their teachers motivate them to learn (S2038)	95%	79%	100%
their teachers expect them to do their best (S2039)	100%	96%	100%
their teachers provide them with useful feedback about their school work (S2040)	93%	88%	96%
teachers treat students fairly at their school (S2041)	85%	79%	96%
they can talk to their teachers about their concerns (S2042)	82%	74%	100%
their school takes students' opinions seriously (S2043)	88%	78%	96%
student behaviour is well managed at their school (S2044)	67%	50%	88%
their school looks for ways to improve (S2045)	98%	87%	100%
their school is well maintained (S2046)	98%	88%	100%
their school gives them opportunities to do interesting things (S2047)	92%	88%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	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)	92%	100%	100%
student behaviour is well managed at their school (S2074)	92%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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

Parents and the wider community play a vital role in the education of Cawarral State School students. At Cawarral we highly value relationships with parents and the wider community and as such, take deliberate actions to maintain and build those effective relationships.

Our school vision of "Every student is resilient, respectful and ready for success" was established through a community wide approach to ascertain the key values and beliefs of our community. As such, it is our end goal for all students within our school.

In 2015, the school held a number of parent workshops to upskill and train our parents around our school improvement priorities and to begin building the capacity of our parents to work as teacher aides within the school.

A weekly school newsletter is published and provided to parents and the wider community as one of our key drivers for information sharing. Similarly, the school has a facebook page which has been a pivotal element in our relationships and information sharing.

The school hosts the Cawarral Community ANZAC service and invites parents and the wider community to the event. Each and every year, the event is growing in size and drawing in more and more community members.

Several theme-based „dress-up“ days – Easter Bonnet Parade, Book Fair, Book Week, special events are celebrated throughout the year and parents and grandparents come along.

An end of year Awards Presentation Night was held Choral and Instrumental Music presentations were given, Class groups sang Carols and Academic Awards and Attendance Awards were presented.

The Parents and Citizens' Association purchased additional teacher aide hours and classroom resources. Student progress is reported formally twice a year at the end of each semester, with parent teacher interviews taking place alongside the release of report cards.

There is an open invitation to Parents to attend weekly parades at which students are awarded "Gotchas" for doing tasks without being asked, Student of the Week Certificates, School Rules Awards and other special school awards. Similarly, students regularly conduct presentations on parade.

The school, supported by the P&C, held Trivia Nights to raise funds for the School Camps which are held biennially. Parents are also asked to nominate to assist with camps and generally 4-5 parents go along.

Reducing the school's environmental footprint

Every effort has been made to instil good practices in the students and staff and to encourage responsibility and care when it comes to power and water usage.

Junior Landcare and Reef Guardian programs are conducted for all interested students from Year 3-6. The school pays for its own garbage removal service, and uses "skip" bins for recycling cardboard and paper. Many items are recycled and the Landcare teacher takes these to the waste transfer station. Water is supplied by rainwater and bores consequently incurring no costs apart from maintenance.

Daily practices to reduce the "environmental footprint" include:

- Lights being turned off as classes exit rooms, and while the interactive whiteboards are in use.
- Students taking care to turn taps off tightly as the school is dependent on tank and bore water.
- Native and drought resistant plants are propagated and planted in the school's gardens.

- Soil is mulched and raised garden beds are used to grow vegetables as naturally occurring asbestos has been identified in the grounds.
- Waste paper is recycled and shredded for use in garden beds.
- Plastic containers are rinsed and recycled as well as cans.

A strong focus on power saving behaviour is ever present at Cawarral State School.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	80,517	0
2013-2014	129,568	0
2014-2015	147,844	

*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.

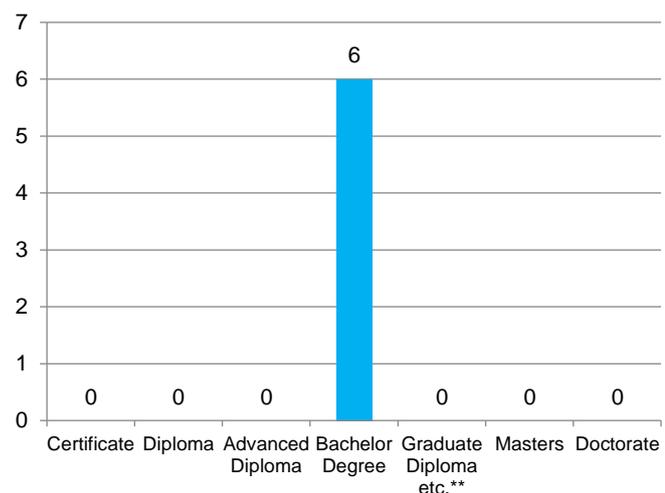
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	8	<5
Full-time equivalents	5	5	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	6



*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 \$ 25,702

The major professional development initiatives are as follows:

The major Professional Development activities focused on the identified priorities of the Explicit Improvement Agenda particularly reading where staff members were trained in becoming literacy leaders. Explicit instruction and instructional leadership skills were also key areas of professional development. Annual training updates of First Aid and CPR also featured in the professional development budget.

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.	98%	94%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% 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

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).	90%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	92%	94%

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 Primary schools was 93%.

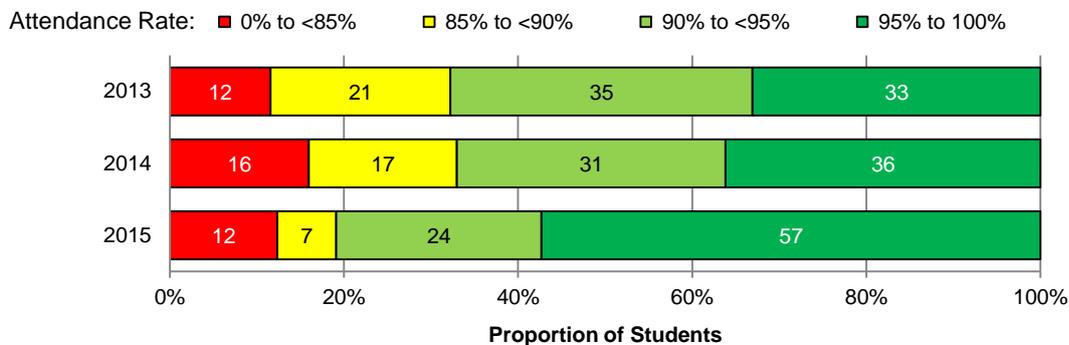
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	90%	90%	93%	90%	91%	84%	92%					
2014	92%	91%	94%	93%	94%	91%	91%	88%					
2015	93%	95%	90%	86%	96%	94%	93%						

*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.

Class rolls are electronically marked every morning and afternoon. If there is an unexplained absence, parents are contacted to ascertain the reason.

The school closely monitors and track student attendance. This is then displayed in the school office, published in the newsletter and is visible in each classroom where class attendance rates are published on the classroom data wall. Consistent and clear messages around progress and expectations on attendance are evident and clear all around the school. Furthermore, rewards and incentives are offered for positive attendance including end of term rewards, celebration days as well as short term awards for continued and sustained attendance.

In the case of repeated non-attendance, the school contacts parents personally to address the reasons for the repeated non-attendance and organises to meet with that parent to seek out a solution. Should the issue still not be resolved the school follows all DETE policies – this may include a range of actions from formal letters to parents to notifying Department of Communities (Child Safety) regarding the issue.

When a student has been absent without explanation for more than three days a follow-up contact will be made.

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

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.