Caningeraba State School
Queensland State School Reporting
2015 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 2015. 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 2015 Annual Report is provided to inform parents and the wider community of our progress throughout 2015, and to briefly outline our future direction underpinned by continuous improvement and high expectations. The 2015 Annual Implementation Plan represents the second 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 2016 Annual Implementation Plan which will build upon the strategic work carried out in 2015 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 2015 and were successfully managed in line with current facilities and Year 7 moving to high school in the same year 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 2015

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 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 ongoing strategic focus during 2015 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 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 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 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 Great Results Guarantee initiative in 2015 once again provided significant resourcing of $344,860 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 6.

The Annual Implementation Plan (AIP) for 2015 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
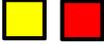
develop and sustain a consistent, focussed, strategic agenda with a culture of continuous improvement on our "good to great" journey as a high performing school. The 2015 AIP is still based in part on the recommendations from the *Teaching and Learning Audit* conducted in late 2012. This external audit 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 2015 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 and the ARTS through Prep to Year 6. 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* 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 2015 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.

Raising Awareness, Research & Consultation	🟨	Design and Implementation	🟥	Monitoring, Review and Evaluation	🟦	Embedded in School Culture	🟩

SMARTgoal	Strategy 2014-2017	2015 Strategies/Actions
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 *Pedagogical Framework* to support the newly developed Caningeraba State School vision statement and to reflect 21st century learning principles, current research, local and international best practice and community consultation.	🟨 🟥 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 21st century learning and 4 Year Strategic Plan. - Embed our vision as the compelling 'why' at the centre of the Pedagogical Framework (Simon Sinek – Start with Why, then the How and What) - Investigate the implementation of High Reliability Schools surveys (Marzano). Attend 2 day High Reliability Schools Summit (Admin team). Build staff capacity through extensive professional development informed by research/evidence based best practice - Facilitate Art and Science of Teaching professional development for whole staff – Marzano (Student Free Days Term 1 and 4) Janelle Wills from Marzano Institute Australia – Twin Towns (renegotiate PD Monday 19 Jan) - Teleconference with Janelle Wills to calibrate our understanding of Marzano's high yield strategies. - Provide professional development at EduTech (admin team and key teachers) – focus on 21st century learning. - Facilitate Explicit Instruction PD- Anita Archer (Admin team and Pedagogy Learning Team) - Network with other schools to share best practice. Conduct school visits with admin team and key teachers to focus on consistent schoolwide pedagogical frameworks. (Kenmore South SS, Palmwoods SS) – Early Term 1 and Term 3. Develop staff ownership of pedagogical framework through extensive school-wide consultation - No hidden agendas – staff driven and authentic - Scan of other pedagogical models e.g. ASOT, Explicit Instruction - Master teacher to conduct audit of ASOT Vs Explicit Instruction to inform decision making. - Twilight Term 1 (23 February): Facilitate whole of staff process to decide on pedagogical approach for future alignment. Reaffirm design parameters: - Reflect our shared values and beliefs - Outline processes for professional learning - Procedures, practices and strategies e.g. teaching, differentiation, monitoring and assessing - Reflect Core Systemic Principles (EQ)

		Establish Pedagogy Learning Team (PLT) as guiding coalition to drive innovation in pedagogical reform process:
		- Expression of Interest teachers Prep to Yr 6 - 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. Explore 21stCentury Learning Pedagogies necessary to enhance teaching and learning experiences to cater to 21st Century learners. - Clearly define the 21st century learning skills outlined in the Caningeraba Vision - Investigate the IMPACT Learning Framework as a model to develop 21st century learning skills through curriculum delivery - Determine the 21st century learning skills embedded within The Australian Curriculum - Highlight the changing needs of our students as 21st century learners to generate a sense of urgency to teach differently - Investigate and trial 'Kagan Cooperative Learning' in classrooms (Pedagogy Learning Team) as a resource to increase student engagement in the learning process.
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 pedagogy framework.	Facilitate ongoing trial of new digital pedagogies and latest technologies: Implement blended iPad & Windows SurfaceRT platform.	 Finalise deployment of 258 tablet devices across Prep – Year 6 6 iPad minis per Prep – Year 3 classroom 6/7 Windows Surface RTs per Year 4-6 classroom - iPad minis – Music, PE and LOTE Further develop staff capacity aligned to vision, 21st century learning and pedagogical framework. - Harness ongoing partnership with Information and Technology Branch (Central Office) and Microsoft to deliver cutting edge training. - Provide ongoing feedback to Web Based Delivery and Design division - Harness ICT Working Party as part of ongoing iPad and Surface RT trial – pedagogy driving design.

| 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. | Investigate, design and implement *Instructional Leadership Framework* to include Coaching, Mentoring and formal feedback e.g. growth and peer coaching, instructional rounds, 3 minute walkthrough. | 🟨 🟥
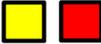
 Recruit Master Teacher through merit selection process and align with Great Teachers = Great Results strategy within continuing context of Caningeraba SS.

 Embed a *professional learning community* comprising a strong focus on *Growth Mindset* and a respectful and genuine *coaching culture* based upon a school-wide consistent language for instruction and focussed on *"deliberate practice"*.

 • Introduce and outline GROWTH (Growth Coaching International) coaching model to whole of staff
 • Implement fortnightly cycles of lesson visits to observe practice and follow-up coaching conversations (Pedagogy Learning Team and volunteer teachers)
 • Adopt Jim Knight's 'Partnership Principles' as consistent guide to school-wide practice – equality, choice, voice, dialogue, reflection, praxis, reciprocity.

 Investigate and trial Teacher Scales for Reflective Practice in selected high yield strategies.
 • Adapt and contextualise 'Teacher Scales for Reflective Practice' (Marzano, 2012)
 • Introduce and implement as a tool for teachers (Pedagogy Learning Team) to reflect on their pedagogy to ensure deliberate, consistent practice and quality assurance across the entire teaching team.

 Investigate observation and feedback processes informed by research/evidence based best practice.
 • Engage in Regional PD – Jim Knight 'High Impact Coaching: The Process and Application' (Admin Team)

 Build staff capacity and develop coaching and mentoring program in reading and numeracy under Investing For Schools (Great Results Guarantee)
 • Identify and employ three in-house *Reading Revolutionaries,* modelling, mentoring and coaching (3 teachers 0.4 FTE) Prep – Year 6 in *Striving to Advance Reading Success (STARS)* program.
 Realign similar strategy in area of SMARTmaths (2 teachers 0.2 FTE) |

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.	Embed *Developing Performance Framework* for both teaching and non-teaching staff. Strong focus on self-reflective practice and alignment with explicit school improvement agendas outlined in *Annual Implementation Plan*.	■
		
		Refine implementation of Developing Performance Framework through new Annual Performance Review
		• Model and support teaching and non-teaching staff and admin staff through 3 phases of Annual Performance Review process.
		  o AITSL Professional Standards for Teachers
		  o Facilitate QASSP PD for Principal/DPs
		  o LCC endorsed reciprocal critical friend model

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.	Embed ongoing *Professional Development Plan* utilising:
	• *Sharing With Other Teachers* SWOT
	• *Learning Days* & *Aligning Days* – Prep to Year 6 targeted weekly professional development.
	• SFDs & targeted Year level meetings.
	• 3 Twilights/annum
		■ ■
		
		Further develop and enhance Professional Learning Plan responsive to improvement agendas and staff need.
		• Refine plan to address pedagogy, data culture, school performance (spelling, reading, number), curriculum and community engagement and aligned to SFDs, Aligning Days, Learning Days & formalised year level meetings
		
		Strengthen SWOT (Sharing With Other Teachers) program and align with school improvement agendas.
		• Pedagogy Learning Team teachers to share expertise by creating opportunities for peers to observe and reflect on pedagogical practice in accordance with agreed SWOT protocols.
		  o Ensure growth of a platform of trust and mutual respect.
		  o Focus on specific selected pedagogical strategies.
		
		Further embed formalised Teacher Induction Program
		• 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.
		
		Work in whole school teams, year level teams and as individuals to adapt and adopt the C2C resources.
		• Formalised fortnightly meetings with Associate Principal as Co-Chairs to support team culture and ensure alignment to strategic intent.

School Priority		
SMARTgoal	**Strategy 2014-2017**	**2015 Strategies/Actions**
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.	Further implement and embed the *Australian Curriculum* utilising Aligning Days. Ensure enacted curriculum matches intended curriculum i.e. content descriptions provide key explicit whole school focus when aligning to C2C Unit Plans.	🟥 🟦 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). • 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) 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. Raise awareness and familiarise specialist staff in the Australian Curriculum areas of LOTE, The Arts, Health and PE.

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.	Embed *Whole School Intervention Model* through targeted Learning Support, Gifted and Talented and EQ initiated Programs e.g. TOMS, Creative Days of Excellence, Project 600. Resource professional development and dedicated Gifted &Talented Enrichment Program	🟦
		
		Refine and align identification processes and policy for Gifted and Talented students to include appropriate intervention.
		• Facilitate G&T professional development for all staff
		• Embed enrichment programs to include:
		   o Lunch Club activities – chess, theatre sports, book club, and technology.
		   o Facilitate after school drama lessons.
		   o Tournament of Minds
		   o Hosting Yrs 3,4,5 Creative Days of Excellence
		   o Facilitate Chess Club, Reader's Cup and extra regional G&T activities inc. Somerset Festival of Literature

2.3 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.	Facilitate professional development to develop and document an *Assessment and Reporting Framework* which better aligns the *Australian Curriculum* intent, C2C resources, summative assessment, teacher judgments and QSA policy.	🟥 Refine Whole School Assessment and Reporting Framework to include diagnostic and school based assessment aligned to Australian Curriculum, C2C and year level benchmarks. 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? • Front ending assessment as a key focus in all professional development through Aligning and Learning Days. o Develop school based criteria sheets and continua, agreed and consistent standards, formal moderation

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<td>procedures and schedules, profiles for determining exit levels of achievement and exemplars.
• 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.

Continue to enhance teacher understanding to ensure assessment aligns with intent of Australian Curriculum Achievement Standard.

Professionally develop an authentic assessment culture including formalised moderation procedures.
• Schedule formal moderation procedures
o Maintain formal moderation procedures and align with reporting cycles.
  o Refine semester profiles to ensure consistency across year levels.</td>
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<td>2.4 Develop and implement whole school strategies to Close the Gap between indigenous and non-indigenous students in the areas of academic achievement.</td>
<td>Further align EATSIPS with Australian Curriculum intent to embed ATSI histories, cultures and perspectives from Prep to Year 6. Continue to resource indigenous Teacher Aide to provide targeted support for students.</td>
<td>◼

Ongoing implementation of EATSIPS Plan
• Integration through Australian Curriculum History units
• 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</td>
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<td>2.5 Provide opportunities for students to further develop and experience cross cultural understandings and understand the importance of languages in a global context.</td>
<td>Sustain St Jean Baptiste Sister School Exchange Program. Participate in Bonjour French Festival. Participate in MLTAQ Speech Contest.</td>
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Sustain ongoing sister school relationship with St Jean Baptiste French Noumea exchange program.
• Organise study tour to New Caledonia in 2015.
• Facilitate annual St Jean Baptiste cultural exchange.

Promote cultural activities through promotion of Bonjour French Festival at Surfers Paradise Festival.</td>
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School Priority		
SMARTgoal	**Strategy 2014-2017**	**2015 Strategies/Actions**

3.1 Further develop teacher capacity to understand, interpret and utilise whole school, cohort, class and individual student data to inform teaching and improve student learning in a sophisticated, consistent and meaningful way.	Continually monitor, review and value-add whole school approaches to school based, systemic and diagnostic data.
	• Data literacy
	• *Whole School Intervention Model*
	• *Diagnostic Assessment Overview*
	• Whole School NAPLAN Data Overview
		▣
		
		Further develop and embed whole school data culture which is "lived and breathed", understood and valued.
		• Provide strong leadership in embedding culture with consistent and common language
		   o Prep to 7: "It's Everyone's Business"
		   o "QUALITY Curriculum, QUALITY Teaching and Learning, QUALITY Data, QUALITY Processes.
		   o "Every Student, Every Classroom, Every Day"
		   o Push and Pull strategy–Below NMS, Mean & U2B
		
		Refine ongoing and seamless whole school NAPLAN 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.
		• 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.
		
		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.
		• Whole school data conversations in P-2, 3-4, 5-7 groupings across 3, 5, 7 NAPLAN domains.
		• 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
		   o Data analysis – NMS, U2B, Rate of Improvement, Bottom 20% & Top 20% Nation.
		   o Drilled down item response deep analysis
		   o Facilitate traffic lights for 2012 NAPLAN practice tests in Years 2,3,4,5,6,7
		   o Ensure high yield strategies,line of sight and through line.
		
		Implement Early Start Screener
		• Develop resource model to support screening conducted by teachers in Prep term 1 and 4.
		   o Investigate early intervention strategies at end of Prep and end of Year 1 pending available resources.
		
		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 2011.
		• Principal to determine Priority Learning Areas
		   o Allocate Permanent Base Hours
		   o Realign human resource with priority learning areas and manage potential issues
		   o Future proof contingencies targeted as election commitment and Literacy and Numeracy intervention funds
		
		Further develop capacity to utilise OneSchool to track, monitor and customise student achievement.

		• 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

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.	Further develop implementation of *Personalised Learning Framework* incorporating Multiple intelligences, Bloom's Taxonomy, Maker's Model, *SMARTbook, SMARTplan*, and *SMARTgoals*.	🟥
		
		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.
		    • Compelling Why?
		    • Hearts and minds
		    • Beliefs and values
		Utilise "The Caningeraba Way" EdStudio as key communication strategy.

3.3 Facilitate enhanced teacher efficacy and self-reflective practice in data literacy, data analysis, data conversations, development of specific *SMARTgoals* and explicit strategies to improve student learning outcomes.	Embed *SMARTbook* and *Learning Conversation* strategies with increasingly more sophisticated teacher skills in developing specific goals, explicit strategies and facilitating self-assessment through professional reflection.	🟦
		
		Embed and refine SMARTbook linked to Learning Conversations and incorporating Personalised Learning Framework
		• Learning Conversations to be undertaken between Principal and each class teacher across Terms 2 to 4.
		   ○ 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 2015 on personalised learning, explicit goal and target setting and explicit strategies based on diagnostic, standardised and class assessments.
		
		• Facilitate third annual January SFD agenda which directs opportunity for teachers to analyse hardcopy and digital student folios for new 2015 class and initiate differentiation strategies, goals and targets at class, subgroup and individual student level for SMARTbook.
		   ○ OneSchool, customised classes in SunLANDA, class folios and diagnostic assessments.
		   ○ Facilitate 2015 teacher SMARTbook digitally stored in G: drive and hyperlinked to student intervention programs e.g. IEPs, ESFPs, Learning Support Plans, G&T etc.

3.4 Further develop sustainable consistent school wide approach to designing, documenting and actioning differentiation strategies contextualised to the Australian Curriculum to improve student	Embed *SMARTplan* strategy in English and Maths to complement
	• Curriculum intent – content descriptions – Bloom's Taxonomy
	• *SMARTgoals* – class groupings
	• Maker's Model – specific strategies
		🟥
		
		Further develop and refine SMARTplan processes implemented in 2014 and scaffold professional development opportunities through learning days.
		    • English Units 2-7
		    • Focus on sustainable school wide processes
		    • Building teacher capacity in analysis, synthesis and development of ideas in unpacking content descriptions, identifying key foci for pretesting, development of

outcomes in English and Maths.	• Embed strategies Toolkit e.g. cubing	SMARTgoals, selection of explicit differentiation strategies (Maker's Model) and reflection and evaluation on process. • Facilitate centralised process for retrieval of SMARTplans.
3.5 Develop capacity for students to create and enact goals for individual growth in academic, social/emotional, personal and community domains.	Design, develop and implement an age appropriate school wide *SMARTgoals* program.	🟥 Investigate strategy for SMART Goals initiative ready for school wide implementation in 2015/2016 • 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.

School Priority		
SMARTgoal	**Strategy 2014-2017**	**2015 Strategies/Actions**

4.1 Implement a consistent whole school developmental spelling framework to improve spelling outcomes for students.	Embed the *Caningeraba Spelling Program* in the context of spelling concepts outlined within the *Australian Curriculum* and align with *Words Their Way* as a key strategy i.e. focus on developmental concepts and instructional approaches.	🟦
		
		Embed whole school approach to the explicit 'Teaching of Spelling"
		• 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
		  o Ensure consistency of approach
		  o Develop a strong knowledge base about spelling in the Australian Curriculum.
		• Trial '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 *Caningeraba Reading Framework* including the *5 Aspects of Reading* (Fluency, a broad and deep vocabulary, comprehension strategies, knowledge of texts & knowledge of the world) and *STRIVE* as key strategies.	🟥 🟦
		
		Further refine Caningeraba whole school reading framework and whole school approach to the explicit "Teaching of Reading".
		• Develop key strategies utilising Great Results Guarantee initiative
		  o 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.
		  o Continue to embed the STARS program in practice through extended deployment of 3 teachers (2 days per week) as Reading Revolutionaries to mentor and coach the teaching of reading.
		  o Differentiate coaching of Reading Revolutionaries by identifying individual professional development needs of teachers.
		  o 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. o 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. o 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. o 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. o Ensure that visual resources of STARS process are embedded in every class and utilised in the explicit teaching of reading. o Revisit whole school expectations about the explicit teaching and assessment of reading and the STARS process (staff meetings and student free days). o Expand speech language pathology program to 3 days per week to collaborate with STLaN on oral language program in Year 1.
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.	Embed *Caningeraba Writing Program* as a key improvement strategy.	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.
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.	Embed *SMARTmaths* progam and support regional professional development e.g. *SLIM* Conference, Mid Coast Cluster.	• Develop key strategies utilising Great Results Guarantee initiative o Continue to further develop, align and embed SMARTmaths Program from Prep – Year 6 o 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. o Utilise staff meetings to continue to raise awareness of application of the SMARTmaths star across the school. o 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. o Develop community understanding of SMARTmaths through newsletter articles and parent information sessions.

4.5 Increase indigenous and non-indigenous community awareness of strong links between student attendance rates and academic performance and future life success.	Monitor, review and value-add attendance and absenteeism policies and procedures.
	• Attendance passports
	• Agencies: *ACT for Kids, HOF, FSG*
	• Indigenous Teacher Aide liaison
	• *KALWUN* extra-curricular/cultural
		▪ ▪
		
		Promote and embed attendance policies and procedures
		• Communicate and action EQ attendance policy.
		  o Everyday Counts – tracking strategies and procedures
		  o 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.
		  o Implement Attendance Passports for at risk students
		  o Professional development of teaching staff e.g. procedures, risk factors, risk minimisation, student protection.

SMARTgoal	Strategy 2014-2017	2015 Strategies/Actions

5.1 Strengthen and develop effective strategies to engage in genuine community partnerships to maximise student learning outcomes.	Embed an authentic *Parent and Community Engagement Framework* to foster the five key elements of communication, learning partnerships, community collaboration, decision making and participation.	▮
		
		Harness and collaborate with community agencies to develop sustainable partnerships to deliver education programs which address school community needs.
		• Formalise and extend existing partnerships to form *Caningeraba Community Connects* as key platform to:
		  o Coordinate a sophisticated, informed and connected level of support for local families
		  o Bring together a range of stakeholders with a common purpose to share knowledge and resources
		  o Provide more strategic service delivery across the local community
		  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.

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.	Implement the four components of *KidsMatter* as a key mental health and well-being strategy and form partnerships in the wider community.	▮
		
		Implement Component 2 of KidsMatter program.
		• 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.
		
		Further develop and implement staff health and well-being framework.
		• Provide professional development to teaching and non-teaching staff:
		  o Recap on KidsMatter Journey (January SFD]
		  o Introduction to Social and Emotional learning as a priority (January SFD)
		  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.
		
		Fostering staff health and well-being activities sourced through external providers including walking club, drumming and personal training.
		
		Fostering student health and well-being activities which have a positive effect on student outcomes:
		• Further embed Drumbeat Program for identified students and senior students
		• Continue to Trial *MindUp* Program as part of investigation re social/emotional learning framework.

5.3 Foster relationships with parents through improved whole school and class based communication.	Continue to implement the *Caningeraba Kookaburras Program* Coordinator and parent representatives for each class, Special Education Program and Music – publish monthly newsletter.	■ (blue) Embed *Caningeraba Kookaburras Program* • 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
5.4 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.	Facilitate partnerships program with feeder early childhood providers: • Early identification through *PEDS* • Facilitate community parent education e.g. *Parent Ready Reader*	■ (red) Promote parent Ready Reader program throughout community. • 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. Strengthen partnerships with external agencies • 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 *Flying Start* reforms: • Year 6 Leadership Program- *Y Lead* • *MidCoast* Community of Schools transition program for 2015.	■ (blue) Partner with Mid-Coast Cluster to provide successful transition and share common strategy • 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 2015 – Year 6 • 2015 Graduation ceremonies

SMARTgoal	Strategy 2014-2017	2015 Strategies/Actions
6.1 Provide enhanced learning spaces which are conducive to student learning in response to identified issues regarding noise and interference of learning activities across double classroom spaces.	Design, resource, tender and construct operable walls in double classrooms.	■ Project manage construction of five operable walls in double classroom spaces (Blocks 2,3,4) • Redesign of electrical and data infrastructure to accommodate operable walls (approx. $12,000) • Project manage installation of operable walls (approx. $60,000)

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 fascias, soffits and external painting in accordance with allocated funding. Manage Direct to Market to ensure high quality, high value.	■ ■
		
		Develop 2015 Budget in alignment with Annual Implementation Plan and explicit improvement agendas.
		• Priorities (approx. $60,000)
		   o Replace carpet Teaching Blocks 2,11,12,14
		   o Resurface tuckshop floor
		   o Replacement of existing fascias, exterior painting, repair box gutter sumps and relocation of air conditioning drainage (Prep and Teaching Block 1)
		   o Replace louvres covered games near tuckshop
		
		Manage Facilities Plan and complete scope of works outlined in MAR through Direct to Market approach and facilitate 2015 tender processes.

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.	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.	■ 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. • Replace stage curtains, house speakers, foldback speakers, radio microphones and various lighting with LED upgrade (approx. $35,000)
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.	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.	■ Raise awareness through P&C and investigate external funding opportunities and grants e.g. Gaming fund, Jupiters Casino grants, sponsorship. Source and develop concept plan in consultation with key stakeholders.
6.5 Promote enhanced community pride and public confidence in Caningeraba State School as a well maintained, aesthetically attractive	Facilitate comprehensive beautification project through landscape concept plan. Entry aspect to main entrance and school hall via	■ Facilitate appropriate links with landscape design companies to provide initial advice, concept ideas and indicative costings for staged long term plan. • Tenders for "front of house" rejuvenation

and modern education facility.	carpark and rejuvenation of 27 year old gardens are the key priorities.	• Tenders for area adjacent to hall entrance

Future outlook

The school priorities within the 2016 Annual Implementation Plan will further develop and progress those priorities outlined in the Strategic Plan 2014-2017 and the 2015 Annual Implementation Plan within the context of the third 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 2016.

A major focus in 2016 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 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 2016 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. Embedding a strong coaching culture within a professional learning community for all teachers will be a core priority throughout 2016 and beyond.

The continuation of the Investing For Schools (formerly Great Results Guarantee) funding will inform much of our strategic work during 2016. A review of our 2015 implementation supports the continuation of similar strategies, human resources and professional development opportunities with only minor adjustments. The Oral Language, whole school STARS reading and SMARTmaths programs will remain the major foci in 2016.

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 2016 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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	966	471	495	36	95%
2014	994	466	528	38	95%
2015	988	463	525	31	95%

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 2015, 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:

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. 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 7 classes operational in 2015. All Prep enrolments in 2015 were from the local catchment area with a large range of cultural identities and backgrounds represented.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	21	23	23

	Average Class Size		
Phase	2013	2014	2015
Year 4 – Year 7 Primary	24	25	26
Year 7 Secondary – 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.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	37	17	30
Long Suspensions - 6 to 20 days	1	1	0
Exclusions	0	1	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.

Curriculum delivery

Our approach to curriculum delivery

At Caningeraba State School we teach the essential knowledge, understanding, skills and capabilities identified by the Australian Curriculum for the key learning areas of English, mathematics, science, history and geography. Teachers use their knowledge of students' strengths and interests to develop programs which address the learning needs of all students. The Curriculum into the Classroom resources developed by Education Queensland are used to support teaching and learning. The Queensland Curriculum and Assessment Framework Essential Learnings are used to inform the teaching of The Arts, Languages, Technology and Health and Physical Education.

- French is currently taught as our Language Other Than English (LOTE) from Year 2 to Year 6.
- Mathematics extension is provided on a needs basis to selected students in Year 6 in partnership with a local high school.
- Tournament of Minds – National, State and Regional finalists 2009 – 2015.
- Regional Winners and State Finalists of Readers Cup 2015 (Private and State Schools competition).
- Caningeraba State School is an active participant in Project Unify to support students in an online learning community.
- Instrumental Music Program for students from Years 4 to 6, with opportunities for students to perform in Junior, Senior, Jazz Bands and Recorder and Strings Ensemble (Year 3-6).
- Music program incorporating Junior and Senior Choir.
- Clustered Years 4, 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 6.
- Gifted and Talented students clustered across Prep to Year 6 cohorts.

- Whole school and year level professional development, through Aligning and Learning Days each week.
- Administration team, Head of Curriculum, Master Teacher, HOSES, G&T Coordinator and Support Teacher Literacy & Numeracy, Reading Revolutionary Coaches and SMARTmaths Mentors leading teaching teams in professional development; sharing of expertise and moderation processes.

Extra curricula activities

- Gifted and Talented opportunities – Chess, Gallery of Modern Art Excursion, Creative Minds Day of Excellence hosted by Caningeraba, Somerset Festival of Literature, Debating, Tournament of Minds, Readers Cup.
- 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.
- AFL Suns Cup.
- Easter Hat Parade
- Drumbeat
- Instrumental 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 Annual Touch and Basketball Class Challenge.
- District Chess Championships – Caningeraba State School hosted in 2011-2015.
- Speech and Drama classes.
- Senior and Junior Choir.
- Annual Talent Quest.
- Year 5 and 6 Lightning Carnival
- Year 5 Tallebudgera Camp
- Year 6 Canberra Trip and Year 6 Day Camp – Parliament House, Science Centre, Currumbin Sanctuary high ropes course, Canoeing, Seaworld and Ripley's Believe it or Not.
- 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 3-6 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 and Go Get em Girls.
- Noumea Exchange Tour - student hosting for Noumean Exchange and Japanese Study Tours.
- Sporting Schools 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 improve 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 2015 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 driver. Ten members of staff attended the EduTech conference in Brisbane and this learning assisted in driving the vision forward.

During 2015 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 for up to 28 students with dense wireless connectivity. This resource is timetabled to allow access for Years 4, 5, 6 students for at least two sessions per week and is used to facilitate Project Unify sessions.

In 2015, 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 cutting edge technology. In total, 258 tablet devices were deployed again in 2015 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

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, 97.4% 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 97.3% parents satisfied that their child is treated fairly at this school. Parents expressed their satisfaction of the school through the School Opinion Survey with 100% of parents agreeing Caningeraba is a 'safe school' and their children 'like being at Caningeraba". Furthermore, 97.5% of students believe that their class teacher helps them to achieve their best and 97.4% that tecahers at this school are interested in my 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 and the school's chaplain, reinforce Caningeraba's safe and supportive environment. Fortnightly assemblies celebrate and promote success by students with our community. 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 2015, this included National Day of Action Against Bullying, Canteen Bandana Day, and Day for Daniel.

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. 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 with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	97%	95%
this is a good school (S2035)	97%	99%	98%
their child likes being at this school (S2001)	95%	97%	100%
their child feels safe at this school (S2002)	95%	97%	100%
their child's learning needs are being met at this school (S2003)	97%	94%	96%
their child is making good progress at this school (S2004)	95%	96%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	97%	94%
teachers at this school motivate their child to learn (S2007)	100%	96%	95%
teachers at this school treat students fairly (S2008)	100%	94%	97%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	97%
this school works with them to support their child's learning (S2010)	100%	93%	91%
this school takes parents' opinions seriously (S2011)	100%	91%	95%
student behaviour is well managed at this school (S2012)	94%	95%	97%
this school looks for ways to improve (S2013)	100%	98%	98%
this school is well maintained (S2014)	97%	92%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	98%	97%
they like being at their school (S2036)	98%	97%	98%
they feel safe at their school (S2037)	99%	98%	98%
their teachers motivate them to learn (S2038)	99%	99%	97%
their teachers expect them to do their best (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	98%	97%	99%
teachers treat students fairly at their school (S2041)	100%	95%	96%
they can talk to their teachers about their concerns (S2042)	96%	93%	96%
their school takes students' opinions seriously (S2043)	97%	96%	95%
student behaviour is well managed at their school (S2044)	96%	97%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school looks for ways to improve (S2045)	98%	99%	98%
their school is well maintained (S2046)	94%	98%	97%
their school gives them opportunities to do interesting things (S2047)	98%	97%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	99%	100%	100%
they receive useful feedback about their work at their school (S2071)	93%	98%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	93%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%
student behaviour is well managed at their school (S2074)	99%	100%	100%
staff are well supported at their school (S2075)	99%	99%	98%
their school takes staff opinions seriously (S2076)	96%	98%	94%
their school looks for ways to improve (S2077)	99%	100%	99%
their school is well maintained (S2078)	92%	95%	91%
their school gives them opportunities to do interesting things (S2079)	95%	99%	95%

# '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, on-line class communication such as EdStudio, Facebook 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: Community based sessions with the external agencies and key school personnel, 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 Graduation and Awards Ceremony and fortnightly assemblies are conducted to share and celebrate student successes with parents and family members.

In 2015, Caningeraba continued its Kids Matter journey towards completing Component One and working on Component Two. 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 ongoing implementation 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
2012-2013	214,261	2,487
2013-2014	231,552	4,402
2014-2015	214,606	4,200

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	70	33	<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
Total	**70**
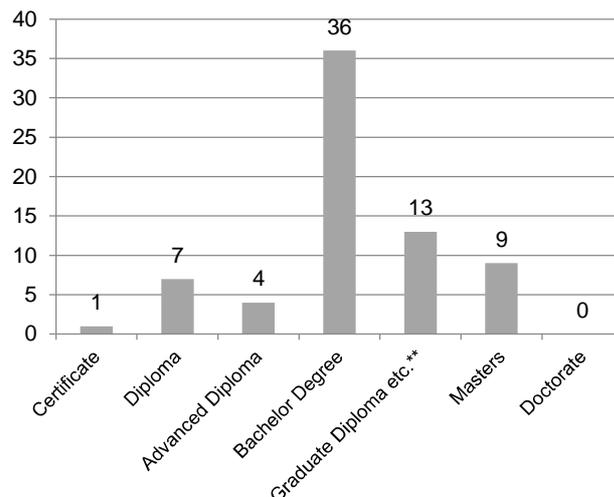
*Teaching staff includes School Leaders

**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 2015 were $ 52,668.

The major professional development initiatives are as follows:

- Aligning and Learning Days – SMARTmaths, Reading (Diagnostic Assessment tools), Pedagogy (ASoT), 21stC learning
- Improvement agenda – Spelling, Words Their Way, STRIVE Tier 2 Vocabulary
- Improvement agenda – Reading Striving to Advance Reading Success guided reading program
- Improvement agenda – SMARTmaths
- Improvement agenda – Pedagogy (Art and Science of Teaching), GROWTH Coaching
- Positive Schools Conference
- Cleaners Training
- QCAA – NAPLAN Reading
- Teacher Aide PD – SMARTmaths and Reading
- SWOT - Sharing With Other Teachers release time.
- Deputy Principal Core Business Days.
- Principal Conference and Independent Public Schools Conference
- QAASP Conference
- EduTECH Conference
- MindUp Training
- Pathways to Resilience (Neuroscience) PD – staff, students and parents
- High Reliability Schools, Marzano Art and Science of Teaching Inservice
- Jim Knight – Instructional Coaching Regional PD
- Explicit Instruction - Anita Archer Regional PD
- School visits (school-wide consistent pedagogical practice) – Kenmore SS, Palmwoods SS
- IMPACT Learning Framework PD
- Guaranteed and Viable Curriculum Regional PD
- Master Teacher Conference, Master Teacher Horizons Conference
- Physical Education professional development day
- 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
- ICTs – iPads, EdStudio, Web based learning tool.
- OneSchool training – finance, timetabling, roll marking, absentee and assessment schedules, behaviour and data collation.
- Manual Tasks training
- Workplace Health and Safety Training
- Kids Matter Train the Trainer Workshops in components 1.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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 2015 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

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	93%	88%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

### Student attendance rate for each year level (shown as a percentage)

	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
2013	93%	93%	93%	94%	93%	93%	92%	94%					
2014	95%	93%	93%	94%	94%	94%	93%	94%					
2015	95%	94%	93%	94%	93%	94%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.
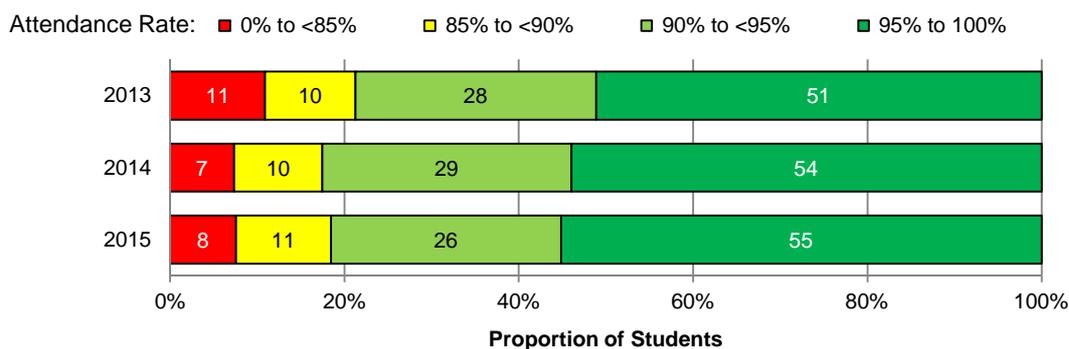
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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, 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.

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/.

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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.