Principal’s foreword

Introduction

Welcome to Kawana Waters State College. Kawana Waters State College is a P – 12 Queensland Government school situated on the picturesque Sunshine Coast set between the Pacific Ocean and the sports and rowing precinct of Lake Kawana. It is a modern education facility offering high quality teaching and learning.

The Kawana Waters State College 2011 School Annual Report is a reporting document developed by the college principal in collaboration with the community. This is a report on school performance over 2011. The School Annual Report is a summation of Step 1 (School Self Assessment) of the annual planning and reviewing process. This school self-assessment process used information from the previous year’s plan to compare what was achieved against what was planned. This included reviewing student and school performance against the outcomes, performance indicators and targets established in the previous year. This data was sourced from internal and external data.

An overview of directions for 2012 is also provided.

School progress towards its goals in 2011

The relentless ongoing focus on continuous improvement in teaching and learning resulted in outstanding academic results for our exiting Year 12 cohort. Enrolments have continued to increase especially as a result of a positive focus on our Early Years Curriculum. Our college prepares our students and the community for the changing and more global future that will challenge their skills and attitudes well beyond school.

The ongoing focus on professional development of staff with clear expectations set for the creation of a more productive teaching and learning environment was evidenced in improved learning outcomes for students. All of these goals remain for 2012 with academic targets set for Literacy and Numeracy across the College.
Future outlook

**Key priorities for 2012 –**

- Literacy
- Numeracy
- Student Engagement

*within an Art and Science Teaching Framework*

**Key strategies for 2012 –**

- Implementation of the Art & Science of Teaching (the How)
- Implementation of the National Curriculum (English, Maths & Science) (the What)
- Implementation of strategies as outlined in the KWSC literacy improvement cycle
- Implementation of strategies as outlined in the KWSC numeracy improvement cycle
- Implementation of School-wide Positive Behaviour Strategy
- Implementation of the Next Steps Initiative – *focussing on Literacy, Numeracy, Attendance, Parent & Community Connectedness*

**Emerging priorities -**

- Science
- Allied Health Pathways & Partnerships
School Profile

Kawana Waters State College is a coeducational P – 12 Queensland Government school situated on the picturesque Sunshine Coast set between the Pacific Ocean and the sports and rowing precinct of Lake Kawana. It is a modern education facility offering high quality teaching and learning.

Our College is innovative, student-centred and committed to helping our young people achieve the best results possible. There are many reasons for studying at Kawana Waters State College. These include:

- Experienced highly trained and supportive staff in all areas
- Established international Student Program
- An extensive curriculum that caters for individual needs, interests and abilities and recognises multiple pathways to success
- A safe College community with a comprehensive student support program
- High academic success rate
- Proven track record for students gaining entry into University courses
- Diverse learning programs catering for a wide range of learning and interests
- Established partnerships with local community businesses and facilities
- Situated at the centre of a world class sport, leisure, recreation and entertainment precinct

As a quality assured Government school with Council of International Schools Accreditation (CIS) we have an independent internationally recognised mechanism for quality assurance. The thorough evaluation that took place in 2006 was conducted by a group of intrastate, interstate and international educators against a set of world-class standards relating to curriculum, staffing, health and safety, student life, facilities and financial management. Our accreditation commits us to a process of continual improvement and we are scheduled for another whole College team visit in 2015.

Kawana Waters State College has experienced a year of growth and increased community confidence that has resulted from the setting of clear but high expectations for the teaching and learning environment P-12. Schools are complex communities but the setting and monitoring of clear expectations is a foundation of future success.

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1333</td>
<td>628</td>
<td>705</td>
<td>90%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

- 57 students have verified disabilities across Prep to Yr12.
- 52 students identify as Aboriginal or Torres Strait Islander.
- The International Program attracts in excess of 70 students from around the world.
- Programs of excellence in football and aquatics attract high performing athletes.
- Students engage in a full range of cultural and vocational learning pathways.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.1</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.9</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>18.4</td>
</tr>
<tr>
<td>All Classes</td>
<td>21.3</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>124</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>5</td>
</tr>
<tr>
<td>Exclusions</td>
<td>3</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>5</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings

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

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

Opportunities for curricula and extra-curricular activity occur in the Arts where a large number of offerings entice students to enjoy participation in Visual and Performing Arts.

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

Extra curricula activities

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

All Key learning areas provide opportunities for students through activities, Camps, Excursions or Competitions, including Vietnam overseas Study Tour.

An emerging Tri-Athlon development program is creating great interest across our school community.

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

How Information and Communication Technologies are used to assist learning

The college supports an extensive number of ICT devices and is in phase 1 of a 3 stage process to increase and improve digital pedagogy to support 21st Century Curriculum and learner demands. Recent improvements have seen 100% capability across the college to deliver curriculum via fixed or mobile ICT projection device. The College currently runs 1128 computer devices across the College of which 600 are (NSSCF) laptops available to students from years 9 - 12.

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

Mapping of digital pedagogies utilised P-12 is in progress with p-9 mapping expected to be complete by end of term 3 2012 and 10-12 mapping complete by end Term 1 2013.

85 % of teachers have attained the ICT Certificate and 5 % have of teachers have attained the Digital Pedagogy Licence. Ninety per cent of teachers are integrating the Student ICT Expectations into their practice. (ICT eLearning Index Report 2011)

Other key strategies recently implemented have been the appointment of a Subject Area Coordinator (eLearning) and the opening of designated learning spaces for innovation and e learning across the College (ie STIC –Innovation centre and Innovation area of secondary library.)

Social climate

Our vision, values, statement of purpose and our unique culture underpin all that we do at Kawana Waters State College. Our core values, statement of purpose and vision statement, developed in 2006, drive our commitment to our young people and our community and inspire our actions.

Our College purpose and vision encapsulates a focus on learning and achieving excellence to develop lifelong learners in a global society.

Our College values are integral to our operations:

Respect, Excellence, Diversity and Enjoyment.

Our vision statement:

Kawana Waters State College – an international community of learners achieving excellence.

Our statement of purpose:

We strive to develop life-long learners who make a positive contribution to a global society.

At Kawana Waters State College: We believe all people can learn.

Our logo, reflects our place in an increasingly global and interdependent world; it also reflects our commitment to our multicultural program.

Our school community values a strong sense of belonging encouraged by positive partnerships between students, staff, parents and community members. Data from our school opinion survey in 2011 for our key performance indicators (safe, happy and learning) shows a generally positive working climate is fostered in our College.

School life at Kawana Waters State College is well regarded by Parents, Staff and students.

2011 School Annual Report

Queensland Government
Our school at a glance

Parent, student and teacher satisfaction with the school

Parents Satisfaction “That Kawana Waters SC is a good school” is above the Like School Mean. Both Secondary and Primary students express Satisfaction levels greater than their cohorts in Like Schools. Teaching Staff indicate overall Satisfaction levels that are similar to all Like School Benchmarks. Kawana Waters State College has always enjoyed the confidence of its school community. The broad range of curriculum supports this diverse community in the achievement of successful outcomes for all students. High expectations are set for the teaching and learning process and there is increasing confidence that the required sense of teamwork and support are being achieved across this educational community. Our partnership between school and home are strongly perceived as the foundation for this success.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>59%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>69%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

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

- **Direct Phone Contact**: Class teachers, members of the administration team and office staff telephone parents to celebrate student achievements and support students and families. On the secondary campus, telephone numbers for each staffroom are published several times a year. Class teachers and Home Group teachers make regular phone contact with parents.
- **Support Staff**: Our Teacher Aides, Support Teachers Literacy & Numeracy, Guidance Officer, Behaviour Management Teacher and members of the school administration team may work with students needing support. Our Indigenous Education Teacher Aide provides literacy, numeracy and cultural support to our Indigenous students. The College Chaplain, School Based Youth Health Nurse, Youth Support Coordinator and School Based Police Officer also provide proactive programs and ongoing support for students. Year 8 – 12 Level Coordinators and members of the school administration team also work with those students experiencing difficulties. Parents are contacted or invited to the College to discuss issues and possible intervention strategies.
- **Parent Teacher Interviews – Primary Campus**: Twice a year parents are invited to parent-teacher interviews to discuss their child’s progress. Parents are also invited to contact their teacher or our administration team to discuss information or concerns that will assist our students to maximise their success.
- **Parent Teacher Interviews – Secondary Campus**: At specified times during the school year, parents are invited to parent-teacher interviews to discuss their child’s progress. Parents are also involved in the development of the Year 10 SET Plans. A reporting overview maps the various types of reporting is available on the College website.
- **School Council**: The College operates under the School Based Management Enhanced Option Two (EO2). The College Principal and the School Council assume responsibility for the development of the Strategic Plan and fulfils accountability requirements associated with the strategic direction setting and monitoring the progress towards the achievement of targets.
- **The Parents and Citizens’ Association**: The school has an active P&C that has a role in the decision making but at a more operational level compared to the School Council. Meetings are held on the third Tuesday of each month at 6pm.
- **Parent Forums** have been introduced in 2012.

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2011 School Annual Report
Reducing the school’s environmental footprint
Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The data validates the effectiveness of awareness raising by key staff about the necessity to reduce the College’s environmental impact. There was an initiative titled, “Low Energy Week” where both staff and students were asked to ensure any electrical sources, not being used, should be turned off. This in addition to the full implementation of the solar panels contributed towards an excellent outcome in relation to this reduction in energy usage. The reduction in water usage is associated with:
- The wet weather (during 2011) and therefore reduced need to sprinkle sensitive grass areas
- Regular mulching of gardens
- Reducing the number of gardens around the campus and replacing with turf.
  - Science Area
  - Communication Area
  - Business Area
- Repairing water leaks. – [Oval main pipe].

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity kWh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>405,355</td>
<td>3,637</td>
</tr>
<tr>
<td>2010</td>
<td>457,263</td>
<td>26,604</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-11%</td>
<td>-86%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>103</td>
<td>48</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>95</td>
<td>35</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>85</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development
The total funds expended on teacher professional development in 2011 was $80,373.88. The major professional development initiatives are as follows:
* Judy Smeed QUT Data interrogation and action
* Science Sparks (primary)
* Non-violent crisis intervention
* First Steps in Reading (Prep to Yr9 Teachers)
* Literacy – the Key to Learning (Yr8&9 teachers)
* Primary Literacy
* Leading Learning
* Art & Science of Teaching
* Australian Curriculum
* QCS Practice
* Senior Phase
* QCATs
* QSA
* VET Audit
* First Aid
* Canoeing
* Surf Lifesaving
* UQ Athletics
* Autism
* Association memberships
* Networking
The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year
From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 school year.

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector: Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

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

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%. The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

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

Student Attendance Distribution
The proportions of students by attendance range.

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

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

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

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

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap
At Kawana Waters State College we have approximately 4% indigenous students. The gap for indigenous students has dramatically closed in the area of Year 3 reading, however, the work needs to be continued to close the gap in the area of Year 3 numeracy and writing. The apparent retention from Year 10 to Year 12 gap has decreased in 2011 from 66% in 2009 to 23%. Student attendance rate has remained the same over the past two years with approximately 90% attendance for indigenous students in comparison to 92% attendance for non-indigenous students.

Attainment and Achievement – Year 12
Apparent retention rates Year 10 to Year 12.
Year 12 student enrolment as a percentage of the Year 10 student cohort. 79%

Outcomes for our Year 12 cohort of 2011
Number of students receiving a Senior Statement. 152
Number of students awarded a Queensland Certificate Individual Achievement. 0
Number of students receiving an Overall Position (OP). 73
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship. 34
Number of students awarded one or more Vocational Educational Training qualifications. 145
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. 135
Number of students awarded a Queensland Certificate of Education at the end of Year 12. 138
Number of students awarded an International Baccalaureate Diploma (IBD). 0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD. 68%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. 98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. 90%

Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>18</td>
<td>26</td>
<td>18</td>
<td>5</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>131</td>
<td>18</td>
</tr>
</tbody>
</table>

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

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

Certificate 3 courses offered and undertaken by students in 2011:
- Children’s Services
- Allied Health
- Fitness
Post-school destination information
At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

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

The College supports the transition from school to tertiary education, training or employment for all students. Some students choosing to leave school prior to the completion of Year 12, have done so as they have taken up full time apprenticeships, full time work or full time study with another provider.