



Canningeraba State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

Postal address:	Whistler Drive Burleigh Waters 4220
Phone:	(07) 5568 6333
Fax:	(07) 5568 6300
Email:	principal@caningerss.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:	Mr Ray McConnell

School Overview

Caningeraba is a truly special place, a great school which boasts an outstanding reputation on the Gold Coast and is recognised for its many achievements and strengths in meeting the diversity of student needs. Our school is a school of choice for local families and has built a rich culture and strong tradition based on community support, high expectations and a proven record of successfully catering for the needs of each and every child. This is evidenced through our dedicated learning programs in Special Education, Learning Support, Gifted and Talented Education and Student Leadership. Caningeraba has a rich history in academic, sporting and cultural pursuits. Our parents love our school, our students love coming to our school and our staff love working at our school.

Principal's Forward

Introduction

As principal of Caningeraba State School, I commend to you our School Annual Report for 2016. This report is provided to inform parents and the wider community of our progress throughout 2016, and to briefly outline our future direction underpinned by continuous improvement and high expectations. The 2016 Annual Implementation Plan represents the third stage of implementing the Strategic Plan 2014-2017 which was finalised in late 2013. Both the Strategic Plan and Annual Implementation Plan directly mirror the six school priorities that were identified during the 2013 Quadrennial School Review process. These school priorities deeply reflect our vision, '*Caningeraba is a community committed to educating happy, healthy, confident 21st century learners*', and is informed by recommendations from the 2012 *Teaching and Learning Audit* and a range of systemic and local data measures. The future outlook contained in this report outlines the school priorities within the 2017 Annual Implementation Plan which will build upon the strategic work carried out in 2016 as part of an overall four year plan.

Growth in student enrolments is currently managed through an *Enrolment Management Plan* with a defined enrolment catchment area reinstated in early 2010. Strong enrolment numbers in Prep were evidenced once again in 2016 and were successfully managed in line with current facilities. Our school, however, has experienced significant growth in recent years, and despite year seven transitioning to high school through the Flying Start initiative, we are approaching our maximum enrolment capacity within our built capacity. New capital works buildings are planned to address enrolment growth for the 2018 school year. Families who reside outside

the catchment area are still welcome to apply for consideration to enrol their child with a favourable decision dependent on enrolment numbers in the relevant year level and future enrolment capacity.

School Progress towards its goals in 2016

Caningeraba State School's vision shown below underpins and informs all strategic school priorities as we move towards enacting our preferred future across our four year Strategic Plan 2014-2017. Our vision has a strong focus on educating our students to develop the skills, qualities and attributes which will allow them to function as successful adults in the 21st century. The six "Cs" in the globe are pivotal to achieving this vision and have formed a large part of our ongoing strategic focus during 2016 as a foundation for developing a community of 21st century learners.

"Caningeraba is a community committed to educating happy, healthy, confident 21st century learners."



Caningeraba is a remarkable school community that exudes a strong culture of continuous learning for staff and students alike, within a supportive, caring learning environment. Our proven capacity to value-add and sustain growth in student learning outcomes over the longer term is commensurate with the hard work, commitment and genuine dedication of our staff, parents, volunteers and wider community. It was humbling for our school in recent years to receive two significant accolades announced late 2014 for 2015. Each served to recognise and affirm our school community's efforts and achievements. The Regional Executive Director and Assistant Regional Director, South East Region, nominated Caningeraba State School for the inaugural *Jack Pizzey Awards for Excellence in Educational Leadership: School of the Year*. The awards across Queensland were announced at the Principal's Conference in late February of 2015 and although our school was not awarded the overall award, we were very proud indeed.

Further, our school was successful in its application to become an Independent Public School commencing in 2015. Achieving this milestone was no easy feat, with successful schools required to meet stringent criteria, first in relation to their "relative gain" performance regarding student learning outcomes, and second, in relation to their capacity to innovate and provide leadership across the local and wider educational community. 2016 brought in the second year of operation as an Independent Public School and the formation of the newly formed Caningeraba State School Council to assist the principal in driving the future strategic agenda.

In late 2014, Caningeraba State School was selected as one of approximately 50 schools in South East Region and 300 schools across the State to receive a Master Teacher under the *Great teachers = Great results: A direct action plan for Queensland schools*. A Master Teacher was allocated as an additional staff member and was recruited and appointed to our school at the start of the 2015 school year. Caningeraba was chosen as a high performing school with a proven record of "value adding" student literacy and numeracy outcomes, but also a school which can leverage this additional resource.

The continuance of the Investing for Success (formerly Great Results Guarantee) initiative in 2016 once again provided significant resourcing of \$344,892 to support the development of improved literacy and numeracy outcomes for our students, in particular, students in the early years where early intervention is most critical. Specific targets and strategies are available on our school website. Investing for Success enabled a responsive,

focussed and deliberate strategy to leverage the implementation of our Oral Language, Striving to Advance Reading Success (STARS), school wide pedagogy and SMARTmaths programs across Prep to Year 6.

The Annual Implementation Plan (AIP) for 2016 at Caningeraba State School has been implemented within the context of a stable leadership team since July 2010. This has supported a strong capacity to develop and sustain a consistent, focussed, strategic agenda with a culture of continuous improvement on our “good to great” journey as a high performing school. The 2016 AIP is still based in part on the recommendations from the *Teaching and Learning Audit* conducted in late 2012. This external audit recognised our considerable efforts in recent years of creating a culture of continuous learning, with no less than a *High* in all eight domains of the audit and approximately half of the comments identified within the *Outstanding* category.

The 2016 Annual Implementation Plan outlined 6 priorities identified in the Strategic Plan 2014-2017:

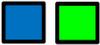
1. Enhance teacher efficacy through a genuine whole school commitment to embedding a **Pedagogical Framework** which will renew pedagogical practice and embrace opportunities for student engagement in **21st century skills**. This framework will be supported by an **instructional leadership and coaching model**.
2. Further align and embed the **Australian Curriculum** in English, Maths, Science and History, and implement Geography, Health and Physical Education, LOTE, Technology and the ARTS through Prep to Year 6. Ensure a guaranteed and viable curriculum by redesigning curriculum units with Australian Curriculum intent.
3. Build teacher capacity in sophisticated **data literacy** skills and further align and embed a **Personalised Learning Framework** underpinned by a **data informed** whole school performance based **culture**. *SMARTbook*, *SMARTgoals*, *SMARTplan* and *Learning Conversations* will be key improvement strategies.
4. Improve student outcomes in English and Maths with an explicit focus on **Spelling, Reading, Writing** and **Number** by embedding *Strive to Advance Reading Success (STARS)*, *Words Their Way*, *STRIVE* and *SMARTmaths* as key improvement strategies.
5. Maximise student learning through an authentic **Parent and Community Engagement Framework** to foster communication, learning partnerships, community collaboration, decision making and participation. *MidCoast Community of Schools*, *KidsMatter*, *Drumbeat*, *Caningeraba Community Connects* and the *Caningeraba Kookaburras Program* will be key strategies.
6. Partner with the P&C and Education Queensland through *Direct to Market* to provide high quality, value for money and sustainable enhancements to **school facilities, infrastructure** and **resources** to directly benefit the school community.

The following table outlines the specific actions and improvement strategies undertaken during 2016 as outlined in the school Annual Implementation Plan. In the main, all objectives and goals were achieved within the context of the associated implementation phase and our four year strategic plan unless otherwise stated. The implementation legend shown below is used throughout our strategic planning in recognition of the authentic change process required to successfully implement strategies and achieve our SMARTgoals over the long term.

Implementation Legend	Raising Awareness, Research & Consultation 	Design and Implementation 	Monitoring, Review and Evaluation 	Embedded in School Culture 
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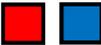
Caningeraba State School Annual Implementation Plan 2016

School Priority	Pedagogical Framework	
SMARTgoal	Strategy 2014-2017	2016 Strategies/Actions
<p>1.1 Improve teacher levels of pedagogy, including expert knowledge of evidence based teaching strategies, to enhance student learning based on a clear, consistent and well-known school-wide pedagogy framework.</p>	<p>Refine the newly developed <i>Pedagogical Framework</i> to support the Caningeraba State School vision statement and to reflect 21st century learning principles, current research, local and international best practice and community consultation.</p>	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="width: 15px; height: 15px; background-color: red; margin-right: 5px;"></div> <div style="width: 15px; height: 15px; background-color: blue; margin-right: 5px;"></div> </div> <p>Embed the newly developed Caningeraba Pedagogical Framework into all aspects of the school improvement agenda.</p> <ul style="list-style-type: none"> Embed our vision as the compelling 'why' at the centre of the Pedagogical Framework (Simon Sinek – Start with Why, then the How and What) Measure current teacher perception through the implementation of the High Reliability Schools surveys (Marzano): Effective Teaching in Every Classroom and Guaranteed and Viable Curriculum in order to determine current status and identify next steps forward. <p>Implement the High Reliability Schools Framework (Marzano) - Safe and Collaborative Culture and Effective Teaching in Every Classroom</p> <ul style="list-style-type: none"> Recognise the professional expertise within our school by removing all barriers – year level, upper/lower and curriculum areas. Enhance teacher efficacy by providing opportunities for teachers to observe, reflect upon and discuss best practice through coaching. Encourage teachers to personally own their 'Art' of pedagogical practice within their own classrooms. Create a resource bank to house our growing professional knowledge where practical artefacts and examples in the form of photos, videos of lesson segments, flipcharts, and templates are accessible to staff on G Drive. Continue to build upon 'The Caningeraba Way' Edstudio which documents our journey from our school vision towards embedded practice. <p>Continue to enlist Pedagogy Learning Team (PLT) as guiding coalition to drive innovation in pedagogical reform process. Build staff capacity through extensive professional development informed by research/evidence based best practice</p> <ul style="list-style-type: none"> PLT to provide leadership from within through professional learning Co-construct and deliver professional development and share practice Mentor broader teaching team PLT to collaborate with Principal and Master Teacher to inform decision making and to provide feedback based on experienced classroom practice. Align and calibrate evidence based research and impact on student outcomes. <p>Invest in 21st Century Learning Pedagogies necessary to enhance teaching and learning experiences to cater to 21st Century learners.</p> <ul style="list-style-type: none"> Clearly define the 21st century learning skills outlined in the Caningeraba Vision Build staff capacity of the IMPACT Learning Framework as a vehicle for developing 21stC Learning Skills in alignment with a G & V Curriculum. <ul style="list-style-type: none"> Roll out 2 day training in the IMPACT Learning Framework for teaching team over 2 years (2016/2017) Calibrate implementation of IMPACT as a planning process (G&V Curriculum) with Glenn Watt (Brisbane School of Distance Education) Facilitate Glenn Watt to deliver PD (Twilight term 2) so that all teachers gain a foundational understanding of IMPACT until the rollout of 2 day training is completed. <ul style="list-style-type: none"> Increase student engagement

		<ul style="list-style-type: none"> ○ Implement Kagan Cooperative Learning as a resource to increase student engagement in the learning process. ○ Ped Team to deliver PD 'Pedagogy on the Go' workshops to support teachers in practical implementation of 21stC learning pedagogies: Cooperative Learning multiple ways, Kagan structures across the curriculum. ○ Continue to model Kagan structures in staff PD delivery. ○ Provide opportunity for teaching staff to engage in QASSP Anita Archer Explicit Instruction PD with a focus on active student participation.
<p>1.2 Further build teacher capacity, confidence and expertise in developing new pedagogies and the use of emerging technologies to enhance 21st century learning within the context of a school-wide pedagogical framework.</p>	<p>Facilitate ongoing trial of new digital pedagogies and latest technologies:</p> <ul style="list-style-type: none"> • Maintain blended iPad & Windows SurfaceRT platform. <p>Investigate digital platform post 2016.</p>	<div style="display: flex; align-items: center;">  </div> <p>Maintain managed deployment of 258 tablet devices across Prep-Year 6</p> <ul style="list-style-type: none"> • 6 iPad minis per Prep – Year 3 classroom • 6/7 Windows Surface RTs per Year 4-6 classroom • iPad minis – Music, PE and LOTE <div style="display: flex; align-items: center;">  </div> <p>Further develop staff capacity aligned to vision, 21st century learning and pedagogical framework.</p> <ul style="list-style-type: none"> • Investigate Regional STEM partnership to facilitate professional development in Digital Technologies Curriculum. • Facilitate digital technologies online professional modules for staff.
<p>1.3 Improve instructional leadership capacity and teacher pedagogy through a consistent whole school framework which includes coaching, mentoring, evaluating and providing formal written and verbal feedback on teaching practice.</p>	<p>Investigate, design and implement <i>Instructional Leadership Framework</i> to include Coaching, Mentoring and formal observation and feedback.</p>	<div style="display: flex; align-items: center;">  </div> <p>Embed a <i>professional learning community</i> comprising a strong focus on <i>Growth Mindset</i> and a respectful and genuine <i>coaching culture</i> based upon a school-wide consistent language for instruction and focussed on “<i>deliberate practice</i>”.</p> <p>Build staff capacity in the GROWTH Coaching International coaching model and process as the foundation for our instructional coaching approach.</p> <ul style="list-style-type: none"> • Recruit temporary full time Pedagogy Coach through EOI process to broaden our capacity to implement and extend our whole school approach to pedagogy in alignment with our Pedagogical Framework. • Provide coaching and mentoring to all teachers, including specialists, SEP and support staff. <ul style="list-style-type: none"> ○ Pedagogy - 2 terms ○ STARS Reading Program - 1 term. ○ Negotiated according to individual teacher's self-identified focus area (Pedagogy or reading) – 1 term • Engage all teachers in focussed and intentional coaching conversations (based on the GROWTH Model) centred on DQ1. Implement through fortnightly cycles of lesson visits (40min) to observe practice and follow-up confidential coaching conversations (40min). • Teachers negotiate allocated time for coaching conversations. This may be within their own schedule or within class time with TRS replacement provided. • Review all coaching programs in readiness for 2017 informed by feedback questionnaire from all teaching staff. <p>Broaden and deepen coaching knowledge and practices focussing on leadership.</p> <ul style="list-style-type: none"> • Admin team and teacher coaches (9 participants) to complete Growth Coaching International (GCI) Coaching Accreditation Program (CAP 1-3) – 2 x 2 days PD and follow up coaching practice. • Adopt Jim Knight's 'Partnership Principles' as consistent guide to

		<p>school-wide practice – equality, choice, voice, dialogue, reflection, praxis, reciprocity.</p> <p>Implement Teacher Scales for Reflective Practice as a tool for teachers to reflect on their pedagogy to ensure deliberate, consistent practice and quality assurance across the entire teaching team.</p> <ul style="list-style-type: none"> • Adapt and contextualise ‘Teacher Scales for Reflective Practice’ (Marzano, 2012) • Introduce and implement as a tool for teachers to reflect on their pedagogy to ensure deliberate, consistent practice and quality assurance across the entire teaching team. • Implement DQ1 (Element 1: Establishing and Communicating Learning Goals) to broaden knowledge base and provide a consistent framework for ongoing, regular, timely and improvement focussed feedback to further guide learning forward based on authentic classroom practice. • Develop Teacher Reflective Scales DQ1 for Element 2: Tracking Student Progress and Element 3: Celebrating Success) and trial and refine with Pedagogy Learning Team. <p>Investigate observation and feedback processes informed by research/evidence based best practice.</p> <ul style="list-style-type: none"> • Facilitate QASSP Professional Leadership 2 day Retreat 11/12 August ‘Leading Learning in Your Schools’ <p>Build staff capacity and further develop coaching and mentoring program in reading and numeracy under Investing For Success (Great Results Guarantee)</p> <ul style="list-style-type: none"> • Recruit one full time in-house <i>Reading Revolutionary</i> coach Prep – Year 6 in <i>Striving to Advance Reading Success (STARS)</i> program. • Further develop similar strategy in area of SMARTmaths (2 teachers 0.2 FTE)
<p>1.4 Enhance teacher capacity and skills in actualising self-reflective practice aimed at achieving genuine professional growth aligned to systemic, school based and personal goals and improvement agendas.</p>	<p>Embed <i>Developing Performance Framework</i> for both teaching and non-teaching staff. Strong focus on self-reflective practice and alignment with explicit school improvement agendas outlined in <i>Annual Implementation Plan</i>.</p>	<p> Refine implementation of Developing Performance Framework through new Annual Performance Review</p> <ul style="list-style-type: none"> • Model and support teaching and non-teaching staff and admin staff through 3 phases of Annual Performance Review process. <ul style="list-style-type: none"> ○ AITSL Professional Standards for Teachers ○ Facilitate QASSP PD for Principal/DPs ○ LCC endorsed reciprocal critical friend model <p>Teachers to identify one goal for their Annual Performance Development Plan to target Standard 3.1 ‘Establish challenging learning goals.’</p>
<p>1.5 Commit to a strong learning organisation which demonstrates a very high priority on the ongoing professional learning of all staff to develop a school-wide, self-reflective improvement culture.</p>	<p>Embed ongoing <i>Professional Learning Plan</i> utilising:</p> <ul style="list-style-type: none"> • <i>Sharing With Other Teachers</i> – ‘Pedagogy on the Go’ workshops, Pedagogy Smorgasbord’ • <i>Learning Days</i> & 	<p>  Further develop and enhance Professional Learning Plan responsive to improvement agendas and staff need.</p> <ul style="list-style-type: none"> • Refine plan to address pedagogy, personalised learning, explicit improvement agenda (spelling, reading and number), curriculum and parent and community engagement and aligned to SFDs, Aligning Days, Learning Days & formalised year level meetings <p>Strengthen SWOT (Sharing With Other Teachers) program and align with school improvement agendas – Reading and Pedagogy.</p>

	<p><i>Aligning Days</i> – Prep to Year 6 targeted weekly professional development.</p> <ul style="list-style-type: none"> • SFDs & targeted Year level meetings. • 3 Twilights/annum 	<ul style="list-style-type: none"> • Pedagogy Learning Team and broader teaching team teachers to share expertise by creating opportunities for peers to observe and reflect on pedagogical practice in accordance with agreed SWOT protocols. <ul style="list-style-type: none"> ○ Ensure growth of a platform of trust and mutual respect. ○ Focus on specific selected pedagogical strategies and reading framework. ○ Teachers may choose to share their practice, see other teacher practice and/or have the time to discuss a pedagogical practice with a colleague. • Facilitate 'Pedagogy on the Go' workshops in place of staff meetings– Pedagogy Learning Team to lead and model sharing of expertise and practical application of selected, timely, pedagogical practice (Kagan Cooperative learning, personal SMARTgoals, Reading Success). • Introduce 'Pedagogy Smorgasbord' - All teachers prepare and share with their colleagues, the pedagogical practice that they have been trialling and refining. One staff meeting (term 4). <p>Further embed formalised Teacher Induction Program</p> <ul style="list-style-type: none"> • Deepen professional development for new teachers regarding school improvement agenda, policies and procedures and Caningeraba State School culture. • Provide SWOT for new and beginning teachers. <p>Work in whole school teams, year level teams and as individuals to adapt and adopt the C2C resources.</p> <ul style="list-style-type: none"> • Formalised fortnightly meetings with Associate Principal as Co-Chairs to support team culture and ensure alignment to strategic intent.
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Caningeraba State School Annual Implementation Plan 2016		
School Priority	Australian Curriculum	
SMARTgoal	Strategy 2014-2017	2016 Strategies/Actions
<p>2.1 Implement a consistent curriculum delivery plan to achieve vertical alignment of the curriculum so that there is continuity and progression of learning across Prep to Year 6, with teaching in each year building on to extend learning in previous years.</p>	<p>Continue to implement and embed the <i>Australian Curriculum</i> to ensure a guaranteed and viable curriculum.</p>	 <p>Embed the Australian Curriculum in English, Maths, Science, Geography and History in Prep –Year 6. Curriculum for other learning areas will continue to be based on QCARF Essential Learnings and standards until Phases 2 and 3 of the Australian Curriculum are endorsed. (EQ Learning Roadmap and EQ Strategic Plan 2011-2015).</p> <ul style="list-style-type: none"> • Reaffirm common, consistent and clear message on approach to C2C resources to support implementation of Australian Curriculum. • Continue to build teacher understanding of the Australian Curriculum. Support teachers to use this understanding to 'adopt or adapt' C2C resources 'according to the school context and student learning needs' (United in the Pursuit of Excellence) <p>Following familiarisation in 2014, delay implementation of Civics and Citizenship (from Year 3) and Economics and Business (from Year 5) in accordance with QTU moratorium.</p> <p>Raise awareness and familiarise specialist staff in the Australian Curriculum areas of LOTE, The Arts, Health and PE.</p> <p>Redesign curriculum units aligned with Australian Curriculum intent.</p>

		<p>Start with WHY. To ensure that our curriculum is guaranteed and viable and equips our students for their future.</p> <ul style="list-style-type: none"> • Build an understanding of why a guaranteed and viable curriculum is essential. • Focus on one curriculum area – English • Teaching teams analyse content descriptions to determine agreed to critical and supporting content descriptions based on Marzano’s five criteria (readiness, leverage, endurance, teacher judgement, assessment). • Ensure vertical alignment from P-6. • Identify learning goals from critical content descriptions. <p>Design a clearly defined process to identify curriculum intent and redesign our curriculum units.</p> <ul style="list-style-type: none"> • Calibrate implementation of IMPACT as a planning process (G&V Curriculum) with Glenn Watt (Brisbane School of Distance Education). • Interrogate Backward Design Process (Wiggins & McTighe) as a framework on which to base unit redesign to ensure understanding and transfer. • Make explicit the alignment of 21st century learning skills – 6c’s and Australian Curriculum General Capabilities • Formulate, document, trial and refine the process for unit redesign. <p>Collaboratively redesign English units (year level teams, HOC, MT) following the newly developed unit redesign process on a term by term cycle (1x learning day for entire team and 2x1/2 days for unit completion).</p> <p>Teaching teams to implement new guaranteed and viable English units.</p> <p>Scaffolded review and refinement of English units in readiness for 2017 implementation.</p>
<p>2.2 Increase teacher expertise in personalised learning to facilitate differentiation of the curriculum, both formal and informal, to ensure that every student is engaged and is learning successfully.</p>	<p>Audit and redesign <i>Whole School Intervention Model</i> (Learning Support).</p> <p>Embed Gifted and Talented and EQ initiated Programs e.g. TOMS, Creative Days of Excellence, Project Unify. Resource professional development and dedicated Gifted & Talented Enrichment Program</p>	 <p>Refine and align identification processes and policy for Gifted and Talented students to include appropriate intervention.</p> <ul style="list-style-type: none"> • Facilitate G&T professional development for all staff • Embed enrichment programs to include: <ul style="list-style-type: none"> ○ Lunch Club activities – chess, theatre sports, book club, and technology. ○ Facilitate after school drama lessons. ○ Tournament of Minds ○ Hosting Yrs 3,4,5 Creative Days of Excellence ○ Facilitate Chess Club, Reader’s Cup and extra regional G&T activities inc. Somerset Festival of Literature <p>Revision, review and realign Learning Support program</p> <ul style="list-style-type: none"> • Redesigned program and resourcing developed in readiness for implementation in 2017
<p>2.3 Further build teacher capacity in</p>	<p>Investigate the development of a</p>	 <p>Refine Whole School Assessment and Reporting Framework to include diagnostic and school based assessment aligned to Australian Curriculum</p>

<p>developing consistent, valid, reliable and transparent assessment and reporting practices which provide timely and appropriate feedback to students and parents.</p>	<p>whole school <i>Assessment and Reporting Framework</i> which aligns to the <i>Australian Curriculum</i>.</p>	<p>C2C and year level benchmarks.</p> <p>Embed a strong culture of “Students as Insiders” which promotes explicit feedback for learning and enables students to understand what is being taught, how it will be assessed and what are the standards upon which they will be judged?</p> <p>Increased focus on formative assessment as a part of implementing research informed consistent pedagogical practices.</p> <p>Redesign English units ensuring that all summative assessment aligns with the unit intent and achievement standard</p> <ul style="list-style-type: none"> o Develop school based criteria sheets and continua, agreed and consistent standards, formal moderation procedures and schedules <p>Continue to enhance teacher understanding to ensure assessment aligns with intent of Australian Curriculum Achievement Standard.</p> <p>Professionally develop an authentic assessment culture including formalised moderation procedures.</p> <ul style="list-style-type: none"> • Schedule formal moderation procedures <ul style="list-style-type: none"> o Maintain formal moderation procedures and align with reporting cycles.
<p>2.4 Develop and implement whole school strategies to Close the Gap between indigenous and non-indigenous students in the areas of academic achievement.</p>	<p>Further align the <i>Australian Curriculum</i> intent to embed ATSI histories and cultures from Prep to Year 6. Continue to resource indigenous Teacher Aide to provide targeted support for students.</p>	<p></p> <p>Ongoing implementation of Closing the Gap strategies</p> <ul style="list-style-type: none"> • Integration through Australian Curriculum – Cross Curriculum Priority • Conduct ongoing analysis of Closing the Gap Report and provide timely intervention – attendance and academic achievement • Align teacher aide resources to student need. • Provide ongoing support and healthy lifestyles programs e.g. Deadly Choices, KALWUN, cultural excursions. • Access indigenous parent expertise
<p>2.5 Provide opportunities for students to further develop and experience cross cultural understandings and understand the importance of languages in a global context.</p>	<p>Sustain St Jean Baptiste Sister School Exchange Program. Participate in <i>Bonjour French Festival</i>.</p> <p>Participate in MLTAQ Speech Contest.</p>	<p></p> <p>Sustain ongoing sister school relationship with St Jean Baptiste French Noumea exchange program.</p> <ul style="list-style-type: none"> • Organise study tour to New Caledonia in 2016. • Facilitate annual St Jean Baptiste cultural exchange. <p>Promote cultural activities through promotion of Bonjour French Festival.</p>

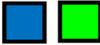
Caningeraba State School Annual Implementation Plan 2016		
School Priority	Personalised Learning Framework and Data Culture	
SMARTgoal	Strategy 2014-2017	2016 Strategies/Actions
<p>3.1 Further develop teacher capacity to understand, interpret and utilise whole school, cohort, class and individual student</p>	<p>Continually monitor, review and value-add whole school approaches to school based, systemic and diagnostic data.</p>	<p> </p> <p>Further develop and embed whole school data culture which is “lived and breathed”, understood and valued.</p> <ul style="list-style-type: none"> • Provide strong leadership in embedding data culture with a consistent and common language <ul style="list-style-type: none"> o Prep to 6: “It’s Everyone’s Business”

<p>data to inform teaching and improve student learning in a sophisticated, consistent and meaningful way.</p>	<ul style="list-style-type: none"> • Data literacy • <i>Whole School Intervention Model</i> • <i>Diagnostic Assessment Overview</i> • Whole School NAPLAN Data Overview 	<ul style="list-style-type: none"> ○ Effective Teaching in Every Classroom, Guaranteed and Viable Curriculum ○ “Every Student, Every Classroom, Every Day” ○ Push and Pull strategy–Below NMS, Mean & U2B <p>Refine ongoing and seamless whole school data plan within context of Whole School Intervention Model, Diagnostic Assessment Overview, OneSchool, PatM, SunLANDA, SMARTbook, G&T, STL&N, ATSI, U2B, NMS, ROI, MSS, relative gain and effect size.</p> <ul style="list-style-type: none"> • Critically reflect and analyse with admin team and STL&N to further align and improve the whole school data analysis cycle across four terms to provide clarity, consistency and continuity. <p>Review process</p> <p>Facilitate sixth annual October Student Free Day program on NAPLAN Data Overview to promote sophisticated data conversations re explicit improvement agendas: Spelling, Reading Comprehension and Number.</p> <ul style="list-style-type: none"> • Whole school data conversations in P-2, 3-4, 5-6 groupings across 3, 5, 7 NAPLAN domains. • Facilitate Traffic Lights for NAPLAN – School Vs. Nation for Years 3,5 for 2016 NAPLAN Test and Years 2,4,6 for 2015 Practice Test <ul style="list-style-type: none"> ○ Data analysis – NMS, U2B, Rate of Improvement, Bottom 20% & Top 20% Nation. ○ Drilled down item response deep analysis ○ Facilitate traffic lights for 2016 NAPLAN practice tests in Years 2,3,4,5,6 ○ Headline indicators ○ Ensure high yield strategies, line of sight and through line. • Learning Day (half day) Yr 2 and 4, Yr 3 and 5 analysis of NAPLAN data. • Diagnostic Data conversations – year level teams <p>Implement Early Start Screener</p> <ul style="list-style-type: none"> • Develop resource model to support screening conducted by teachers in Prep term 1 and 4. <ul style="list-style-type: none"> ○ Investigate early intervention strategies at end of Prep and end of Year 1 pending available resources. <p>Conduct annual review and audit of whole school scope of teacher aide resourcing across Prep – year 6 in alignment with strategic priorities and Teacher Aides Certified Agreement.</p> <ul style="list-style-type: none"> • Principal to determine Priority Learning Areas <ul style="list-style-type: none"> ○ Allocate Permanent Base Hours ○ Realign human resource with priority learning areas and manage potential issues ○ Future proof contingencies targeted as election commitment and Literacy and Numeracy intervention funds <p>Further develop capacity to utilise OneSchool to track, monitor and customise student achievement.</p> <ul style="list-style-type: none"> • Refine inclusion of diagnostic data, teacher markbooks, attendance and behaviour comments within OneSchool. Continue liaison with OneSchool staff re improving functionality for profiling, dashboard and cohort tracking
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<p>3.2 Improve student outcomes and increase student engagement by personalising learning through specific differentiated strategies which are sustainable, consistently documented, evident and effectively practised in English and Maths in every classroom.</p>	<p>Review <i>Personalised Learning Framework</i> incorporating <i>SMARTbook</i>, <i>SMARTplan</i>, and <i>SMARTgoals</i>.</p>	<p>Further develop and refine Caningeraba Personalised Learning Framework through ongoing whole school consultation to provide consistent, documented approach which aligns SMARTbook, SMARTplan and SMARTgoals. Harness student free days and learning days to embed culture of differentiation and professionally develop staff.</p> <ul style="list-style-type: none"> • Compelling Why? • Hearts and minds • Beliefs and values <p>Utilise "The Caningeraba Way" EdStudio as key communication strategy.</p> <p>Increase personalised learning through student owned personal SMARTgoals in Reading, Writing and Maths.</p> <ul style="list-style-type: none"> • Investigate and trial approaches to implement DQ1: Element 2 and 3 - tracking student progress and celebrating success (Marzano). • Enlist Pedagogy Learning Team (PLT) as the guiding coalition to drive innovation in high impact formative assessment practices.
<p>3.3 Facilitate enhanced teacher efficacy and self-reflective practice in data literacy, data analysis, data conversations, development of specific <i>SMARTgoals</i> and explicit strategies to improve student learning outcomes.</p>	<p>Review <i>SMARTbook</i> and <i>Learning Conversation</i> strategies to align with Effective Teaching in Every Classroom. Continue to develop increasingly sophisticated teacher skills in formulating Learning Goals and SMARTgoals.</p>	<p> Embed and refine SMARTbook linked to Learning Conversations and incorporating Personalised Learning Framework</p> <ul style="list-style-type: none"> • Learning Conversations to be undertaken between Principal and each class teacher across Terms 2 to 4. <ul style="list-style-type: none"> ○ Two way learning opportunity where teachers share their SMARTbook, their data, their class and their intervention and differentiation strategies at whole class, subgroup and individual student level. ○ Particular focus in 2016 on personalised learning, explicit goal and target setting and explicit strategies based on diagnostic, standardised and class assessments. • Facilitate annual January SFD agenda which directs opportunity for teachers to analyse digital student folios for new 2016 class and initiate differentiation strategies, goals and targets at class, subgroup and individual student level for SMARTbook. <ul style="list-style-type: none"> ○ OneSchool, customised classes in SunLANDA, class folios and diagnostic assessments. ○ Facilitate 2016 teacher SMARTbook digitally stored in G: drive e.g. ICPs, ISPs, ESFPs, Learning Support Plans, G&T etc. • Review SMARTbook intent and processes to inform decision making for 2017 in light of SMARTgoals agenda.
<p>3.4 Further develop sustainable consistent school wide approach to designing, documenting and actioning differentiation strategies contextualised to the Australian Curriculum to improve student outcomes in English and Maths.</p>	<p>Review <i>SMARTplans</i> in English to ensure alignment with the Guaranteed and Viable Curriculum unit redesign process.</p>	<p> Review SMARTplan processes implemented in 2014 to assess relevance in light of current redesign of Guaranteed and Viable English units and continued development of DQ1 i.e. Tracking Student Progress: SMARTgoals with students co constructing goals in Writing, Reading and Maths.</p>
<p>3.5 Develop capacity for students to create and enact goals for individual growth in</p>	<p>Design, develop and implement an age appropriate school wide <i>SMARTgoals</i></p>	<p> Investigate strategy for SMART Goals initiative ready for school wide implementation in 2016/2017</p> <ul style="list-style-type: none"> • SMARTgoals will complement the SMARTbook and aim to provide a

academic, social/emotional, personal and community domains.	program.	parent, teacher, student partnership regarding goal and target setting for academic and health and well-being priorities.
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Caningeraba State School Annual Implementation Plan 2016		
School Priority	School Improvement	
SMARTgoal	Strategy 2014-2017	2016 Strategies/Actions
4.1 Implement a consistent whole school developmental spelling framework to improve spelling outcomes for students.	Embed the <i>Caningeraba Spelling Program</i> in the context of spelling concepts outlined within the <i>Australian Curriculum</i> and align with <i>Words Their Way</i> as a key strategy i.e. focus on developmental concepts and instructional approaches.	 <p>Embed whole school approach to the explicit 'Teaching of Spelling'</p> <ul style="list-style-type: none"> Ensure that horizontal and vertical alignment is maintained through agreed practice and explicit teaching in each year level (identified in spelling aligning day). Continue to embed Words Their Way as a whole school diagnostic tool and spelling strategy <ul style="list-style-type: none"> Ensure consistency of approach Develop a strong knowledge base about spelling in the Australian Curriculum. Embed 'Crack the Code' (phonemic awareness and visual-auditory program) across year 1 classes and as a focussed one-on-one intervention program with speech pathologist.
4.2 Implement a consistent whole school reading framework to improve reading strategies and comprehension for students.	Embed the <i>Caningeraba Reading Framework</i> including the <i>5 Aspects of Reading</i> (Fluency, a broad and deep vocabulary, comprehension strategies, knowledge of texts & knowledge of the world) and <i>STRIVE</i> as key strategies.	 <p>Further embed Caningeraba whole school reading framework and whole school approach to the explicit "Teaching of Reading".</p> <ul style="list-style-type: none"> Develop key strategies utilising I4S initiative <ul style="list-style-type: none"> Continue to implement Striving to Advance Reading Success (STARS) Program from Prep – Year 6 providing a common and consistent language for the teaching of reading (decoding and comprehension strategies) ensuring that new and beginning teachers receive targeted support according to their needs. Continue to embed the STARS program in practice through realignment from 3 teachers (2 days per week) as Reading Revolutionaries to one fulltime Reading Revolutionary coach and mentor in 2016. Differentiate coaching and mentoring practices by identifying individual professional development needs of teachers. Continue to professionally develop dedicated teacher aides to support guided reading strategies. Extend the initiative so that teacher aides support the teaching of reading 3 times each week in Prep to Year 3 and 2 times a week in Years 4 – 6. Build teacher capacity in the diagnostic assessment of reading behaviours, the agreed administration of PROBE/ PM, miscue analysis and reading behaviour strategies through professional development (whole team learning days). Develop teacher capacity to target strategies to address identified learning needs of whole class and individual students. Refine or develop reading behaviours checklists for every year level to align with STARS reading processes, including the QAR questioning framework, and the Australian Curriculum. Resource consistent approach to the diagnostic assessment of reading form P – 6 through purchase of revised PM kits for teachers from P – 2 and PROBE kits from years 3 – 6. Ensure that visual resources of STARS process are embedded in every class and utilised in the explicit teaching of reading. Revisit whole school expectations about the explicit teaching and assessment of reading and the STARS process (staff meetings). Maintain speech language pathology program to 2 days per week to collaborate on oral language program in Year 1.
		



<p>4.3 Implement a whole school writing framework to increase student efficacy in transference of writing skills across a diverse range of domains, text types and multi-modal platforms.</p>	<p>Embed <i>Caningeraba Writing Program</i> as a key improvement strategy.</p>	<p>Continue to familiarise staff with whole school consistent approach to the teaching of grammar and punctuation following development of program aligning with concepts addressed in the Australian Curriculum.</p>
<p>4.4 Implement a consistent whole school pedagogical approach to achieve fun, meaningful, hands-on, mathematical thinking and problem solving strategies to improve student outcomes in Mathematics.</p>	 <p>Embed <i>SMARTmaths</i> program and support regional professional development e.g. <i>SLIM</i> Conference, Mid Coast Cluster.</p>	 <ul style="list-style-type: none"> • Develop key strategies utilising I4S initiative <ul style="list-style-type: none"> ○ Continue to further develop, align and embed SMARTmaths Program from Prep – Year 6 ○ Continue to build staff capacity through deployment of 2 key teachers (1 day per week) as SMARTmaths Mentors to coach mathematics teaching using the SMARTmaths principles. ○ Utilise staff meetings to continue to raise awareness of application of the SMARTmaths star across the school. ○ Embed the use of Polya’s problem solving process through the SMARTmaths puzzle to ensure consistency of language, understanding of strategies and practice from Prep to Year 6. ○ Develop community understanding of SMARTmaths through newsletter articles and parent information sessions.
<p>4.5 Increase indigenous and non-indigenous community awareness of strong links between student attendance rates and academic performance and future life success.</p>	<p>Monitor, review and value-add attendance and absenteeism policies and procedures.</p> <ul style="list-style-type: none"> • Attendance passports • Agencies: <i>ACT for Kids, HOF, FSG</i> • Indigenous Teacher Aide liaison • <i>KALWUN</i> extra-curricular/cultural 	 <p>Promote and embed attendance policies and procedures</p> <ul style="list-style-type: none"> • Communicate and action EQ attendance policy. <ul style="list-style-type: none"> ○ Everyday Counts – tracking strategies and procedures ○ Engaging external agencies e.g. HOF, Act For Kids, DCHS, CHYMS, local churches, KALWUN, Bravehearts, Uncle’s Program, Learning Engagement Online (LEO), Smith Family and Alternative Education Program to support students and families. ○ Implement Attendance Passports for at risk students ○ Professional development of teaching staff e.g. procedures, risk factors, risk minimisation, student protection.

<p align="center">Caningeraba State School Annual Implementation Plan 2016</p>		
<p>School Priority</p>	<p>Parent and Community Engagement</p>	
<p>SMARTgoal</p>	<p>Strategy 2014-2017</p>	<p>2016 Strategies/Actions</p>
<p>5.1 Strengthen and develop effective strategies to engage in genuine community partnerships to maximise student learning outcomes.</p>	<p>Embed an authentic <i>Parent and Community Engagement Framework</i> to foster the five key elements of communication, learning partnerships, community collaboration, decision making and</p>	 <p>Harness and collaborate with community agencies to develop sustainable partnerships to deliver education programs which address school community needs.</p> <ul style="list-style-type: none"> • Formalise and extend existing partnerships to sustain <i>Caningeraba Community Connects</i> as key platform to: <ul style="list-style-type: none"> ○ Coordinate a sophisticated, informed and connected level of support for local families ○ Bring together a range of stakeholders with a common purpose to share knowledge and resources ○ Provide more strategic service delivery across the local community

	participation.	<ul style="list-style-type: none"> o Build confidence and trust across the community in support services • Conduct 3 week 1-2-3 Magic parenting program (Palm Beach Neighbourhood centre) • Facilitate afternoon session - Helping your child deal with the Angries • Advertise educational programs and agency resources through monthly KidsMatter newsletter.
<p>5.2 Raise awareness of mental health and well-being throughout the school community and develop educative and consultative programs which positively impact on the social and emotional health of parents, staff and students.</p>	<p>Implement the four components of <i>KidsMatter</i> as a key mental health and well-being strategy and form partnerships in the wider community.</p>	<p> Implement Component 2 of KidsMatter program.</p> <ul style="list-style-type: none"> • Conduct parent and staff consultation meeting once per term with tailored programs in response to KidsMatter survey. • Facilitate through external agencies (Accoras YouNique, Palm Beach and Varsity Community Centres, EdLink, Act for Kids) parent education forums each term to support mental health and well-being and parenting. <p>Further develop and implement staff health and well-being framework.</p> <ul style="list-style-type: none"> • Provide professional development to teaching and non-teaching staff: <ul style="list-style-type: none"> o Staff health and well-being – EdLink o Facilitate Emotional Health and Well-Being training for staff, students and parents through Pathways to Resilience contract to include neuroscience and mindfulness. <p>Fostering staff health and well-being activities sourced through external providers including walking club, drumming and personal training.</p> <p>Fostering student health and well-being activities which have a positive effect on student outcomes:</p> <ul style="list-style-type: none"> • Further embed Drumbeat Program for identified students and senior students • Continue to Trial <i>MindUp</i> Program as part of investigation re social/emotional learning framework.
<p>5.3 Foster relationships with parents through improved whole school and class based communication.</p>	<p>Continue to implement the <i>Caningeraba Kookaburras Program</i> Coordinator and parent representatives for each class, Special Education Program and Music – publish monthly newsletter.</p>	<p> Embed <i>Caningeraba Kookaburras Program</i></p> <ul style="list-style-type: none"> • Identify and train Kookaburra parent coordinator • Raise awareness with community: newsletters, forums and personal letters. • Recruit and invite parent nominations through personal contact. • Parent Coordinator to facilitate Caningeraba Kookaburras induction program • Parent Coordinator to conduct monthly meetings with Kookaburras. • Coordinate parent contacts for each class and foster links between parents, teacher and class Kookaburras. • Develop and promote school wide communication protocols. • Distribute one Kookaburra class newsletter per term (email, hard copy) • Continue implementation of closed class Facebook
<p>5.4 Commit to strengthening partnerships with external agencies and local early childhood providers to share resources for prevention, early identification and</p>	<p>Facilitate partnerships program with feeder early childhood providers:</p> <ul style="list-style-type: none"> • Early identification through <i>PEDS</i> • Facilitate community parent 	<p>  Promote parent Ready Reader program throughout community.</p> <ul style="list-style-type: none"> • Conduct Ready Reader program at community centre for local parents/carers of pre prep students (0-4 years). • Conduct Ready Reader program at local library for local childcare centres with a focus on parents/carers of pre prep parents. <p>Strengthen partnerships with external agencies</p>

intervention to maximise educational outcomes.	education e.g. <i>Parent Ready Reader</i>	<ul style="list-style-type: none"> Meet with local childcare providers to discuss Caningeraba prep programs and expectations Facilitate handover of transition statements and individual student information and PEDS for 2016 Prep Invite teachers from local early childcare centres to Prep information sessions e.g. Prep orientation, Ready Reader. Provide opportunities for teachers from local feeder childcare centres to work shadow prep teachers at Caningeraba State School.
5.5 Ensure a seamless and successful transition for students moving to Year 7 Junior Secondary and strengthen productive partnerships with local high schools.	Sustain <i>Flying Start</i> reforms: <ul style="list-style-type: none"> Year 6 Leadership Program-<i>Y Lead</i> <i>MidCoast</i> Community of Schools transition program for 2016. 	 <p>Partner with Mid-Coast Cluster to provide successful transition and share common strategy</p> <ul style="list-style-type: none"> Sharing With Other Teachers (SWOT) - opening classroom doors to high school teachers. Facilitating high school teachers at Learning Days. Risk manage community concerns and expectations regarding transitions to high school Senior School strategy – extracurricular: drug and sex education; first aid; leadership; and end of year activities. Leadership 2016 – Year 6 2016 Graduation ceremonies

Caningeraba State School Annual Implementation Plan 2016

School Priority	School Enhancements	
SMARTgoal	Strategy 2014-2017	2016 Strategies/Actions
6.1 Provide enhanced outdoor learning spaces adjacent to SEP to facilitate enhanced storage for assistive equipment and a playground facility to service developmental needs of students with disability.	Ongoing advocacy with State Member for Burleigh and Regional Facilities Manager since 2013 to affect funding for design and construction of purpose built outdoor areas to meet emerging needs of students with disability.	 <p>Design and construct new SEP playground and outdoor learning area upgrade per kind support of Regional Facilities funding to support identified needs of students with disabilities.</p> <ul style="list-style-type: none"> Liaise with Regional Facilities Manager and Architects to design combined eating area and purpose built play area between Block 2 and SEP. Design refurbishment of existing outdoor learning space adjacent to SEP. Design appropriate purpose built storage for resources and assistive devices for students with physical impairment e.g. hoists, wheelchairs, walkers etc. Coordinate with Education Queensland and building contractors to complete scope of works (approx. \$420,000). School to fund approx. \$40,000 for playground equipment.
6.2 Manage ongoing whole school maintenance program in compliance with the Maintenance Activity Report (MAR) to ensure high value for money, high quality and sustainable public assets.	Facilitate Maintenance Assets Register prioritised scope of works to progress major repair of building fascia, soffits and external painting in accordance with allocated funding. Manage Direct to Market to ensure high quality, high value.	 <p>Develop 2016 Budget in alignment with Annual Implementation Plan and explicit improvement agendas.</p> <ul style="list-style-type: none"> Priorities (approx. \$70,000) <ul style="list-style-type: none"> Repair and replace all gutters, flashing and roofing where required to tuckshop covered area, tuckshop, amenities block and entire covered walkway area Replace all existing domestic downpipes to covered walkway with galvanised commercial grade downpipes. Repair and repaint all exterior surfaces to tuckshop, tuckshop covered area, all covered walkways and amenity block. <p>Manage Facilities Plan and complete scope of works outlined in MAR through Direct to Market approach and facilitate 2016 tender processes.</p>
		

<p>6.3 Provide an enhanced community facility to promote greater school pride and to enhance service provision to external agencies, Parents and Citizen's Association and school based programs.</p>	<p>Facilitate community support, design, tenders and construction for hall upgrade to include stage wings, rear mezzanine, sound and lighting booth, ticket booth, P&C office, hirer storage and systems upgrade.</p>	<p>Raise awareness with P&C and liaise with regional facilities services, architectural service providers to design fit for purpose concept plan. Facilitate initial emergency repairs to hall.</p> <ul style="list-style-type: none"> • Replace 8 year old hardwood floor (625 sq metres) at cost of over \$200,000 funded regionally as emergency measure. • Liaise with Cardno engineer and Region to affect appropriate design, scope, tender and timing of project works. • Risk manage issues with OSHC and hall hirers during project works. • Engage architectural consultant to provide fee schedule for hall refurbishment and upgrade.
<p>6.4 Provide a comprehensive age appropriate play space to increase participation and access for approximately 850 Years 1 to Year 6 students to further develop body strength, agility, coordination, and social play based behaviour.</p>	<p>Develop staged concept plan for Middle Adventure Playground (approximately \$300,000) on original copper log site. Raise community support, secure funds through community grants, fundraising and sponsorship, and manage tendering process and progress scope of works.</p>	<p> Raise awareness through P&C and investigate external funding opportunities and grants e.g. Gaming fund, Jupiters Casino grants, sponsorship.</p> <p>Source and develop concept plan in consultation with key stakeholders.</p>
<p>6.5 Promote enhanced community pride and public confidence in Caningeraba State School as a well maintained, aesthetically attractive and modern education facility.</p>	<p>Facilitate comprehensive beautification project through landscape concept plan. Entry aspect to main entrance and school hall via carpark and rejuvenation of 29 year old gardens are the key priorities.</p>	<p> Facilitate appropriate links with landscape design companies to provide initial advice, concept ideas and indicative costings for staged long term plan.</p>

Future Outlook

The school priorities within the 2017 Annual Implementation Plan will further develop and progress those priorities outlined in the Strategic Plan 2014-2017 and the 2016 Annual Implementation Plan within the context of the fourth year of a four year improvement cycle. Caningeraba State School is strongly committed to its development as a High Reliability School (Marzano) which is premised mainly upon three key domains of Safe and Collaborative Culture, Effective Teaching in Every Classroom and Guaranteed and Viable Curriculum. Consultation with the school community, to determine our progress in each of these areas, will be a key strategy in providing authentic data to inform our future strategic direction on core school improvement priorities. Engaging teachers in the purpose, design and gradual implementation of a Guaranteed and Viable Curriculum which aligns 21st century learning, the Australian Curriculum and Curriculum into the Classroom resources will be a core strategic priority in 2017.

A major focus in 2017 will be on further embedding our school vision around 21st century learning and the paradigm shift towards teaching the way children now learn. This will require renewed thinking around how we align our pedagogical practice, the Australian Curriculum, social/emotional learning programs, and personalised learning to better prepare our students for a future which has not yet been created. Developing a culture heavily invested in having a growth mindset will support

our work in educating a happy, healthy and confident community inclusive of staff, parents and students alike.

The ongoing development of an authentic pedagogical framework will also be a strong focus in 2017 and beyond. This framework will drive how we discuss, evaluate and reflect upon what great teaching and learning looks like, sounds like and feels like in every classroom on a daily basis. This framework, aligned to The Art and Science of Teaching (Marzano), will provide every staff member with a consistent and common language and school wide pedagogy based on world's best practice and the latest evidence based research. Further embedding a strong coaching culture within a professional learning community for all teachers will be a core priority once again in 2017.

The continuation of the Investing for Success (formerly Great Results Guarantee) funding will inform much of our strategic work during 2017. A review of our 2016 implementation supports the continuation of similar strategies, human resources and professional development opportunities with only minor adjustments. The Oral Language, whole school STARS reading, school wide pedagogy and SMARTmaths programs will remain the major foci in 2017.

Caningeraba State School is very proud of its achievements over recent years in implementing an authentic Parent and Community Engagement framework which supports genuine partnerships with parents, the wider community and external service providers. Our work in 2017 will be focused on strengthening our KidsMatter and Caningeraba Kookaburras programs which have been well established. An explicit focus will be on developing stronger connections with external agencies, including Early Education providers and community service providers, through our Caningeraba Community Connects. Working to collaborate with these providers to support a more coordinated community based response towards improving outcomes for children in the birth to eight years demographic will be a strong focus.

The Explicit Improvement Agenda for 2017 is shown below and outlines our sharp and narrow focus for our strategic work throughout the school year.



Explicit Improvement Agenda 2017

Caningeraba State School

Our Vision: Caningeraba is a community committed to educating happy, healthy confident 21st century learners.

AIP SMARTgoal 4.2: Implement a consistent whole school reading framework to improve reading strategies and comprehension for all students.

Actions	Targets	Timelines	Responsible Officer
Embed the Caningeraba whole school reading framework and whole school approach to the explicit "Teaching of Reading" through continued professional development, classroom Reading Revolutionary teacher aide support, and coaching of the Striving to Advance Reading Success (STARS) Program from Prep to Year 6.	%U2B > Nation & QSS % Above NMS > Nation & QSS Relative Gain > Nation & QSS 100% teacher implementation	Sem 1 Induction of new staff, SWOT and coaching Sem 2 Embedded	Associate Principal P-2 HOC Reading Coach

AIP SMARTgoal 4.4: Implement a consistent whole school pedagogical approach to achieve fun, meaningful, hands-on mathematical thinking and problem solving.

Actions	Targets	Timelines	Responsible Officer
Further develop, align and embed the whole school SMARTmaths program through continued professional development, collegial sharing and coaching/mentoring from Prep to Year 6.	%U2B > Nation & QSS % Above NMS > Nation & QSS Relative Gain > Nation & QSS	Sem 1 Induction, SWOT & coaching Sem 2 Embedded	HOC SMARTmaths Mentors

AIP SMARTgoal 3.2: Improve student outcomes and increase student engagement by personalising learning through specific differentiated strategies.

Actions	Targets	Timelines	Responsible Officer
Develop and implement a student owned personal SMARTgoals framework to align with ASOT Design Question 1: Elements 2&3 Tracking Student Progress and Celebrating Student Success. Provide teachers with ongoing, regular, timely and improvement focussed feedback through professional development, collegial sharing and coaching.	100% of teachers & students applying SMARTgoals according to agreed practice across Prep to Year 6.	Sem 2	Master Teacher Principal Associate Principals Pedagogy Coach

AIP SMARTgoal 2.1: Implement and embed the Australian Curriculum to ensure a guaranteed and viable curriculum.

Actions	Targets	Timelines	Responsible Officer
Continue to utilise the refined Caningeraba Guaranteed and Viable unit design process (incorporating IMPACT and Backward Design) to redesign, implement and review curriculum units in English across Prep to Year 6.	All Prep-Year 6 English G&V units completed, implemented & reviewed.	Sem 1	HOC Master Teacher Associate Principals
Initiate redesign of Mathematics units across Prep to Year 6 utilising adaptation of Caningeraba Guaranteed and Viable unit design process.	Identification/vertical alignment of critical & supporting content descriptions completed.	Sem 2	HOC Master Teacher Associate Principals

AIP SMARTgoal 2.1/5.2: Develop educative programs which positively impact on the social and emotional health of parents, staff and students.

Actions	Targets	Timelines	Responsible Officer
Embed Component Two of the KidsMatter Program by formally integrating an explicit whole school Social and Emotional Learning curriculum utilising MindUp resources across Prep to Year 6.	100% of teachers implementing Social Emotional curriculum minimum 30 mins/week	Sem 1 Design Sem 2 Monitor, review & evaluate	Associate Principal 5-6

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	994	466	528	38	95%
2015*	988	463	525	31	95%
2016	1034	499	535	30	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Caningeraba State School caters for families characterised by a broad range of socio-economic, ethnic, religious and cultural backgrounds. We also have a proud indigenous population who account for less than three percent of our total population.

Our families, in the main, reside in the Burleigh Waters, Burleigh Heads and Varsity Lakes communities, with parents employed across a diverse range of areas including small business, self-employed, professional, trade, corporate, public sector and service industries. Many of our staff choose to have their own children enrolled at our school, with us now proudly seeing second generation students at Caningeraba.

Our student population also comprises a significant number of children who identify as gifted and talented and students with disabilities. All of our students embrace our respectful, tolerant, inclusive and supportive school culture. Once again, student enrolments continued to grow in 2016. All Prep enrolments were from the local catchment area, with a diverse range of cultural identities and backgrounds represented.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	24
Year 4 – Year 7	25	27	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Caningeraba State School is currently implementing the Australian Curriculum in English, Mathematics, Science, History and Geography. Remaining areas of the curriculum are taught and assessed using the Queensland Curriculum. We are working towards implementation of the full Australian Curriculum, Version 8, by the end of 2020. French is taught from years 2 to 6. There is a strong focus on embedding the general capabilities in teaching and learning (particularly Critical and Creative Thinking, Personal and Social Capability and Ethical Understanding), aligning with the 6Cs of our vision (Collaborate, Communicate, Contribute, Challenge, Create, Critique).

Curriculum into the Classroom resources provide a starting point for curriculum planning for the learning areas taught using the Australian Curriculum. Teachers adapt the resources according to our school context and students' learning needs, ensuring that teaching and learning and assessment align to the Australian Curriculum.

To ensure that our curriculum is Guaranteed and Viable (Marzano) and equips our students for their future, we have developed a collaborative curriculum redesign process based on Understanding by Design (UBD – Wiggins & McTighe) which we have used to redesign English units. Our goal is to embed the 21st century learning skills articulated in our school vision, together with the General Capabilities of the Australian Curriculum to engage students in learning within real life and life like contexts that connect with their world. The IMPACT Learning Framework has provided us with a common language for embedding cognitive neuroscience into the pedagogical practice of our teachers. Our curriculum redesign process prioritises teaching for understanding and transfer, and empowers teaching teams to take ownership while retaining the architecture of C2C content descriptions and text types.

We use a whole school approach to supporting all students' learning including students with disability, gifted and talented students and students learning English as an additional language or dialect. Individual curriculum plans are provided for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas for the reporting period. Students who are identified as Gifted and Talented are clustered in classes across the school.

Our selected pedagogical practices have been drawn from current educational research and best practice. 'The Art and Science of Teaching' (Marzano, 2007) has been adopted as our comprehensive framework for effective instruction. This presents a framework for understanding the characteristics of effective schools and effective teachers within schools. Marzano identifies 41 elements which are organised into 9 Design Questions. Our implementation of the Art and Science of Teaching has been enriched and enhanced by a broader body of research driven practices from John Hattie, Anita Archer, Dylan Wiliam, Jim Knight and Spencer Kagan.

Co-curricular Activities

- Our instrumental music program for students from years 3 to 6 provides the opportunity to perform in Junior, Senior and Jazz bands and Recorder and Strings Ensembles. Students participating in instrumental music are clustered in classes from years 4 to 6 and perform at school concerts and functions and regional eisteddfods. Each year, students are invited to attend an advanced music camp.
- Caningeraba State School's Junior and Senior Choirs perform at school functions and concerts and regional eisteddfods.
- Students across the school have the opportunity to participate in chess training at lunchtimes. Caningeraba, in conjunction with Gardiner Chess, hosts an annual regional chess tournament and participates in tournaments at other schools throughout the year.
- An annual Talent Quest is held each year to invite students to showcase their performance skills.
- Caningeraba offers winter and summer interschool sports programs. Summer sports include; Touch, Softball, Baseball, Basketball, Cricket, Tennis and Dance. Winter sports include; Rugby League, Soccer, AFL, Tennis, Netball and Dance.
- We hold annual swimming and athletics carnivals and cross country running events. Our school supports students to compete at district, regional and state levels in a range of sports. Senior students participate in an interschool 'lightning carnival'.
- The chaplaincy program at Caningeraba supports students across the school. Drumbeat, a structured learning program using music, psychology and neurobiology, is offered to all students.
- Caningeraba State School hosts an annual regional day of excellence and students who are part of our enrichment programs are invited to attend a range of events throughout the year including the Somerset

Festival of Literature. Our teams have been National, State and Regional finalists in Tournament of Minds from 2009 – 2016 and participate successfully in the Reader's Cup competition.

- We are an active participant in Project Unify, enrolled through the Brisbane School of Distance Education to support students in an online learning community.
- We hosted an annual study tour from our sister school in Noumea, St. Jean-Baptiste. In 2016, Caningeraba students were invited to participate in a study tour of Noumea.
- Our students across the school participate in a range of year level incursions and excursions to support the curriculum. In year 5, students are invited to attend a camp at Camp Goodenough. Our Year 6 students are given the opportunity to attend a week-long tour to Canberra. An alternative day camp which, as far as possible, mirrors the activities of the Canberra trip is also offered with excursions on the Gold Coast and Brisbane.
- Caningeraba engages our senior students in leadership opportunities including Y Lead for Year 5 students, Year 6 leadership day and a parliament house visit for our elected leaders.

How Information and Communication Technologies are used to Assist Learning

Caningeraba State School is committed to providing opportunities for students to develop 21st century skills and the associated access to technology required to enhance teacher effectiveness and student learning. The focus of 2016 was once again to build teacher capacity to incorporate new technologies into the learning environment with the notions of the 21st century learning philosophy as the drivers. Several members of staff attended the EduTech conference in Brisbane and this learning assisted in driving the vision forward.

During 2016 each classroom teacher consolidated their learning and expertise so as to engage their students in a range of interactive multimodal online learning environments.

Our Technology Lounge is fully operational providing full 1:1 laptop access with dense wireless connectivity for up to 28 students. This resource is timetabled to allow access for Years 4, 5, and 6 students for at least two sessions per week and is also used to facilitate Project Unify sessions.

In 2016, a total of 108 Surface RT devices were deployed across Years 4 to 6 with 6 to 8 devices in each classroom. These devices operate on Windows 8.1 and provide students and staff with the opportunity to learn with the latest technology. In total, 258 tablet devices were deployed again in 2016 with 6 iPad minis in each classroom from Prep to Year 3.

Caningeraba State School was the first school in Queensland in 2014 to take up the Windows Surface technology on a larger scale. The school partnered with the Web and Digital Delivery Directorate located in Central Office to support our journey. To this end, our school trialled the Microsoft Roadshow facilitated by Web and Digital Delivery staff to provide professional development with all staff. This developmental journey is a work in progress based upon access to systemic wireless and cloud based infrastructure along with future planning for technologies once current devices reach their end of life.

Social Climate

Overview

Caningeraba State School is a 'community' school with new families always commenting on the 'approachability' of staff, and saying that they believe it is a 'great' school. Parents expressed their satisfaction of the school through the School Opinion Survey with 99.1% of parents agreeing Caningeraba is a 'safe school' and 100% agreeing that their children "like being at Caningeraba". 98.3% of parents believe they can talk to their child's teacher about their concerns. Administration and teaching staff are approachable, with parents, students and members of the community more than satisfied with the learning environment, with 97.4% of parents satisfied that their child is treated fairly at this school. Furthermore, 98.3% of students believe that their class teacher encourages them to achieve their best and 99.1% of parents believe that teachers at this school are interested in their child's wellbeing.

Comprehensive support programs have been developed to enhance learning and partnerships forged with external providers and agencies. Daily assemblies across all year levels, the Buddy and Leadership Programs, together with the support staff, guidance officer and the school's chaplain, reinforce Caningeraba's safe and supportive environment. The Student Council works effectively to promote a friendly and tolerant school community. The focus of the council's work is developing a sense of empathy and compassion for others.



Student Councillors develop days of action each term that persuade and motivate students to take action to spread kindness and happiness throughout the community.

Our School Chaplain and Guidance Officer coordinate the Drumbeat Program which promotes social and emotional development through the djembe drums. Students work together towards the common goal of a performance of their skills. The ongoing trial and implementation of MindUp as an explicit social emotional learning curriculum is a key priority for developing a strong culture of health, well-being and mindfulness for staff, students and the wider community. Neuroscience is a key aspect of “teaching the way that students now learn”.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	95%	98%
this is a good school (S2035)	99%	98%	100%
their child likes being at this school* (S2001)	97%	100%	100%
their child feels safe at this school* (S2002)	97%	100%	99%
their child's learning needs are being met at this school* (S2003)	94%	96%	96%
their child is making good progress at this school* (S2004)	96%	94%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	94%	95%
teachers at this school motivate their child to learn* (S2007)	96%	95%	97%
teachers at this school treat students fairly* (S2008)	94%	97%	97%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	98%
this school works with them to support their child's learning* (S2010)	93%	91%	93%
this school takes parents' opinions seriously* (S2011)	91%	95%	92%
student behaviour is well managed at this school* (S2012)	95%	97%	95%
this school looks for ways to improve* (S2013)	98%	98%	98%
this school is well maintained* (S2014)	92%	97%	93%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	99%
they like being at their school* (S2036)	97%	98%	100%
they feel safe at their school* (S2037)	98%	98%	98%
their teachers motivate them to learn* (S2038)	99%	97%	99%
their teachers expect them to do their best* (S2039)	99%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	98%
teachers treat students fairly at their school* (S2041)	95%	96%	95%
they can talk to their teachers about their concerns* (S2042)	93%	96%	95%
their school takes students' opinions seriously* (S2043)	96%	95%	97%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	97%	96%	98%
their school looks for ways to improve* (S2045)	99%	98%	98%
their school is well maintained* (S2046)	98%	97%	93%
their school gives them opportunities to do interesting things* (S2047)	97%	97%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	99%
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)	98%	94%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	96%	90%
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%	99%
staff are well supported at their school (S2075)	99%	98%	91%
their school takes staff opinions seriously (S2076)	98%	94%	91%
their school looks for ways to improve (S2077)	100%	99%	96%
their school is well maintained (S2078)	95%	91%	91%
their school gives them opportunities to do interesting things (S2079)	99%	95%	94%

* 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

Parents and members of the community are encouraged and invited to become involved in a range of activities at Caningeraba. Parents are well informed through the Caningeraba P&C Facebook, weekly newsletters, the school website and online class communications such as EdStudio and class Facebook pages.

The school's Parents' and Citizens' Association works tirelessly for the school community with fundraising activities; and tuckshop and uniform shop operations.

A large number of parents and community members volunteer their services to the school in various roles such as: organising home readers and assisting in the classroom; acting as tutors in the support programs; working in the tuckshop; and assisting the Parents' and Citizens' Association.

Parents are offered opportunities throughout the year to experience the educational environment of Caningeraba with year level information sessions to orientate parents and caregivers at the beginning of the year and parent-teacher interviews at the end of Term 1.

Caningeraba provides various opportunities for parents to engage with our school: Community based sessions with external agencies and key school personnel, afternoon teas for indigenous families, Support a Reader parent training, Support a Talker parent training, Parent Ready Reader training, Prep Orientation sessions, Prep Experience Day and Prep home reading program training. Talent Quests, sports days, concerts, Anzac Day ceremony, School Leader Induction Ceremony, Volunteers' Lunch, Year 6 Graduation and Awards Ceremony and fortnightly assemblies are conducted to share and celebrate student successes with parents and family members.

In 2016, Caningeraba continued implementation of our Kids Matter framework through a strong focus on an appropriate social emotional learning program required in Component Two. Teachers continued to trial the program and provide feedback on the effectiveness of the program based on mindfulness. We continued the initiative developed from the TED talk by Rita Pearson about 'championing a child'. This initiative saw every classroom teacher 'champion' a child that they felt needed a little extra support. The KidsMatter framework also facilitated several parent information programs including: 123 Magic Parenting Program, Smart Maths information session, Helping Your Child Deal with the Angries and Cybersafety presentations to parents. Professional development was also well attended by staff to outline 123 Magic strategies to apply within their classroom environment.

The ongoing implementation of the Caningeraba Kookaburras (parent communication program) saw every class have a parent representative which helped strengthen communication ties between parents and the classroom. The Caningeraba Kookaburras met once a term to network and discuss upcoming events.

Respectful relationships programs

The school has developed and implemented a program or programs that focuses on appropriate, respectful and healthy relationships. The "Daily Assembly Program", led by the Associate Principals, focuses on personal safety and awareness. Associate Principals regularly discuss how to identify and respond to verbal and physical misconduct, cyberbullying, cyber safety, appropriate peer and adult relationships, how to make friends, appropriate travel to and from school, speaking respectfully to adults and children, and the use of appropriate language. Students are taught how to resolve conflict without violence and how to report when they, or others are feeling unsafe. This program is then reinforced in the classroom with teachers.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	17	30	37
Long Suspensions – 6 to 20 days	1	0	1
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return. This school has installed solar panels and more energy efficient air conditioning systems to reduce the use of electricity resources. Caningeraba State School uses stored ground water for watering of grounds and gardens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	231,552	4,402
2014-2015	214,606	4,200
2015-2016	242,413	

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.

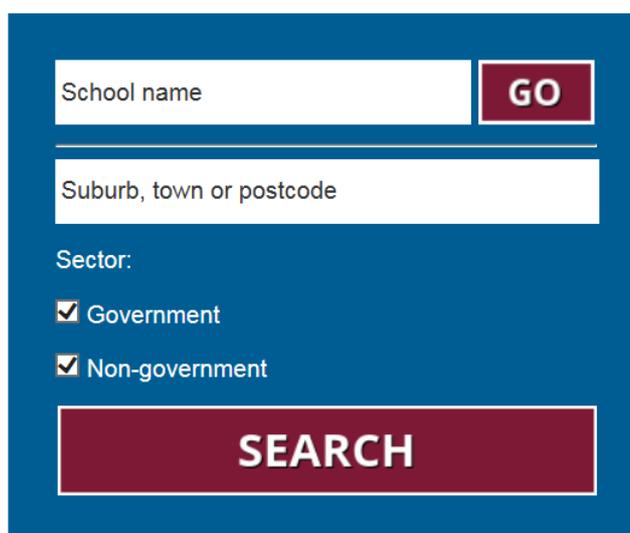
School Funding

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



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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	74	33	<5
Full-time Equivalent	63	21	<5

Qualification of all teachers

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

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	9
Graduate Diploma etc.**	6
Bachelor degree	46
Diploma	13
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 129,919.

The major professional development initiatives are as follows:

STRATEGIC AGENDA	EVENT AND FACILITATOR	PARTICIPANTS
21 st Century Learning	EduTech	Admin, Coaches x 3, Teachers x4
Pedagogy - Coaching	Growth Coaching International Coaching Accreditation Prog. Phase1-3	Admin, Coaches and Lead Teachers (9)
Pedagogy - Explicit Instruction	Dr Anita Archer Explicit Instruction QASSP	HOC, MT, HOSES, Teachers x6
21 st Century Learning	Presenter and participant BSDE Futures Symposium	HOC, MT
Curriculum – Australian Curriculum Pedagogy – 21 st Century Learning	IMPACT Learning Framework BSDE Glen Watt	Entire Teaching staff (Twilight)
Curriculum – Australian Curriculum	QCAA Core Australian Curriculum Consultation Forums	DP x 2 , HOC
Pedagogy - 21 st Century Learning	IMPACT Learning Framework Glen Watt BSDE	P, DP, Coach, Teachers x 7
Pedagogy - 21 st Century Learning	IMPACT Learning Framework Glen Watt BSDE	DP x 2, Coach, Teachers x 8
Curriculum – Social and Emotional Learning (Wellbeing)	Pathways to Resilience - Introduction to Mindfulness (James)	Entire Teaching staff (Twilight)
Curriculum – Australian Curriculum	QCAA Core Australian Curriculum Consultation Group	DP, HOC
Personalised Learning – Whole School Intervention	School Partnerships STLaN – Carole Park SS (Wendy Harling)	Admin, STLaN
Pedagogy - 21 st Century Learning	IMPACT Learning Framework Glen Watt BSDE	Teachers x 10
Pedagogy - Instructional Coaching	QASSP Retreat Leading Learning in your Schools (Judy Petch)	Admin and coaches x 3
Curriculum – Digital Technologies	Introduction to Digital Technologies Curriculum (Paul Finger) SER	Entire teaching staff (Twilight)
Curriculum – Digital Technologies	STEM Digital Technologies Launch School PD	HOC, G&T Coordinator
Pedagogy - 21 st Century Learning/ Instructional Leadership	State QASSP Conference	P, MT

Curriculum – Digital Technologies	STEM Online Professional Development Program	HOC, Teachers x 13
Pedagogy - Instructional Coaching	Coaching Conversations	All teaching staff
Reading - Instructional Coaching	Coaching Conversations	Teaching staff
Pedagogy and Reading Focus	SWOT - Sharing With Other Teachers	Teachers x 40

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	88%	92%

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

The overall student attendance rate in 2016 for all Queensland 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
2014	95%	93%	93%	94%	94%	94%	93%	94%					
2015	95%	94%	93%	94%	93%	94%	94%						
2016	94%	94%	95%	94%	95%	94%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is

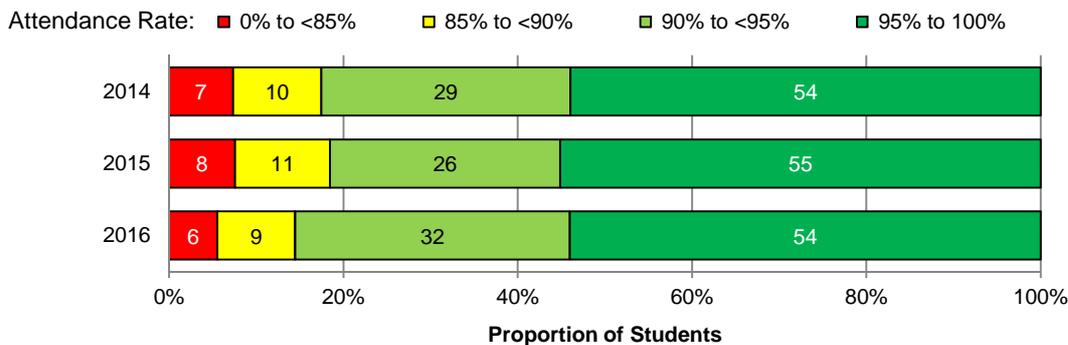
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Caningeraba State School expects each parent of a child who is of compulsory school age to ensure that the child attends school on every school day unless the parent has a reasonable excuse.

Our school uses OneSchool data tracking. Rolls are marked twice daily at 8.50 am and 12 pm by the classroom teacher. Records are kept of students who arrive late to school and parents are contacted to ensure appropriate follow up procedures.

Same day absence text notifications occur after the 8:50 roll marking procedures. There is a dedicated staff member managing the same day notifications through OneSchool.

Parents are requested to provide their child's classroom teacher with a written note explaining all absences if they have not responded to the same day text notification. If students are absent for three (3) days or more, a phone call to the administration office to advise them of the circumstances is expected. Parents can leave a message on our absence line to explain any absences. A note to the class teacher is also acceptable. Student absenteeism is monitored through the classroom teacher and Administration. All records of contact are kept on the OneSchool database.

Furthermore, the parents of students who have an excessive number of days off during the semester will be contacted by a School Administrator. Issues which may arise where parents or carers do not take reasonable and appropriate measures to have their child in attendance at school are treated very seriously and are managed by the Principal in accordance with the Education General Provisions Act 2006.

At Caningeraba State School we promote 100% attendance by:

1. Applying our school attendance policy

A clear, inclusive and simple attendance policy promotes high expectations of student attendance. The policy, including clear expectations about attendance, is communicated consistently to students and the school community through the schools website, newsletters and in the school's enrolment package.

2. Recording and following up student absences

A consistent and effective follow-up process for unexplained student absences is applied. Timely follow-up is a key preventative strategy in reducing absenteeism. It also enables those parents who may not be aware that their children are absent to take action.

3. Monitoring student non-attendance and patterns of non-attendance



The school's attendance data is analysed to identify absenteeism trends and individual students with high levels of absenteeism. At Caningeraba, we investigate absentee rates and their relationship to factors such as the day of the week, the class/subject/year level and particular gender/cultural groups.

4. Developing a positive school culture

A safe and supportive school environment that promotes positive relationships and includes the implementation of programs which develop social and emotional skills, peer tutoring and mentoring, and anti-bullying strategies has been developed. We aim to develop positive home-school relationships to assist parents to support their child's attendance at school. Student Attendance Profiles and Attendance Passports are implemented in collaboration with families.

5. Collaborating with other agencies

We liaise with other agencies such as ACT for Kids, Child Family Connect, Queensland Police Service and local non-government organisations, to address the trends or support individual students and their families to encourage attendance.

NAPLAN

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

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

Find a school

School name

Suburb, town or postcode

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 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.