



Kandanga State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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.

Principal's Foreword

Introduction

I welcome you to our School Annual Report for 2017. This report provides a brief snapshot of our school data for 2017 and I encourage you to visit us at Kandanga School for a personalised tour of our school to see first-hand the great learning environment we have established at our school.

Kandanga State School has proudly been serving the Kandanga Community for over 100 years and is located in the picturesque Mary Valley, within the Gympie Regional Council Shire, 25 kilometres south of Gympie. Kandanga State School is in the North Coast Region and provides educational, sporting and social opportunities for students living within the Mary Valley and other local areas.

Kandanga State School provides a high quality education that makes a positive difference to lives of our students. At Kandanga State School we work hard to equip our young people for the future to enable them to contribute to a socially, economic and culturally vibrant society. This annual school report contains information on the successes of the Kandanga State School Community for the 2017 school year. Kandanga State School values the relationships between students, staff and parents. The report outlines what has been achieved through the support and commitment of the staff, the willingness of our supportive and hardworking parents and our happy and cooperative students

School Progress towards its goals in 2017

Parent and Community Engagement Strategy

- Promoted parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement
- Used multiple communication channels to communicate with parents eg email, telephone, web portal and letter
- Developed new school web site, school newsletter, e-newsletter, bookmarks, with compliments, business cards, sports and school flags purchased and introduced



- Continued whole school resource and facilities upgrade
- School networking with Mary Valley Cluster – sport, verse speaking, Professional Development and leadership

Curriculum

- Embedded English, Mathematics, History and Science (National Curriculum) using the C2C resource and familiarized staff with Geography

Differentiation, Assessment and Moderation

- Embedded the Whole School differentiation process to clearly identify learning needs for all students, identifying students who need learning support or learning enhancement.
- Continued to provide targeted resources matched to curriculum program school differentiation program

Literacy

- Focused on Reading Comprehension improvement.

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

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	67	31	36	7	93%
2016	72	34	38	4	86%
2017	46	20	26	4	81%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	20	24	14
Year 4 – Year 6	23	23	18
Year 7 – Year 10			
Year 11 – Year 12			

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 German 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

Kandanga State School is currently undergoing an increase in our enrolments due to the sale of houses that were resumed by the Government for the purpose of the failed Traveston Dam.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
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%
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)	67%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school treat students fairly* (S2008)	DW	100%	100%
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)	67%	100%	100%
this school takes parents' opinions seriously* (S2011)	67%	100%	100%
student behaviour is well managed at this school* (S2012)	67%	60%	100%
this school looks for ways to improve* (S2013)	33%	100%	100%
this school is well maintained* (S2014)	33%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	95%	100%
they feel safe at their school* (S2037)	90%	100%	88%
their teachers motivate them to learn* (S2038)	100%	95%	100%
their teachers expect them to do their best* (S2039)	100%	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	100%	100%
teachers treat students fairly at their school* (S2041)	95%	95%	88%
they can talk to their teachers about their concerns* (S2042)	95%	95%	100%
their school takes students' opinions seriously* (S2043)	95%	95%	88%
student behaviour is well managed at their school* (S2044)	100%	100%	88%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	95%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	33%	DW
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%	83%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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 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 behavior 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

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	14,947	400
2015-2016	21,995	375
2016-2017	272,015	432

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:
 Government
 Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	6	0
Full-time Equivalents	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	

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

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$2691

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Literacy and Numeracy Enhancement
- Curriculum and Reporting Framework development and implementation
- Art and Science of Teaching implementation
- Non Violent Crisis Intervention training.

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

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017

Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	96%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	94%	96%

*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 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL

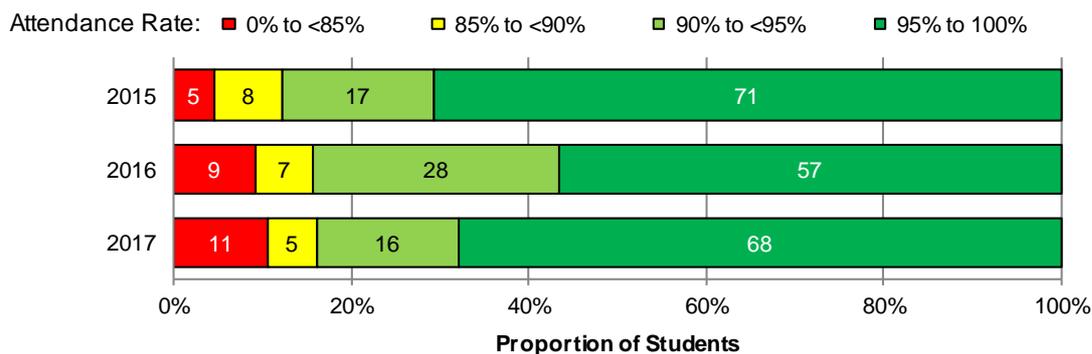
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	97%	94%	92%	90%	100%	100%	100%						
2016	93%	95%	89%	93%	97%	97%	99%						
2017	93%	93%	91%	88%	98%	98%	98%						

*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 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 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

Sector:

Government

Non-government

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