Kuranda District State College

ANNUAL REPORT
2016

Queensland State School Reporting

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

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

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School Overview

The vision of Kuranda District State College is to promote academic achievement and active citizenship in a climate of tolerance and responsibility. Our underlying values of responsibility, respect, safety and learning underpin all school relationships. A key component of our school is our Service Commitment for the students at our College. Kuranda District State College will commit to ensure every student who participates in their education will achieve:

☐ an OP score for successful University entrance
☐ an apprenticeship or traineeship
☐ further training or full time work

Our commitment to student monitoring and tracking ensures that student's meet with success as they transition from Secondary Schooling to life beyond.
This report has been shared with our school community through the newsletter, P & C, School Council and the school website. It offers detailed information on school performance, operational processes and curricular offerings.

Principal's Foreword

Introduction

The school priorities are published in our Annual Improvement Plan. In 2016 our College had five broad goals to ensure our school is constantly improving to meet the needs of the student's and the community. The findings of our Priority Support Review in 2015 framed the basis of these goals.

School Progress towards its goals in 2016

Improvement strategies	School actions to address the improvement strategies identified
Sharpen and narrow the explicit improvement agenda	• Embed the givens identified in our College approach to reading framework to ensure consistency from Primary to Junior Secondary. Targets and timelines in our data plan for tiered response to reading our priority for 2016. *Continuing*
Focus on the analysis and discussion of dat	• Whole School Assessment and Reporting framework is used in the collaborative planning process to make teaching and assessment decisions and monitor progress. *Established* • Refine the use of data to inform attendance and behaviour interventions. *Established*
Review and refine our System Curriculum Delivery.	• Collaborative planning system in trial Semester II, 2016 *Established* • Coaching, mentoring and feedback system in

Focus on collaborative planning to establish student need and develop pedagogical practices to improve learning outcomes.	development to support teacher capability support.	
Culture That Promotes Learning	• Review Career and goal setting systems to improve Student engagement and attendance. *Happening in 2017*	
School and Community Partnerships	• Work in Semester ll, 2016 will focus on engaging Parents with Student Learning. *Ongoing*	

Future Outlook

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Embed Collaborative Planning SoP with a focus on: • Using OneSchool as the tool • data literacy/ point of need • assessment and GTMJ • literacy demands of assessment (including digital) • SEL Review and develop our model to support staff (Teachers and TA's) implementation of SoP's using the Cycle of inquiry • Classroom environment/ management SoP's a priority (ESCM's, Student Support Services) Develop a bank of consolidations for core areas (P-9) Develop a College moderation system Develop a SoP focusing on quality assessment of, for and as learning. • Focus on quality feedback to students and goal setting as a priority.	• 10% improvement of students achieving C or above • 10 % of students achieving A • Moderation to ensure accuracy and consistency of standards • Students getting Ds and Es – 100% either Focused Intervention (tier 2) or ICP (tier 3) • 95% of students submitting assessment items on time	• Class and year level targets set by Leaders and Teachers on SFD • Cycle of Inquiry process developed for feedback • and trial • Professional Learning plan and meeting times scheduled. • Ed Studio launched to all staff • Moderation, assessment and feedback systems collaboratively developed.
Strategies	**Targets**	**Milestones**

Collaborative Planning Teaching/Learning sequence – HOD/HoC to lead the collaboration with teachers, TA's, SEPC, STL & N support, MT and BT mentors.
• Identify the reading and literacy demands of each unit at the planning stage (including digital literacies)
• Devise a series of lessons on how to teach those reading demands using WSA2L SoP
• Develop Kuranda Community Early Learning action plan with RO team
• Cycle of Inquiry model to be developed (see priority 1)
• Implement KDSC data plan and targets to
   o plan for differentiation
   o to identify students requiring referral to SSS:
     ▪ Focused Intervention
     ▪ ICP
     ▪ Case Manager
	• 100% of P- 9 staff Embed literacy into planning
	
	• 10 % improvement of students achieving NMS or above in reading
		• All students identified with need have tier 2 or 3 plan
		   o NAPLAN – R, W, N targets set collaboratively
		   o LoA - English, Maths, Science (Term review of targets set)
		   o Transition to Prep system developed and formalised

Strategies	**Targets**	**Milestones**
• Develop a career education and pathways framework identifying timelines, roles and responsibilities • Review community engagement strategy • Refine attendance strategy	• Attendance – 90% • Close the gap for Indigenous attendance	• career education/ pathways framework for 2018 • community engagement strategy shared with school community

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	413	193	220	177	87%
2015*	411	186	225	198	87%
2016	355	164	191	164	82%

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
With just over 400 students from Prep to Year 12, the College is the perfect size for teachers and students to form close relationships. Class sizes are optimal for learning. Our teachers aim to skilfully differentiate for multi- age classes in the Primary and secondary school to be able to offer a wide range of curriculum offerings. Our College has 48% of students from an Indigenous background and many students with Standard Australian English as an additional language or dialect. Our students and families come from a diverse socio-economic background from rural areas.

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	23	25	23
Year 4 – Year 7	21	25	24
Year 8 – Year 10	21	22	20
Year 11 – Year 12	17	17	15

*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
Our approach to curriculum delivery includes:

- ➢ A yearly review of the units to be taught that are aligned to the Australian Curriculum
- ➢ Facilitated collaborative planning in teams lead by Head of Department (Secondary) and Head of Curriculum (Primary)

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- ➤ Moderation of assessment and guide to making judgements at term junctures.
- ➤ Our signature curriculum offerings are:
  - Sustainability and Science
  - Djapukai Language and culture
  - Agriculture
  - Rural Operations
  - Social and Emotional Learning activities

Co- curricula activities include:

- Sporting Teams
- Drama groups and Performance Teams
- Cheer Squad
- Leadership program
- Spelling Competitions
- Lunch time activities

How Information and Communication Technologies are used to improve learning

Our College is focused on developing safe and practical opportunities for students to integrate ICT in all aspects of their learning. Many of our rooms have interactive technologies and all rooms have access to computers. Secondary students have the option of the "Bring Your own Device" program to assist their learning as well as school laptops to borrow to ensure equitable access. Staff have a personal iPad which is used to assist in their teaching.

Social Climate

Overview
Social Climate

Our College has embedded the Positive Behaviour for Learning Framework. The strong focus in 2015 and 2016 has been on educating our Student's as to our universal all settings expectations.   Staff have attended professional development to develop skill in the implementation of the Kids Matter and Mind Matters well-being program. The Whole School Well-being Program and the well- being rooms have been implemented in Semester 1 of 2016. This is a priority for our four year planning into the future.

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)	95%	87%	86%
this is a good school (S2035)	95%	87%	92%
their child likes being at this school* (S2001)	86%	94%	86%
their child feels safe at this school* (S2002)	95%	94%	93%
their child's learning needs are being met at this school* (S2003)	90%	88%	93%
their child is making good progress at this school* (S2004)	90%	94%	93%
teachers at this school expect their child to do his or her best* (S2005)	90%	94%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	87%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	86%	94%	93%
teachers at this school treat students fairly* (S2008)	95%	75%	93%
they can talk to their child's teachers about their concerns* (S2009)	95%	88%	93%
this school works with them to support their child's learning* (S2010)	95%	94%	93%
this school takes parents' opinions seriously* (S2011)	86%	81%	85%
student behaviour is well managed at this school* (S2012)	57%	69%	71%
this school looks for ways to improve* (S2013)	90%	86%	85%
this school is well maintained* (S2014)	95%	87%	79%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	86%	87%	91%
they like being at their school* (S2036)	85%	89%	81%
they feel safe at their school* (S2037)	84%	84%	85%
their teachers motivate them to learn* (S2038)	91%	92%	90%
their teachers expect them to do their best* (S2039)	93%	95%	99%
their teachers provide them with useful feedback about their school work* (S2040)	87%	91%	86%
teachers treat students fairly at their school* (S2041)	75%	74%	78%
they can talk to their teachers about their concerns* (S2042)	82%	83%	75%
their school takes students' opinions seriously* (S2043)	70%	70%	77%
student behaviour is well managed at their school* (S2044)	64%	58%	57%
their school looks for ways to improve* (S2045)	84%	85%	87%
their school is well maintained* (S2046)	80%	81%	83%
their school gives them opportunities to do interesting things* (S2047)	83%	82%	80%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	93%	97%
they feel that their school is a safe place in which to work (S2070)	97%	86%	94%
they receive useful feedback about their work at their school (S2071)	87%	72%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	95%
students are encouraged to do their best at their school (S2072)	92%	95%	100%
students are treated fairly at their school (S2073)	89%	90%	94%
student behaviour is well managed at their school (S2074)	73%	63%	66%
staff are well supported at their school (S2075)	78%	69%	77%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	85%	68%	85%
their school looks for ways to improve (S2077)	92%	91%	97%
their school is well maintained (S2078)	95%	86%	88%
their school gives them opportunities to do interesting things (S2079)	89%	71%	83%

* Nationally agreed student and parent/caregiver items
\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

Strategies to involving Parents in their Childs educations at KDSC include:

- Volunteer Parent's reading program in Primary Classrooms
- Partnership's with Ngoonbi Association, Kuranda Neighbourhood Centre, Rise, DTAC, Mulungu Aboriginal Health Service
- Parent /Teacher conferences
- Individual Care team meetings
- Open Day's and Parent evenings
- Community visits led by the Community Liaison Officer
- School Council and P and C
- NAIDOC community celebration

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our Social and Emotional Learning programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	108	122	157
Long Suspensions – 6 to 20 days	2	4	4
Exclusions	0	5	2
Cancellations of Enrolment	6	4	3

* 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
Our permaculture garden were additions to our existing initiatives in 2014. The Tuck Shop convenor has an approach to minimizing the sale of packaged products. The program Paper Cut was introduced in 2016 to monitor and reduce photocopying. The college is now sending reports and newsletters electronically.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	323,213	10,242
2014-2015	324,812	19,904
2015-2016	303,130	7,861

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.**

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	35	32	<5
Full-time Equivalents	32	22	<5

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	30
Diploma	0
Certificate	3

*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 $25,000.

The major professional development initiatives are as follows:

- development of professional knowledge and application of the Australian Curriculum

- improved capability to analyse student data to plan for student's varying point of need

- Capability development in areas of responsibility for non-teaching staff

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.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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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).	81%	82%	85%
The attendance rate for Indigenous students at this school (shown as a percentage).	73%	74%	77%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	81%	77%	82%	85%	81%	84%	81%	78%	89%	79%	80%	70%	82%
2015	81%	77%	78%	81%	87%	82%	85%	89%	80%	86%	81%	74%	79%
2016	90%	84%	83%	84%	84%	87%	84%	85%	85%	79%	90%	81%	79%

*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:
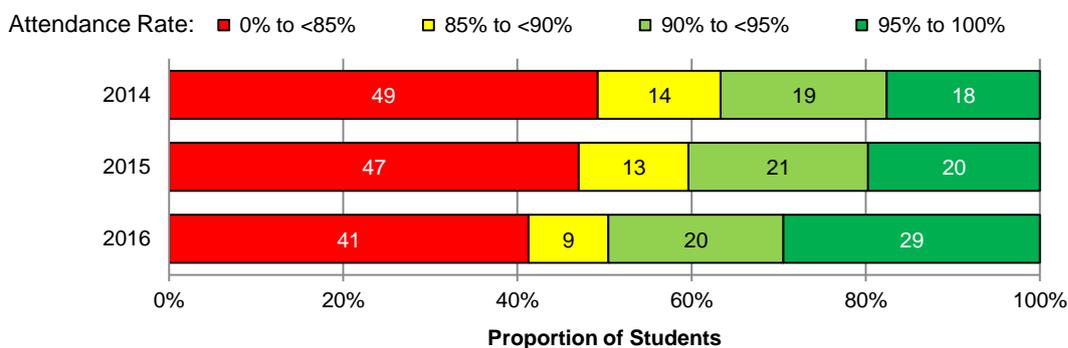
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

School community beliefs about the importance of attending school

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school. Kuranda District State College:

- is committed to promoting the key messages of Every Day Counts
- believes all children should be enrolled at school and attend school all day, every school day
- monitors, communicates and implements strategies to improve regular school attendance
- believes truanting can place a student in unsafe situations and impact on their future employability and life choices
- believes attendance at school is the responsibility of everyone in the community.

Responsibilities

School responsibilities:

- provide quality learning experiences in a safe respectful environment

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- provide a respectful environment for students and families to work cooperatively encouraging attendance and participation
- monitor and track all students' attendance patterns and communicate with families (Student Attendance Officer)

Student responsibilities:

- be at school each and every day prepared for work and learning
- be accountable for attendance and participation
- be in class on time and remain in class each lesson

Parent responsibilities:

- provide necessary opportunity and resources to ensure students can and do attend each day
- Informing the school of any situation which prohibits students from attending school for a full or partial day

Strategies

At Kuranda District State College we promote 100% attendance by:

- recognise students and classes at different levels of attendance and those who have improved
- use data walls for various positive behaviours e.g. attendance

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS

Description	2014	2015	2016
Number of students receiving a Senior Statement	17	22	8
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	0
Number of students receiving an Overall Position (OP)	7	12	1
Percentage of Indigenous students receiving an Overall Position (OP)	0%	22%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2	2	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	10	18	7
Number of students awarded an Australian Qualification Framework Certificate II or above.	2	7	7
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	16	20	8
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	78%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	86%	67%	100%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	94%	91%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	75%	89%	

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
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2014	1	3	2	1	0
2015	3	0	5	4	0
2016	0	0	1	0	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
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2014	8	0	2
2015	15	6	1
2016	0	7	4

As at 3rd February 2017. The above values exclude VISA students.

Certificate Courses on offer at KDSC.

- Certificate II in Rural Operations
- Certificate III in Sport and Recreation
- Certificate II in Visual Art and Craft
- Certificate II in Work Readiness

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Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	**2014**	**2015**	**2016**
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	76%	50%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	69%	86%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.kurandadistrictsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. KDSC works with Ngoonbi and Rise local community groups to assist transition to TAFE, employment or other training.