



Kandanga State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Warrick Lucht (Principal)

## From the Principal

### School overview

Kandanga State School was established in 1915 and is located in the picturesque Mary Valley within Gympie Regional Council Shire. Kandanga State School provides high quality education that makes a positive difference to the lives of our students. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. Kandanga State School is extensively resourced to cater for the academic, sporting and cultural pursuits of all students. The recent additions of a new Library and covered outdoor learning area have further improved the resources available to students and staff. Kandanga State School welcomes all new families to the Mary Valley.

### School progress towards its goals in 2018

Our school priorities for 2018 revolved around the implementation of a whole school curriculum plan based on the National Curriculum to provide clarity around the education program provided in each classroom. This included significant Professional Development around planning/teaching/assessing processes as well as ensuring that robust moderation processes were designed and implemented to ensure consistency of teaching and assessing across the school, local cluster and school district.

This has proven to be very successful with our year 3 and 5 students achieving outstanding NAPLAN results in both outright performance and in relative gain from year 3 to year 5. Our relative gain data (improvement from year 3 to year 5) was exceptional and ranked amongst the best performers in this category state-wide.

### Future outlook

- Continue to implement an intensive intervention program for students identified through school data (PM benchmarks, school assessments, teacher observations and student reports) who are at risk of not reaching NMS for Reading and Writing
- Develop and implement an extensive extension program for students identified through school data (PM Benchmarks, school assessments, teacher observations and student reports) as capable of attaining U2B in Reading and Writing
- Utilise a Literacy coach (Regional HOD) to inform the development and implementation of a Whole School Literacy improvement program, including staff professional development.
- Implement a Whole School Literacy Development Plan including both extension and intervention aspects. This will include the up skilling of all teachers and teacher aides in the provision of a suitably designed Literacy program.
- Provide teacher relief (TRS) for the usage of, and collection of, school based and systemic data to cooperatively develop with parents and students, Individualised Learning Plans that clearly identify learning goals and strategies for improvement of all students.
- Provide staff with professional development opportunities that add to their existing skill set and promote examples of best practice in data analysis and Literacy.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	72	46	44
Girls	34	20	17
Boys	38	26	27
Indigenous	4	4	2
Enrolment continuity (Feb. – Nov.)	86%	81%	89%

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

Some students live on traditional family farms whilst others live on development blocks of land on old farm land or small acreages with limited structures and resources. There are limited or no community, commercial or business facilities in these areas. The school provides the main social opportunity for our students to interact.

There is a small percentage of the student body that are transient, accessing rentals available in some of the rural communities. The majority of students attend Kandanga State School for many years and go on to attend local Gympie high schools.

We have a minimal number of students who identify themselves as Aboriginal (less than 10%) or who have English as their second language. Many of our families are long-term Mary Valley families, having their parents and grandparents before them attend Kandanga SS. We have a very small group of students whose parents were not born in Australia.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	14	14
Year 4 – Year 6	23	18	18
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

Kandanga State School is an Education Queensland State School offering co-educational schooling from Prep to Year Six in the key learning areas.

### Co-curricular activities

Students have had many opportunities to experience and participate in sport, physical activity, performing arts and community events throughout the year.

- \* Mary Valley interschool athletics and swimming
- \* Mary Valley interschool Bush Poetry competition
- \* Gympie Zone sports, athletics, and swimming

- \* Shire events and local shows (Gympie and Mary Valley Show)
- \* Academic competitions (UNSW, Maths Team Challenge)
- \* High Ropes Challenge
- \* Living History programs
- \* Specialist visitors (Music, S.E.A.T., Pet Prep, Cleanaway)
- \* Annual camps and day excursions
- \* Instrumental Music programs are on offer
- \* School Chaplain initiated sporting afternoons
- \* Religious Education is provided by volunteers to all students in Years P-6 as part of the curriculum. It is nondenominational and is not compulsory

## How information and communication technologies are used to assist learning

All classrooms at Kandanga State School have interactive whiteboards and our computers which are linked to a curriculum/student server have internet access. Education Queensland provides the school with internet access and a range of e-Learning resources that support students and teachers.

The School has a computer lab that whole class groups can access. Each class accesses this facility with the class teacher to deliver the whole school ICT program, co-ordinating learning ICT skills with ongoing classroom work. There are additional computers in the library as well as in each classroom. Teachers book into this room and use ICTs to support teaching and learning on a regular basis.

Our LOTE Teacher integrates ICT to support the learning of Japanese each week.

Each classroom has an interactive whiteboard and there are several data projectors around the school in fixed and mobile settings. Each classroom has access to a range of additional ICT devices such as scanners or cameras.

Each teacher has their own department supplied laptop computer which they use for professional development as well as accessing departmental programs such as C2C to deliver quality teaching/learning programs.

The school has 20 iPads for use across the school, with an additional 10 iPods also available.

## Social climate

### Overview

Equal opportunities are given to all students in both their academic and extracurricular activities.

Structures are in place to ensure that the rights of everyone in the school community are respected in our school's safe, tolerant and disciplined environment.

Students at Kandanga State School are very well behaved with minimal disruptions occurring in classrooms or in the playground. The behaviour program has one of the main premises that students are able to take responsibility for making positive behaviour choices and if this does not occur they are given individualised support to regain control of their behaviour.

This process models follows a continuum of least intrusive to direct intervention involving the student, staff and family. The school does not tolerate bullying and is proactive in assuring bullying does not occur.

All our students are offered the following opportunities:

- \* Playground and in class support for all students
- \* Lunchtime Sporting Activities
- \* When the needs arises, students are referred to school support professionals, other local agencies and professional.

### 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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	93%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	60%	100%	93%
• this school looks for ways to improve* (S2013)	100%	100%	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)	100%	100%	100%
• they like being at their school* (S2036)	95%	100%	100%
• they feel safe at their school* (S2037)	100%	88%	100%
• their teachers motivate them to learn* (S2038)	95%	100%	100%
• their teachers expect them to do their best* (S2039)	95%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	95%	88%	100%
• they can talk to their teachers about their concerns* (S2042)	95%	100%	100%
• their school takes students' opinions seriously* (S2043)	95%	88%	100%
• student behaviour is well managed at their school* (S2044)	100%	88%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	95%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	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 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)	83%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	33%	DW	DW

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	83%	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

The P&C is very active in the school, with the Executive liaising with the Principal to help guide school processes and policies on such topics as class camps and excursions, healthy school Smart Choices and providing quality learning environments in each class. They are part of the consultation process for school documents such as Critical Incident Management, Responsible Behaviour Management, Annual Operational Plans and Budget. Parents are invited to school to attend weekly parades and special whole school or class celebrations and events such as School Captain/Leadership Presentations, Under 8s Day, Open Days, School Athletics and Cross Country Carnivals, ANZAC day parades and Class Promotion/Sharing Days.

Parents are invited to parent/teacher interviews throughout the year and then coinciding with student reporting periods. Parents are provided monthly or weekly term letters that outline the curriculum for the term and how parents can support their child at home and share the learning journey occurring at school.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

At Kandanga this has taken the form of Resilience programs offered through our School Chaplain as well as a Social Skills program provided through our regular classroom teachers. This is complimented by our School wide program that focuses on a proactive approach to all students being Respectful, Responsible and Safe. The school also utilizes the Life Education Van to reinforce these aspects.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy 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	0	0	5
Long suspensions – 11 to 20 days	0	0	1
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

Kandanga State School is working to decrease its environmental footprint and a wide range of policies have been put in place. Trees were planted in the school grounds in 2015 to also reduce the impact of the school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	21,995	272,015	23,985
Water (kL)	375	432	221

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	4	6	0
Full-time equivalents	3	3	0

\*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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*		
Bachelor degree	4	
Diploma		
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$4,532.

The major professional development initiatives are as follows:

- Moderation processes
- Peer tutoring/mentoring
- Formal observation and feedback cycles
- Data Literacy enhancements
- Increasing understanding and practical application of Australian Curriculum requirements.

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.	99%	98%	98%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 68% 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	94%	94%	94%
Attendance rate for Indigenous** students at this school	94%	96%	89%

\* 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%	93%	96%
Year 1	95%	93%	93%
Year 2	89%	91%	92%
Year 3	93%	88%	96%
Year 4	97%	98%	91%
Year 5	97%	98%	93%
Year 6	99%	98%	99%

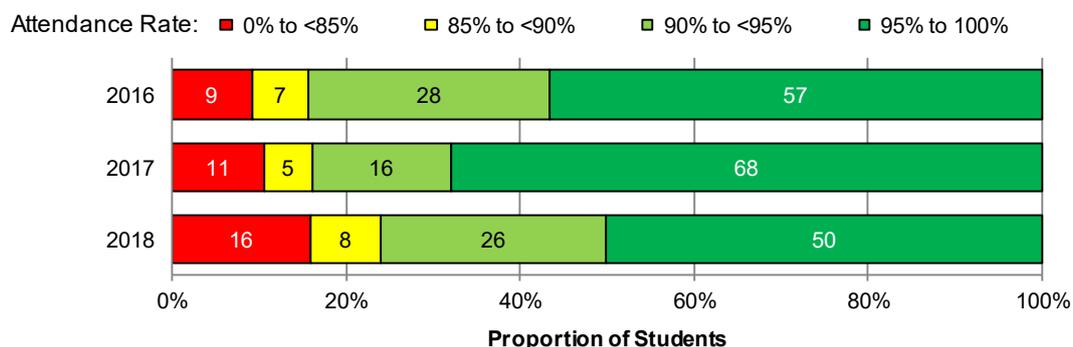
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

The roll continues to be marked twice a day by teachers using the One School roll marking process. Admin officers up-date the rolls each week to enter the explanation of absences on One School.

Parents notify the school of absences and reasons through letters, diary notes, personal contact or phone calls to the school.

Class teachers and Admin personnel follow up with parents discussing any concerns over unexplained or extended absences through phone calls, letters and parent/teacher interviews. Extended absences are followed up with phone calls and letters home.

## 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.

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

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