



Cawarral State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Cawarral State School was established in 1874 and draws students from the rural areas of Cawarral, Coorooman, Ironpot, Mt Chalmers and Tungamull. It is situated about 20km east of Rockhampton in a triangle with Emu Park and Yeppoon. We have composite classes. The core curriculum is the Australian Curriculum in all subject areas. The LOTE/ICIS program is Japanese. The core programs are augmented with Early Intervention Strategies, Learning and Special Needs support and a Gifted and Talented Program. Extra programs include instrumental music in strings and junior landcare. Our school is active in the community, participating in Choral Festival and local sporting competitions. Parents are encouraged to participate and support classroom activities. The Parents and Citizens Association is proactive and provides resources to benefit the whole school, including facilities such as the tuckshop and interactive whiteboards. Cawarral provides a caring, inclusive environment for all students.

Principal's Forward

Introduction

School Progress towards its goals in 2016

In 2016, 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 1 – Reading

In 2016, reading was the top priority. Continued work with John Munro High Reliability Literacy Teaching Procedures (HRLTP's) formed the basis of our approach as continued Professional Development and peer coaching became the platform of the school explicit improvement agenda. Literacy Leaders presented comprehension and comprehending to the staff each term with an explicit focus. Early Years teachers used intensive phonics to build early reading skills.

Priority 2 – Writing

In 2016, teachers implemented 5 weekly on demand writing tasks with a focus on tracking students' progress. Through Augmented Reality students were able to build interest in reading.

Priority 3 – Numeracy

In 2016, teachers implemented new mathematics curriculum, including pre and post testing. Teachers implemented daily, intensive focused and differentiated rapid recall routines into numeracy lessons.

Priority 4 – Attendance

Attendance became a specific focus in 2016, with attendance rates improving greatly. The principal had a specific traffic light strategy to manage poor attendance with some families.

Future Outlook

In 2017, Cawarral State School will focus on the following priorities based on the results from 2016 and the School Strategic Plan.

Priority 1 – Teacher Collaboration

Teachers will work together collaboratively to create a Professional Learning Community who work together to create Developing Performance Plans, Curriculum Planning, Data Analysis, Moderation and Literacy and Numeracy planning. Literacy Leaders continue in their role of supporting staff with the Reading Improvement Agenda.

Priority 2 – Curriculum, Assessment and Reporting Plan

Staff will review the current Whole School Curriculum Plan to ensure its currency. Teachers will review Assessment Schedule ensuring that Achievement Standards are being assessed and reported on.

Priority 3 – Reading

In 2017, Reading will continue to be the priority, as results are improving slowly. All reading resources will be updated ensuring that teachers use the correct resources for the students' reading levels. Reading Groups will be continued throughout the school with extra teacher aides and the principal supporting them. Literacy Leaders will work to write the School Reading Program ensuring that teachers have modelled lessons and feedback to staff. School reading results will be uploaded into OneSchool and Data meetings each term will determine the focus for reading groups. Teachers will continue to have time set aside for Observation and Feedback with a peer.

Priority 4 – Wellbeing

In 2017, staff will be trained in You Can Do It program that will be implemented across the school. Teachers will have a teaching focus each week. The Responsible Behaviour Plan will be reviewed to ensure it is up to date.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	91	41	50	6	95%
2015*	87	41	46	3	92%
2016	86	41	45	2	93%

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 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

Overview

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 PREP to 6 classes. Class sizes averaged 23. 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% English as a Second Language.

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	21	18	20
Year 4 – Year 7	29	29	25
Year 8 – 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.

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 2016 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
- School Chaplaincy
- Year 6 Cluster activities – Keppel Cluster

Co-curricular Activities

Guitar Lessons

- Drama Club
- Landcare
- Choir
- Instrumental Music – Years 3–6 strings
- Under 8’s Day “Romp In the Park”
- Book Week celebrations
- Arts Council
- School Discos
- Life Education

How Information and Communication Technologies are used to Assist 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

Overview

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 Responsible Behaviour Plan 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 93.3%.

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%	93%
this is a good school (S2035)	100%	100%	93%
their child likes being at this school* (S2001)	87%	100%	100%
their child feels safe at this school* (S2002)	93%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	100%	93%
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)	87%	100%	86%
teachers at this school motivate their child to learn* (S2007)	87%	100%	100%
teachers at this school treat students fairly* (S2008)	93%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	93%
this school takes parents' opinions seriously* (S2011)	93%	100%	92%
student behaviour is well managed at this school* (S2012)	87%	94%	100%
this school looks for ways to improve* (S2013)	93%	100%	93%
this school is well maintained* (S2014)	80%	94%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	88%	100%	85%
they like being at their school* (S2036)	82%	100%	88%
they feel safe at their school* (S2037)	75%	96%	79%
their teachers motivate them to learn* (S2038)	79%	100%	97%
their teachers expect them to do their best* (S2039)	96%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	96%	87%
teachers treat students fairly at their school* (S2041)	79%	96%	76%
they can talk to their teachers about their concerns* (S2042)	74%	100%	79%
their school takes students' opinions seriously* (S2043)	78%	96%	84%
student behaviour is well managed at their school* (S2044)	50%	88%	70%
their school looks for ways to improve* (S2045)	87%	100%	91%
their school is well maintained* (S2046)	88%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	88%	100%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	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%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

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 2016, 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 with Choral and Instrumental Music presentations. 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.

Respectful relationships programs

The school has developed and implemented the Responsible Behavior Plan that focuses on appropriate, respectful and healthy relationships. Through our implementation of our Behavior Expectations, Safety, Effort, Respect and Responsibility students are able to learn the basics of respectful relationships.

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	5	9	4
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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	129,568	0
2014-2015	147,844	
2015-2016	73,312	

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	7	7	<5
Full-time Equivalent	6	4	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	6
Diploma	
Certificate	

*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 \$13 853

The major professional development initiatives are as follows:

- Collegial Planning
- Principal Business Meeting
- Peer Coaching
- Languages Conference
- ipad training
- Jolly Phonics
- Anita Archer
- Robotics
- Small school Maths
- Students Free Day for Cluster
- Austswim
- First Aide and CPR

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	97%	96%

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 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).	92%	93%	93%

Due to their being an indigenous population of less than 5 students this report will not publish their attendance rate.

*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 Primary schools was 93%.

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	92%	91%	94%	93%	94%	91%	91%	88%					
2015	93%	95%	90%	86%	96%	94%	93%						
2016	93%	90%	95%	92%	91%	95%	92%						

*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:

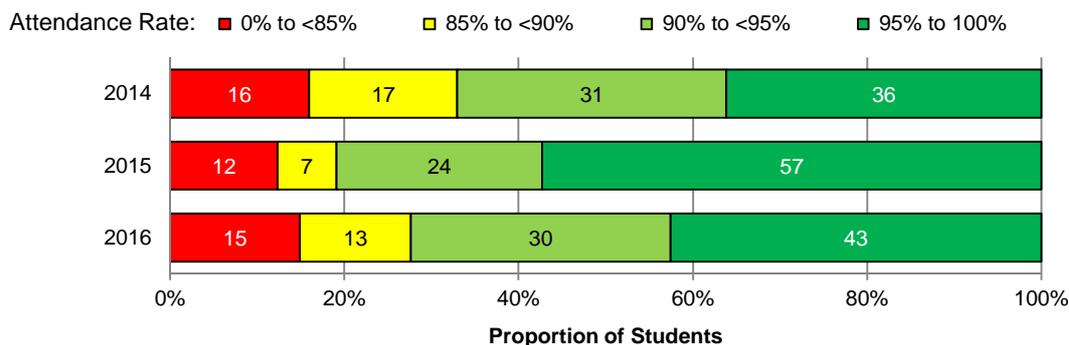
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	91%	94%	93%	94%	91%	91%	88%					
2015	93%	95%	90%	86%	96%	94%	93%						
2016	93%	90%	95%	92%	91%	95%	92%						

*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.

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, Same Day Student Absence Notification* which outlines 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 before 9:30am each day.

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.

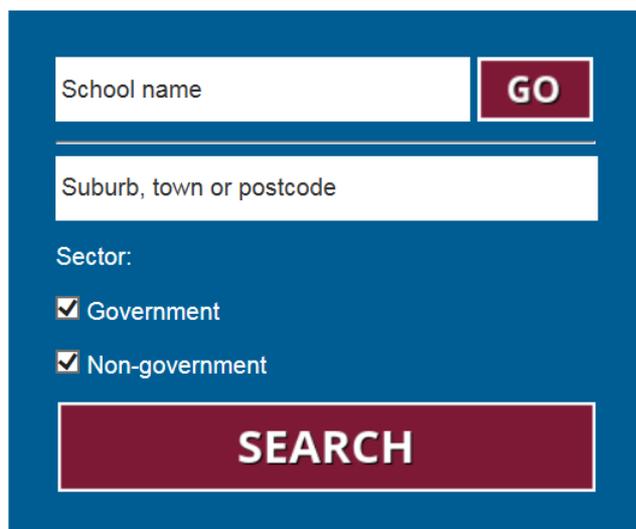
When a student has been absent without explanation for more than three days a follow-up contact will be made.

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 image shows a search form titled "Find a school" on a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "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 red button labeled "SEARCH" at the bottom.

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.