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Principal's foreword

Introduction

Bruce Wilson is the Chief Executive Officer (Curriculum Corporation, Melbourne). He trained and worked as a journalist before teaching for 17 years. Since 1987 he has worked as a policy analyst with the Victorian State Board of Education and on various curriculum programs across Australia. As such he has taken a leading role in the national development of statements and profiles. Bruce Wilson writes

Australian Education has never been in better shape. It has never before dealt with such a diversity of cultures, ethnicity and ability among its students, and it does it with no loss of effectiveness and no reduction in outcomes

Australian teachers as a group are well trained, hard working, experienced, capable and focused as they have ever been. Our schools are better resourced than ever before. And our school leaders are better trained, more aware of the range of their responsibilities and more energetic and skilled in managing them than has ever been the case previously.

These statements are certainly bold by nature and I attest to the fact that our students, as a result of the professional care and instruction provided by our schools, are well equipped for the future.

The Kawungan School is committed to providing a quality system of public education that prepares young people for entering, and participating in Australian society. As recognised by Wilson, this objective is becoming increasingly complex as social, economic and technical changes are transforming the knowledge base of our society, the structure of the family, the role of social institutions, the nature of community relations, and the world of work.

Students' school experiences must help them develop attitudes and abilities required for functioning effectively in this new environment. Students should emerge from schooling with optimistic visions of the future, capabilities to adapt to rapid social and economic change, a commitment to lifelong learning, and skills and knowledge that enable them to participate in social and community based decision making.

At Kawungan we believe that these requirements acknowledge the pivotal role that our teachers and others involved in our school play in embracing:

New content and models of curriculum organisation

Student-centred approaches to learning, teaching and assessment

Learning partnerships that link the school, the community and the workplace

Technology-based approaches to learning that emphasise self-directed and independent learning.

The move towards a knowledge society is transforming the work of the Kawungan teachers. Increasingly their work focuses on structuring learning experiences that promote outcomes specified in system-wide curriculum frameworks. Our teachers are, therefore, responsible for designing and implementing the learning experiences that not only achieve common curriculum outcomes but also cater for learning needs, styles and preferences of their students. It is my belief that our teachers are better prepared for providing futures orientation to learning than they have ever been before. Wilson's comments clearly ring true for Kawungan. Students at Kawungan are in good hands and are prepared well for the future.

Therefore it gives me great pleasure to present the 2008 Annual School Report. Through this report, areas such as teachers' perspective, specific staff information, academic results and school satisfaction will be examined.

The Kawungan School has specified an intentional strategic direction for the period 2008. This strategic direction has

embedded a number of essential key learnings and strategies ranging from the establishment of consistent teaching approaches in Literacy, Numeracy and Technology to the development of a Values Framework which aligns to the National Framework.

During the period 2008, literacy practices were consolidated and the current trial English Essential Learnings was evaluated to create a school English Program to provide consistency. An English Reporting Standards Framework was also embedded across years 1 to 7 to ensure a consistent assessment and reporting protocol.

Assessment and reporting was considered a priority. Assessment protocols were embedded across all school sectors leading to improved methods of shared moderation and reporting. The outcome of this work resulted in the embedding of a new report card which aligned with both State and Federal requirements.

The period 2008 represented the creation of an internalization of shared philosophy and practice culminating in a structure that dictates consistency in pedagogical practice across all year levels. It is the expectation of the school that all teachers internalize and practice new skills that will lead to improved student outcomes.

The period 2007 leading to 2008 highlighted processes which reinforced the establishment of team and individual learning goals, self reflection and assessment (Developing Performance Framework).

This period also provided opportunity to embed such topics as shared reading and writing, the embedding of reporting processes, development of a new spelling policy, further development of self assessment guidelines, as well as an intense focus on current and relevant pedagogy.

In summary, teachers use, transfer, apply and synthesize professional values in all areas of the teaching and learning process. Our aim is to continue to provide a stimulating environment where all stakeholders have freedom to enjoy learning.

It is the purpose of this report to outline both the progress and educational activity which occurred during the period 2008.

2008 Strategic Progress Report

Key: No Progress (E), Awareness only(D); Some understanding (C), Towards Implementation (B), Embedded in Practice (A)

Strategic Action:

Learning:

Assessment and reporting	A
QCAR	B
Development of a continuum of practice in the area of reading & writing	B
Code of Conduct Training	A
Implementation of Education (<i>General Provision</i>) Act	A
Partners for Success Strategy; Module 1/2	A
Development of ICT's in classrooms	B
Embedding of Guided Reading in all classrooms	A
Prep implementation	A
Developing Early Years Philosophy (P – 1)	A
Implementation of Enrolment Management Plan	A
Growing of an Assessment Culture (QCAR requirements)	A
Embedding of a five scale report card	A
Early Intervention policy prioritising Early Years Intervention	A
Consolidation of Jolly Phonics program	A
Investigation of Functional Grammar	B
Investigation of Professional Standards for Teachers	B
Investigation of Automaticity	A
Implementation of Dyslexia program	A
Implementation of Education Adjustment Program	A
Investigation of Framework for Gifted Education	B
Completion of national testing (NAPLAN)	A
Development of Middle Years Strategy	B
ICT's Implementation – Years 2-7 using online content or resources	A
Embedding of Learning Connections P – 2	A
Training in Literacy Strategies – Teachers and Teacher Aides	A

Speech Language program expanded to Prep	A
Teacher Aide training – regional initiatives – Literacy aspects	A
Implementation of Whole School Literacies focus – Spelling	A
Embedding of Mathematics Syllabus	A
Implementation of Whole School Intervention program	A
Embedding of EAP procedures	A
Schools:	
Consolidation of trading relationship with USQ and CQU	A
Consolidation of OneSchool protocols	A
Development of TAFE and community links	A
Development of transition processes	A
Development of School and Industry partnerships ie. DOCs, JAB	A
Exploration of environmental sustainability strategies	B
Implementation of Smart Choices policy	A
Implementation of School Improvement and Accountability Framework	A
Establishment of extranet facilities; review web page design; MOE; OneSchool	A
Bay State Schools Shared Resource Strategy	A
Effective communication strategies	A
Embedding of School Philosophy, vision and belief statements	A
Embedding of Curriculum Framework	A
Workforce:	
Embedding of Chaplaincy Service	A
Development of Professional Development Agenda	A
Management of TRS process	A
Management of Workplace, Health and Safety	A
Embedding of individual conversations focusing on Literacy	A
Embedding of practices ensuring workforce is capable and accountable	A
Provision of opportunities for ICT PD – Pedagogical Licence Smart Classrooms	A
Introduction of Leadership Matters to Leadership Team	A
Provision of Online learning via The Learning Place	A
Ensuring staff awareness of professional development pathways	A
Implementation of Health, Safety and Wellbeing Action Plan 2007	A
Implementation of Workforce Diversity and Equity Framework for Action	A

Future outlook

During the period 2009, Kawungan will implement a significant curriculum reform agenda which focuses on the preparedness for full implementation of QCAR; the investigation of Essential Learnings, and the embedding of literacy, numeracy and ICT programs across all year levels. These program types include Functional Grammar; Thinking Framework; Multiple Intelligences; Cooperative Teaching and Learning Model, Guided Reading, Guided Writing, Prep Curriculum, exploration of ICT licences and certificates, implementation of the New Mathematics program, Learning Support Structures, investigation of a new spelling program, Crossing Cultures program and unit revisions.

These structures will be facilitated through the purposeful use of curriculum coordination time. This time allows for structured curriculum planning which is instigated and facilitated by the Head of Curriculum. Underpinning this structure is the implementation of a Values Framework (focusing on manners) and an in-depth interrogation of assessment and reporting strategies.

Recommendations for 2009 will involve the further underpinning of assessment and reporting protocols leading to the embedding of a refined report card in alignment with State and Federal Government requirements.

Literate Futures will also undertake an embedding process. This process will involve the positioning of a Guided Writing and Reading, Spelling and Functional Grammar strategy which is aimed to create consistency in these areas across all year levels as well as standardized interrogation strategies.

To support this structure, a review of the learning support program will occur in line with the State review. Within this

review process a variety of intervention strategies will be used across the school. Intervention will essentially target students in the lower grades. Of particular interest will be intervention around the learning of reading, writing and number.

During the period 2006, the school was alerted that the Reading Recovery (RR) program would cease. As a result, a significant injection of funds supporting intervention in the lower grade levels occurred. Year 2 Net reading, writing and number results increased favourably. The early intervention approaches that will be used in 2008 will specifically target advanced writing processes and number in the areas of Year 2 and Year 3. Significant financial infrastructure will also facilitate innovative approaches in these two year levels.

Some examples of processes used will include a school based Reading Recovery strategy, the expansion of Learning Connections, a consistent approach to social moderation, the refinement of PM Benchmarking and Guided and Shared Reading and Writing processes and associated in-service activities.

An additional recommendation from reviews during the period 2008 examined reading, writing and spelling practices across all year level sectors. The process to be implemented during 2009 will examine and review all aspects of spelling which are currently performed in each year level. The review will also examine the expectations of anticipated student achievements and the viability of ongoing relevant records of achievement. Within this review, protocols and standards are anticipated to be established around the area of Guided Writing and the identification of a child's instructional writing level through the assessment tools. It is anticipated that the school will orchestrate an overview of practice outlining monitoring practices and tracking devices.

During 2009, teachers will review curriculum programs in light of the Essential Learnings. Essential Learnings will identify what should be taught and what is important for students to have opportunities to know and be able to do. The Essentials will describe the Ways of Working, and knowledge and understanding that students need for ongoing learning, social and personal confidence, and participation in a democratic society. Teachers in year level teams will clarify what should be taught in each specific year level as well as the interrelationship of the eight key learning areas.

Key priorities for 2009 include:

- Development of a continuum of practice in the area of Reading and Writing – Early Years
- Embedding of Spelling Practices
- Embedding of Partners For Success Strategy
- Ongoing development of ICT's implementation in classrooms and the establishment of Interactive Learning Centre (ILC)
- Embedding of practice in the area of Writing
- Consolidation of Prep: Full Cohort
- Ongoing development of an Early Years Philosophy (Focus on Year 1)
- Embedding of Enrolment Management Plan
- QCAT implementation: English
- Embedding of Essential Learnings
- Education Queensland Professional Standards for Teachers: underpinning all professional development
- Embedding of Smart Moves
- Implementation of NAPLAN
- Implementation of Primary Connections - training of all staff

2009 Priorities align with the key strategic directions 2008 – 2010. These include:

1. Assessment and reporting (QCAR)
2. Curriculum implementation: KLA documents – alignment with Essential Learnings; Literacy, Numeracy and ICT's; Primary Connections; Early Years Philosophy; Partners for Success (Crossing Cultures – It's Everyone's Business); Gifted and Talented
3. Values Framework (*What State Schools Value*): Focus on Kindness
4. Responsible Behaviour Plan and Code of School Behaviour
5. Inclusive Practices
6. Prep Implementation
7. Enrolment management
8. Implementation of Education (*General Provisions*) Act
9. Implementation of MOE and OneSchool
10. Implementation of Student Protection policy
11. Implementation of NAPLAN strategies

Example of outcome (Please refer to last section in order to examine global outcomes):

Achieved excellent results on NAPLAN - within or above state average in all areas. Undertook in depth analysis of results. This involved setting benchmark of 60% and analysing all questions scored below this mark. Questions were analysed in terms of: links to Essential Learnings; item demand and strategies to address item demand. Information

was reported to all year levels as well as information regarding Qld trends. This was then used to inform teachers of gaps in student learning; links to quality teaching practices to address gaps and possible resource allocation.

Our school at a glance

School Profile

Total student enrolments for this school: 933

Year levels offered: Prep to Year 7

Coeducational or single sex: Coeducational

Curriculum offerings

Our distinctive curriculum offerings

- Music : Rock Band, Orchestra, Strings, Choirs
- Chess Club
- Extensive Guidance Program
- Chaplaincy Service
- Development of Standards in assessment and reporting
- Curriculum knowledge regarding QCAR Essentials and Functional Grammar
- Sporting (PE) opportunities
- Behaviour Management services

Extra curricula activities

- Instrumental Music
- Orchestral Music
- Rock Band
- Choirs
- OPTi Minds
- Camping programs
- A variety of inter and intra school sporting activities such as Rugby League, Soccer, Hockey, Softball, Tennis,
- Volleyball, Netball, Swimming, Athletics, Cross Country
- Chess
- Computer Club
- Multi Skills Program
- Woodwork
- Jump Rope
- Bowling
- Golf
- Cooking classes
- Lunchtime sporting activities
- School camps and excursions

How computers are used to assist learning

Kawungan State School uses a wide range of ICT to enhance student learning, not only integrating ICT into the curriculum, but making ICT integral to learning. Staff at Kawungan State School endeavour to make this typical of their teaching practice and this is used by all teaching staff including classroom teachers, teachers from Special Education and Learning Support teachers.

Teachers have a range of ICT accessible to their class as well as in a newly designed ICT room. Some of these include:

- Laptop computers
- MP3 Players
- Graphic tablets
- Digital Still and Video Cameras
- Data Projectors
- Interactive Whiteboards

Classroom teachers are using many forms of ICT from Prep through to Year 7. Students are using the tools from the Learning Place to connect beyond the classroom. Through project rooms at the Learning Place, students are using Blogs, Forums, Polls and Chats to extend their knowledge on a range of topics.

Our school at a glance

Learning Objects are also being accessed and used from the Curriculum Exchange Resource Centre. These are used both individually and as a whole class learning experience. Teachers have access to wireless keyboard and mouse sets that can be used in conjunction with a data projector to make it interactive and engaging for the whole class.

The Programs "Inspiration and Kidspiration" are used by teachers to create mind-maps and concept webs throughout units of work. Students are able to build on these as their knowledge is strengthened and used to then apply to higher-order thinking tasks.

The school has a set of 10 Graphic Tablets which teachers are encouraging students to draw their own pictures instead of using clipart and other pictures from the internet. This is encouraging students to use computers safely and legally and is also showing students that computers are not merely a publishing tool.

Podcasting is a recent trend in ICT which teachers at Kawungan State School are embracing. Students are listening to downloaded podcasts as part of listening comprehension activities. Students have recently been creating podcasts themselves on stories they have written. This enables the students to easily share their work with others.

The school has 2 interactive whiteboards which are accessed by all teachers in the school library and in the SEP facility. These are utilised by Learning Support Teachers and SEP Teachers to enhance concepts students are finding difficult. Through the whiteboard, learning becomes a practical and concrete experience and concepts are able to be explained and understood more easily.

Social climate

The Kawungan School has strongly advocated a caring and supportive school program which has emphasised a strong pastoral care program supported by academic integrity. Underpinning the pastoral care program has been the development of a values based curriculum. The values based curriculum strongly reflects and identifies the national Values Framework. The Guidance Officer program and Chaplaincy program have proved a valuable asset to our Kawungan community. This dual program has provided direct care and counselling for both students and community members.

The Chaplaincy program has seen involvement in the following areas:

- Working with existing support personnel
- Providing advice, support and encouragement to students at risk
- Providing a positive male role model
- Building of positive relationships across all year level sectors
- Supporting camping programs and excursions
- Assisting with students at risk
- Assisting teachers in classrooms
- Providing support with anger management
- Facilitating Christian groups
- Liaising between schools, churches and other professional support agencies
- Helping with emotional, spiritual and social needs
- Assisting in crisis situations

The continuation of the Kawungan Chaplaincy Committee has also aided the development of work roles to enhance various pastoral care programs.

Other aspects of the pastoral care program include:

- Full implementation of the Responsible Behaviour Plan and Code of School Behaviour Plan
- Full implementation of the Education (General Provisions) Act 2000
- Full implementation of Smart Choices – The Healthy Food and Drinks Supply Strategy for Queensland Schools
- Full implementation of the key components of Smart Moves – Physical Activity Programs in Queensland State Schools.
- Full utilisation of the resources from the National Safe Schools Framework
- Full implementation across all school sectors of a Anti Bullying policy
- Full implementation of a Sun Safe policy
- Effective communication strategies
- Informing parents of students' whole school development (social, physical, cultural and academic)

Our school at a glance

- Effective communication programs to parents and caregivers through personal contact and written reports
- Effective programs involving surveying parents in relation to school successes, concerns and ideas for future improvements
- Regularly informing parents/caregivers of progress made via newsletters and school website
- Bi-annual reviews of the Kawungan Behaviour Management program
- Implementation of emergency procedure plans
- Continual provision of parent education programs (Positive Parenting Program)
- Alignment of service delivery with cluster Behaviour Management services and Positive Learning Centre: development of a behaviour management resource centre at the Kawungan School to ensure the alignment of services
- The maintenance of relationships and partnerships with other government and pastoral care organisations such as Lifeline, DOCs, Police, Ambulance, Bay Safety Mates, Centrelink, Hervey Bay Paediatricians and Doctors, local churches and other chaplaincy services.

As a result of this diverse and personal communication structure it is our belief that our school produces and projects a safe, supportive and well disciplined environment. When reflecting on the 2008 parent and student satisfaction survey, the following results exemplify this statement. In areas such as learning climate and school climate Kawungan has recorded results which are both above state mean and like school mean. Parents have recorded the following opinions in the area of school climate which is above state and like school mean:

- That your child is happy to go to this school
- With student discipline in the school
- That your child is safe at this school
- That your child is fairly treated at this school

These listed areas have been consistently above state and like school mean over the past five years.

Involving parents in their child's education.

The Kawungan School has built a strong reputation which has exemplified the concept of excellence in all areas. Part of Kawungan School's advocacy has been the strong development of communication structures within the Kawungan community. The concept of building strong relationships has been central to our philosophy centred around a safe, happy, courteous and friendly environment. This reputation has been validated through the various School Opinion Surveys during the last series of years. The 2008 School Opinion Survey has indicated that parents have been satisfied in **all** areas of school operation.

Areas identified in the School Opinion Surveys which are within state mean and above state benchmarks include:

- Student outcomes
- Curriculum
- Pedagogy
- Learning environment
- School climate
- School community relations
- Resources

Processes used within the school to enhance these positive results have included:

- positive relationship with P&C
- the production of a comprehensive and informative weekly newsletter
- individual contact with parents regarding positive and developmental student issues
- regular teacher interviews concerning student progress
- invitations to social, cultural and sporting activities
- invitations to celebratory classroom activities
- invitations to State wide celebratory activities such as Education Week, Volunteer programs, i.e. reading helpers, athletics and swimming carnival helpers, library helpers, tuckshop helpers, school banking helpers, general classroom helpers

In reference to the 2008 Parent School Surveys, the school community relations section indicated results which were above state mean. These areas included:

- that school staff are approachable when you want to talk about your child
- that you have opportunities to participate in the life of the school
- that you have opportunities to participate in school decision making
- that the school makes you feel welcome
- that the school communicates well with you

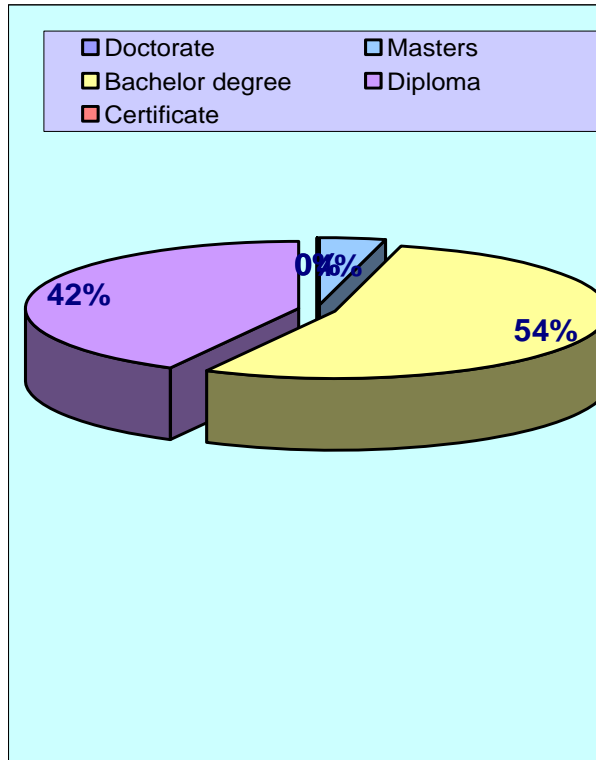
Our school at a glance

These results indicate parent satisfaction in regards to the strategies used for involving caregivers in their children's education.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	41
Diploma	32
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$34819.14 .

The major professional development initiatives are as follows: ICT: Pedagogical Licence

ICT Certificate

Guided Writing

Guided Reading

Pat Edgar Workshops focusing on literacy implementation

Support a Talker (Teacher Aides)

1st Steps writing

Early Literacy intervention

Orange Card Training

Child Protection Training

Essential Skills Training – Behaviour Management

Year 3, 5, 7 National Testing training (NAPLAN)

- Professional Learning Circles – SEU operations
- Fire Extinguisher Training

First Aide Training

Workplace Health and Safety Training

Photostory training

Shared Reading and interactive writing

STLD / new roles and responsibilities / QCAR orientation

Inspiration / Kidspiration workshop

Digital photos workshop

Dyslexia Training course

QTU Behaviour Management Course

Non Violent crisis intervention training

QCAR Consultant training

Our staff profile

Interactive Whiteboard training / Easy Teach
Accessing help for children with special needs
LOTE training
Music conference
Prep Reflection Day
Auditory Process training
Business Services Managers Conference
Autism Conference
Pure Maths Conference
Dealing with Difficult People training
Leadership Matters
ICT training with District System Technician
Rehab Training
QCAR Facilitation training
Functional grammar
Learning Connections
Literacy development targeting Years 1 to 3
Assessment and Reporting
MOE training
Lap Top for Teachers training
Smart Moves
Year 2 net and Moderation training
G&T
Tool Box training
Torch Training
Maths Investigations
Embedding Indigenous Perspectives
Development of Literacy Standards
Middle School Strategies
Students with Disabilities
Behaviour Management: Essential Skills
OneSchool Training
Mentoring

The involvement of the teaching staff in professional development activities during 2008 was 91 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 97 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 93 %.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school	379	466	531	NA
	Average score for Queensland	371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard.	2008	91 %	84 %	94 %
Writing	Average score for the school	405	484	525	NA
	Average score for Queensland	391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard.	2008	96 %	91 %	92 %
Spelling	Average score for the school	375	463	539	NA
	Average score for Queensland	366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard.	2008	94 %	88 %	93 %
Grammar and Punctuation	Average score for the school	383	464	514	NA
	Average score for Queensland	370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard.	2008	97 %	88 %	91 %
Numeracy	Average score for the school	360	457	541	NA
	Average score for Queensland	367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard.	2008	95 %	91 %	98 %

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	90%
Writing	92%
Number	90%

Performance of our students

Value added

The following are highlights from each school sector which has contributed to the concept of valued added.

Deputy Principal – Senior School

Sector Highlights

A leadership program undertaken by all Yr 7's culminated in the election of four school captains who represent our school in a range of public forums. Sixteen other leaders will guide their fellow students through the various sporting events during the year.

A Year 7 team entered the Maryborough Technology Challenge "Young Inventors" competition. Their working model of a solar powered ferris wheel, and the explanation of its construction, won them first prize.

Extension Music Class: Students participated in before school music lessons following the AMEB Music Craft Syllabus. At the end of the eighteen month trial, students were entitled to sit for the AMEB Music Craft Preliminary Exam free of charge.

A small group of Year 7 students participated in a Technology Boot Camp.

Overnight camps of various lengths for Years 5-7 provided students with a range of learning experiences not achievable within the confines of the school campus.

The annual Music Awards Night saw the culmination of the achievements of our three choirs, the string orchestra, concert band and rock band. This evening was enjoyed by a large crowd of proud parents and teachers.

Three teams participated in the Opti-minds tournament with one team receiving honours.

Deputy Principal – Middle School

Sector Highlights

Due to a complete staffing change in the past 2 years, there is no teacher who has been on either year 3 or 4 for more than 12 months. This has resulted in the greatest highlight for this part of the school being the new creation of teams and engaging in the new curriculum related to a different year level.

Highlights include the Australia Zoo trip for the Year 3's which links to their studies related to Australian environments. The Year 4 students have also been involved in excursions related to their studies – Fraser Island / Tourism and whale watching.

The vast majority of students are involved in all of these excursions.

Middle School Initiatives

Again given the staff turnover in this sector of the school at the same time as the implementation of the Essential Learnings and Standards the greatest initiative of this sector has been on curriculum development and engagement. This has been closely linked to the other elements of QCAR – assessment and reporting.

The final element of QCAR was addressed with the Year 4 team. They engaged in the preparation and implementation of the English QCAT. The full implementation resulted in staff involvement in intra- and inter- school moderation as well as moderation on a cluster basis. Staff actively engaged in this process and both led and learnt from the experiences offered by the moderation processes.

In addition the Year 4 sector have been involved in a trial of iMaths – a program related to the development of mathematical investigations. Their involvement in this has seen other year levels also begin to engage in this, including the Year 3's.

Year 4 have also engaged with Primary Connections – a federal science initiative which is linked to both the Essential Learnings for Science and also the national Statements of Learning.

The increased status of NAPLAN has resulted in a clear and defined focus on the addressing of recognised areas of weaknesses from the 2008 tests. This has resulted in an apparent greater preparedness and familiarity of the students for the testing regime involved.

Performance of our students

Deputy – Principal P-2 (Lower School)

Sector Highlights

Prep implementation of the Learning Connections program within their existing outdoor program Highly successful community event for Under Eights' Day Establishment of highly supportive and effective year level teams Continued implementation of the Early Years Philosophy - embedding a 'hands on' approach to learning Implementation of shared reading experiences in the prep year

Initiatives for 2009

Resourcing for guided reading in the prep year

Exploring higher order thinking in numeracy through imaths in years one and two.

Guidance and Counselling Services Sector Highlights

Provision of additional support for students who are in foster care through Educational Support Plans. This has enabled these students to access one-on-one teacher aide support in areas of need identified by classroom teachers and carers.

Supporting students in the management of conflict resolution, friendship skills, self-esteem, and the grief/loss process. A variety of therapy styles have been utilised to match the needs of each individual.

Building relationships and working collaboratively with other stakeholders in and out of the school community such as the school chaplain, social workers, Child and Youth Mental Health, and Department of Child Safety, to enhance service provision for students and their families.

Employment of mentors from the Fraser Coast Youth Mentoring Program to be a friend, coach and guide; assisting students to achieve improved learning outcomes and attain their goals.

Co-ordinating the Bay Safety Mates Program for children who have witnessed or experienced domestic violence.

Initiatives for 2009 – Effective engagement of every student in class.

Providing a support program that is responsive to the identified and changing needs of students within the school.

The focus is on assisting students achieve to their potential in the most appropriate educational setting with the most appropriate programs tailored to individual needs.

Expand knowledge/expertise in use of psycho-educational assessments such as the Differential Ability Scales (DAS-II), in order to provide the most appropriate program support for students with disabilities and students with learning difficulties.

Expand resources for counselling support within the school.

Trial implementation of program for children whose parents have separated.

Supporting students with Mental Health difficulties to build meaningful relationships and engage in the curriculum.

To match the increasing need for assistance to families in managing their children by providing Family Therapy.

HOC Sector Highlights (2008/9)

Yr 4 and 6 QCAT Moderation – interschool level, and Bay State School level – provided a great opportunity for teachers work with an integrated task based on Essentials, marked according to common criteria, discussed with other teachers from other schools

Blueprint Project – opportunity to plan and support the implementation of an exemplary unit of work, based on ELs and a Guide to Making Judgements (criteria). Highlight was observing the deep, insightful knowledge and understanding gained students.

Development of Prep to Year 7 Spelling Program – being part of the development and organisation of a sequential program based on explicit teaching.

Formalised sector moderation once a term – ensuring all teachers are part of an expected process around common assessment to ensure consistent reporting standards

Upper Literacy Grant Project Yr 6 and 7 students – continued monitoring and support of this project - highlight is observing the success and love of reading some students are gaining from program

Linking of our Maths Program to Essential Learnings – ensuring year levels have a developmental consistent program

Set up of Integrated Curriculum Tasks (ICTs) room – enabling teachers to integrate ICTs in teaching and learning

NAPLAN data – analysing to inform needs within school programming and resources

Primary Connections – school program established

HOC Network inclusion of Curriculum Coordinators in schools – with a rep from each Primary and one High school

HOC Sector Initiatives (2009)

EATSIPS – establishment of a committee and contact, and organisation of Perspectives within units of study

BSS moderation for all Year levels planned for Aug. pupil free day for 2010.

Music Highlights 2008

Performance of our students

Choirs performed at for various community groups and kindergartens.
Senior Choir performed at Hervey Bays Choral Fest
Senior Choir achieved a 2nd place at the Maryborough Eisteddfod
The Annual Music Awards Night which celebrated the achievements of outstanding music students and featured performances of the school's musical ensembles.
Students participated in The Musica Viva in Schools program.
Instrumental students participated in various instrumental workshops and Fanfare .
Music Teachers were professionally developed at the Music Summer School at the University of Queensland.
The Year 7 extension music class was established to further extend gifted and talented students skills and knowledge.

Business Service Manager Sector Highlights

Successful 2008 budget management
Successful audit process
Smooth transition from 2008 to 2009 school year
2nd place in Hervey Bay Spring Garden Competition
Implementation of Performance Review process with administrative officers.

Business Service Manager Initiatives for 2009

Due to the injection of federal funds via the *Building the Education Revolution*, our school facilities will expand with the erection of a Community Hall and a new library, effectively doubling our library space. This is a tremendous one off opportunity to gain valuable buildings which will enhance the teaching and learning process. Working with contractors to minimise any ill effects on the classroom and students will be challenging to our non-teaching staff, including Schools Officers. This project will commence in 2009 and is scheduled for completion by the end of 2010.

Support Teacher Learning Difficulties Achievements

Achieved best results to date in Year 2 net data.
Achieved excellent results on NAPLAN - within or above state average in all areas.
Undertook in depth analysis of results. This involved setting benchmark of 60% and analysing all questions scored below this mark. Questions were analysed in terms of: Links to Essential Learnings; Item demand and Strategies to address item demand. Information was reported to all year levels as well as information regarding Qld trends. This was then used to inform teachers of gaps in student learning; links to quality teaching practices to address gaps and possible resource allocation.

Unit and assessment modifications were undertaken to provide more equitable access for students with learning difficulties. Modifications were aimed at reducing and/or removing the barriers that literacy difficulties create for students to achieve success in assessments across all KLAs.

A new school spelling program was developed. STLD input included provision of high frequency words and activities; strategies to cater for the more capable spellers; Hints and Tips resource to reinforce consistency of meta language used when discussing letters and sounds with students; general considerations to cater for needs of students with learning difficulties.

Support Teacher Learning Difficulties P-2 School Sector Highlights:

Successful results with the introduction/implementation of Support-a-talker program in Prep and Yr 1
Success of our Early Intervention Program was reflected in the glowing results of Year 2 Diagnostic Net data
Introduction of rotational activities targeting specific students in Prep during term 4 was well received by teachers, students and parents

Initiatives for 2009:

Continue with Support-a-talker program and monitor student progress
Year 2 Diagnostic Net- close monitoring of intervention plans and students requiring support. Higher amount of students requiring support/special needs students in 2009, so it is important that needs are catered for
Continue on with intervention of Prep students coming into Year 1 with rotational activities targeting specific developmental areas
Introduce Learning Connections program into Prep

Parent, student and teacher satisfaction with the school

In 2008, 40 parents, 105 Kawungan staff and 120 students in years 5 and 7 took part in the annual School Satisfaction Survey. Above flag indicates that the Kawungan School is above State and Like School Mean. Within flag indicates that the Kawungan School has performed within the State School and Like School mean. The Kawungan School performed above or within the State mean in all areas. No below state averages were recorded.

The following is a summation of the results recorded.

Parent Satisfaction Overview

Student outcomes - **above** state benchmarks and like school benchmarks
Curriculum - **above** state benchmarks and like school benchmarks
Pedagogy - **above** state benchmarks and like school benchmarks
School climate - **above** state benchmarks and like school benchmarks
School community relationships - **above** state benchmarks and like school benchmarks
Resources - **above** state benchmarks and like school benchmarks
Overall rating for all questions - **above** state benchmarks and like school benchmarks

Staff Satisfaction Overview

Physical work environment - **above** state benchmarks and like school benchmarks
Relationships - **above** state benchmarks and like school benchmarks
School operations - **above** state benchmarks and like school benchmarks
Staff morale - **above** state benchmarks and like school benchmarks
Support, resources and training - **above** state benchmarks and like school benchmarks
Work roles - **within** state benchmarks and like school benchmarks
Work value and recognition - **above** state benchmarks and like school benchmarks
Overall rating for all questions - **above** state benchmarks and like school benchmarks

Student Satisfaction Overview

Student outcomes - **above** state benchmarks and like school benchmarks
Curriculum - **above** state benchmarks and like school benchmarks
Pedagogy - **above** state benchmarks and like school benchmarks
Learning climate - **within** state benchmarks and like school benchmarks
Resources - **above** state benchmarks and like school benchmarks
Additional items - **above** state benchmarks and like school benchmarks
Overall rating for all questions - **above** state benchmarks and like school benchmarks

Highlights from surveys:

Satisfaction with use of computer technology for learning at school - **above** state benchmarks and like school benchmarks
Satisfaction that your teacher explains clearly what to do in your school work - **above** state benchmarks and like school benchmarks
Satisfaction that your teacher helps you to do your best - **above** state benchmarks and like school benchmarks
Satisfaction that you are happy at this school - **above** state benchmarks and like school benchmarks
Satisfaction with the school grounds - **above** state benchmarks and like school benchmarks
Satisfaction with the school buildings - **above** state benchmarks and like school benchmarks
Satisfaction that this is a good school - **above** state benchmarks and like school benchmarks

School Disciplinary Absences

July 2009

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

The Principal must be reasonably satisfied that grounds exist under the [Education \(General Provisions\) Act 2006](#) outlined in sections 284, 289 and 316 prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student.

For further information on suspensions, exclusions and cancellations of enrolment, refer to the policy [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#).

The data are provided in terms of aggregate counts of incidents recorded by the school. The data do not represent the outcomes of any related appeal decisions.

Student Counts	2006	2007	2008	2009
Full-time Enrolment*	1010	1018	933	931

Disciplinary Absences	Reporting Period			
	2006 Full Year	2007 Full Year	2008 Full Year	2009 Semester 1
Short Suspensions - 1 to 5 days	102	116	81	22
Long Suspensions - 6 to 20 days	0	12	8	<5
Exclusions	0	<5	<5	0
Cancellations of Enrolment	0	0	0	0

* The enrolment figures are counts of full-time students. 2006 - 2008 enrolment data are sourced from August (Census) Corporate Data Downloads, and 2009 enrolment data are sourced from the February Corporate Data Download.