

Caningeraba State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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Introduction

As principal of Caningeraba State School, I commend to you our School Annual Report for 2018. This report is provided to inform parents and the wider community of our progress throughout 2018, and to briefly outline our future direction underpinned by continuous improvement and high expectations. The 2018 Annual Implementation Plan represents the first stage of implementing the Strategic Plan 2018-2021 which was developed in late 2017. Both the Strategic Plan and Annual Implementation Plan directly mirror the six school priorities that were identified during the 2017 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 2017 School Review and a range of systemic and local data measures. A whole School Review was conducted in March 2017 by the School Improvement Unit with feedback which informed our community that Caningeraba State School is performing at a very high level based upon the nine domains of the School Improvement Hierarchy. This review informs the new four year Strategic Plan 2018-2021. The future outlook contained in this report outlines the school priorities within the Strategic Plan 2018-2021 and the 2019 Annual Implementation Plan which will build upon the strategic work over the past year.

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 2018 and were successfully managed in line with current facilities. Our school, however, has experienced significant growth in recent years, and despite year seven transitioning to high school through the Flying Start initiative, we were at risk of exceeding our maximum enrolment capacity in readiness for 2018. A new Senior Learning Centre with ten new classrooms was constructed and completed ready for use for the first day of school in 2018. 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 overview

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

School Progress towards its goals in 2018

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 2018-2021. Our vision has a strong focus on educating our students to develop the skills, qualities and attributes which will allow them to function as successful adults in the 21st century. The six "Cs" in the globe are pivotal to achieving this vision and have formed a large part of our ongoing strategic focus during 2018 as a foundation for developing a community of 21st century learners.

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



Caningeraba is a remarkable school community that exudes a strong culture of continuous learning for staff and students alike, within a supportive, caring learning environment. Our proven capacity to value-add and sustain growth in student learning outcomes over the longer term is commensurate with the hard work, commitment and genuine dedication of our staff, parents, volunteers and wider community. It was humbling for our school in recent years to receive two significant

accolades announced late 2014 for 2015. Each served to recognise and affirm our school community's efforts and achievements. The Regional Director and Assistant Regional Director, South East Region, nominated Caningeraba State School for the inaugural *Jack Pizzey Awards for Excellence in Educational Leadership: School of the Year*. The awards across Queensland were announced at the Principal's Conference in late February of 2015 and although our school was not awarded the overall award, we were very proud indeed. Further, our school was successful in its application to become an Independent Public School commencing in 2015. Achieving this milestone was no easy feat, with successful schools required to meet stringent criteria, first in relation to their "relative gain" performance regarding student learning outcomes, and second, in relation to their capacity to innovate and provide leadership across the local and wider educational community. 2018 brought in the fourth year of operation as an Independent Public School and the partnering of the Caningeraba State School Council to assist the principal in driving the future strategic agenda.




In late 2014, Caningeraba State School was selected as one of approximately 50 schools in South East Region and 300 schools across the State to receive a Master Teacher under the *Great teachers = Great results: A direct action plan for Queensland schools*. A Master Teacher was allocated as an additional staff member and was recruited and appointed to our school at the start of the 2015 school year. Caningeraba was chosen as a high performing school with a proven record of "value adding" student literacy and numeracy outcomes, but also a school which can leverage this additional resource. At the cessation of the Master Teacher program in 2018, this position was workplace reformed under the new job role title of Pedagogy Coach to continue the ongoing coaching and mentoring platform at Caningeraba.

The continuance of the Investing for Success initiative in 2018 once again provided significant resourcing of \$370,935 to support the development of improved literacy and numeracy outcomes for our students, in particular, students in the early years where early intervention is most critical. Specific targets and strategies are available on our school website. Investing for Success enabled a responsive, focussed and deliberate strategy to leverage the implementation of our Oral Language, Striving to Advance Reading Success (STARS), school wide pedagogy and SMARTmaths programs across Prep to Year 6.

The Annual Implementation Plan (AIP) for 2018 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.

School progress towards its goals in 2018


The 2018 Annual Implementation Plan outlined six priorities identified in the Strategic Plan 2018-2021:

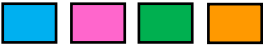
 <h3 style="text-align: center;">Caningeraba State School Annual Implementation Plan 2018</h3> <p style="text-align: center;"><i>Success through Challenge...</i></p>	
<p>Our Vision</p> <p><i>Caningeraba is a community committed to educating happy, healthy, confident 21st century learners.</i></p>  <p>Our Beliefs</p> <ul style="list-style-type: none"> The health and well-being of our school community is key. Literacy is the foundation for success in the 21st century. Students come first in all that we do. Every child deserves the opportunity to improve and succeed. Every community member is a learner and can improve and succeed. Parents and community play a vital role. 21st century learning requires a renewed focus on pedagogy and a movement from teaching to learning where we teach the way children learn. <p>Our Values</p> <p>Caningeraba State School fosters the National Program "Nine Values of Australian Schooling"</p> <ul style="list-style-type: none"> Care and compassion Doing Your Best Fair Go Freedom Honesty and Trustworthiness Integrity Respect Responsibility Understanding, Tolerance and Inclusion 	<p style="text-align: center;">School Priorities 2018-2021</p> <ol style="list-style-type: none"> Enhance teacher efficacy and capability through a continued commitment to delivering effective teaching in every classroom based on consistent and deliberate research based pedagogical practices. This will be supported through a professional learning community and coaching and mentoring framework designed to move beyond theory into authentic practice. Further familiarise, implement and embed the Australian Curriculum in English, Mathematics, Science, HASS, Health and Physical Education, LOTE, Technology and the ARTS through Prep to Year 6. Ensuring a Guaranteed and Viable Curriculum in English and Mathematics and promoting STEM strategies will be key improvement agendas. Build teacher capacity in a systematic collection and analysis of data including formative, summative and diagnostic assessment to inform teaching and learning through timely and effective feedback and student owned SMARTgoals. Ensure every child is succeeding through whole school inclusive practices. Improve student outcomes in English and Mathematics with an explicit focus on Reading, Writing, Spelling and Language Conventions and Number by embedding <i>Strive to Achieve Reading Success (STARS)</i>, <i>Words Their Way</i>, <i>Crack the Code</i>, <i>STRIVE</i>, and <i>SMARTmaths</i> as key improvement strategies. Optimise staff and student health and wellbeing through an authentic Parent and Community Engagement Framework to foster communication, learning partnerships, community collaboration, decision making and participation. <i>KidsMatter Caningeraba Community Connects (CCC)</i> and <i>MidCoast Community of Schools</i> will be key partnership frameworks. Partner with the P&C, School Council and Education Queensland through <i>Direct to Market</i> to provide high quality, value for money and sustainable enhancements to school facilities, infrastructure and resources to directly benefit the school community. <p style="text-align: center;">Our Culture</p> <p>A whole school community culture that through high expectations <i>"lives and breathes"</i>:</p> <ul style="list-style-type: none"> Continuous improvement Consistency Clarity Celebration of success <p>Within a High Reliability Schools Framework characterised by:</p> <ul style="list-style-type: none"> Safe and Collaborative Culture Effective Teaching in Every Classroom Guaranteed and Viable Curriculum <div style="text-align: center;"> <p><i>"Through students' eyes"</i></p>  <p><i>Looking from their perspective</i></p> </div>


The following table outlines the specific actions and improvement strategies undertaken during 2018 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 Inquiry Cycle 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.


Inquiry Cycle		Scan and Assess		Prioritise		Develop and Plan		Act		Review
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Caningeraba State School Annual Implementation Plan 2018		
School Priority	Pedagogical Framework	
SMARTgoal	Strategy 2018-2021	2018 Strategies/Actions
<p>1.1 Professional Learning Community</p> <p>Embed a sustainable commitment to a vibrant professional learning community which demonstrates a very high priority on the ongoing professional growth of all staff to develop a school-wide, self-reflective and collaborative improvement culture.</p>	<p>Continue to grow a professional learning community which values a deep collaborative culture and a collective responsibility for continuous learning through an embedded <i>Professional Learning Plan</i>. Utilise SFD's, year level meetings, targeted weekly Learning & Aligning days, Sharing With Other Teachers, Pedagogy Smorgasbords, Pedagogy on the Go, Teacher Induction, and evidenced based professional development to support all staff.</p>	<div style="background-color: #008000; width: 20px; height: 15px; margin-bottom: 10px;"></div> <p>Embed the Caningeraba Pedagogical Framework into all aspects of the school improvement agenda.</p> <ul style="list-style-type: none"> Embed our vision as the compelling 'why' at the centre of the Pedagogical Framework (Simon Sinek – Start with Why, then the How and What) <p>Embed the High Reliability Schools Framework (Marzano) - Safe and Collaborative Culture and Effective Teaching in Every Classroom, Guaranteed and Viable Curriculum.</p> <ul style="list-style-type: none"> Measure current teacher perception through the implementation of the High Reliability Schools surveys (Marzano). Conduct surveys (Jan SFD) to capture, monitor and evaluate the effectiveness of selected critical factors and guide future strategic direction. <p>Embed a <i>professional learning community</i> comprising a strong focus on <i>Growth Mindset</i> and a respectful and genuine <i>coaching culture</i> based upon a school-wide consistent language for instruction and focussed on "<i>deliberate practice</i>".</p> <ul style="list-style-type: none"> Recognise the professional expertise within our school by removing all barriers – year level, upper/lower and curriculum areas. <p>Further develop and enhance the Professional Learning Plan responsive to the Explicit Improvement Agenda and school priorities.</p> <ul style="list-style-type: none"> Refine plan to address pedagogy, personalised learning, literacy and numeracy (spelling, reading, writing and number), curriculum and parent and community engagement and aligned to SFDs, Aligning Days, Learning Days & formalised year level meetings. Continue to engage in global (Marzano, Archer, William), system (QASSP, SER Initiatives, QCAA, BSDE, school partnerships) and school level professional learning. <p>Enhance teacher efficacy by providing opportunities for teachers to observe, reflect upon and discuss best practice.</p> <ul style="list-style-type: none"> Deepen professional learning and sharing of practice through Sharing With Other Teachers (SWOT) program in alignment with school improvement agendas – Reading and Pedagogy.


		<p>Share expertise through 'SWOT Week' (term 3) for peers to observe, be observed and reflect on pedagogical practice in accordance with agreed SWOT protocols.</p> <ul style="list-style-type: none"> ○ Ensure growth of a platform of trust and mutual respect. ○ Focus on specific selected pedagogical strategies and reading framework. ○ Teachers may choose to share their practice, see other teacher practice and/or have the time to discuss a pedagogical practice with a colleague. <ul style="list-style-type: none"> ● Pedagogy Learning Team to lead and model sharing of evidence based research, expertise and practical strategies by facilitating 'Pedagogy on the Go' workshops to introduce DQ 7: Active Engagement 'Everyone Participates, Everyone Learns' (Term 1 Twilight). ● Embed 'Pedagogy Smorgasbord' - All teachers prepare and share with their colleagues, the pedagogical practice that they have been trialling and refining. One staff meeting each term. The format of the staff meeting ensures that teachers are participants engaging in cooperative learning structures. <p>Ensure that teacher aides are continually kept informed and upskilled with regards to pedagogy and curriculum agendas</p> <ul style="list-style-type: none"> ● Conduct regular, timely teacher aide professional development sessions each term relative to their context as support personnel. <p>Continue to build our resource bank to house our growing professional knowledge where practical artefacts and examples in the form of photos, videos of lesson segments, flipcharts, and templates are accessible to staff</p> <ul style="list-style-type: none"> ● G Drive: Core Data/Common/Pedagogy ● Ed Studio: 'The Caningeraba Way' which documents our journey from our school vision towards embedded practice by providing a professional library of all PowerPoints, documents, images and videos of professional learning. <p>Further embed formalised Teacher Induction Program</p> <ul style="list-style-type: none"> ● Deepen professional development for new teachers regarding school improvement agenda, policies and procedures and Caningeraba State School culture. ● Provide SWOT for new and beginning teachers. ● Facilitate Beginning Mentoring Teachers funding to support beginning teachers ● Prioritise time for beginning teachers to regularly meet with Mentor teachers.
<p>1.2 21st Century Learning Respond to the emerging needs of 21st century learners and provide an explicit and intentional</p>	<p>Further prioritise, design and develop clearly articulated 21st century learning fluencies reflective of current research</p>	 <p>Explore 21st century Learning Pedagogies necessary to enhance teaching and learning experiences to cater to 21st century learners.</p> <p>Enlist 21st Century Learning Team as the guiding coalition to</p>




<p>focus on the general capabilities, fluencies, attitudes and mindsets which will prepare students for a constantly evolving world.</p>	<p>based best practice which build teacher confidence and expertise, facilitate innovation and entrepreneurship, and enhance learning opportunities which better equip students as 21st C learners. Align and embed our school vision's 6 C's of Collaborate, Critique, Communicate, Create, Challenge, and Contribute.</p>	<p>collaboratively develop a common language and initiate innovation.</p> <ul style="list-style-type: none"> Clearly define the 21st century learning fluencies (the 6C's) outlined in the Caningeraba Vision, using child friendly language. Determine the skills that underpin each of the 6C's. Reference and ensure alignment with the Australian Curriculum General Capabilities: Personal and Social Capability, Ethical Understanding and Critical and Creative Thinking. Engage in professional inquiry – QCAA, McCrindle Research, Kath Murdoch. Engage in professional development opportunities such as 'The Power of Inquiry' Kath Murdoch. 21st Century Learning Team to trial innovative practice in own classrooms and reflect on learning together. Begin to construct a shared understanding of what 21st century learning looks like in practice. <p>Continue to ensure the alignment of 21st century learning fluencies – 6c's and Australian Curriculum General Capabilities, IMPACT Learning Framework.</p> <p>Continue to contextualise within G & V Curriculum units.</p>
<p>1.3 Coaching and Mentoring Build and support teacher confidence, efficacy and expertise in evidence based pedagogies to ensure a consistent and sustained culture of reflective practice, collaboration and innovation.</p>	<p>Strengthen our whole school culture of continuous improvement which supports all teachers through coaching, mentoring and feedback cycles aligned to systemic and school strategic priorities. Embed a collegial engagement framework premised upon a strong culture of mutual respect, trust and the development of self-reflective professional practice in a personalised context.</p>	 <p>Build staff capacity in the GROWTH Coaching International coaching model and process as the foundation for our instructional coaching approach.</p> <ul style="list-style-type: none"> Continue to engage full time Pedagogy Mentor in partnership with Master Teacher to broaden our capacity to implement our whole school approach to pedagogy in alignment with our Pedagogical Framework "7 to 70" strategy. Provide formal coaching and mentoring to all teachers, including specialists, SEP and support staff (pedagogy - 2 terms, STARS Reading Program - 1 term, choice of reading or pedagogy - 1 term). Negotiate according to individual teacher's self-identified focus area (Pedagogy or Reading). Provide individualised support for teachers to engage with professional learning to enact Annual Performance Review goals - suggest APST descriptor 4.1 Support Student Participation. Engage all teachers in focussed and intentional coaching conversations centred on DQ1 and/or DQ 7. Implement in accordance with 2018 Collegial Engagement Agreement. Teachers negotiate allocated time for coaching conversations within their own schedule or within class time with TRS replacement provided. Review all coaching programs in readiness for 2019 informed by feedback questionnaire from all teaching staff. Coaches to request informal feedback from teachers each term to review own practice.


		<p>Build staff capacity and further develop coaching and mentoring program in reading and numeracy under Investing For Success.</p> <ul style="list-style-type: none"> Continue to engage one full time in-house <i>Reading Revolutionary</i> coach Prep – Year 6 in <i>Striving to Achieve Reading Success (STARS)</i> program. Continue to engage similar strategy in area of SMARTmaths (2 teachers 0.2 FTE) <p>Leadership team to receive optional individual Executive Coaching with Tricia Stinson (Accredited GCI Executive Coach) to build leadership capability.</p> <p>Continue to grow coaching capability of pedagogy and reading coaches through professional learning - 2 day Solutions Focus Course (Growth Coaching International).</p> <p>In collaboration with Tricia Stinson (Leveraging Leadership), instigate and cultivate an Instructional Coaching 'Community of Practice' to build collective capability and share best practice with other instructional coaches across South East Region schools.</p>
<p>1.4 Art and Science of Teaching</p> <p>Enhance teacher levels of expert pedagogical knowledge of high yield, evidence based teaching strategies to progress student learning based on a clear, consistent, school-wide pedagogical framework.</p>	<p>Further develop and align Marzano's <i>The New Art and Science of Teaching, Explicit Instruction</i> (Archer) and <i>Formative Assessment</i> (Wiliam). Harness the <i>Pedagogy Learning Team</i> as classroom practitioners to clarify, incubate and amplify consistent and deliberate practice, specific strategies and a common language of instruction which transforms theory into authentic classroom practice.</p>	 <p>Continue to enlist Pedagogy Learning Team (PLT) as the guiding coalition to drive innovation in our pedagogical reform process. Build staff capacity through extensive professional development informed by research/evidence based best practice. Pedagogy Learning Team to:</p> <ul style="list-style-type: none"> Provide leadership from within - through professional learning. Co-construct and deliver professional development and share practice. Mentor broader teaching team. 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. Celebrate professional ownership through choice – ensure consistency of practice through the Science of teaching, while allowing flexibility of professional ownership through the Art of teaching. Professional Learning Cycles <ul style="list-style-type: none"> Clarify: Meet 1.5 learning days/term to engage in professional inquiry, explore options for implementation and co-construct research based practice. Incubate: Trial agreed practices in classrooms, construct and deliver PD with all teaching staff. Amplify: Support teaching staff with implementation of consistent practice. <p>Design Question 7 Active Engagement</p> <ul style="list-style-type: none"> Introduce and build teacher understanding and capability in DQ 7: Active Engagement through professional learning and



		<p>cycles of instructional coaching.</p> <ul style="list-style-type: none"> • School leaders to continue to model Active Engagement strategies in staff PD delivery. Coaches to model/ team teach in co-constructed lessons according to the Collegial Engagement Agreement. • Provide opportunity for writing team to engage in QASSP Anita Archer PD (Writing is taught, writing is not caught) and experience active participation procedures with the expert. <p>Continue to implement Teacher Scales for Reflective Practice as a tool for teachers to reflect on their pedagogy to ensure deliberate, consistent practice and quality assurance across the entire teaching team.</p> <ul style="list-style-type: none"> • Adapt and contextualise 'Teacher Scales for Reflective Practice' (Marzano, 2012) in reference to The New Art and Science of Teaching (Marzano, 2017) • Embed DQ1 Element 1: Establishing and Communicating Learning Goals and continue to implement Teacher Reflective Scales DQ1 for Element 2: Tracking Student Progress and Element 3: Celebrating Success
<p>1.5 Annual Performance Review</p> <p>Enhance teacher capacity and skills in actualising self-reflective practice aimed at achieving continual professional growth aligned to systemic and school improvement agendas and personal goals.</p>	<p>Redesign and implement a renewed Annual Performance Review framework which aligns and embeds the Australian Professional Standards for Teachers, Collegial Engagement, and the Developing Performance Framework. Further support staff to engage with the three phase process: Reflection and goal setting, Professional practice and learning, and Feedback and review.</p>	 <p>Partner with Assistant Regional Director to scan and assess evidence based research and best practice to determine high yield, effective and contextually appropriate strategies to inform a renewed Annual Performance Review Framework which aligns:</p> <ul style="list-style-type: none"> • State Schools Strategy 2018-2022 • Caningeraba State School strategic priorities • Australian Professional Standards for Teachers • Collection of evidence to support formal sign off on Annual Performance Review SMARTgoals • HAT and LEAD accreditation considerations - Queensland College of Teachers (QCT) • Collegial engagement considerations including coaching and formal observation and feedback • Teacher induction • Transitioning from provisional to full registration (QCT/AITSL Evidence Guide) • Mentoring Beginning Teacher program <p>Consult collaboratively with stakeholders to develop a shared community understanding of the school's response to the Full School Review key improvement strategy to <i>'Collaboratively develop and implement a formal classroom observation and feedback process involving teachers to provide support and advice on classroom practice.'</i></p> <p>Continue ongoing implementation of Developing Performance Framework through existing Annual Performance Review process</p> <ul style="list-style-type: none"> • Model and support teaching and non-teaching staff and admin staff through 3 phases of Annual Performance Review

		<p>process.</p> <ul style="list-style-type: none"> ○ Australian Professional Standards for Teachers (APST) ○ LCC endorsed reciprocal critical friend model <p>Teachers to develop three goals for their Annual Performance Review plan aligned to school strategic priorities:</p> <ul style="list-style-type: none"> - Suggested goal to target APST Standard 4.1 'Support student participation' - Second goal to target individually selected standard from the APST - Third goal to be either a personal well-being goal unrelated to the APST, or another as per the second goal. <p>(*NOTE: Beginning teachers may choose from 'Graduate' level.)</p>
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Caningeraba State School Annual Implementation Plan 2018		
School Priority	Australian Curriculum	
SMARTgoal	Strategy 2018-2021	2018 Strategies/Actions
<p>2.1 Australian Curriculum</p> <p>Continue to develop and embed a guaranteed and viable curriculum to achieve vertical and horizontal alignment ensuring a consistent and seamless progression of learning across Prep to Year 6.</p>	<p>Review and embed Caningeraba's Guaranteed and Viable English units and extend the process to develop Mathematics units. Familiarise remaining areas of the Australian Curriculum to embed quality teaching, assessing and reporting of Version 8.3 by 2020. Continue to develop every teacher's capacity and efficacy in the teaching of STEM through collaboration at a regional, cluster and school based level and engagement in the #qldtechschools initiative.</p>	<p></p> <p>Collaborate with whole school teams and year level teams to ensure consistency of guaranteed and viable curriculum delivery in all areas.</p> <ul style="list-style-type: none"> • Formalised fortnightly meetings with Associate Principals as Co-Chairs to support team culture and ensure alignment to strategic intent. <p>Review and refine the process used to develop Caningeraba's guaranteed and viable English units to develop units for Mathematics</p> <ul style="list-style-type: none"> • Scan and assess current practice in the teaching of mathematics across the school and audit the consolidated C2C units of work aligned to Version 8.3 of the Australian Curriculum • Collaboratively develop a whole school scope and sequence for number facts through the aligning evidence based research with existing school practice <p>Familiarise remaining areas of the Australian Curriculum to embed quality teaching, assessing and reporting of Version 8.3 by 2020</p> <ul style="list-style-type: none"> • Continue to familiarise relevant specialist staff with the Australian Curriculum: Music and the Physical Education component of the Australian Curriculum: HPE prior to full implementation in Semester 2 • Familiarise classroom teachers with the Australian Curriculum: Health and the Respectful Relationships curriculum in Term 2, Version 8.3 prior to full implementation in Semester 2 • Familiarise classroom teachers with the Australian Curriculum: Design and Technologies in Term 4, Version 8.3 prior to full implementation in 2019 <p>Continue to develop every teacher's capacity and efficacy in the teaching of STEM</p> <ul style="list-style-type: none"> • Manage devices and develop teacher efficacy in their use to support the effective teaching of coding from Prep to Year 6

		<ul style="list-style-type: none"> Continue to engage with the #qldtechschools initiative via face to face meetings and the use of online platforms to further develop leadership in this area <p>Continue to develop teacher expertise and self-efficacy in the teaching of technologies through ensuring access to targeted school based professional development</p>
<p>2.2 Assessment and Reporting Framework</p> <p>Further build teacher capacity in developing consistent, valid, reliable and transparent assessment and reporting practices which provide timely, consistent and appropriate feedback to students and parents.</p>	<p>Continue to review and moderate guaranteed and viable summative assessment at a school and cluster level to optimise students' capacity to demonstrate their depth of knowledge, understanding and skills. Build teacher capacity to analyse and use summative assessment to inform teaching and learning.</p>	 <p>Continue to refine Whole School Assessment and Reporting Framework to include diagnostic and school based assessment aligned to Australian Curriculum, C2C and year level benchmarks.</p> <p>Continue to strengthen guaranteed, viable and transparent assessment across all year level teams through the use of dynamic assessment folders for P - 6.</p> <ul style="list-style-type: none"> Systematically review and update Year Level folders containing every assessment for every curriculum area for each semester. <p>Continue to embed a strong culture of "Students as Insiders" which promotes explicit feedback for learning and enables students to understand what is being taught, how it will be assessed and what are the standards upon which they will be judged?</p> <p>Continue to enhance teacher capacity to ensure assessment aligns with intent of Australian Curriculum Achievement Standards.</p> <p>Continue to review and moderate guaranteed and viable summative assessment at a school and cluster level using formal moderation procedures which align with reporting cycles</p> <ul style="list-style-type: none"> Explore the viability of engaging with schools within the Mid Coast cluster to moderate assessment during the October student free day. <p>Increase the focus on formative assessment as a part of implementing research informed consistent pedagogical practices.</p> <ul style="list-style-type: none"> Continue to develop a resource bank of formative assessment tools and strategies in alignment with Design Question 1. Formative assessment practices to be a focus of coaching conversations in pedagogy and reading.
<p>2.3 Social and Emotional Learning</p> <p>Embed an explicit Social and Emotional Learning curriculum to</p>	<p>Professionally develop and support MindUp Coordinators to champion Social and Emotional Learning (SEL) in alignment with the</p>	  <p>Align DET Wellbeing Framework</p> <ul style="list-style-type: none"> Engage in Regional professional development <p>Enlist MindUp Team consisting of year level teacher</p>



<p>develop students' ability to become self-regulated and emotionally aware citizens, optimising opportunities for academic and life success.</p>	<p>ACARA personal and social General Capabilities. Continue to prioritise, guide, and support the implementation of the MindUp curriculum for social and emotional learning by all teachers, specialist staff, teacher aides, associate principals and principal. Increase and foster community and family involvement and training in the curriculum to optimise opportunities for academic and life success.</p>	<p>representatives to contribute to decision making, direction and provide feedback based on experienced classroom practice.</p> <ul style="list-style-type: none"> • Co-create the Why, How and What of the MindUp Team to ensure ownership and clear, purposeful direction • Create opportunities to promote and support the implementation of MindUp within year level teams and at the classroom level with individual teachers • Build a resource bank for each year level to assist with lesson implementation • Continue to provide professional learning opportunities and support through staff meetings and year level meetings <p>Continue to build partnerships with Griffith University to measure staff and community perceptions and to evaluate the effectiveness of the whole school implementation plan and SEL program.</p> <ul style="list-style-type: none"> • Administer surveys for research purposes to staff and students <p>Promote and model mindfulness practices across the whole school context through</p> <ul style="list-style-type: none"> • Daily assemblies, newsletters, school sign.
<p>2.4 Cultural Connections Provide opportunities for students to further develop and experience cross cultural understandings and understand the importance of languages in a global context.</p>	<p>Further enhance opportunities for students to engage in rich, meaningful cultural and language based activities to include:</p> <ul style="list-style-type: none"> • St Jean Baptiste Sister School Exchange Program, Noumea, New Caledonia • Annual Bonjour Festival Gold Coast • MLTAQ Speech Contest 	 <p>Sustain ongoing sister school relationship with St Jean Baptiste French Noumea exchange program.</p> <ul style="list-style-type: none"> • Facilitate study tour program to New Caledonia. • Facilitate annual St Jean Baptiste cultural exchange. <p>Promote cultural activities through promotion of Bonjour French Festival.</p> <p>Facilitate ongoing EQI Study Tours</p>


Caningeraba State School Annual Implementation Plan 2018		
School Priority	Personalised Learning Framework and Data Culture	
SMARTgoal	Strategy 2018-2021	2018 Strategies/Actions
<p>3.1 Data Culture Further develop teacher capacity to understand, interpret and</p>	<p>Use the <i>Inquiry Cycle</i> to review and realign whole school approaches in data analysis to prioritise</p>	  <p>Further develop and embed whole school <i>data informed</i> culture which is “lived and breathed”, understood and valued.</p>


<p>utilise whole school, cohort, class and individual student data to inform teaching and improve student learning in a sophisticated, consistent and meaningful way.</p>	<p>problems of practice, narrow and sharpen our explicit improvement agenda and provide a clear line of sight to the targeted improvement of student learning outcomes. Further develop the data literacy skills of teachers to enable effective use of assessment data for student learning.</p>	<ul style="list-style-type: none"> • Provide strong leadership in embedding data culture with a consistent narrative and common language: <ul style="list-style-type: none"> ○ State Schools' vision: Every student succeeding ○ Prep to 6: "It's Everyone's Business" ○ High Reliability Schools - Effective Teaching in Every Classroom and Guaranteed and Viable Curriculum ○ "Every Student, Every Classroom, Every Day" ○ Push and Pull strategy–Below NMS, Mean & U2B ○ Grattan Institute – "A years' worth of learning progress" ○ "How do we accelerate the learning of every student to ensure a year's worth of progress?" • Align whole school continuous improvement with the School Improvement Model: <ul style="list-style-type: none"> ○ School Improvement Hierarchy – <i>Where we are</i> ○ Inquiry Cycle – <i>How we learn</i> ○ Standards of Evidence – <i>What impact we have</i> • Align guiding questions with our intentional approach to improving the progress of every student: <ul style="list-style-type: none"> ○ How are our students doing in their learning? ○ How do we know? ○ What are we doing to improve students' learning? ○ How do we know it is working? <p>Initiate review of whole school data plan within context of Whole School Intervention Model, Diagnostic Assessment Overview, OneSchool, SMARTbook, SMARTgoals, G&T, STL&N, SWD, ATSI, U2B, NMS, ROI, MSS, Student Relative Gain and Effect Size Gain.</p> <ul style="list-style-type: none"> • Critically reflect and analyse with admin team and STL&N to further align and improve the whole school data analysis cycle across four terms to provide clarity, consistency and continuity. <p>Enhance staff capacity to analyse and utilise reading data to inform differentiation through targeted teaching</p> <ul style="list-style-type: none"> • Continue to develop teacher capacity to administer school wide diagnostic assessments in reading (PM & Probe) • Continue to develop teacher capacity to analyse and interpret diagnostic reading assessments • Continue to develop teacher capacity to plan teaching and learning to address identified areas for reading growth <p>Facilitate annual Student Free Day whole school NAPLAN Data Overview to promote sophisticated data conversations re explicit improvement agendas: Spelling, Reading, Grammar and Punctuation and Numeracy.</p> <ul style="list-style-type: none"> • Whole school data conversations in P-2, 3-4, 5-6 groupings across 3, 5, NAPLAN domains.
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		<ul style="list-style-type: none"> Facilitate Traffic Lights for NAPLAN – School Vs. Nation for Years 3,5 for 2018 NAPLAN Test and Years 2,4,6 for 2017 Practice Test <ul style="list-style-type: none"> Data analysis – A to E data, NMS, U2B, Rate of Improvement, Bottom 20% & Top 20% Nation. Drilled down item response deep analysis Develop proficiency analysing Headline Indicators and Data Profile Develop capacity in identifying ‘problems of practice’ based on long term data sets and associated high yield strategies with clear targets. <p>Facilitate, scheduling and data analysis of traffic lights for 2018 NAPLAN practice tests in Years 2,3,4,5 – Yrs 3 & 5 Term 1, Wk 2, Yrs 2 & 4 Term 3 Wk 3.</p> <ul style="list-style-type: none"> Learning Day (half day) Yrs 2 & 4, Yrs 3 & 5 analysis of NAPLAN data. Diagnostic Data conversations – year level teams <p>Continue to implement Early Start Screener</p> <ul style="list-style-type: none"> Year level team to analyse Term 1 Early Start data and implement early intervention strategies across cohort. <p>Prep Experience Day</p> <ul style="list-style-type: none"> Continue to implement screening and “kid watching” processes including input from (DP, HOSES, STLaN, GO) to collect and analyse student individual student information in readiness for 2019 Prep year.
<p>3.2 Whole School Intervention Provide success for every student and increase student engagement by personalising learning through specific differentiated strategies which are sustainable, consistently documented, evident and effectively practised.</p>	<p>Align with Education Queensland’s vision of <i>Every Child Succeeding</i>. Further refine and embed the Whole School Intervention framework through targeted Special Education Programs (Every student with disability succeeding), English as a Second Language and/or Dialect (EALD), Learning Support, Support-A-Reader, Support-A-Talker, Gifted and Talented/Enrichment, Kids in Care and Attendance programs.</p>	 <p>Align with State Schools Strategy priorities:</p> <ul style="list-style-type: none"> Improve academic achievement for all students Lift the performance of our top students Improve reading and writing for all students Close the gap for Aboriginal and Torres Strait Islander students Improve the participation and achievement of students with disability <p>Facilitate implementation of Special Education Program approach to Functional Behaviour Analysis.</p> <ul style="list-style-type: none"> Review and refine data analysis processes from observations to inform timely, responsive and proactive Behaviour Management Plans. Ensure consistency of practice through a team approach

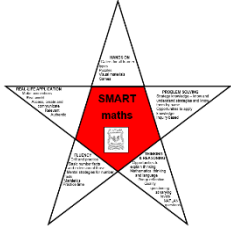

		<p>Review SEP team processes on collection, collation and tracking of data and programs for students with disability.</p> <ul style="list-style-type: none"> • Review and align current practice regarding diagnostic tools and alignment with whole school <p>Review and refine Individual Curriculum Plan policies and processes</p> <ul style="list-style-type: none"> • Ensure consistency and clarity of practice in alignment with DoE policy <p>Continue to refine and align identification policy and processes for Gifted and Talented students to include appropriate intervention.</p> <ul style="list-style-type: none"> • Coordinate and facilitate IMPACT online projects for students. • Continue to embed enrichment programs to include: <ul style="list-style-type: none"> ○ Lunch Club activities – chess, coding club. ○ Chess coaching ○ Tournament of Minds creative problem solving. ○ Hosting Yrs 3/4 Creative Days of Excellence ○ Facilitate Chess Club, STEM sessions, Readers Cup, Da Vinci Challenge, Literature Festival, Public Speaking competition, and Coding Club. <p>Continue to refine new approaches to Learning Support programs. Three layered intervention model involving:</p> <ul style="list-style-type: none"> • Increase focus on STLaNs supporting class teachers to differentiate lessons • STLaNs teaching larger groups in specifically targeted, cyclic programs • Teacher aides and STLaNS working with small groups of higher needs students • Improve process for identifying students for support utilising data sets • STLaN's to further refine processes for identifying students to participate in large group Learning Support intervention programs. <p>Conduct annual review of whole school scope of teacher aide resourcing across Prep – Year 6 in alignment with strategic priorities and Teacher Aides' Certified Agreement.</p> <ul style="list-style-type: none"> • Principal and BSM to determine Priority Learning Areas <ul style="list-style-type: none"> ○ Allocate Permanent Base Hours ○ Realign human resource with priority learning areas and manage potential issues ○ Future proof contingencies targeted as election commitment and Literacy and Numeracy intervention funds
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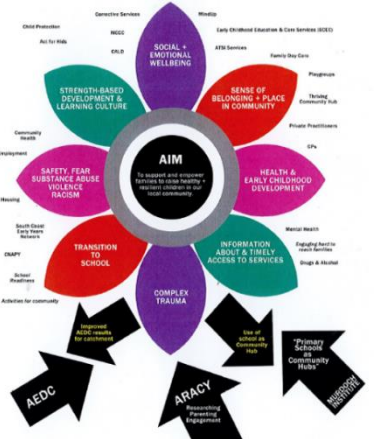

<p>3.3 SMARTbook</p> <p>Facilitate enhanced teacher efficacy and self-reflective practice in data literacy, data analysis, the development of <i>SMARTbook</i> and explicit goals, targets and strategies to improve student learning outcomes.</p>	<p>Review and align SMARTbook, which as a data analysis tool, informs initial strategies for differentiating learning for students and complements individualised student SMARTgoals. Clarify year level targets so that teachers can use data to regularly monitor the effectiveness of their own efforts to meet year level and school targets.</p>	 <p>Further develop and refine Caningeraba personalised learning framework through ongoing whole school consultation to provide consistent, documented approach which aligns SMARTbook and SMARTgoals.</p> <ul style="list-style-type: none"> Facilitate annual January SFD agenda which directs opportunity for teachers to analyse digital student folios for new 2018 class and initiate differentiation strategies, goals and targets at class, subgroup and individual student level for SMARTbook. <ul style="list-style-type: none"> OneSchool, customised classes in class folios and diagnostic assessments. Facilitate 2018 teacher SMARTbook digitally stored in G: drive. <p>Review SMARTbook intent and processes to inform decision making for 2019 in light of SMARTgoals agenda.</p> <ul style="list-style-type: none"> teachers share their SMARTbook, their data, their class and their intervention and differentiation strategies at whole class, subgroup and individual student level. Particular focus on SMARTgoals, personalised learning, explicit goal and target setting and explicit strategies based on diagnostic, standardised and class assessments.
<p>3.4 SMARTgoals</p> <p>Develop capacity for students to co-create, achieve and reflect upon their own individual goals for personalised growth in academic, social/emotional, personal and community domains.</p>	<p>Continue to develop teacher expertise in embedding SMARTgoal processes and strategies which increase student ownership of their learning progress. Build teacher capacity to provide timely and effective feedback which develops each student's ability to identify what they know and can do, make clear their next steps in learning, track their own progress and celebrate their success.</p>	 <p>Continue to implement DQ1: Element 2 and 3 - tracking student progress and celebrating success (Marzano). Increase personalised learning through student owned, co-constructed personal SMARTgoals in Reading, Writing and Maths.</p> <ul style="list-style-type: none"> Utilise Pedagogy Learning Team (PLT) as the guiding coalition to drive innovation in high impact formative assessment practices. Broaden knowledge base and provide a consistent framework for ongoing, regular, timely and improvement focussed feedback to further guide learning forward based on authentic classroom practice. Teachers to be supported through pedagogy coaching and sharing of professional learning practices. <p>SMARTgoals to complement the SMARTbook and aim to provide a parent, teacher, student partnership regarding goal and target setting for academic and health and well-being priorities.</p> <p>Investigate strategies for developing social and emotional learning SMARTgoals.</p>


<p>3.5 Closing the Gap</p> <p>Continue to develop and embed whole school strategies to Close the Gap between indigenous and non-indigenous students in the areas of academic achievement, cultural awareness and attendance.</p>	<p>Further develop community networks to deepen teacher knowledge in understanding indigenous culture and how indigenous students learn and implement this within the classroom. Further implement and embed academic intervention and enrichment programs and strategies to promote links between indigenous families and school to improve indigenous student outcomes.</p>	 <p>Ongoing implementation of Closing the Gap strategies</p> <ul style="list-style-type: none"> • Integration through Australian Curriculum – Cross Curriculum Priority • Conduct ongoing analysis of Closing the Gap Report and provide timely intervention – attendance and academic achievement • Initiate induction of indigenous student leaders as part of student leadership program. • Work with CCC to facilitate cultural programs to enhance community connections – Artist in residence, parent reference group, NAIDOC Week. • Facilitate student participation in KALWUN extra-curricular and cultural programs. • Continue indigenous teacher aide to provide extra in-class support for identified students. • Continue Solid Pathways program for high achieving indigenous students. • Enhance student participation in extra-curricular activities/excursions through subsidy scheme.
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Caningeraba State School Annual Implementation Plan 2018		
School Priority	School Improvement	
SMARTgoal	Strategy 2018-2021	2018 Strategies/Actions
<p>4.1 Caningeraba Spelling and Language Conventions</p> <p>Further develop and refine consistent whole school developmental spelling, grammar and punctuation frameworks to improve outcomes for students in these aspects of the conventions of writing.</p>	<p>Review, refine and align the current whole school spelling framework with the Crack the Code approach and developmental sequence. Further develop teacher capacity to use diagnostic data of the Words Their Way inventories to plan a seamless progression of the learning of developmental spelling concepts for every student.</p>	 <p>Review, refine and align the current whole school spelling framework with the Crack the Code approach and developmental sequence.</p> <ul style="list-style-type: none"> • Develop a process for the implementation and alignment of Crack the Code with existing Year 3 spelling pedagogical practices • Continue to develop teacher ability to utilise the data collected through Words their Way spelling inventories to plan effective spelling groups <p>Review the implementation process and effectiveness of its delivery in the classroom with a view to continue Crack the Code in Year 4 in 2019.</p>

<p>4.2 Caningeraba Reading Framework</p> <p>Continue to embed and refine a consistent whole school reading framework and further develop teacher capacity in the effective teaching of reading to improve student reading outcomes.</p>	  <p>Further develop teacher efficacy in the teaching of reading through ongoing coaching cycles.</p> <p>Increase teacher capacity to understand and utilise data as an integral part of improving reading outcomes for students.</p>	 <p>Review the sustainability of the STARS charts as a visual prompt to ensure the consistency of the approach and language in the effective teaching of reading from Prep to Year 6.</p> <ul style="list-style-type: none"> Investigate professionally 'branding' reading charts as Caningeraba resources <p>Further develop teacher efficacy in the teaching of reading through ongoing coaching cycles.</p> <ul style="list-style-type: none"> Differentiate coaching and mentoring practices by assessing individual professional development needs of teachers Continue to professionally develop dedicated teacher aides to support guided reading strategies Continue to develop a shared understanding of SMARTgoals in reading through 'Home Reading at Caningeraba' parent sessions <p>Increase teacher capacity to understand and utilise data as an integral part of improving reading outcomes for students.</p> <p>Foster and enrich teacher investment in the fundamental purpose of analysing diagnostic assessment of reading behaviours and miscue analysis through targeted coaching and SWOT</p>
<p>4.3 Caningeraba Writing Framework</p> <p>Develop and implement a whole school writing framework to increase student efficacy in transference of writing skills across a diverse range of domains, text types and multi-modal platforms.</p>	<p>Continue to engage with evidence based research, regional and school based expertise to collaboratively develop a consistent process and pedagogical approach to the teaching of writing. Implement this process and approach with an identified guiding coalition through modelling and coaching before familiarising, implementing and embedding the framework at a whole school level.</p>	 <p>Collaboratively develop a consistent process and pedagogical approach to the teaching of writing.</p> <ul style="list-style-type: none"> Continue to engage with evidence based research, regional and school based expertise through learning days (writing team) and professional development (Anita Archer, Sheena Cameron, Louise Dempsey) <p>Guiding coalition to conduct classroom trials of the writing process from whole school writing framework for reflection and review before familiarisation process at a whole of school level.</p>

<p>4.4 SMARTmaths</p> <p>Continue to embed a consistent whole school pedagogical approach to improve student outcomes in Mathematics through mathematical thinking, reasoning and problem solving strategies.</p>	 <p>Continue to build knowledge of the curriculum and pedagogy in the teaching of mathematics through focused whole school and year level professional development. Continue to mentor and further develop teacher efficacy.</p>	 <p>Continue to build knowledge of the curriculum and pedagogy in the teaching of mathematics.</p> <ul style="list-style-type: none"> Embed the use of Polya’s problem solving approach across the school through a modelling and mentoring approach with every teacher engaging with SMARTmaths Mentors employed on a 0.2FTE basis. Review classroom maths toolkits to ensure that teachers are resourced with hands on materials to teach the curriculum effectively.
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Caningeraba State School Annual Implementation Plan 2018		
School Priority	Parent and Community Engagement	
SMARTgoal	Strategy 2018-2021	2018 Strategies/Actions
<p>5.1 Caningeraba Community Connects</p> <p>Strengthen and develop effective strategies to engage in genuine community partnerships to maximise student learning outcomes.</p>	<p>Communicate and promote, to our wider community, our CCC vision: <i>To empower and support families to raise healthy and resilient children in the local community.</i></p> <p>Continue to build mutually beneficial and sustainable partnerships with ECEC</p>  <p>providers, local allied service providers and support agencies to support families in the wider community of Burleigh Waters, Burleigh Heads and Varsity Lakes. Launch and activate the new CCC community hub in the</p>	 <p>Officially launch and activate the new CCC community hub as a setting for families and community to engage with a range of activities, services and information that support the CCC vision.</p> <ul style="list-style-type: none"> Coordinate ‘Family Fun’ activities to promote increased awareness of the variety of activities, community groups and services supported by the community hub Collaborate with Red Cross and P&C as partners of CCC to facilitate ‘We are Caningeraba’ project designed to further build connections for families with other families and support services Facilitate various ‘We are Caningeraba’ activities <ul style="list-style-type: none"> Indigenous cultural activities Sew and Yarn – community group English language conversation circles Grandparent luncheons and activities Lazy Man’s Sports Club to promote connections among fathers Acrylic, water colour painting group Clay workshops Photography workshops Participate in Varsity Lakes Community Centre ‘Scoping Workshop’ (Term 2)

	<p>Senior Learning Centre and generate strategies to ensure alignment of the vision with the CCC 'Petals'.</p>	<p>Engage in Premier's department in Library of Everything Project as part of Commonwealth Games Cultural Festival 2018</p> <ul style="list-style-type: none"> Engage with Punchdrunk Productions UK and Imaginary Theatre AUS as part of Festival 2018 to plan, design and produce an immersive theatre experience for 1100 students Prep – Year 6 designed to inspire in children a love of reading, writing and literature. Develop the imagination of children with an unforgettable journey within the school and create an atmosphere of awe and wonder Accommodate and host the Library of Everything over a six week period to include workshops, library visits, special assemblies and writing tasks embedded into the project and aligned with our curriculum Engage parents, carers, staff and members of the wider community to share in this magical and immersive experience for the children <p>Continue to increase mutually beneficial partnerships with local ECECs ensuring greater opportunities for staff to collaborate and co-construct successful transitions to school through:</p> <ul style="list-style-type: none"> Scheduled opportunities for staff to meet, work shadow and examine/explore/analyse curriculum & pedagogical practice Increased facilitation of activities to engage ECEC children within our school context (e.g. sports day, Reading on the Green, Prep Star Buddy class visits) Promoting the inclusion of children from a broader range of ECEC centres to become involved in transition activities <p>Foster increased understanding of Aboriginal culture in the school through encouraging participation of students and their buddies in a collaborative Reconciliation in Queensland Schools (RIQS) community art project (\$5000)</p> <ul style="list-style-type: none"> Engage Elder Representative Aunty Joyce Summers and indigenous artist Libby Harwood to deliver RIQS program Create contemporary indigenous mural based on student artwork Celebrate project through culminating event to include community gathering to showcase student artwork and finished mural.
<p>5.2 KidsMatter Raise awareness of mental health and well-being</p>	<p>Further implement the KidsMatter Framework and facilitate staff training in Component 3 – Working with Parents and Carers which highlights family perspectives</p>	 <ul style="list-style-type: none"> Continue with bi-weekly committee meetings

<p>throughout the school community and develop educative and consultative programs which positively impact on the social and emotional health of parents, staff and students.</p>	<p>and diversity. Identify risk and protective factors in the mental health of students and continue to build collaborative home-school relationships. Provide staff training in Component 4 – Helping Students with Mental Health Difficulties and support staff to understand, recognise and respond to mental health difficulties and support students to remain engaged in school. Further embed Component 1 – Positive School Community and Component 2 – Social and Emotional Learning.</p>	<p>to provide the focus on the components in the KidsMatter framework</p> <ul style="list-style-type: none"> • Revisit action plan to ensure integrity of the committee and commitment to the KidsMatter Framework • Meet with new coordinator Trish Parrot to consider the placement of the MindUP curriculum in National Education Initiative • Consider the Student Learning and Well-being Framework in relation to the KidsMatter Framework • Continue to support the implementation of Component 2 – the MindUp program to implement a social and emotional program in the school • Provide and co coordinate parent information sessions : 1 per term. Positive parenting, Cybersafety, Social Emotional Learning and Mentals in Maths • Focus on implementing Component 3 – Working with parents and carers.
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Future outlook

The school priorities within the 2019 Annual Implementation Plan will further develop and progress those priorities outlined in the Strategic Plan 2018-2021. 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 2019.

A major focus in 2019 will be on further embedding our school vision around 21st century learning and the paradigm shift towards teaching the way children now learn. This will require renewed thinking around how we align our pedagogical practice, the Australian Curriculum, social/emotional learning programs, and personalised learning to better prepare our students for a future which has not yet been created. Developing a culture heavily invested in having a growth mindset will support our work in educating a happy, healthy and confident community inclusive of staff, parents and students alike.

The ongoing development of an authentic pedagogical framework will also be a strong focus in 2019 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 New Art and Science of Teaching (Marzano), will provide every staff member with a consistent and common language and school wide pedagogy based on world's best practice and the latest evidence based research. Further, embedding a strong coaching and mentoring culture within a professional learning community for all teachers will be a core priority once again in 2019.

The continuation of the Investing for Success funding will inform much of our strategic work during 2019. A review of our 2018 implementation supports the continuation of similar strategies, human resources and professional development opportunities with only minor adjustments. Oral Language, whole school Striving To Achieve Reading Success, whole school Writing, school wide pedagogical and SMARTmaths frameworks will remain the major foci in 2019.

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 2019 will be focused on strengthening our KidsMatter and Caningeraba Kookaburras programs which have been well established. An explicit focus will be on developing stronger connections with external agencies, including Early Education providers and community service providers, through our Caningeraba Community Connects. Working to collaborate with

these providers to support a more coordinated community based response towards improving outcomes for children in the birth to eight years demographic will be a strong focus.

The Explicit Improvement Agenda for 2019 is shown below and outlines our sharp and narrow focus for our strategic work throughout the school year.



Explicit Improvement Agenda 2019

Caningeraba State School

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

AIP SMARTgoal 4.2: Continue to embed and refine a consistent whole school reading framework and further develop teacher capacity in the effective teaching of reading to improve student reading outcomes.

Strategy	Targets	Timelines	Responsible Officers
Further develop teacher efficacy in the teaching of reading through ongoing coaching and mentoring cycles. Increase teacher capacity to understand and utilise data as an integral part of improving reading outcomes for students.	%U2B > Nation & QSS % Above NMS > Nation & QSS Relative Gain > Nation & QSS 100% teacher implementation	Sem 1 Review Sem 2 Scan & Assess, Prioritise, Develop & Plan	Associate Principal Prep Head of Curriculum Reading Revolutionary

AIP SMARTgoal 4.3 Develop and 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.

Strategy	Targets	Timelines	Responsible Officers
Continue to engage with evidence based research, regional and school based expertise to collaboratively develop a consistent process and pedagogical approach to the teaching of writing.	%U2B > Nation & QSS % Above NMS > Nation & QSS Relative Gain > Nation & QSS 100% teacher implementation	Sem 1 Scan & Assess, Prioritise Sem 2 Develop & Plan	Associate Principal Prep Head of Curriculum

AIP SMARTgoal 3.4: Develop capacity for students to co-create, achieve and reflect upon their own individual goals for personalised growth in academic, social/emotional, personal and community domains.

Strategy	Targets	Timelines	Responsible Officers
Continue to develop teacher expertise in embedding SMARTgoal processes and strategies which increase student ownership of their learning progress. Build teacher capacity to provide timely and effective feedback which develops each student's ability to identify what they know and can do, make clear their next steps in learning, track their own progress and celebrate their success.	100% of teachers & students co-constructing SMARTgoals in Reading, Writing and Mathematics according to agreed practice across Prep to Year 6.	Ongoing - Act	Pedagogy Coach Principal Associate Principals Pedagogy Mentor Reading Revolutionary

AIP SMARTgoal 2.1: Continue to develop and embed a guaranteed and viable curriculum to achieve vertical and horizontal alignment ensuring a consistent and seamless progression of learning across Prep to Year 6.

Strategy	Targets	Timelines	Responsible Officers
Continue to familiarise Australian Curriculum for Design and Technologies and The Arts to develop rigorous, contextualised, guaranteed and viable units of work for implementation in 2020 across Prep to Year 6.	Identification/vertical alignment of critical & supporting content descriptions completed.	Ongoing - Act	Head of Curriculum Pedagogy Coach Associate Principals
Continue to develop every teacher's capacity and efficacy in the teaching of STEM through collaboration at a regional, cluster and school based level and engagement in the Advancing STEM initiative.	100% of teachers engaged with STEM curriculum.	Ongoing – Develop & Plan, Act	Head of Curriculum Pedagogy Coach Associate Principals

AIP SMARTgoal 2.3/5.2: 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.

Strategy	Targets	Timelines	Responsible Officers
Embed Component 2 of the KidsMatter Program by formally integrating an explicit whole school Social & Emotional Learning curriculum utilising MindUp resources across Prep to Year 6. Implement Component 3 – Working with Parents and Carers.	100% of teachers implementing SEL curriculum min 30 mins/week	Ongoing - Develop & Plan, Act	Associate Principal 5-6

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1034	1026	1112
Girls	499	509	566
Boys	535	517	546
Indigenous	30	32	33
Enrolment continuity (Feb. – Nov.)	94%	97%	98%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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

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

Our student population also comprises a significant number of children who identify as gifted and talented and students with disabilities. All of our students embrace our respectful, tolerant, inclusive and supportive school culture. Once again, student enrolments continued to grow in 2018. All Prep enrolments were from the local catchment area, with a diverse range of cultural identities and backgrounds represented.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	25	24
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Caningeraba State School is currently implementing the Australian Curriculum in English, Mathematics, Science, Humanities and Social Sciences and Digital Technologies. We are working towards implementation of the full Australian Curriculum, Version 8.3, by the end of 2020 to include The Arts, Health and Physical Education, and Design and Technologies. French is taught from years 2 to 6. There is a strong focus on embedding the general capabilities in teaching and learning (particularly Critical and Creative Thinking, Personal and Social Capability and Ethical Understanding), aligning with the six Cs of our vision (Collaborate, Communicate, Contribute, Challenge, Create, Critique).

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

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

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

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

Co-curricular activities

- Our instrumental music program for students from years 3 to 6 provides the opportunity to perform in Junior, Senior and Jazz bands and Recorder and Strings Ensembles. Students participating in instrumental music are clustered in classes from years 4 to 6 and perform at school concerts and functions and regional eisteddfods. Each year, students are invited to attend an advanced music camp.
- Caningeraba State School's Junior and Senior Choirs perform at school functions and concerts and regional eisteddfods.
- Students across the school have the opportunity to participate in chess training at lunchtimes and after school. Caningeraba, in conjunction with Gardiner Chess, hosts an annual regional chess tournament and participates in tournaments at other schools throughout the year.
- An annual Talent Quest is held each year to invite students to showcase their performance skills.
- Caningeraba offers winter and summer interschool sports programs. Summer sports include; Touch, Softball, Baseball, Basketball, Cricket, Tennis and Dance. Winter sports include; Rugby League, Soccer, AFL, Tennis, Netball and Dance.
- We hold annual swimming and athletics carnivals and cross country running events. Our school supports students to compete at district, regional and state levels in a range of sports. Senior students participate in an interschool 'lightning carnival'.
- The chaplaincy program at Caningeraba supports students across the school. Drumbeat, a structured learning program using music, psychology and neurobiology, is offered to all students.
- Caningeraba State School hosts an annual regional day of excellence and students who are part of our enrichment programs are invited to attend a range of events throughout the year including the Somerset Festival of Literature. Our teams have been National, State and Regional finalists in Tournament of Minds from 2009 – 2018 and participate successfully in the Reader's Cup competition.
- We are an active participant in Project Unify, enrolled through the Brisbane School of Distance Education to support students in an online learning community.
- We host a bi-annual study tour from our sister school St Jean Baptiste primary school in Noumea.
- Our students across the school participate in a range of year level incursions and excursions to support the curriculum. In year 5, students are invited to attend a camp at Camp Goodenough. Our Year 6 students are given the opportunity to attend a week-long tour to Canberra. An alternative day camp which, as far as possible, mirrors the activities of the Canberra trip is also offered with excursions on the Gold Coast and Brisbane.
- Caningeraba engages our senior students in leadership opportunities including Y Lead for Year 5 students, Year 6 leadership day and a parliament house visit for our elected leaders.

How information and communication technologies are used to assist learning

Caningeraba State School is committed to providing opportunities for students to develop 21st century skills and the associated access to technology required to enhance teacher effectiveness and student learning. The focus of 2018 was once again to build teacher capacity to incorporate new technologies into the learning environment with the notions of the 21st century learning philosophy as the drivers.

During 2018 each classroom teacher consolidated their learning and expertise so as to engage their students in a range of interactive multimodal online learning environments.

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

In 2018, the entire tablet platform was replaced across Prep to Year 6. iPads were provisioned from Prep to Year 2 and laptops were provisioned across Year 3 to Year 6 with six to eight devices in each classroom. Laptops were chosen for Year 3 in readiness for the implementation of NAPLAN online where students would be better equipped with a standard keyboard especially for the Writing Test component. These devices were purchased at no cost to parents as the school has a strong belief that connected devices should be accessible to all students. Further, there is a strong belief that a 1:1 BYOX program can limit such access and can perhaps inhibit true collaboration. This can be demonstrated in the notion of say, six students collaborating as a team around a table with a connected device and working toward a common task, goal or project, as opposed to the same six students sitting around a table each working on their own device and their own individual project.

It is hoped that the state-wide wireless upgrade program will be scheduled to commence in the 2019 school year.

Social climate

Overview

Caningeraba State School is a 'community' school with new families always commenting on the 'approachability' of staff, and saying that they believe it is a 'great' school. Parents expressed their satisfaction of the school through the School Opinion Survey with 98% of parents agreeing Caningeraba is a 'safe school' and 96% agreeing that their children "like being at Caningeraba". 97% 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 96% of parents satisfied that their child is treated fairly at this school. Furthermore, 100% of students believe that their class teacher motivates them to learn and 97% of students agree that student behaviour is well managed at this school.

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

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	99%	99%
• this is a good school (S2035)	100%	98%	98%
• their child likes being at this school* (S2001)	100%	97%	96%
• their child feels safe at this school* (S2002)	99%	97%	98%
• their child's learning needs are being met at this school* (S2003)	96%	94%	96%
• their child is making good progress at this school* (S2004)	94%	93%	97%
• teachers at this school expect their child to do his or her best* (S2005)	99%	99%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	96%
• teachers at this school motivate their child to learn* (S2007)	97%	95%	96%
• teachers at this school treat students fairly* (S2008)	97%	95%	96%
• they can talk to their child's teachers about their concerns* (S2009)	98%	99%	97%
• this school works with them to support their child's learning* (S2010)	93%	97%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	92%	93%	90%
• student behaviour is well managed at this school* (S2012)	95%	89%	97%
• this school looks for ways to improve* (S2013)	98%	98%	97%
• this school is well maintained* (S2014)	93%	93%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	97%	99%
• they like being at their school* (S2036)	100%	94%	98%
• they feel safe at their school* (S2037)	98%	98%	98%
• their teachers motivate them to learn* (S2038)	99%	98%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	97%
• teachers treat students fairly at their school* (S2041)	95%	93%	97%
• they can talk to their teachers about their concerns* (S2042)	95%	92%	97%
• their school takes students' opinions seriously* (S2043)	97%	94%	95%
• student behaviour is well managed at their school* (S2044)	98%	97%	97%
• their school looks for ways to improve* (S2045)	98%	100%	97%
• their school is well maintained* (S2046)	93%	91%	97%
• their school gives them opportunities to do interesting things* (S2047)	98%	97%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	94%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	96%
• they receive useful feedback about their work at their school (S2071)	91%	85%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	88%	94%
• students are encouraged to do their best at their school (S2072)	100%	99%	98%
• students are treated fairly at their school (S2073)	100%	98%	99%
• student behaviour is well managed at their school (S2074)	99%	98%	97%
• staff are well supported at their school (S2075)	91%	90%	92%
• their school takes staff opinions seriously (S2076)	91%	85%	87%
• their school looks for ways to improve (S2077)	96%	94%	93%

Percentage of school staff who agree# that:	2016	2017	2018
• their school is well maintained (S2078)	91%	77%	83%
• their school gives them opportunities to do interesting things (S2079)	94%	88%	91%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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

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

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

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

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

In 2018, Caningeraba continued implementation of our Kids Matter framework through a strong focus on an appropriate social emotional learning program required in Component Two. Teachers implemented the program across the whole school utilising the MindUp resources. The KidsMatter framework also facilitated several parent information programs including: 123 Magic Parenting Program, Smart Maths information session, and Cybersafety presentations to parents.

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

Respectful relationships education programs

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	37	32	53
Long suspensions – 11 to 20 days	1	1	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from the school's annual utilities return. This school has installed solar panels and more energy efficient air conditioning systems to reduce the use of electricity resources. The increased electricity usage is most likely due to a significant capital works program during 2017/18 for the construction of the 14 General Learning Area Senior Learning Centre classrooms. The school conducts a maintenance program to eliminate water leaks along with monitoring of water usage by the school groundsman.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	242,413	332,441	264,889
Water (kL)			2,530

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	79	35	<5
Full-time equivalents	69	22	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	9
Graduate Diploma etc.*	6
Bachelor degree	51
Diploma	13
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 107,070.

The major professional development initiatives in 2018 were as follows:

2018 Professional Learning

Strategic Agenda	Event and Facilitator	Participants
Writing	Sheena Cameron and Louise Dempsey	Teachers x 18
Writing	QASSP - Dr Anita Archer 'Writing is Taught Not Caught'	Writing Team teachers x 7, DPx2, HOC, MT, Reading and Pedagogy Mentors
Leadership	GC QASSP – Mindful Leadership and Wellbeing Adam Fraser, Petris Lapis	Admin Team, Reading and Pedagogy Mentors
Coaching	The Solution Focus – Growth Coaching International	Reading and Pedagogy Mentors
21 st Century Learning Team	Inquiry Learning: The What's the Why's and the How's Kath Murdoch	P, 2xDP, MT, HOC, Reading and Pedagogy Mentors, 5 teachers
SFD Strategic Agendas	SMARTbook, Curriculum, Pedagogy, Coaching and mentoring, Developing Performance Framework, High Reliability Schools surveys	All teaching staff
SFD Mandatory Training, Policies and Procedures	Student Protection, WHS and Wellbeing, Asbestos, Fire Safety, Evacuation and Lockdown, Code of Conduct, Ethical Decision Making, Policies and Procedures, CARA, Catering for Diverse Learners, Learning Support, KidsMatter	All teaching staff
SFD Planning and SMARTbook preparation	Year Level Planning, SMARTbook preparation, Stationary ordering	All teaching staff
Twilight - Pedagogy	The New Art and Science of Teaching – Design Question 7 Part 1 Active Engagement Pedagogy Team	All teaching staff
Twilight - Writing Framework	Writing Team – Introduction to The Writing Wheel	All teaching staff
Twilight - Pedagogy	The New Art and Science of Teaching – Design Question 7 Part 2 Motivating and Inspiring Students	All teaching staff
SFD Writing Framework Analysis of Data	Whole School Writing Framework, Whole School Handwriting Program, Whole School Data Overview, NAPLAN Writing Task	All teaching staff
AITSL Lead and Hat Teachers	QASSP GC Combined Day	P, DP, MT
STEM Digital Technologies	Share the Love Digital Technologies Network - Jane McClaren SER STEM Champion	HOC, MT
STEM	# Qld Tech Schools Advancing STEM in QLD State Primary Schools - Central Office	P, HOC, MT
Reading	Creating Classrooms where Reading Flourishes Scholastic Reading Leaders - Donalyn Miller	HOC, DP, Reading Rev Mentor, Teachers
Inclusion	Positive Partnerships Workshop	SEP teachers, 4 classroom teachers
STEM/ Curriculum	IMPACT Options for 2019 - Glenn Watt	P, HOC, MT, G&T
Pedagogy	Pedagogy – Active Engagement (Everyone Participates, Everyone Learns) –Belinda Josey	Teacher Aides
Writing	Writing Framework - Helen Davidson	Teacher Aides
Pedagogy	Pedagogy – Active Engagement (Motivating and Inspiring Students) - Belinda Josey	Teacher Aides

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	92%	90%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	96%	95%
Year 1	94%	94%	95%
Year 2	95%	94%	95%
Year 3	94%	95%	94%
Year 4	95%	94%	94%
Year 5	94%	94%	93%
Year 6	94%	94%	93%

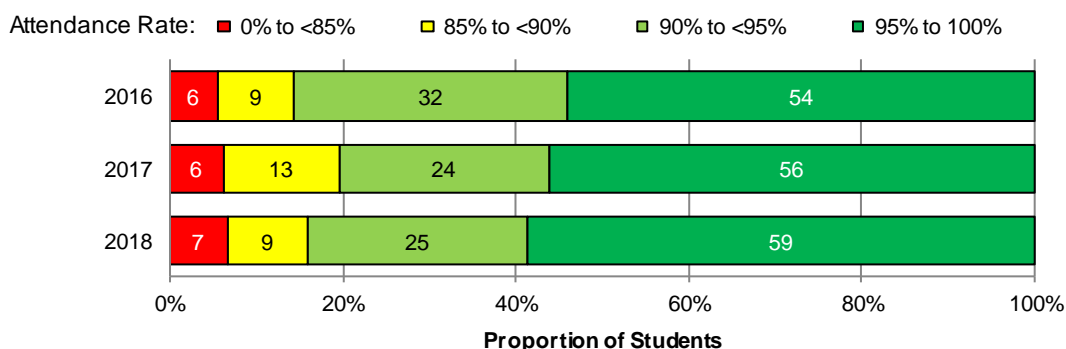
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Department of Education 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.

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

Our school uses OneSchool data tracking. Rolls are marked twice daily at 8.50 am and 2:10 pm by the classroom teacher. Records are kept of students who arrive late to school and parents are contacted to ensure appropriate follow up procedures.

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

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

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

At Caningeraba State School we promote 100% attendance by:

1. Applying our school attendance policy

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

2. Recording and following up student absences

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

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

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

4. Developing a positive school culture

A safe and supportive school environment that promotes positive relationships and includes the implementation of programs which develop social and emotional skills, peer tutoring and mentoring, and anti-bullying strategies has been

developed. We aim to develop positive home-school relationships to assist parents to support their child's attendance at school. Student Attendance Profiles and Attendance Passports are implemented in collaboration with families when required.

5. Collaborating with other agencies

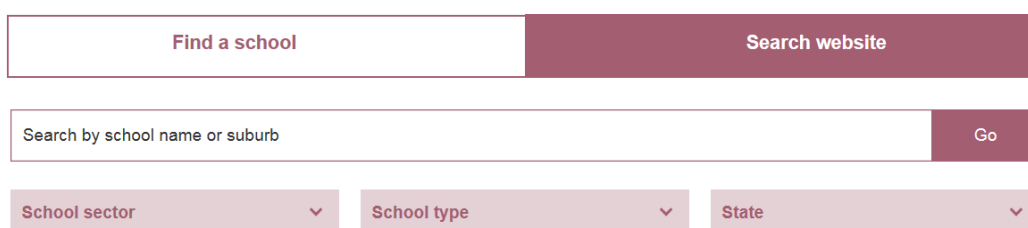
We liaise with other agencies such as ACT for Kids, Family and Child Connect, Queensland Police Service and local non-government organisations, to address the trends or support individual students and their families to encourage attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.