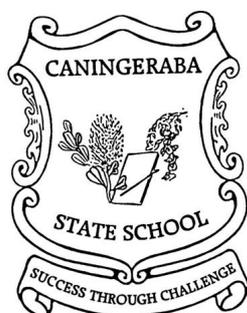


# Caningeraba State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

As principal of Caningeraba State School, I commend to you our School Annual Report for 2014. 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, and through word of mouth, celebrates a rich culture and strong tradition based on strong 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.

Our 2014 Annual Report is provided to inform parents and the wider community of our progress throughout 2014, and to briefly outline our future direction underpinned by continuous improvement and high expectations. The 2014 Annual Implementation Plan represents the first 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 or "spinning plates" that were identified during the 2013 Quadrennial School Review process. These school priorities deeply reflect our newly formed vision, *Caningeraba is a community committed to educating happy, healthy, confident 21<sup>st</sup> 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 explicit improvement agendas within the 2015 Annual Implementation Plan which will build upon the strategic work carried out in 2014 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 2014 and were successfully managed in line with current facilities and Year 7 moving to high school in 2015 through the *Flying Start* initiative. 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 2014

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 21<sup>st</sup> century in which they will live and work. The six "Cs" in the globe are pivotal to achieving this vision and have formed a large part of our strategic focus during 2014 as a foundation for developing a community of 21st century learners.

***"Caningeraba is a community committed to educating happy, healthy, confident 21<sup>st</sup> 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 to receive two significant accolades during 2014 which 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* in late 2014. The awards across Queensland will be announced at the Principal's Conference in late February of 2015.

Further, our school was successful in its application to become an Independent Public School in 2015. Achieving this milestone has been 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.

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 is allocated as an additional staff member and will be appointed to our school for a three year period to be appointed for 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 announcement of the Great Results Guarantee initiative in week one of the 2014 school year provided significant resourcing of \$243,622 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. The Great Results

Guarantee enabled a responsive, focussed and deliberate strategy to leverage the implementation of our Oral Language, Striving to Advance Reading Success (STARS) and SMARTmaths programs across Prep to Year 7.

The Annual Implementation Plan (AIP) for 2014 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 2014 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 2014 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 **21<sup>st</sup> 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 and the ARTS through Prep to Year 7. Aligning the curriculum intent, C2C resources, assessment, and reporting will be a key improvement agenda.
3. Build teacher capacity in sophisticated **data literacy** skills and further align and embed a **Personalised Learning Framework** underpinned by a **data driven** 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*, *7 Steps to Writing Success* 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*, *Flying Start Partner Schools*, *KidsMatter*, *Drumbeat* 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 2014 as outlined in the school Annual Implementation Plan. 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.

Raising Awareness, Research & Consultation 	Design and Implementation 	Monitoring, Review and Evaluation 	Embedded in School Culture 
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School Priority		SMARTgoal	Strategy 2014-2017	2014 Strategies/Actions
Pedagogical Framework	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.	Redesign a more relevant <i>Pedagogical Framework</i> to support the newly developed Caningeraba State School vision statement and to reflect 21 <sup>st</sup> century learning principles, current research, local and international best practice and community consultation.	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <span style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; margin-right: 5px;"></span> </div> <div> <span style="display: inline-block; width: 15px; height: 15px; background-color: red; border: 1px solid black; margin-right: 5px;"></span> </div> </div> <p>Implement processes for redesign and development of authentic Pedagogical Framework contextualised to Caningeraba State School and founded on our beliefs, our values and our vision aligned to 21<sup>st</sup> century learning and 4 Year Strategic Plan.</p> <ul style="list-style-type: none"> <li>Embedding our vision – the next step</li> <li>EQ Framework – core systemic principles for a pedagogical framework</li> <li>The compelling why? (Hearts and minds)</li> </ul> <p>Build staff capacity through extensive professional development informed by research/evidence based best practice</p> <ul style="list-style-type: none"> <li>Visible Learning – Hattie (Student Free Days)</li> <li>Facilitate professional development on IMPACT Model (Key teachers prep – Year 6 and admin). Raise awareness of whole staff (Twilight) – relevance within our context.</li> <li>Provide professional development at EduTech (admin team and key teachers) – focus on 21<sup>st</sup> century learning.</li> <li>Harness ASOT (Marzano) training at August QASSP Conference (admin and key staff)</li> </ul> <p>Develop staff ownership of pedagogical framework through extensive school-wide consultation</p> <ul style="list-style-type: none"> <li>No hidden agendas – staff driven and authentic</li> <li>Scan of other pedagogical models e.g. Fleming</li> <li>Scan best practice elsewhere – learning from others (local, interstate) – school visits.</li> </ul>	

	<p>1.2 Further build teacher capacity, confidence and expertise in developing new pedagogies and the use of emerging technologies to enhance 21<sup>st</sup> century learning within the context of a school-wide pedagogy framework.</p>	<p>Facilitate ongoing trial of new digital pedagogies and latest technologies:</p> <ul style="list-style-type: none"> <li>• Implement blended iPad &amp; Windows SurfaceRT platform.</li> <li>• Implement BYOx trial in 2015/16 based on trial recommendations.</li> </ul>	<p> </p> <p>Finalise deployment of 258 tablet devices across Prep – Year 7</p> <ul style="list-style-type: none"> <li>• 6 iPad minis per Prep – Year 3 classroom</li> <li>• 6 Windows Surface RTs per Year 4-7 classroom</li> <li>• iPad minis – Music, PE and LOTE</li> </ul> <p>Further develop staff capacity aligned to vision, 21<sup>st</sup> century learning and pedagogical framework.</p> <ul style="list-style-type: none"> <li>• Harness ongoing partnership with Information and Technology Branch (Central Office) and Microsoft to deliver cutting edge training.</li> <li>• Facilitate <i>Microsoft in the Classroom</i> training as pilot school in conjunction with central office.</li> <li>• Provide ongoing feedback to Web Based Delivery and Design division</li> <li>• Harness ICT Working Party as part of ongoing iPad and Surface RT trial – pedagogy driving design.</li> </ul>
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<p><b>1.3</b> Improve instructional leadership capacity and teacher pedagogy through a consistent whole school framework which includes modelling, evaluating and providing formal written and verbal feedback on teaching practice.</p>	<p>Embed <i>National Partnership Program</i> with Numeracy Coach utilising 5 stage coaching model. Investigate, design and implement <i>Instructional Leadership Framework</i> e.g. peer coaching, instructional rounds, 3 minute walkthrough.</p>	<p></p> <p>Review and research best practice coaching and mentoring frameworks and align to school context and pedagogical framework.</p> <ul style="list-style-type: none"> <li>• Utilise school wide pedagogical framework and <i>Professional Standards for Teachers</i> to audit current practice (whole school engagement)</li> <li>• Harness Regional resources</li> <li>• Provide opportunities for coaching and mentoring <ul style="list-style-type: none"> <li>○ ICT, Spelling, Reading, Number coaching and mentoring at staff meetings and SFD.</li> </ul> </li> </ul> <p>Build staff capacity and develop coaching and mentoring program in reading and numeracy under Great Results Guarantee</p> <ul style="list-style-type: none"> <li>• Identify and employ four in-house <i>Reading Revolutionaries</i>, modelling, mentoring and coaching one day each week Prep – Year 7 in <i>Striving to Advance Reading (STAR)</i> program.</li> <li>• Realign similar strategy in area of SMARTmaths (two days per week) and risk manage according to loss of recurrent funding for National Partnership Numeracy Coach.</li> </ul>
<p><b>1.4</b> 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></p> <p>Refine implementation of Developing Performance Framework</p> <ul style="list-style-type: none"> <li>• Principal to model and support teaching and non-teaching staff and admin staff through 4 phases of DPF process. <ul style="list-style-type: none"> <li>○ Professional Standards for Teachers</li> <li>○ LCC endorsed reciprocal critical friend model</li> </ul> </li> </ul>

	<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 Development Plan</i> utilising:</p> <ul style="list-style-type: none"> <li>• <b>Sharing With Other Teachers</b> SWOT</li> <li>• <i>Learning Days &amp; Aligning Days</i> – Prep – Year 7 targeted weekly professional development.</li> <li>• SFDs &amp; targeted Year level meetings.</li> </ul>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p>Further develop and enhance Professional Learning Plan responsive to improvement agendas and staff need.</p> <ul style="list-style-type: none"> <li>• Refine plan to address data culture, school performance (spelling, reading, number), curriculum and community engagement and aligned to SFDs, Aligning Days, Learning Days &amp; formalised year level meetings</li> <li>• 100% of staff engaging Ed Studio</li> </ul> <p>Strengthen SWOT (Sharing With Other Teachers) program and align with school improvement agendas.</p> <ul style="list-style-type: none"> <li>• Teachers will access multiple opportunities to observe, reflect, critique and share with other teachers in their classrooms in accordance with agreed SWOT Protocol. <ul style="list-style-type: none"> <li>○ Focus on improvement agendas but differentiated according to teacher skills and needs .i.e. eLearning, spelling, reading, number.</li> <li>○ Ensure growth of a platform of trust and mutual respect.</li> </ul> </li> </ul> <p>Further embed formalised Teacher Induction Program</p> <ul style="list-style-type: none"> <li>• Deepen professional development for new teachers regarding school improvement agenda, policies and procedures and Caningeraba State School culture.</li> <li>• Provide SWOT for new and beginning teachers.</li> </ul> <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"> <li>• Formalised fortnightly meetings with Associate Principal as Co-Chairs to support team culture and ensure alignment to strategic intent.</li> </ul>
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	School Priority		
	SMARTgoal	Strategy 2014-2017	2014 Strategies/Actions
Australian Curriculum	<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 7, with teaching in each year building on to extend learning in previous years.</p>	<p>Further implement and embed the <i>Australian Curriculum</i> utilising <i>Aligning Days</i> and <i>SMARTplan</i>. Ensure enacted curriculum matches intended curriculum i.e. content descriptions provide key explicit whole school focus when aligning to C2C Unit Plans.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <span style="color: red; font-size: 2em; margin-right: 5px;">■</span> <span style="color: blue; font-size: 2em; margin-right: 5px;">■</span> </div> <p>Embed the Australian Curriculum in English, Maths, Science and History in Prep –Year 7. 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 published. (EQ Learning Roadmap and EQ Strategic Plan 2011-2015).</p> <p>Implement Australian Curriculum in Geography Prep - Yr 7</p> <ul style="list-style-type: none"> <li>• Reaffirm common, consistent and clear message on approach to C2Cs to support implementation of Australian Curriculum.</li> <li>• Embrace the C2C resources to “adopt or adapt according to the school context and student learning needs” (United in the Pursuit of Excellence)</li> </ul> <p>Raise awareness in Civics and Citizenship (from Year 3) and Economics and Business (from Year 5) ready for implementation in 2015</p> <ul style="list-style-type: none"> <li>• Provide professional development through Learning Days</li> </ul> <p>Raise awareness and familiarise specialist staff in the areas of LOTE, The Arts and Health and PE</p> <ul style="list-style-type: none"> <li>• Provide professional development through Learning Days and student free days.</li> </ul> </div>

	<p><b>2.2</b> 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>Embed <i>Whole School Intervention Model</i> through targeted Learning Support, Gifted and Talented and EQ initiated Programs e.g. TOMS, Creative Days of Excellence, Project 600. Resource GEMS professional development and dedicated Gifted &amp; Talented Enrichment Program</p>	<p></p> <p>Enhance attention to intellectually rigorous and engaging activities, in particular for identified Gifted and Talented students and students in the Enrichment Program.</p> <ul style="list-style-type: none"> <li>• Embed additional programs to include: <ul style="list-style-type: none"> <li>○ Lunch Club activities – kaleidoscope, chess, theatre sports, book club, and technology.</li> <li>○ After school drama lessons.</li> <li>○ Tournament of Minds</li> <li>○ Hosting Yrs 3,4,5 Creative Days of Excellence with local schools</li> <li>○ Chess Club</li> <li>○ Reader's Cup</li> <li>○ Somerset Festival of Literature</li> </ul> </li> </ul>
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	<p><b>2.3</b> Further build teacher capacity in developing consistent, valid, reliable and transparent assessment and reporting practices which provide timely and appropriate feedback to students and parents.</p>	<p>Facilitate professional development to develop and document an <i>Assessment and Reporting Framework</i> which better aligns the <i>Australian Curriculum</i> intent, C2C resources, summative assessment, teacher judgments and QSA policy.</p>	<p></p> <p>Refine Whole School Assessment and Reporting Framework to include diagnostic and school based assessment aligned to Australian Curriculum, 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> <ul style="list-style-type: none"> <li>• Front ending assessment as a key focus in all professional development through Aligning and Learning Days. <ul style="list-style-type: none"> <li>○ Develop school based criteria sheets and continua, agreed and consistent standards, formal moderation procedures and schedules, profiles for determining exit levels of achievement and exemplars.</li> </ul> </li> <li>• Professional development through SFD, staff meetings, aligning days, learning days and year level meetings to “front end” assessment and align with Australian Curriculum and C2C.</li> </ul> <p>Professionally develop an authentic assessment culture including formalised moderation procedures.</p> <ul style="list-style-type: none"> <li>• Schedule formal moderation procedures <ul style="list-style-type: none"> <li>○ Maintain formal moderation procedures and align with reporting cycles.</li> <li>○ Refine semester profiles to ensure consistency across year levels.</li> </ul> </li> </ul>
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<p><b>2.4</b> 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 EATSIPS with <i>Australian Curriculum</i> intent to embed ATSI histories, cultures and perspectives from Prep to Year 7. Continue to resource indigenous Teacher Aide to provide targeted support for students.</p>	<p></p> <p>Ongoing implementation of EATSIPS Plan</p> <ul style="list-style-type: none"> <li>• Integration through Australian Curriculum History units</li> <li>• Conduct ongoing analysis of Closing the Gap Report and provide timely intervention – attendance and academic achievement</li> <li>• Align teacher aide resources to student need.</li> <li>• Provide ongoing support and healthy lifestyles programs e.g. Deadly Choices, KALWUN, cultural excursions.</li> <li>• Access indigenous parent expertise</li> </ul>
<p><b>2.5</b> 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 inaugural <i>Bonjour French Festival</i> at Emerald Lakes 23 November 2014.</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"> <li>• Organise study tour to New Caledonia in 2015.</li> <li>• Facilitate annual St Jean Baptiste cultural exchange.</li> </ul> <p>Promote cultural activities through promotion of Bonjour French Festival at Surfers Paradise Festival.</p>

<b>School Priority</b>		
<b>SMARTgoal</b>	<b>Strategy 2014-2017</b>	<b>2014 Strategies/Actions</b>

<p><b>3.1 Further develop teacher capacity to understand, interpret</b></p>	<p>Continually monitor, review and value-add whole school</p>	<p style="text-align: right;">Department of Education and Training</p>
<p>and utilise whole school, cohort, class and individual student data to inform teaching and improve student learning in a sophisticated, consistent and meaningful way.</p>	<p>approaches to school based, systemic and diagnostic data.</p> <ul style="list-style-type: none"> <li>• Data literacy</li> <li>• <i>Whole School Intervention Model</i></li> <li>• <i>Diagnostic Assessment Overview</i></li> <li>• NAPLAN Plan &amp; October SFD</li> </ul>	<p>Further develop and embed whole school data culture which is “lived and breathed”, understood and valued.</p> <ul style="list-style-type: none"> <li>• Provide strong leadership in embedding culture with consistent and common language <ul style="list-style-type: none"> <li>○ Prep to 7: “It’s Everyone’s Business”</li> <li>○ “QUALITY Curriculum, QUALITY Teaching and Learning, QUALITY Data, QUALITY Processes.</li> <li>○ “Every Student, Every Classroom, Every Day”</li> <li>○ Push and Pull strategy–Below NMS, Mean &amp; U2B</li> </ul> </li> </ul> <p>Refine ongoing and seamless whole school NAPLAN plan within context of Whole School Intervention Model, Diagnostic Assessment Overview, OneSchool, PatM, SunLANDA, SMARTbook, G&amp;T, STL&amp;N, ATSI, U2B, NMS, ROI, MSS, relative gain and effect size.</p> <ul style="list-style-type: none"> <li>• Critically reflect and analyse with admin team and STL&amp;N to further align and improve the whole school data analysis cycle across four terms to provide clarity, consistency and continuity.</li> </ul> <p>Facilitate fifth 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"> <li>• Whole school data conversations in P-2, 3-4, 5-7 groupings across 3, 5, 7 NAPLAN domains.</li> <li>• Facilitate Traffic Lights for NAPLAN – School Vs. Nation for Years 3,5,7 for 2013 NAPLAN Test and Years 2,4,6 for 2012 Practice Test <ul style="list-style-type: none"> <li>○ Data analysis – NMS, U2B, Rate of Improvement, Bottom 20% &amp; Top 20% Nation.</li> <li>○ Drilled down item response deep analysis</li> <li>○ Facilitate traffic lights for 2012 NAPLAN practice tests in Years 2,3,4,5,6,7</li> <li>○ Ensure high yield strategies,line of sight and through line.</li> </ul> </li> </ul> <p>Implement Early Start Screener</p> <ul style="list-style-type: none"> <li>• Develop resource model to support screening conducted by teachers in Prep term 1 and 4, Year 1 in term 4 and Year 2 in term 4. <ul style="list-style-type: none"> <li>○ Investigate early intervention strategies at end of Prep and end of Year 1 pending available resources.</li> </ul> </li> </ul> <p>Conduct annual review and audit of whole school scope of teacher aide resourcing across Prep – year 7 in alignment with strategic priorities and Teacher Aides Certified Agreement 2011.</p> <ul style="list-style-type: none"> <li>• Principal to determine Priority Learning Areas <ul style="list-style-type: none"> <li>○ Allocate Permanent Base Hours</li> <li>○ Realign human resource with priority learning areas and manage potential issues</li> <li>○ Future proof contingencies targeted as election commitment and Literacy and Numeracy intervention funds</li> </ul> </li> </ul>
		<p>Further develop capacity to utilise OneSchool to track, monitor and customise student achievement.</p> 

<p><b>3.2</b> 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>Further develop implementation of <i>Personalised Learning Framework</i> incorporating Multiple intelligences, Bloom's Taxonomy, Maker's Model, <i>SMARTbook</i>, <i>SMARTplan</i>, and <i>SMARTgoals</i>.</p>	<p></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"> <li>• Compelling Why?</li> <li>• Hearts and minds</li> <li>• Beliefs and values</li> </ul> <p>Utilise "The Caningeraba Way" EdStudio as key communication strategy.</p>
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<p><b>3.3</b> 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>Embed <i>SMARTbook</i> and <i>Learning Conversation</i> strategies with increasingly more sophisticated teacher skills in developing specific goals, explicit strategies and facilitating self-assessment through professional reflection.</p>	 <p>Embed and refine SMARTbook linked to Learning Conversations and incorporating Personalised Learning Framework</p> <p>Embed and further develop strong culture of Learning Conversations introduced in 2011.</p> <ul style="list-style-type: none"> <li>• Learning Conversations to be undertaken between Principal and each class teacher across Terms 2 to 4. <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Particular focus in 2014 on personalised learning, explicit goal and target setting and explicit strategies based on diagnostic, standardised and class assessments.</li> </ul> </li> <li>• Facilitate third annual January SFD agenda which directs opportunity for teachers to analyse hardcopy and digital student folios for new 2013 class and initiate differentiation strategies, goals and targets at class, subgroup and individual student level for SMARTbook. <ul style="list-style-type: none"> <li>○ OneSchool, customised classes in SunLANDA, class folios and diagnostic assessments.</li> <li>○ Facilitate 2014 teacher SMARTbook digitally stored in G: drive and hyperlinked to student intervention programs e.g. IEPs, ESFPs, Learning Support Plans, G&amp;T etc.</li> </ul> </li> </ul>
<p><b>3.4</b> 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>Embed <i>SMARTplan</i> strategy in English and Maths to complement</p> <ul style="list-style-type: none"> <li>• Curriculum intent – content descriptions – Bloom’s Taxonomy</li> <li>• <i>SMARTgoals</i> – class groupings</li> <li>• Maker’s Model – specific strategies</li> <li>• Embed strategies Toolkit e.g. cubing</li> </ul>	 <p>Further develop and refine SMARTplan processes implemented in 2013 and scaffold professional development opportunities through learning days.</p> <ul style="list-style-type: none"> <li>• English Units 2-7</li> <li>• Focus on sustainable school wide processes</li> <li>• Building teacher capacity in analysis, synthesis and development of ideas in unpacking content descriptions, identifying key foci for pretesting, development of SMARTgoals, selection of explicit differentiation strategies (Maker’s Model) and reflection and evaluation on process.</li> <li>• Facilitate centralised process for retrieval of SMARTplans.</li> </ul>

<p><b>3.5</b> Develop capacity for students to create and enact goals for individual growth in academic, social/emotional, personal and community domains.</p>	<p>Design, develop and implement an age appropriate school wide <i>SMARTgoals</i> program.</p>	<p style="text-align: center;"></p> <p>Investigate strategy for SMART Goals initiative ready for school wide implementation in 2015/2016</p> <ul style="list-style-type: none"> <li>• SMARTgoals will complement the SMARTbook and SMARTplan and aims to provide a parent, teacher, student partnership regarding goal and target setting for academic and health and well-being priorities.</li> </ul>
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School Priority			
SMARTgoal	Strategy 2014-2017	2014 Strategies/Actions	
<b>School Improvement</b>	<p><b>4.1</b> Implement a consistent whole school developmental spelling framework to improve spelling outcomes for students.</p>	<p>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>	<p style="text-align: center;"></p> <p>Embed whole school approach to the explicit ‘Teaching of Spelling’</p> <ul style="list-style-type: none"> <li>• Facilitate ongoing consultation with staff to ensure that classroom practice aligns with strategic intent of Australian Curriculum (Aligning days/learning days).</li> <li>• Embed Words Their Way as a whole school diagnostic tool and spelling strategy                             <ul style="list-style-type: none"> <li>○ Ensure consistency of approach</li> <li>○ Develop a strong knowledge base about spelling in the Australian Curriculum.</li> </ul> </li> </ul>

<p><b>4.2</b> Implement a consistent whole school reading framework to improve reading strategies and comprehension for students.</p>	<p>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 &amp; knowledge of the world) and <i>STRIVE</i> as key strategies.</p>	<p></p> <p>Further refine Caningeraba whole school reading framework and whole school approach to the explicit “Teaching of Reading”.</p> <ul style="list-style-type: none"> <li>• Revisit and further refine whole school reading framework in alignment with regional priorities.</li> <li>• Develop key strategies utilising Great Results Guarantee initiative             <ul style="list-style-type: none"> <li>○ Implement Striving to Advance Reading Success (STARS) Program from Prep – Year 7 providing a common and consistent language for the teaching of reading (decoding and comprehension strategies).</li> <li>○ Build staff capacity through deployment of 4 key teachers (1 day per week) as Reading Revolutionaries to mentor and coach the teaching of reading.</li> <li>○ Recruit and professionally develop dedicated teacher aides to support guided reading strategies in Prep to Year 3.</li> <li>○ Expand speech language pathology program to 3 days per week to collaborate with STLaN on oral language program in Year 1.</li> <li>○ Recruit and professionally develop dedicated teacher aides to support oral language program and to provide explicit targeted intervention for at risk students.</li> </ul> </li> </ul>
<p><b>4.3</b> 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> to include <i>7 Steps to Writing Success</i> as a key improvement strategy.</p>	<p></p> <p>Develop consistent approach to proof reading and editing processes across Prep to Year 7.</p> <p>Investigate and raise awareness regarding professional development opportunities on <i>7 Steps to Writing Success</i> for late 2014 or early 2015.</p>

<p><b>4.4</b> 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 SMARTmaths program and support regional professional development e.g. <i>SLIM</i> Conference.</p> 	 <ul style="list-style-type: none"> <li>• Develop key strategies utilising Great Results Guarantee initiative             <ul style="list-style-type: none"> <li>○ Further develop, align and embed SMARTmaths Program from Prep – Year 7</li> <li>○ Build staff capacity through deployment of 2 key teachers (1 day per week) as SMARTmaths Mentors to coach the teaching of SMARTmaths.</li> <li>○ Facilitate professional development of staff in Natural Maths strategies (Ann Baker Term 4).</li> </ul> </li> </ul>
<p><b>4.5</b> 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"> <li>• Attendance passports</li> <li>• Agencies: <i>ACT for Kids, HOF, FSG</i></li> <li>• Indigenous Teacher Aide liaison</li> <li>• <i>KALWUN</i> extra-curricular/cultural</li> </ul>	 <p>Promote and embed attendance policies and procedures</p> <ul style="list-style-type: none"> <li>• Communicate and action EQ attendance policy.             <ul style="list-style-type: none"> <li>○ Everyday Counts – tracking strategies and procedures</li> <li>○ 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.</li> <li>○ Implement Attendance Passports for at risk students</li> <li>○ Professional development of teaching staff e.g. procedures, risk factors, risk minimisation, student protection.</li> </ul> </li> </ul>

School Priority			
	SMARTgoal	Strategy 2014-2017	2014 Strategies/Actions
Parent and Community Engagement	5.1 Strengthen and develop effective strategies to engage in genuine community partnerships to maximise student learning outcomes.	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 participation.	 <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"> <li>• Conduct 5 week Triple P parenting program (Accoras You Nique)</li> <li>• Advertise educational programs and agency resources through monthly KidsMatter newsletter.</li> </ul> <p>Advertise community programs to engage other schools in Mid-Coast Cluster e.g. Youth Mental Health First Aid.</p>

	<p><b>5.2</b> 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></p> <p>Consolidate Phase 1 of KidsMatter program and plan implementation of Phase 2 in readiness for 2015.</p> <ul style="list-style-type: none"> <li>• Conduct parent and staff consultation meeting once per term with tailored programs in response to KidsMatter survey.</li> <li>• 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.</li> </ul> <p>Further develop and implement staff health and well-being framework.</p> <ul style="list-style-type: none"> <li>• Provide professional development to teaching and non-teaching staff: <ul style="list-style-type: none"> <li>○ Risk and protective factors (January SFD)</li> <li>○ Diversity walks (January SFD)</li> <li>○ Mental health: fostering good mental health (January SFD)</li> <li>○ Staff health and well-being – EdLink</li> <li>○ Motivational keynote speaker for staff and students (Julie Cross) –Twilight Term 2.</li> <li>○ Youth Mental Health First Aid course – EdLink (4 days – GO, KidsMatter Team, 2 teaching staff, 2 non-teaching staff.)</li> </ul> </li> </ul> <p>Fostering staff health and well-being activities sourced through external providers including walking club, drumming, meditation 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"> <li>• Introduce championing a child initiative</li> <li>• Embed Drumbeat Program for identified students and senior students</li> <li>• Facilitate Learning Engagement Online (LEO) program for identified students</li> <li>• Facilitate onsite mental health psychologist service for identified students with Mental Health Plans.</li> <li>• Trial <i>Mind Up</i> Program as part of investigation re social/emotional learning framework.</li> <li>• Conduct focus days including Take a Break, Drumming and <i>R U OK</i> Day.</li> </ul>
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	<p><b>5.3</b> Foster relationships with parents through improved whole school and class based communication.</p>	<p>Continue to implement the <i>Community Communication &amp; Collaboration (CCC) Program</i> to comprise a <i>Triple C</i> Coordinator and parent representatives for each class, Special Education Program and Music – publish monthly newsletter.</p>	<p></p> <p>Implement Caningeraba Kookaburras Program</p> <ul style="list-style-type: none"> <li>• Identify and train Kookaburra parent coordinator</li> <li>• Provide professional development on vision, philosophy and framework for program (January SFD)</li> <li>• Raise awareness with community: newsletters, forums and personal letters.</li> <li>• Recruit and invite parent nominations through personal contact.</li> <li>• Facilitate Caningeraba Kookaburras induction program</li> <li>• Conduct monthly meetings with Kookaburras and support gradual release of responsibility with parent coordinator.</li> <li>• Coordinate parent contacts for each class and foster links between parents, teacher and class Kookaburras.</li> <li>• Develop and promote school wide communication protocols.</li> <li>• Distribute two Kookaburra class newsletters per term (email, hard copy and trial facebook)</li> </ul>
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	<p><b>5.4</b> Commit to strengthening partnerships with external agencies and local early childhood providers to share resources for prevention, early identification and intervention to maximise educational outcomes.</p>	<p>Facilitate partnerships program with feeder early childhood providers:</p> <ul style="list-style-type: none"> <li>• Early identification through <i>PEDS</i></li> <li>• Harness resources - <i>Gr8 Start Alliance</i></li> <li>• Facilitate community parent education e.g. <i>Parent Ready Reader</i></li> </ul>	<p></p> <p>Promote parent Ready Reader program throughout community.</p> <ul style="list-style-type: none"> <li>• Conduct Parent Ready Reader program with a focus on Prep parents for 2014 at Caningeraba State School</li> <li>• Conduct Ready Reader program at local library for local childcare centres with a focus on Prep parents for 2015.</li> </ul> <p>Facilitate parent education programs throughout community.</p> <ul style="list-style-type: none"> <li>• Bringing up Great Kids in the Early Years (Act for Kids)</li> </ul> <p>Strengthen partnerships with external agencies</p> <ul style="list-style-type: none"> <li>• Liaise with Smith Family and Senior GO as part of Regional focus on improved pre-prep strategic priorities, early child care links and transitioning.</li> <li>• Meet with local childcare providers to discuss Caningeraba prep programs and expectations</li> <li>• Facilitate handover of transition statements and individual student information and PEDS for 2015 Prep</li> <li>• Invite teachers from local early childcare centres to Prep information sessions e.g. Prep orientation, Ready Reader.</li> <li>• Provide opportunities for teachers from local feeder childcare centres to work shadow prep teachers at Caningeraba State School.</li> </ul>
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	<p><b>5.5</b> Ensure a seamless and successful transition for students moving to Junior Secondary in 2015 and strengthen productive partnerships with Varsity College as partner trial pilot school and <i>MidCoast</i> high schools.</p>	<p>Implement <i>Flying Start</i> reforms:</p> <ul style="list-style-type: none"> <li>• <i>Flying Start</i> trial pilot with Varsity</li> <li>• Year 6/7 Leadership Program- <i>YLead</i></li> <li>• <i>MidCoast</i> Community of Schools transition program for 2015.</li> <li>• Extra-curricular programs – Tallebudgera &amp; Canberra Trip</li> <li>• Community awareness</li> </ul>	<p></p> <p>Lead school community through <i>Flying Start</i> agenda in readiness for Junior Secondary in 2015.</p> <ul style="list-style-type: none"> <li>• Partner with Mid-Coast Cluster to provide successful transition and share common strategy             <ul style="list-style-type: none"> <li>• Sharing With Other Teachers (SWOT) - opening classroom doors to high school teachers.</li> <li>• Facilitating high school teachers at Learning Days.</li> </ul> </li> <li>• Risk manage community concerns and expectations regarding <i>Flying Start</i> 2015             <ul style="list-style-type: none"> <li>• Canberra Trip – combined Year 6/7</li> <li>• Senior School strategy – extracurricular: drug and sex education; first aid; leadership; and end of year activities.</li> <li>• Leadership 2014 – combined Year 6/7</li> <li>• 2014 Graduation ceremonies</li> </ul> </li> </ul>
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School Priority			
SMARTgoal	Strategy 2014-2017	2014 Strategies/Actions	
<p><b>School Enhancements</b></p>	<p><b>6.1</b> Provide a play space which will increase participation of approximately 160 Prep students in structured play to develop balance, coordination, cross patterning, spatial awareness and body strength.</p>	<p>Design, resource, tender and construct a fit for purpose Prep playground adjacent to existing playground structure. Scope of Works approximately \$90,000.</p>	<p></p> <p>Site manage construction of prep playground during holiday period in readiness for 2014 start of year.</p> <ul style="list-style-type: none"> <li>• Relocation of existing fencing to accommodate building compliance.</li> <li>• Site preparation to accommodate works</li> </ul>

<p><b>6.2</b> 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.</p>	<p>Facilitate Maintenance Assets Register prioritised scope of works to progress major repair of building fascias, soffits and external painting in accordance with allocated funding. Manage Direct to Market to ensure high quality, high value.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;">  </div> <div style="margin-bottom: 10px;">  </div> <p>Develop 2014 Budget in alignment with Annual Implementation Plan and explicit improvement agendas.</p> <ul style="list-style-type: none"> <li>• Priorities (\$100,000) <ul style="list-style-type: none"> <li>○ Replacement of existing fascias (Blocks Admin,2,3,4,5, SEP, Music and covered area.</li> <li>○ Repair box gutter sumps</li> <li>○ Signage</li> <li>○ Air conditioning maintenance</li> <li>○ Exterior painting of buildings</li> <li>○ Relocation of air conditioning drainage</li> <li>○ Special Education storage</li> <li>○ Shade sails and landscaping</li> </ul> </li> </ul> <p>Manage Facilities Plan and complete scope of works outlined in MAR through Direct to Market approach and facilitate 2014/2015 tender process.</p> </div>
<p><b>6.3</b> 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&amp;C office, hirer storage and systems upgrade. Approx \$100,000 - \$200,000</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;">  </div> <p>Raise awareness with P&amp;C and liaise with regional facilities services, architectural service providers to design fit for purpose concept plan.</p> <ul style="list-style-type: none"> <li>• Advance stage one works incorporating stage curtains and wings pending funding (Stage 1 approx \$50,000-\$80,000).</li> </ul> </div>

<p><b>6.4</b> Provide a comprehensive age appropriate play space to increase participation and access for approximately 850 Years 1 to Year 7 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></p> <p>Raise awareness through P&amp;C and investigate external funding opportunities and grants e.g. Gaming fund, Jupiters, sponsorship.</p> <p>Source and develop concept plan in consultation with key stakeholders.</p>
<p><b>6.5</b> 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 26 year old gardens are the key priorities.</p>	<p></p> <p>Facilitate appropriate links with landscape design companies to provide initial advice, concept ideas and indicative costings for staged long term plan.</p> <ul style="list-style-type: none"> <li>• Tenders for “front of house” rejuvenation</li> <li>• Tenders for area adjacent to hall entrance</li> </ul>

### Future outlook

The school priorities within the 2015 Annual Implementation Plan will further develop and progress those priorities outlined in the Strategic Plan 2014-2107 and the 2014 Annual Implementation Plan within the context of a four year improvement cycle.

A major focus in 2015 will be on further embedding our school vision around 21<sup>st</sup> 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 personalized 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 2014 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 will provide every staff member with a consistent and common language and school wide pedagogy (the art of teaching) based on world’s best practice and the latest evidence based research.

The continuation of the Great Results Guarantee funding will inform much of our strategic work during 2015. A review of our 2014 implementation supports the continuation of similar strategies, human

resources and professional development opportunities with only minor adjustments. The Oral Language, STARS reading and SMARTmaths programs will remain the major foci in 2015.

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 2015 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. 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.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	968	482	486	94%
2013	966	471	495	95%
2014	994	466	528	95%

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

### Characteristics of the student body:

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 five 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. Overall, however, our school draws students from suburbs far and wide across the length and breadth of the Gold Coast. Many of our staff choose to have their own children enrolled at our school, with us now also proudly seeing second generation students at Caningeraba.

Our student population also comprises a significant number of children who identify as gifted and talented and also students with disabilities who embrace our respectful, tolerant, inclusive and supportive school culture.

Once again, student enrolments continued to grow in the Preparatory Year with 6.5 classes operational in 2014.

New student enrolments were predominantly from the local catchment area with a large range of cultural identities and backgrounds represented.

**Average class sizes**

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	21	23
Year 4 – Year 7 Primary	25	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

**School Disciplinary Absences**

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	48	37	17
Long Suspensions - 6 to 20 days	4	1	1
Exclusions <sup>#</sup>	0	0	1
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

**Curriculum offerings****Our distinctive curriculum offerings**

- French is currently taught as our Language Other Than English (LOTE) from Year 2 to Year 7.
- Mathematics extension is provided on a needs basis to selected students in Year 7 in partnership with a local high school.
- Tournament of Minds – National, State and Regional finalists 2009 – 2014.
- Caningeraba State School is an active participant in Project 600.
- Instrumental Music Program for students from Years 5 to 7, with opportunities for students to perform in Junior, Senior, Jazz Bands and Recorder and Strings Ensemble (Year 3-7).
- Music program incorporating Junior and Senior Choir.
- Clustered Years 5 and 6 Instrumental Music classes.
- Special Education Program with Head of Special Education Services and specialised staff.
- Gifted and Talented/Enrichment Program for identified students from Prep to Year 7.
- Gifted and Talented students clustered across Prep to Year 7 cohorts.
- Whole school and year level professional development, through Aligning and Learning Days each week.
- Administration team, Head of Curriculum, HOSES, G&T Coordinator and Support Teacher Literacy & Numeracy leading teaching teams in professional development; sharing of expertise and moderation processes.

#### **Extra curricula activities**

- Gifted and Talented opportunities – Kaleidoscope Challenge Club, Chess, Gallery of Modern Art Excursion, Creative Minds Day of Excellence hosted by Caningeraba, Somerset Festival of Literature, Debating, Tournament of Minds (National Finalists 2013 and winner of Regional Awards in all 4 categories).
- Interschool Sport Summer Program – Touch, Softball, Baseball, Basketball, Cricket, Tennis, Dance.
- Interschool Sport Winter Program – Rugby League, Soccer, AFL, Tennis, Netball, Dance.
- Swimming Carnival, Athletics Carnival, Cross Country.
- School Musical.
- Literacy and Numeracy Week Celebrations.
- AFL Suns Cup.
- Easter Hat Parade
- Winter Concert and Christmas Concert.
- Lunchtime Enrichment – book club, drama sports, art classes, guitar classes, homework club, social skills program.
- RawArt – Artist in Residence.
- Representation of school in various sports at District, Regional and State levels.
- Year 6/7 annual Touch Football and Basketball Class Challenge.
- District Chess Championships – Caningeraba State School hosted in 2011-2014.
- Speech and Drama classes.
- Senior and Junior Choir.
- Annual Talent Quest.
- Year 5 and 6 Lightning Carnival
- Year 5 and 6 Tallebudgera Camp
- Year 6/7 Canberra Trip and Year 6/7 Day Camp – Parliament House, Science Centre, Currumbin Sanctuary high ropes course, Canoeing, Seaworld and Ripley's Believe it or Not.
- Titans Sister School
- Instrumental Music – Junior and Senior Concert Band, Jazz Band, Recorder Ensembles - opportunities to perform at school functions, Winter Music and Christmas concerts, Gold Coast Eisteddfod, Fanfare and Cluster Junior Instrumental Band Day

- Years 3-7 Strings Program.
- Advanced Music Camp.
- Leadership Programs - National Leaders Day, Parliament House visit, Y Lead Year 5 and 6 leadership day, Secret Men's Business Go Get em Girls.
- Noumea Exchange Tour - student hosting for Noumean Exchange and Japanese Study Tours.
- Active After School Sport Program.
- Farm Visits and various excursions including Planetarium, Jacob's Well, Burleigh Headlands walk, Swell Art Festival.

### **How Information and Communication Technologies are used to assist learning**

Caningeraba State School is committed to providing opportunities for students to develop 21<sup>st</sup> century skills and the associated access to technology required to enhance teacher effectiveness and student learning. The focus of 2014 was once again to build teacher capacity to incorporate new technologies into the learning environment with the notions of the 21<sup>st</sup> century learning philosophy, as the driver. Ten members of the ICT working party attended the EduTech conference in Brisbane and this learning assisted in driving the vision forward.

To assist teachers in the implementation of the Australian Curriculum in English, Maths and Science in 2012, which involved extensive web based resources through the Learning Place linked through the Curriculum into the Classroom (C2C) platform, Student Free Day professional development and strategically allocated learning days were assigned for building teacher capacity to access software and applications to support the curriculum.

During 2014 each classroom teacher progressed their EdStudio platform. Throughout the year, teachers consolidated their learning and expertise so as to engage their students in a range of interactive multimodal online learning environments.

Following an IPAD trial in 2012, each teacher received an iPad mini, with a view to explore its capabilities and understand how it might enhance learning outcomes for students. The iPad was an instant success proving enormous engagement for students particularly with special needs.

Our Technology Lounge is fully operational providing full 1:1 laptop access for up to 28 students with dense wireless connectivity. This resource is timetabled to allow access for Years 5, 6 and 7 students for at least two sessions per week and is used to facilitate Project 600 sessions.

In Semester Two 2013, the ICT Working Party undertook research into the Microsoft Surface RT PC tablet device and organised the purchase and professional development plan for implementation in 2014 in Years 4-7. In 2014, a total of 108 Surface RT devices were deployed across Years 4 to 7 with 6 devices in each classroom. These devices operate on Windows 8.1 and provide students and staff with the opportunity to learn with the latest cutting edge technology. In total, 258 tablet devices were deployed in 2014 with 6 iPad minis in each classroom from Prep to Year 3.

Caningeraba State School was the first school in Queensland to take up the Surface RT 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 over the Student Free Days in January.

## Social Climate

Caningeraba State School is a 'community' school with new families always commenting on the 'approachability' of staff, and that they believe it is a 'great' school. In fact, 98% 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 94% parents satisfied that their child is treated fairly at this school. Parents expressed their satisfaction of the school through the School Opinion Survey with 97% of parents agreeing Caningeraba is a 'safe school' and their children 'like being at Caningeraba'. Furthermore, 99% of students believe that their class teacher helps them to achieve their best.

Comprehensive support programs have been developed to enhance learning and partnerships forged with external providers and agencies. The Buddy and Leadership Programs, together with the support staff and the school's chaplain, reinforce Caningeraba's safe and supportive environment. Fortnightly assemblies celebrate and promote success by students. 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. In 2014, this included National Day of Action Against Bullying, Day for Daniel and Colour Your World With Kindness Day.

Our school Chaplain and Guidance Officer coordinate the Drumbeat Program which promotes social and emotional development through the djembe drums. Students work together with other members towards the common goal of a performance of their skills.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	97%	97%
this is a good school (S2035)	100%	97%	99%
their child likes being at this school* (S2001)	100%	95%	97%
their child feels safe at this school* (S2002)	100%	95%	97%
their child's learning needs are being met at this school* (S2003)	100%	97%	94%
their child is making good progress at this school* (S2004)	97%	95%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	97%
teachers at this school motivate their child to learn* (S2007)	100%	100%	96%
teachers at this school treat students fairly* (S2008)	95%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	100%	100%	93%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
this school takes parents' opinions seriously* (S2011)	92%	100%	91%
student behaviour is well managed at this school* (S2012)	95%	94%	95%
this school looks for ways to improve* (S2013)	100%	100%	98%
this school is well maintained* (S2014)	95%	97%	92%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	100%	98%
they like being at their school* (S2036)	93%	98%	97%
they feel safe at their school* (S2037)	96%	99%	98%
their teachers motivate them to learn* (S2038)	100%	99%	99%
their teachers expect them to do their best* (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	97%
teachers treat students fairly at their school* (S2041)	94%	100%	95%
they can talk to their teachers about their concerns* (S2042)	93%	96%	93%
their school takes students' opinions seriously* (S2043)	92%	97%	96%
student behaviour is well managed at their school* (S2044)	92%	96%	97%
their school looks for ways to improve* (S2045)	96%	98%	99%
their school is well maintained* (S2046)	92%	94%	98%
their school gives them opportunities to do interesting things* (S2047)	94%	98%	97%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		99%	100%
they receive useful feedback about their work at their school (S2071)		93%	98%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		96%	100%
student behaviour is well managed at their school (S2074)		99%	100%
staff are well supported at their school (S2075)		99%	99%
their school takes staff opinions seriously (S2076)		96%	98%
their school looks for ways to improve (S2077)		99%	100%
their school is well maintained (S2078)		92%	95%
their school gives them opportunities to do interesting things (S2079)		95%	99%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

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, on-line class communication such as EdStudio and the school website.

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; tutors in the support programs; working in the tuckshop; and assisting in or with 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. Fortnightly sector assemblies also showcase student achievement to parents.

Caningeraba provides various opportunities for parents to engage with our school: Tea and Talk sessions with the Principal, barbecues and afternoon teas for indigenous families, Support a Reader parent training, Support a Talker parent training, Parent Ready Reader training, Prep Orientation sessions and Prep Experience Day, Prep home reading program training. Talent Quests, sports days, concerts, Anzac Day ceremony, School Leader Induction Ceremony, Volunteers' Lunch, Year 6 and 7 Graduation and Awards Ceremony and fortnightly assemblies are conducted to share and celebrate student successes with parents and family members.

In 2014, Caningeraba continued its Kids Matter journey completing Component One: Building Positive School Communities. During this time, we focused on Championing a Child, an initiative developed from the TED talk by Rita Pearson. This initiative saw every classroom teacher 'champion' a child that they felt needed a little extra support. The support given to the 'championed' student ranged from behavioural, social, emotional and/or academic. In some cases, teachers chose to 'champion' the parent of the child as well, to give them added support.

The introduction of the Caningeraba Kookaburras (parent communication program) saw every class room having a parent representative which helped strengthen communication ties between parents and the classroom. The Caningeraba Kookaburras met twice a term to discuss parent concerns that had been raised to them and upcoming events.

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. 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
2011-2012	225,744	1,657
2012-2013	214,261	2,487
2013-2014	231,552	4,402

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

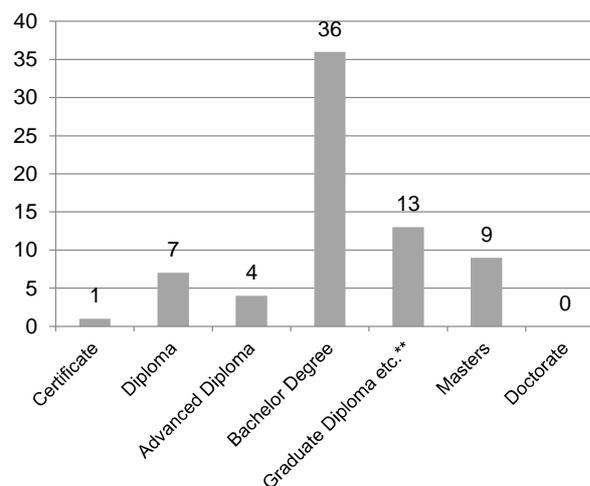
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	71	35	<5
Full-time equivalents	60	21	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	7
Advanced Diploma	4
Bachelor Degree	36
Graduate Diploma etc.**	13
Masters	9
Doctorate	0
<b>Total</b>	<b>70</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 27,875.

The major professional development initiatives are as follows:

- Aligning and Learning Days – Australian Curriculum, English, Mathematics, History, Geography, Spelling, Reading, Edstudio, Smart Plans
- Improvement agenda – Spelling, Words Their Way, STRIVE Tier 2 Vocabulary
- Improvement agenda – Reading Striving to Advance Reading Success guided reading program
- Improvement agenda – SMARTmaths
- Marzano Art and Science of Teaching Inservice
- Positive Schools Conference
- Cleaners Training
- SWOT - Sharing With Other Teachers release time.
- Deputy Principal Core Business Days.
- Principal Conference
- QAASP Conference
- EduTech Conference
- IMPACT training
- Physical education professional development day
- Natural Maths training with Ann Baker
- CPR and First Aid training
- Guidance Counsellor professional development
- Rehabilitation Coordinator training.
- Special Education network and professional development
- Special Education Leaders conference
- Business Services Manager (BSM) professional network
- Numeracy Coaching- National Partnerships training
- Gifted Education Mentor (GEM) training(ongoing)
- ICTs – iPads, EdStudio, Web based learning tool.
- OneSchool training – finance, timetabling, roll marking, absentee and assessment schedules, behaviour and data collation.
- Manual Tasks training
- Kids Matter Train the Trainer Workshops in components 1 and 2.

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

Average staff attendance	2012	2013	2014
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, 97% of staff was retained by the school for the entire 2014 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%

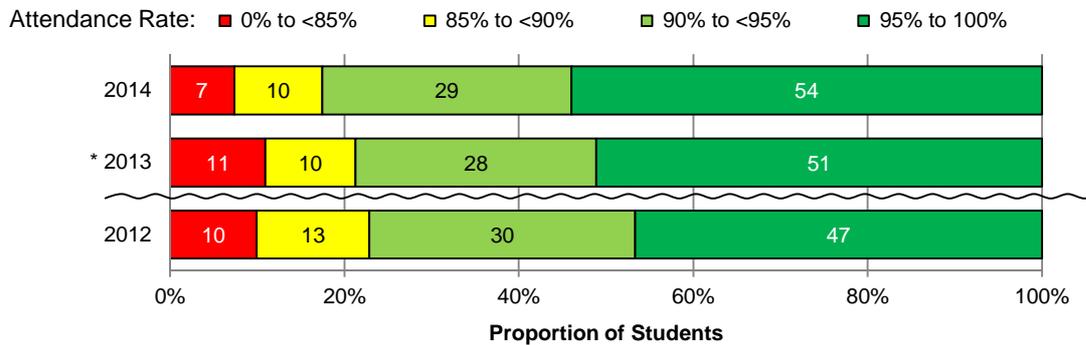
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	93%	92%	93%	94%	93%	94%					
2013	93%	93%	94%	93%	93%	92%	94%					
2014	93%	93%	94%	94%	94%	93%	94%					

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## 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 is enrolled and attends school on every school day for the educational programs in which the child is enrolled 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.

Parents are requested to provide their child's classroom teacher with a written note explaining all absences. Absences include: illness, holiday, late arrival and early departure. 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. Following three (3) continuous days of absenteeism without parent notification, the teacher or their Administrator will contact parents to establish reasons for the student's absence. After continued absence, and the inability to make satisfactory contact with parents, a letter is sent to parents. All records of contact are kept on the OneSchool database.

Furthermore, students who have an excessive number of days off during the semester, will be contacted by the 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 processes for unexplained student absences is applied. Timely follow-up is a key preventative strategy in reducing absenteeism. It makes it harder for students to miss school without being caught. 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, Helping out Families, Queensland Police and local non-government organisations, to address the trends or support individual students and their families to encourage attendance.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.**

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

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

In 2014, 38 students at Caningeraba State School identified as Indigenous.

Data for NAPLAN represents 6 students in Year 3, 8 students in Year 5 and 2 students in Year 7. Overall, the mean scores of Indigenous students at Caningeraba in Year 3 and Year 5 were similar to the state mean for reading, writing, spelling and numeracy, but were below the state mean in Grammar and Punctuation. In Year 7, the mean for indigenous students at Caningeraba was below the state mean in reading, writing, grammar and punctuation and numeracy, but similar to the state mean in spelling.

A portion of the school's recurrent funding for Indigenous students is used to employ teacher aides to provide extra support for identified Indigenous students on an ongoing basis.

The overall attendance rate of Indigenous students in Semester 1, 2014 was 92.9%, which was 1% below that of non-Indigenous students. In the attendance range of 100% and 90-100%, Indigenous attendance was similar to that of non-Indigenous students at Caningeraba. There was a drop of 7% difference with Indigenous attendance compared to non-Indigenous attendance in the 80-90% range. In the range of 70-80%, Indigenous attendance was 7% better than the non-Indigenous students. Indigenous attendance rates are monitored, with contact between our Indigenous education worker and families when required.