

Kuranda District State College

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 454 Kuranda 4881
Phone	(07) 4085 5333
Fax	(07) 4085 5300
Email	principal@kurandadistrictsc.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	Sharon Jones - Principal

Principal's foreword

Introduction

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.

School progress towards its goals in 2015

The school priorities are published in our Annual Improvement Plan. In 2015 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 framed the basis of these goals.

Improvement strategies	School actions to address the improvement strategies identified
Sharpen and narrow the explicit improvement agenda	<ul style="list-style-type: none"> • Collaboratively developed agenda was communicated to school community with a focus on the teaching of reading and curriculum planning to improve our A-E Academic data.

Focus on the analysis and discussion of data.	<ul style="list-style-type: none"> • School attendance strategy reviewed and implemented term 4, 2015. School Attendance Officer employed. • Whole School Data plan re-developed for implementation in Semester II, 2016. • Class reading targets developed and P-9 data walls are used to put faces to the data and set individual reading goals in the Primary Sector.
Review and refine our System Curriculum Delivery. Focus on collaborative planning to establish student need and develop pedagogical practices to improve learning outcomes.	<ul style="list-style-type: none"> • Curriculum, Assessment and reporting plan for English, Maths, Science implemented in 2016 • Curriculum, Assessment and reporting plan for all learning areas is complete and ready to be implemented Semester II in 2016 • Whole school approach to reading implemented in 2016. • Review of whole school pedagogical framework completed in 2015.
Culture That Promotes Learning	<ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) systems, data and processes collaboratively reviewed in 2015. • Explicit lessons reviewed in Semester 1, 2016 and ready for implementation in Semester II. • Responsible Behaviour Plan revised and endorsed in 2016.
School and Community Partnerships	<ul style="list-style-type: none"> • Relationships with P and C, School Council and Leadership prioritised. Connections with Steiner, Ngonbi and Kuranda Neighbourhood center embedded with regular meetings occurring to discuss youth at risk and the sharing of knowledge and resources. • Outside School Hours program commenced in 2016

Future outlook

Improvement strategies	School actions to address the improvement strategies identified
Sharpen and narrow the explicit improvement agenda	<ul style="list-style-type: none"> • 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.
Focus on the analysis and discussion of data.	<ul style="list-style-type: none"> • Whole School Assessment and Reporting framework is used in the collaborative planning process to make teaching and assessment decisions and monitor progress. • Refine the use of data to inform attendance and

	behaviour interventions.
Review and refine our System Curriculum Delivery. Focus on collaborative planning to establish student need and develop pedagogical practices to improve learning outcomes.	<ul style="list-style-type: none"> • Collaborative planning system in trial Semester II, 2016 • Coaching, mentoring and feedback system in development to support teacher capability support.
Culture That Promotes Learning	<ul style="list-style-type: none"> • Review Career and goal setting systems to improve Student engagement and attendance.
School and Community Partnerships	<ul style="list-style-type: none"> • Work in Semester II, 2016 will focus on engaging Parents with Student Learning.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	402	190	212	156	86%
2014	413	193	220	177	87%
2015	411	186	225	198	87%

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.

Characteristics of the student body:

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.

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	23	25
Year 4 – Year 7 Primary	19	21	23
Year 7 Secondary – Year 10	19	21	22
Year 11 – Year 12	15	17	17

*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	80	108	122
Long Suspensions - 6 to 20 days	5	2	4
Exclusions	2	0	5
Cancellations of Enrolment	3	6	4

* 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 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)
- Moderation of assessment and guide to making judgements at term junctures.
- Our signature curriculum offerings are:
 - Sustainability
 - Djapukai Language and culture
 - Agriculture
 - Rural Operations

Extra curricula activities include:

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

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

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 with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	90%	95%	87%
this is a good school (S2035)	95%	95%	87%
their child likes being at this school (S2001)	91%	86%	94%
their child feels safe at this school (S2002)	95%	95%	94%
their child's learning needs are being met at this school (S2003)	95%	90%	88%
their child is making good progress at this school (S2004)	91%	90%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	90%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	80%	87%
teachers at this school motivate their child to learn (S2007)	95%	86%	94%
teachers at this school treat students fairly (S2008)	86%	95%	75%
they can talk to their child's teachers about their concerns (S2009)	100%	95%	88%
this school works with them to support their child's learning (S2010)	82%	95%	94%
this school takes parents' opinions seriously (S2011)	76%	86%	81%
student behaviour is well managed at this school (S2012)	81%	57%	69%
this school looks for ways to improve (S2013)	95%	90%	86%
this school is well maintained (S2014)	100%	95%	87%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	88%	86%	87%
they like being at their school (S2036)	86%	85%	89%
they feel safe at their school (S2037)	85%	84%	84%
their teachers motivate them to learn (S2038)	85%	91%	92%
their teachers expect them to do their best (S2039)	96%	93%	95%
their teachers provide them with useful feedback about their school work (S2040)	89%	87%	91%
teachers treat students fairly at their school (S2041)	74%	75%	74%
they can talk to their teachers about their concerns (S2042)	76%	82%	83%
their school takes students' opinions seriously (S2043)	74%	70%	70%
student behaviour is well managed at their school (S2044)	62%	64%	58%
their school looks for ways to improve (S2045)	91%	84%	85%
their school is well maintained (S2046)	91%	80%	81%
their school gives them opportunities to do interesting things (S2047)	82%	83%	82%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	100%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel that their school is a safe place in which to work (S2070)	85%	97%	86%
they receive useful feedback about their work at their school (S2071)	74%	87%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	100%	92%
students are encouraged to do their best at their school (S2072)	90%	92%	95%
students are treated fairly at their school (S2073)	87%	89%	90%
student behaviour is well managed at their school (S2074)	79%	73%	63%
staff are well supported at their school (S2075)	69%	78%	69%
their school takes staff opinions seriously (S2076)	67%	85%	68%
their school looks for ways to improve (S2077)	87%	92%	91%
their school is well maintained (S2078)	85%	95%	86%
their school gives them opportunities to do interesting things (S2079)	79%	89%	71%

'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
- Bibi Yungan Program run in partnership with Ngoonbi Association (2015)
- Parent /Teacher conferences
- Open Day's and Parent evenings
- Community visits lead by the Community Liason Officer
- School Council and P and C
- NAIDOC community celebration

Reducing the school's environmental footprint

A weekly Nude Food Day and our permaculture garden were additions to our existing initiatives in 2014. The new Tuck Shop convenors were selected Semester 1, 2016 due to their approach to minimizing the sale of packaged products. The program Paper Cut was introduced in 2016 to monitor and reduce photocopying.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	353,793	12,874
2013-2014	323,213	10,242
2014-2015	324,812	19,904

*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.

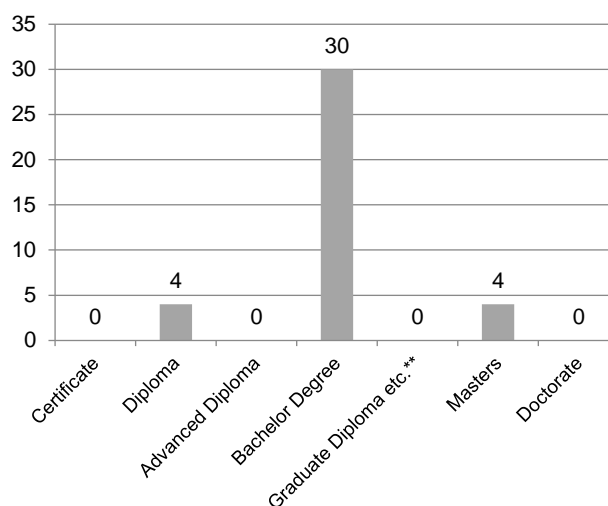
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	38	33	<5
Full-time equivalents	34	20	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	30
Graduate Diploma etc.**	0
Masters	4
Doctorate	0
Total	38



*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 \$35,000.

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

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 81% 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

Sector:

Government

Non-government

SEARCH

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).	84%	81%	82%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	73%	74%

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 P-10/P-12 schools was 90%.

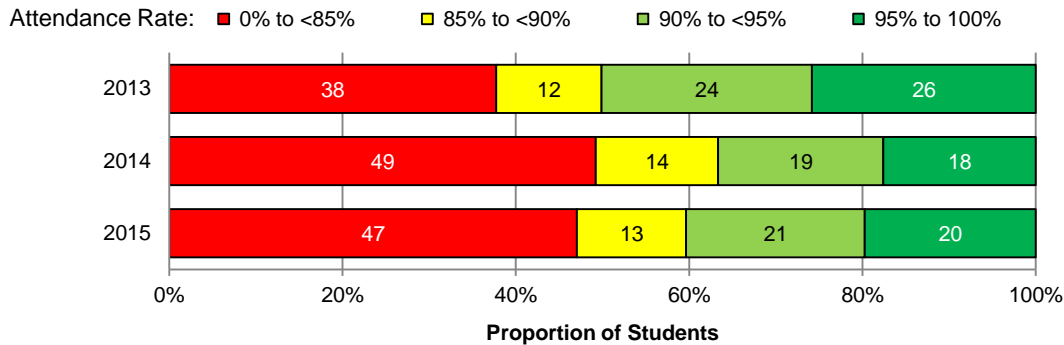
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	85%	85%	86%	88%	80%	84%	86%	89%	87%	84%	71%	83%	76%
2014	81%	77%	82%	85%	81%	84%	81%	78%	89%	79%	80%	70%	82%
2015	81%	77%	78%	81%	87%	82%	85%	89%	80%	86%	81%	74%	79%

*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.

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
- 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

- Celebrate our success.

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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	60%	77%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	22%	50%	69%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	15	17	22
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	2
Number of students receiving an Overall Position (OP)	9	7	12
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	22%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	2	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	12	10	18

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded an Australian Qualification Framework Certificate II or above.	3	2	7
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	15	16	20
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	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.	78%	86%	67%
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.	100%	94%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%	75%	89%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	2	4	1	2	0
2014	1	3	2	1	0
2015	3	0	5	4	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	12	3	1
2014	8	0	2
2015	15	6	1

As at 16 February 2016. 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

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The College is committed to ensuring all Senior Students are exiting Senior Schooling with a successful pathway into employment and training.

College actions:

- Close monitoring and consultation of early leavers by our Community Liaison Officer and Deputy Principal.
- Student Wellbeing Team lead by Guidance Officer, meets fortnightly to monitor case management of early leavers.
- Partnership with Kuranda Agencies to collaborate to deliver actions of support to youth at risk
- Student Referral's to Regional Office