Principal’s foreword

Introduction

Kawana Waters State College is a co-educational, Council of International Schools (CIS) accredited Queensland Government State School offering education from Kindergarten to Year 12 on two adjacent campuses, separated by an environmental wetland area. The College is situated on the coastal strip between Mooloolaba and Caloundra on the picturesque Sunshine Coast, approximately 100km north of Brisbane. The College is set between the Pacific Ocean and the world class sports and rowing precincts of Stockland Park, Kawana Aquatics Centre and Lake Kawana. Across Lake Kawana, the College forms part of the vibrant and innovative health and business precinct including the soon to be built Sunshine Coast University Hospital which will employ up to 3500 people in health and ancillary services. Close partnerships with this precinct, the University of the Sunshine Coast and Education Queensland International mean that academic pathways and international perspectives are abundant at Kawana Waters State College. Kawana Waters State College and on-site Kindergarten strive to make this precinct the educational experience of choice for young people aged 4 to 18 globally. Kawana Waters State College is the only Kindergarten to Y12 state school on the Sunshine Coast and is the only CIS accredited Prep to Yr12 College in Queensland. CIS provides an independent internationally recognised mechanism for quality assurance measured against international standards. As a result, we enjoy a vibrant International Student program with opportunities for local students to travel and study overseas as well as welcoming international students to engage in a first class educational experience. Our curriculum embeds this international perspective. Our local and international students also have the opportunity to apply for inclusion in our Programs of Excellence in Academic Curriculum Extension (ACE), Football and Aquatics. Many students have gained State and National honours from these programs. In NAPLAN, the relative gain is significantly above the national average in nearly all dimensions of Years 3, 5, 7 and 9 – with Kawana Waters State College being the top-performing state secondary school on the Sunshine Coast. Kawana Waters State College continues to be a dynamic and innovative College.

The Kawana Waters State College 2012 School Annual Report is a reporting document developed by the College Principal in collaboration with the community. This is a report on school performance over 2012. The School Annual Report is a summation of Step 1 (School Self-Assessment) of the annual planning and reviewing process. This school self-assessment process used information from the previous year’s plan to compare what was achieved against what was planned. This included reviewing student and school performance against the outcomes, performance indicators and targets established in the previous year. This data was sourced from internal and external data.

An overview of directions for 2013 is also provided.

School progress towards its goals in 2012

The relentless targeted focus on continuous improvement in teaching and learning resulted in outstanding Yr12 Outcomes. Enrolments have continued to increase especially as a result of a positive focus on the explicit improvement agenda in the primary years. Our College prepares our students and the community for the changing and increasingly global future that will challenge their skills and attitudes well beyond school. Our 2012 explicit school improvement agenda - Literacy, Numeracy, Student Engagement within an Art and Science of Teaching Framework remains in place for 2013.
Future outlook

Key priorities for 2013 –
- Literacy
- Numeracy
- Student Engagement

within an Art and Science Teaching Framework

These are aligned to the DETE United in Pursuit of Excellence. Particularly -
- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Use standardised data in literacy, numeracy and science to inform teaching practice
- Instructional leadership development
- Develop productive partnerships with students, staff, parents, and the community
- Plan to transition Year 7 to high school
- Core Priority - Reading
- Core Priority - Writing
- Core Priority - Numeracy
- Core Priority - Science
- Core Priority - Student retention
- Core Priority - Student attainment
- Core Priority - Student transition
- Closing the gap - students in out-of-home care
- Core Priority - Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students
Our school at a glance

School Profile

Kawana Waters State College is a coeducational P – 12 Queensland Government school

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1321</td>
<td>609</td>
<td>712</td>
<td>89%</td>
</tr>
<tr>
<td>2011</td>
<td>1333</td>
<td>628</td>
<td>705</td>
<td>90%</td>
</tr>
<tr>
<td>2012</td>
<td>1360</td>
<td>628</td>
<td>732</td>
<td>88%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body: 2012

The majority of students come from an urban, mid-socio economic background and are of white Anglo-Saxon heritage with a Christian faith, where religious faith is identified. Most students are part of a nuclear family where parents’ occupations include those within the, business, construction / trade, tourism, hospitality, education and allied / health industries. Transiency of students is below average. 65 students have verified disabilities across Prep to Yr12.

49 students identify as Aboriginal or Torres Strait Islander.

The International Program attracts in excess of 80 students per year from around the world. Outside these students there are only a very limited number of students with English as a Second Language.

Programs of excellence in academic excellence, football and aquatics attract high performing students.

Students engage in a full range of cultural and vocational learning pathways.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>17</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>116 124 152</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>14 5 20</td>
</tr>
<tr>
<td>Exclusions</td>
<td>6 3 9</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>9 5 5</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Kawana Waters State College offers a broad range of Senior School subject offerings that build on the effective and planned learning experiences at both our Primary Campus and through our Junior Secondary.

Programs of Excellence are offered in Academic, Football and Aquatics. Students participating in the Football and Aquatics programs have achieved State and National representative honours.

Opportunities for curricula and extra-curricular activity occur in the Arts where a variety of offerings entice students P-12 to enjoy participation in Visual and Performing Arts with specialist teachers.

A Certificate in Allied Health which is designed to create pathways in the diverse Health industry in preparation for opportunities in this industry associated with the future University of the Sunshine Coast Hospital/s.

Extra curricula activities

A large range of extra-curricular activities across all phases of learning are provided at Kawana Waters State College. Our association with Surf Life Saving has created unique opportunities for our students.

All Learning areas provide opportunities for students through activities, Camps, Excursions or Competitions, including overseas Study Tours.

Community Partnerships with Sporting, Cultural and Business groups are providing increasing opportunities for students.

How Information and Communication Technologies are used to assist learning

The College supports an extensive number of ICT devices to increase and improve digital pedagogy to support 21st Century Curriculum and learner demands. The College currently runs 1128 computer devices across the campuses. Students across the secondary campus have the opportunity to use / hire one of the 600 (NSSCF) laptops available. Recent improvements have seen 100% capability across the College to deliver curriculum via fixed or mobile ICT projection device, the provision of laptops to students enrolled in the Academic Excellence Program (ACE classes); the opening of designated learning spaces for innovation and e learning across the College (ie STIC –Innovation Centre and Innovation area of secondary library.)

Digital pedagogies are comprehensively and directly used in 8 senior school subjects (eg ITN, IPT, Film and Television, Cert1 and 2 VCI and VCM) and indirectly in varying degrees across the remainder of the College to support the delivery of Australian curriculum (C2C) units; remaining QCAREF units (for phase 2& 3 subjects) and existing approved Yr10 and senior work programs in VET and SAS.

Mapping of digital pedagogies utilised P-12 is in progress with P-9 mapping expected to be complete by end of Term 4 2013 and 10-12 mapping complete by end Term 1 2014.

95 % of teachers have attained the ICT Certificate and 5 % of teachers have attained the Digital Pedagogy Licence. Ninety per cent of teachers are integrating the Student ICT Expectations into their practice. (ICT eLearning Index Report 2011)

Social climate

Our vision, values, statement of purpose and our unique culture underpin all that we do at Kawana Waters State College. Our core values, statement of purpose and vision statement, developed in 2006, drive our commitment to our young people and our community and inspire our actions. Our College purpose and vision encapsulates a focus on learning and achieving excellence to develop lifelong learners in a global society.

Our College values are integral to our operations:
Respect, Excellence, Diversity and Enjoyment.
Our vision statement:
Kawana Waters State College – an international community of learners achieving excellence.
Our statement of purpose:
We strive to develop life-long learners who make a positive contribution to a global society.
At Kawana Waters State College: We believe all people can learn.
Our logo, reflects our place in an increasingly global and interdependent world; it also reflects our commitment to our multicultural program.
Our school community values a strong sense of belonging encouraged by positive partnerships between students, staff, parents and community members. Data from our school opinion survey in 2011 for our key performance indicators (safe, happy and learning) shows a generally positive working climate is fostered in our College.
School life at Kawana Waters State College is well regarded by Parents, Staff and students.
School-wide Positive Behaviour Support has been implemented P-12 to align behaviour management processes with the Responsible Behaviour Plan for Students.
Parent, student and staff satisfaction with the school

Parents Satisfaction “That Kawana Waters SC is a good school” is above the Like School Mean.
Both Secondary and Primary students express Satisfaction levels greater than their cohorts in Like Schools.
Teaching Staff indicate overall Satisfaction levels have shown considerable improvement and are similar to all Like School Benchmarks.

Kawana Waters State College has always enjoyed the confidence of its school community. The broad range of curriculum supports this diverse community in the achievement of successful outcomes for all students. High expectations are set for the teaching and learning process and there is increasing confidence that the required sense of teamwork and support are being achieved across this educational community. Our partnership between school and home are strongly perceived as the foundation for this success.
## Our school at a glance

### Performance measure *(Nationally agreed items shown*)

#### Percentage of parents/caregivers who agree that:

| 2012 |  
|---|---|
| their child is getting a good education at school | 100.0% |
| this is a good school | 100.0% |
| their child likes being at this school* | 100.0% |
| their child feels safe at this school* | 100.0% |
| their child's learning needs are being met at this school* | 83.3% |
| their child is making good progress at this school* | 100.0% |
| teachers at this school expect their child to do his or her best* | 100.0% |
| teachers at this school provide their child with useful feedback about his or her school work* | 83.3% |
| teachers at this school motivate their child to learn* | 83.3% |
| teachers at this school treat students fairly* | 100.0% |
| they can talk to their child's teachers about their concerns* | 100.0% |
| this school works with them to support their child's learning* | 83.3% |
| this school takes parents' opinions seriously* | 100.0% |
| student behaviour is well managed at this school* | 100.0% |
| this school looks for ways to improve* | 100.0% |
| this school is well maintained* | 100.0% |

#### Percentage of students who agree that:

| 2012 |  
|---|---|
| they are getting a good education at school | 91.8% |
| they like being at their school* | 86.1% |
| they feel safe at their school* | 93.2% |
| their teachers motivate them to learn* | 84.5% |
| their teachers expect them to do their best* | 94.1% |
| their teachers provide them with useful feedback about their school work* | 88.8% |
| teachers treat students fairly at their school* | 77.0% |
| they can talk to their teachers about their concerns* | 77.2% |
| their school takes students' opinions seriously* | 74.5% |
Our school at a glance

<table>
<thead>
<tr>
<th>Student Experience</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>73.4%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>85.8%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>88.9%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>88.3%</td>
</tr>
</tbody>
</table>

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>75.2%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>90.9%</td>
</tr>
</tbody>
</table>

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

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Our school at a glance

Involving parents in their child’s education

A range of strategies adopted to strengthen our partnership with our parents include:

Direct Phone Contact: Class teachers, members of the administration team and office staff telephone parents to celebrate student achievements and support students and families. On the secondary campus, telephone numbers for each staffroom are published several times a year. Class teachers and Home Group teachers make regular phone contact with parents.

Support Staff: Our Teacher Aides, Support Teachers Literacy & Numeracy, Guidance Officer, Behaviour Management Teacher and members of the school administration team work with students needing support. Our Indigenous Education Teacher Aide provides literacy, numeracy and cultural support to our Indigenous students. The College Chaplain, School Based Youth Health Nurse, Youth Support Coordinator and School Based Police Officer also provide proactive programs and ongoing support for students. Year 8 – 12 Level Coordinators and members of the school administration team also work with those students experiencing difficulties. Parents are contacted or invited to the College to discuss issues and possible intervention strategies.

Parent Teacher Interviews: Primary Campus: Twice a year parents are invited to parent-teacher interviews to discuss their child’s progress. Parents are also invited to contact their teacher or our administration team to discuss information or concerns that will assist our students to maximise their success.

Parent Teacher Interviews – Secondary Campus: At specified times during the school year, parents are invited to parent-teacher interviews to discuss their child’s progress. Parents are also involved in the development of the Year 10 SET Plans. A reporting overview maps the various types of reporting is available on the College website.

School Council: The College Principal and the School Council assume responsibility for the development of the Strategic Plan and fulfils accountability requirements associated with the strategic direction setting and monitoring the progress towards the achievement of targets.

The Parents and Citizens’ Association: The school has an active P&C that has a role in the decision making but at a more operational level compared to the School Council. Meetings are held on the third Tuesday of each month at 6pm.

Parent Forums were re-introduced in 2012. Suggestion boxes were introduced at campus offices. Electronic surveys were conducted at intervals to provide feedback.

A marketing group conducted a series of focus groups with parents to ascertain independent market research and provide strategic recommendations.

Reducing the school’s environmental footprint

KWSC has developed a School Environmental Management Plan (SEMP)

The KWSC Sustainability Team has been established to develop and implement the SEMP.

Teaching and Learning

Whole College curriculum is underpinned by principles of environmental education for sustainability.

Across the focus areas the goals of this plan are:

Management of Resources –

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns. The data validates the effectiveness of awareness-raising by key staff about the necessity to reduce the College’s environmental impact. (KWSC is required to regularly conduct resource and environmental audits and record data relating to resource usage into the specified data collection tools.)

Energy – There was an initiative titled, “Low Energy Week” where both staff and students were asked to ensure any electrical sources, not being used, should be turned off. This in addition to the full implementation of the solar panels contributed towards only a small increase in relation to this reduction in energy usage.

Waste – A review of recycling strategies was conducted and staged implementation / expansion planned.

Water- The slight increase in water usage is associated with the protracted period of dry weather (late 2012) which increased some need to sprinkle sensitive grass areas. Regular mulching of gardens continued. Landscaping plan reviewed.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>457,263</td>
<td>26,604</td>
</tr>
<tr>
<td>2010-2011</td>
<td>405,355</td>
<td>3,637</td>
</tr>
<tr>
<td>2011-2012</td>
<td>408,203</td>
<td>4,450</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>106</td>
<td>50</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>97.3</td>
<td>36</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>9</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>65</td>
</tr>
<tr>
<td>Diploma</td>
<td>15</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $47,935.70.

The major professional development initiatives are as follows:

Developing Performance Frameworks

- **Classified Officers** (Principals, DPS, HODs, HOSES) – *EQ Principals’ Capability & Leadership Framework (PCLF)*

- **Teaching staff** – Asot & other school priorities

- **Support Staff** (BSMs, Teacher Aides, SO, Technicians, SOs, Cleaners, AOs) – *Qld Public Service Capability & Leadership Framework (CLF)*

Professional Development Requests
Our staff profile

- Designated form accessed via KWSC One Portal – approvals through line managers and Principals

Mandated

- Health, Safety & Wellbeing – including all areas identified in checklist (H,S & W)
  - Emergency Management
  - CARA
  - First Aid / CPR
- Code of Conduct & Ethical Decision Making (including online)
- Student Protection
- Diversity Training (including International Education, ESL etc)
- QSA Requirements
- Faculty / Phase specific annual inductions
- Inductions – New and beginning teachers and support staff

Literacy

- Literacy the Key to Learning Professional Development provided to all school leaders and key teachers who did not attend training previously
- First Steps Reading Professional Development provided to all primary campus teachers, school leaders and key secondary teachers
- Ready Readers training & implementation (Literacy)
- National Partnership –Next Steps Initiative -Literacy and Numeracy (primary)
- Explicit Learning Improvement Team (ELIT) expanded and focussed on Next Steps (primary)
- Teachers released every 3 weeks Semester 1; every 4 weeks Semester 2 to analyse data and determine explicit teaching strategy to achieve success
- QUT – Judith Smeed focused KWSC data analysis P-12 (NAPLAN, QCS, OP analyser)
- Kim Waugh NAPLAN analysis Years 3,5,7 (reading and numeracy tests) and explicit teaching
- Language Conventions testing and data analysis to focus explicit teaching Years 2,4,6,8 (terms 3-4)
- Curriculum adjustments to reflect above eg inferential comprehension and understanding the question
- Explicit NAPLAN (literacy & numeracy) preparation – Years 2- 9 – Persuasive Text writing, QAR etc
- GUPPI program (incorporated literacy & numeracy components)
- Expanded use of Words Their Way P-9
- P-12 KWSC Literacy Framework – interactive online resource launched and PD provided
- Daily Five and Daily CAFÉ practices and coaching to implement
- Review of all classroom Literacy Practices @ end of term 2 (P-7) to develop action plan
- Best practice schools visits to Tingalpa SS, Eagleby South SS
- Data wall mapping of Reading Comprehension P-7
- THRASS trainers (2) and 3 Prep teachers trained in THRASS
- Intensive THRASS program (20 Minutes each morning) introduces mid Term 3 to target # students
- Indigenous Student Learning Plans (literacy and numeracy)
- Newsletter and website communications around literacy & numeracy
- Aimee’s Literacy NCT program implementing QAR and other comprehension strategies
- Kawana Kids Love Reading – Parent and community Volunteers trained and supported in classes
- Strengthen use and rigor of data walls with all staff
- THRASS for P-7
- Introduce uninterrupted literacy/numeracy blocks P-7
- Homework Policy development (will have literacy and numeracy components)
- Expand the coaching model to link ASOT strategies to increase literacy achievement
- Small Group Reading Instruction – Beverley Tyner - Professional Reading and coaching for teachers P-3) 10 copies of book purchased – Study group to be established
- Incorporate word study framework into KWSC Literacy Framework and highlight existing reading and writing aspects P-12
- Continue to embed Daily 5/CAFÉ through regular learning and development sessions

Future Plans

- National Partnership –Next Steps Initiative -Literacy and Numeracy (primary)
- Explicit Learning Improvement Team expanded and focussed on Next Steps (primary)
- Teachers released every 3 weeks Semester 1; every 4 weeks Semester 2 to analyse data and determine explicit teaching strategy to achieve success
- QUT – Judith Smeed focused KWSC data analysis P-12 (NAPLAN, QCS, OP analyser)
- Kim Waugh NAPLAN analysis Years 3,5,7 and explicit teaching links
- Explicit NAPLAN (literacy & numeracy) preparation – Years 2- 9 – Persuasive Text writing, QAR etc
- Curriculum adjustments to reflect above eg inferential comprehension and understanding the question etc
- Teacher Aide training – targeting 2 digit understanding in small group intervention
- Best practice schools visits to Tingalpa SS, Eagleby South SS
- Introduce daily ASOT sponge activities to reinforce the norming of language, routines and knowledge to support numeracy concepts
- Adoption of Cognitive Diagnostic Assessment Task (CDAT) as the diagnostic tool to analyse place value knowledge and focus directed teaching episodes to build the foundation knowledge. STLaN (primary) provided PD to primary staff.
- PAEC provided 2 days of modelled lessons followed by reflection with all primary and specified secondary
Our staff profile

Future Plans

- Data wall using CDAT in progress (This process is unique to KWSC primary)
- Newsletter and website communications around literacy & numeracy
- GUPPI program (incorporated literacy & numeracy components)
- Utilise the coaching model to raise expectations, rigour and embed Higher Order Thinking
- Introduce uninterrupted literacy/numeracy blocks P-7
- Homework Policy development (will have literacy and numeracy components)
- Sharing of templates to be used for curriculum mapping, ie College Curriculum map, year plans, unit plans etc
- PD regarding use of Oneschool to download units
- Align with ASoT – Q6 to ensure routines and procedures are embedded, thus also ensuring essential skills are explicitly taught and practised, eg spelling, handwriting, reading
- Alignment with ASoT – Q1 to ensure class/group learning goals precede each lesson, in addition to individual learning goals developed from student feedback at critical junctures in learning – Term 4
- Formal term by term planning sessions with year level /subject colleagues to make year level /subject decisions about teaching and learning sequences while maintaining curriculum intent – backward mapping from assessment task
- Previewing of Australian Curriculum History (ACARA) and suggested curriculum plans provided by C2C – decision made to follow C2C units in 2013- ensuring alignment P-10 and following same process as for English, Maths and Science in 2012. Option A to be taught Years 7-10 for 2013. To be reviewed for future years
- End 2012 - Review which composite classes/ students studied which units to avoid repetition for these students in 2013
- Investigate more formal and consistent means of annotating differentiation in C2C units to suit needs of individual students
- Further investigate individual learning goals linking to C2C using format suggested by regional ASoT instructional leaders
- Primary – forward planning to ensure students in composite classes are building on previous knowledge, skills and understanding and that there is no repetition of texts used, assessment tasks and content knowledge due to implementation of multiage units
- Examine the variety of assessment tasks to ensure balance P-10
- All teaching staff receive copies / have access to of The Art and Science of Teaching by Robert Marzano
- Train ASoT Leadership Team
- Form and train ASoT Team of mainly classroom teachers –
  o College Principal
  o Primary - Meg Murr, Eric Lucas, Judy Brown (HOC) , Anne Dale (Coach)
  o Secondary – Anne Allen/Matt Bradley (DP), Kirste Craddock (Science/Maths), Kylie Nicholl (English/Humanities), Chris Humphreys (A/HOD – HPE), Ricki-Lee Bernardt-Turpin (A/HOD – Arts)
- All team members participate in 5 days regional training
- College Principal participate in 2 days ASoT leaders training
- Steve McHugh (Sec Teacher / Yr12YLC), Leanne Seager (STLaN), David Mayfield (HOD – MS) have participate in 1 day (catch-up) training – now form part of the ASoT Team
- Use the Whole College Framework to contextualise programs, teacher and student actions
- Develop a systematic way for sharing and reflecting on professional practice
- Promote the use of a common language across the College
- Identify and provide learning opportunities for the focus action steps in Design Q 6: ’What will I do to establish and maintain classroom rules and procedures?’ Design Q 7: ’What will I do to recognise and acknowledge adherence to classroom rules and procedures?’ and Design Q 1: ’What will I do to establish and communicate learning goals, track student progress, and celebrate success?’
  o Action Q6: step1- Organise the classroom for effective teaching and learning (access to learning centres, technology, and equipment, decorating the room, materials, students’ desks and chairs and teacher’s work area)
  o Action Q6: step2 – Establish a small set of rules and procedures (general classroom behaviour, beginning/ending of school day or period, transitions and interruptions, use of materials and equipment, group work, seatwork and teacher-led activities
  o Action Q6: step3 - Interact with students about classroom rules and procedures
  o Action Q7: step1- Use simple verbal and non-verbal acknowledgement
  o Action Q7: step2- Use tangible recognition when appropriate
  o Action Q7: step4- Be with-it (be proactive, occupying the entire room, noticing potential problems, using a series of graduated actions)
  o Action Q7: step5- Use direct-cost consequences (time-out, overcorrection)
- Trial the implementation for the Design Q 1 action step:
  o Action step 1: Students identify their own learning goals
- Observations, self-reflection and feedback are utilised for the Action Steps aligned to DPF processes
- Alignment of Design Qs 6 and 7 with SWPBS
- ASoT Team working alongside SWPBS Team to develop Behaviour Matrix
- Design Q6 (and associated actions) has been the initial focus P-12 with the LT being trained by coaches to lead the roll-out across faculties / phases
Our staff profile

Future Plans

- Benchmark evidence gathered and analysed
- Exploring incorporation of ICT device/s to use for classroom observation
- Participation in the Effect Size Project – Design Q1 – Fiona Mitchell, Duncan Reed , Anne Dale
- Developed a structure aligning coaches with faculties / phases
- Use strategies from ASoT to present Design Q6. (5,4,3,2,1; elbow partners, table partners, across the room partners, Random paddle pop sticks) to LT and then to all teaching staff
- Use strategies from ASoT to present Design Q6. (5,4,3,2,1; elbow partners, table partners, across the room partners, Random paddle pop sticks) to present to all TAs
- Use strategies from ASoT to present Design Q1. (5,4,3,2,1; elbow partners, table partners, across the room partners, Random paddle pop sticks) to LT and then to all teaching staff
- Staff access to ASoT strategies via One-Portal
- ASoT strategies exemplars shared via Staff Weekly communications
- Expanded the coaching model to link ASOT strategies to increase literacy achievement
- Introduce instructional rounds
- Roll-out of all Design Qs in lesson segments

Future Plans

Student Engagement

- Awareness Raising Phase – SWPBS
- Awareness Raising Phase – Indigenous Education
- Awareness Raising Phase – Gifted Education
- Overview / presentation to all staff
- All teaching staff received copies of The Art and Science of Teaching by Robert Marzano
- Refine and communicate School Code Dress
- Redesign procedures for monitoring attendance
- ARTIE FOGS – primary and secondary 2010-11
- Wider field study students USC – primary and secondary
- ACCESS program secondary 2011
- GUPPI program (incorporated student engagement components)
- Established Indigenous Playgroup
- Redesign Student Support Services structures P-12 – P-7, Yrs 8/9, Yrs10-12 – case
- Align SSS referral processes – case management approach
- Re-establish SCEDLinQ connections
- Redesign of Senior Schooling Policy
- Establishment and refinement of mentoring program for OP eligible students
- Alignment of SWPBS with ASoT and the AIP
- Alignment with National Partnership –Next Steps Initiative -Literacy and Numeracy (primary)
- Alignment with Whole College Teaching and Learning Framework to cement ‘Whole of College’ vision and practice – “to tidy the cupboard”
- Formed and trained SWPBS Team of mainly classroom teachers P-12.
- Most team members participated in 2 days regional Tier 1 “universal” training
- Promote the use of a common language across the College
- ASoT Team working alongside SWPBS Team to develop Behaviour Matrix
- Alignment of Design Qs 6 and 7 with SWPBS
- Develop lessons and plan to teach Matrix skills
- Redesign Schoolwide recognition system
- Review and redesign P-12 RBP4S
- Conducted a collegial Snapshot (an independent 360 degree look at indigenous education)
- Indigenous Student Learning Plans
- Newsletter and website communications around student engagement
- Development of Gifted Education Framework
- Development and implementation of Yr8 ACE Program (for Gifted students)
- PD – Gifted Education
- Review student engagement programs within Junior Secondary context
- Rebuild SSS Teams
- Redesign Student Leadership structures and roles and responsibilities
- Developed strong connections with local early years providers
- Lead partner / agent in Health Precinct
- Roll-out of all Design Qs in lesson segments, including those specifically targeting student engagement
- Disseminate SWPBS Purpose Statement in school publications
- Disseminate Behaviour Matrix in school publications
- Create signs for school rules & expectations
- Provide SWPBS professional development
- Teach Skills identified on Behaviour Matrix
- Recognise students – acknowledgement system linked to behaviour matrix
- Collect Minor and Major referrals
- Create Big 5 Reports and analyse monthly
- Tiers 2 and 3 Training
- Develop school-(indigenous) community partnership
Our staff profile

- Expand targeted Gifted Education programs – P-12
- Review and develop embed P-12 social / emotional Programs
- Establishment of mentoring program for non-OP eligible students
- Explore further opportunities to expand the EQI International Student Program

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.6%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 97.5% of staff was retained by the school for the entire 2012 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/](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.

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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school’s entry web page. 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall attendance rate for the students at this school (shown as a percentage).</td>
<td>92%</td>
<td>92%</td>
<td>90%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>93%</td>
<td>95%</td>
<td>90%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td>88%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>2011</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>92%</td>
<td>94%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>2012</td>
<td>92%</td>
<td>92%</td>
<td>95%</td>
<td>93%</td>
<td>90%</td>
<td>91%</td>
<td>93%</td>
<td>90%</td>
<td>89%</td>
<td>88%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

A Student Management System is employed that informs all parents of unexplained absences from school. Classroom teachers, year coordinators, deputy principals and principals follow up on all absences, communicate regularly with parents re student attendance and enact the relevant notifications if absence patterns breach attendance requirements. Class rolls are marked at least twice daily and parents notified at all reporting junctures of all recorded absences.

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/](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.
Performance of our students

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

At Kawana Waters State College we have approximately 3.5% indigenous students.

The gap for indigenous students has plateaued or worsened in all areas of Yr3 (NB small cohort of 2). The apparent retention from year 10 to year 12 gap has increased in 2012 from 2011. Attendance rates have decreased over the past year with 85.2% attendance for indigenous students in comparison to 90.5% attendance for non-indigenous students.

### Apparent retention rates Year 10 to Year 12

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 student enrolment as a percentage of the Year 10 student cohort.</td>
<td>72%</td>
<td>72%</td>
<td>78%</td>
</tr>
</tbody>
</table>

### Outcomes for our Year 12 cohorts

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>159</td>
<td>152</td>
<td>140</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>71</td>
<td>73</td>
<td>71</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>28</td>
<td>34</td>
<td>30</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).</td>
<td>145</td>
<td>145</td>
<td>137</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework Certificate II or above.</td>
<td>127</td>
<td>135</td>
<td>128</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>140</td>
<td>138</td>
<td>129</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>70%</td>
<td>68%</td>
<td>68%</td>
</tr>
</tbody>
</table>
## Performance of our students

### Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.
<table>
<thead>
<tr>
<th></th>
<th>97%</th>
<th>98%</th>
<th>100%</th>
</tr>
</thead>
</table>

### Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.
<table>
<thead>
<tr>
<th></th>
<th>92%</th>
<th>90%</th>
<th>97%</th>
</tr>
</thead>
</table>

As at 2 May 2013. The above values exclude VISA students.

### Overall Position Bands (OP)

<table>
<thead>
<tr>
<th></th>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>9</td>
<td>21</td>
<td>20</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>2011</td>
<td>6</td>
<td>18</td>
<td>26</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>2012</td>
<td>7</td>
<td>20</td>
<td>21</td>
<td>19</td>
<td>4</td>
</tr>
</tbody>
</table>

As at 2 May 2013. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th></th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>92</td>
<td>127</td>
<td>3</td>
</tr>
<tr>
<td>2011</td>
<td>105</td>
<td>131</td>
<td>18</td>
</tr>
<tr>
<td>2012</td>
<td>88</td>
<td>127</td>
<td>22</td>
</tr>
</tbody>
</table>

(NB The above values exclude VISA students.)

Certificate 1 courses offered and undertaken by students in 2011:
- Business
- Information Technology
- Hospitality
- Creative Industries Media
- Visual Art & Contemporary Craft
- Construction
- Engineering

Certificate 2 courses offered and undertaken by students in 2011:
- Workplace Practices
- Hospitality
- Creative Industries Media
- Visual Art & Contemporary Craft
- Business
- Tourism
- Information Technology
- Live Production, Theatre & Events

Certificate 3 courses offered and undertaken by students in 2011:
- Children’s Services
- Allied Health
- Fitness
Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort’s post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The College supports the transition from school to tertiary education, training or employment for all students. Some students choosing to leave school prior to the completion of Year 12, have done so as they have taken up full time apprenticeships, full time work or full time study with another provider. Students who are identified as at risk of disengaging from school early, are supported through an extensive range of student support services. The student support services draw upon a range of internal and external support agencies to re-engage students into traditional schooling. Where this is unsuccessful, students and their families are supported in engaging in alternative study or workplace pathways.