

Cawarral State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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 Eisteddfods, 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.

School progress towards its goals in 2018

Priority 1 - Curriculum, Assessment and Reporting Plan and Teacher Support

In 2018, teachers worked together collaboratively to be able to implement the Australian Curriculum. Through Planning Days teachers developed units of work from Curriculum into the Classroom resources. Internal and external moderation occurred for English and Maths.

Priority 2 – Reading

In 2016 - 2018, 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 continued to provide support for teachers in comprehension and Early Years teachers continued to use intensive phonics to build early reading skills.

Priority 3 – Wellbeing

The 'You Can Do It'. Program continued to be implemented across the school. The responsible behaviour plan, continued to be reviewed. Formal attendance monitoring of students who fell below 85%

Future outlook

2019, will see the final year of our Reading Improvement Agenda. I4S money will be invested in extra teacher aides to run a highly differentiated reading program across the school with the intention of increasing the percentage of students achieving a 'B' or above in English.

Supporting teachers to improve student engagement through improved pedagogical practice will be a focus. This will be done through cluster planning and moderation days will occur with funds being allocated each term to provide teachers with non-contact time for planning. Building knowledge and practice around the use of Learning Walls to help students become assessment literate learners will be a priority.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	86	89	85
Girls	41	41	39
Boys	45	48	46
Indigenous	2	3	6
Enrolment continuity (Feb. – Nov.)	93%	99%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 2018, the school had a 972 ICSEA (Index of Community Socio-Educational Advantage) rating. Approximately 85 students were enrolled in mainly multi-age PREP to 6 classes. In 2018, class sizes averaged 22. In 2018, overall attendance was 92.1%, which is sound. Specialist Teachers provide 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. Japanese is now taught in PREP/1/2/5/6 classes. Instrumental Music (Strings) is also offered. The student body is mainly non-indigenous with just 7% indigenous.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	20	24
Year 4 – Year 6	25	23	20
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to 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 music teachers
- _ Swimming program for Years P-6
- _ Year 5/6 Camp
- _ School Chaplaincy
- _ Year 6 Cluster activities – Keppel Cluster

Co-curricular activities

- _ 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 2 computer labs. The labs are used to develop specific skills in groups and are also accessed for regular classroom use. Each classroom has access to a bank of computers. 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 "You Can Do It" 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 92.1%.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	82%	100%
• this is a good school (S2035)	93%	91%	100%
• their child likes being at this school* (S2001)	100%	91%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	93%	91%	100%
• their child is making good progress at this school* (S2004)	100%	73%	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)	86%	73%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	91%	100%
• teachers at this school treat students fairly* (S2008)	93%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	91%	100%
• this school works with them to support their child's learning* (S2010)	93%	82%	100%
• this school takes parents' opinions seriously* (S2011)	92%	82%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	100%	91%	100%
• this school looks for ways to improve* (S2013)	93%	82%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	85%	90%	100%
• they like being at their school* (S2036)	88%	96%	81%
• they feel safe at their school* (S2037)	79%	89%	97%
• their teachers motivate them to learn* (S2038)	97%	93%	95%
• their teachers expect them to do their best* (S2039)	100%	100%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	93%	89%
• teachers treat students fairly at their school* (S2041)	76%	89%	78%
• they can talk to their teachers about their concerns* (S2042)	79%	90%	89%
• their school takes students' opinions seriously* (S2043)	84%	76%	73%
• student behaviour is well managed at their school* (S2044)	70%	79%	61%
• their school looks for ways to improve* (S2045)	91%	93%	97%
• their school is well maintained* (S2046)	97%	93%	89%
• their school gives them opportunities to do interesting things* (S2047)	91%	93%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	92%
• 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%	92%
• staff are well supported at their school (S2075)	100%	100%	92%
• 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%	92%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	100%	100%	92%

* 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 Carol's Night was held with Choral and Instrumental Music presentations. Class groups sang Carols. 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 "Random Acts of Kindness" awards, 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.

Our school supports parents who have students who experience difficulty with behaviour control, with a disability or with a learning difficulty. Regular meetings are held with support personnel assisting staff and parents to adjust the curriculum where needed.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships: The Responsible Behaviour Plan and the You Can Do It program.

Through our implementation of our Behaviour Expectations, Safety, Effort, Respect and Responsibility students are able to learn the basics of respectful relationships.

With the You Can Do It program teachers specifically teach each week 5 habits of the mind: Confidence, Persistence, Organization, Resilience and Getting Along. Through the implementation of the Health program based on the Australian Curriculum students are also exposed to such concepts as personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognize, react and report when they, or others, are unsafe. Through our school programs we intend to build a culture that seeks to prevent gender based violence, through the building of respectful relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	4	1	14
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	73,312	78,406	95,672
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	7	9	<5
Full-time equivalents	6	5	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	0	
Graduate Diploma etc.*	0	
Bachelor degree	7	
Diploma	0	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$2293

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2018 were \$2293.

.Collegial/Cluster/IT Programs at TSS

. Principal Business Meeting

. Principal State Conference

. First Aid Course

. Languages Training

. Austwim Course

. Headspace Workshop

The major professional development initiatives are as follows:

- Teachers mentoring each other in Coaching Conversations.
- Australian Curriculum – backward mapping assessments, Curriculum Walls.
- You Can Do It training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%. The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school	94%	91%	73%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	94%	91%
Year 1	90%	92%	96%
Year 2	95%	90%	94%
Year 3	92%	95%	92%
Year 4	91%	91%	89%
Year 5	95%	93%	93%
Year 6	92%	95%	87%

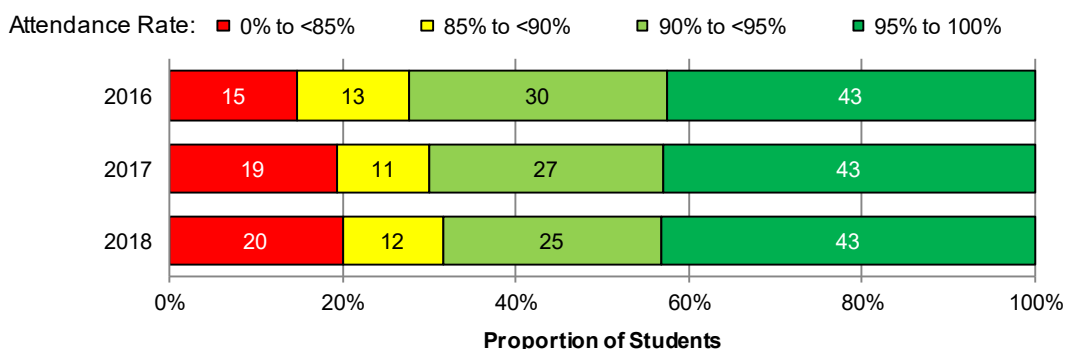
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 tracks student attendance. This is then published in the newsletter. 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 celebration days as well as short term awards for continued and sustained attendance. Each term students who have over 95% attendance are acknowledged on a Special Parade.

In the case of repeated non-attendance, the school contacts parents personally to address the reasons for the repeated nonattendance 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.