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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.

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

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 (CISA) 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.

During 2009-10 our College will be progressing the accreditation of the primary campus to ensure that the seamless delivery of an international standard education is available P-12.

Future outlook

Our P-12 strategy supports our staff to deliver innovative programs in each of the key phases of learning: early years, middle years and senior years. As a result of being a Queensland Curriculum and Reporting Framework (QCARF) foundation partner school, staff across the primary and secondary campuses work together with the Queensland Studies Authority (QSA) to inform and shape the future direction of curriculum design, delivery, assessment, standards and reporting for Queensland schools.

This significant work has strengthened teaching relationships across the phases of learning and positioned our teachers to confidently work towards the continuing improvement of our curriculum offerings. Simultaneously we are continuing our work with internationalising our curriculum to ensure our students are informed, knowledgeable and skilled to participate and contribute in our global society.

Our school at a glance

School Profile

Kawana Waters State College is a co-educational Queensland Government State School offering programs Preparatory Year – 12.

The Day 8 2008 student enrolment was:

Day 8 Feb 2008	Prep	1	2	3	4	5	6	7	Total
	23	57	42	53	69	50	64	75	433

	8	9	10	11	12	Total
Day 8 Feb 2008	213	210	211	200.2	152.8	987

P-12 Enrolment was 1420

Curriculum offerings

The curriculum at Kawana Waters State College is designed to meet the very specific needs of students in the Early Years (Prep – 5), Middle Years (6-9) and Senior Years (10-12). Schooling from Prep – 7 is predominately delivered on the primary campus and Years 8 – 12 on the secondary campus. Students in Years 6/7 are often scheduled onto the secondary campus for learning in specialist areas. The benefit of being a P-12 campus is in our ability to plan and deliver a seamless curriculum from Preparatory Year through to Year 12 and promote life long learning.

Educational transformation, in the College, has continued as the P to 12 philosophy of learning strengthens. Our capacity to deliver excellent educational programs is expanded by the sharing of teaching resources and expertise across the primary and secondary campuses. This has enabled additional programs to be implemented, particularly on the primary campus in areas of The Arts, Health and Physical Education (HPE) and Science.

We value the development of the individual and our programs cater for the learning needs of the whole student to motivate them to strive for excellence in academic, cultural, sporting and social arenas.

Distinctive Curriculum Offerings

Primary School Program

The Kawana Waters State College curriculum framework is based on the eight Key Learning Areas of:

English

Mathematics

Science

Studies Of Society and the Environment

The Arts

Our school at a glance

Language other than English (Our LOTE is Japanese)

Health and Physical Education

Technology

The primary campus is a vibrant and exciting place for learning. As a sub school of the P-12 campus we provide educational programs for students from the Preparatory Year to Year 7 with learning experiences that have a strong emphasis on:

- establishing a solid foundation of literacy and numeracy
- including state of the art interactive computers, or SMART boards for our digital age students to engage and develop their skills and understandings of our modern world
- strengthening relationships between teachers, students, families and community
- developing student leadership opportunities across the Middle Phase learners
- creating positive social-emotional and behavioural well-being of our students
- offering extension programs through the Middle Phase program and classroom or lunchtime activities

With the introduction of the Queensland Curriculum, Assessment and Reporting Framework our teachers have been developing and implementing learning programs with an emphasis on:

- inquiry based learning
- demonstrating what students know and can do
- positioning student learning in a shared and relevant context
- developing effective literacy and numeracy skills
- developing individuals as creative problem solvers, complex thinkers, effective communicators and confident, reflective, self-directed learners
 - - incorporating cutting edge computer technology

Extra curricula activities

Our students participate in a broad range of extra-curricula activities particularly in The Arts and HPE. They were involved in the College musical, Instrumental Music (Multi and Strings), junior choir and College bands and a Middle Phase Visual Arts program. Our students have participated in numerous sporting teams and events including Touch Football, Netball, Aquatics, Futsal, Rugby League and Athletics. The Early Years students enjoyed a wonderful Under Eight's Day and the P&C Association held highly successful primary student discos.

Middle School Program

The Middle School Program operates on two levels. At a school level (Kawana Campus) it provides:

- strategic direction for the organisation of students in Years 4 to 9
- reform and innovation in curriculum, pedagogy and assessment
- a safe and supportive school environment for our middle phase learners with increased access to support provided by teaching and para-professional staff

At a cluster level it provides:

- school transition programs for Year 6 and 7 students
- a focus for reform in curriculum, pedagogy and assessment. This includes continued development of curriculum organizers and cross-sector, trans-disciplinary planning.
- cluster-based Middle School teacher professional development activities and a forum for the promotion of Middle School initiatives

Our school at a glance

The Middle School Curriculum program is organised within the framework of the Education Queensland's 8 Key Learning areas. This provides students with a comprehensive course of study to prepare them for their senior pathways and contribute to the development of life long learners.

Senior School Program (Years 10 – 12)

Kawana Waters State College offers a quality curriculum catering for the diverse needs of our students. By selecting a combination of courses and co-curricula activities, our students are able to create distinctive learning pathways. Beginning in Year 10, students are encouraged to develop individual career plans. For the first time in 2008, all Year 10 students participated in a Certificate 2 in Workplace Practices. As part of the program, Year 10 students completed two weeks of structured workplace learning, leading to their SET (Student Education & Training) Plan process.

Students presently have access to three study pathways:

Academic subjects

Vocational education and training subjects

Combination of both

In addition, we provide extra curricula activities in recreation, sport, and the Arts.

The objective of our senior curriculum (Years 10 - 12) is to provide quality learning programs appropriate to the learning needs and future goals of all our students through a mixture of academic and vocational subjects. The College has been an early innovator in vocational education, with a solid track record of producing students with work-related qualifications.

Year 11 and 12 students are able to participate in paid School-based Apprenticeships and Traineeships in conjunction with their studies. Additionally, aligned with the Education and Training Reforms for the Future (ETRF) strategy, we offer a number of multi-faceted or alternative programs accessing providers that transition students more effectively to training, employment or other forms of post compulsory education. The Doorways to Construction Program is one of these. We are one of four Sunshine Coast hub schools named as partners in providing structured workplace learning opportunities for 18 students each year.

(For more details on the subject provisions, refer to the Curriculum Handbook)

Program of Excellence (Football)

Strong links with the Queensland and Sunshine Coast Soccer Federation support our College's Soccer School of Excellence program, by providing access to the State Director of Coaching and the Queensland Academy of Sport coach. Established in 1999, the Football Program of Excellence already has an excellent record of producing representatives in Regional and State sides. Created to give young players a stepping stone to a career in the sport, the program is designed for elite athletes who have already played soccer at regional representative level and would be aspirants for State and National selection.

International / Multi-cultural Student Program

Our International Student Program has grown since 1997 when the first group of ten students enrolled from China. In our eleventh year of operation, international students continue to be an integral part of the school culture. Students in the past have received excellent results and have been involved in a wide range of school activities including camps, sport, and academic competitions. Most recently, 1997 School Captain, Edison Jin won an award for excellence from the Queensland Education and Training Industry.

Our school at a glance

The majority of students are from Shandong Province, China and join international students from a number of other countries. In partnership with the Qi Lu International Training College (Jinan, Shandong Province, China) we prepare students in an "off-shore program" by providing a preparatory year in studying the Queensland curriculum at a Year 10 level. They must pass their subjects and a number of stringent visa requirements before they are accepted to undertake a course of study at our College.

We also have Study Abroad international students from Brazil, Italy, Japan and Germany for periods of three, six and twelve months. In 2008, the International Studies area catered for 75 students.

Staff and students are encouraged to travel to keep abreast of global innovations, to develop an appreciation of other cultures and to strengthen international partnerships. Education agents have been impressed by our facilities as presented to them on a College tour. Each year staff and students undertake international travel. In addition, students from the College's sister school in Japan visited the College in July.

Kawana Waters State College annually hosts Study Tours, a group from Korea was hosted on the primary campus in July. Secondary Students were given the opportunity to participate in a Social Science Faculty hosted Cultural and Historical Study Tour to Vietnam during September.

Each year our College is involved in a range of activities celebrating diversity and developing an appreciation of other cultures. Such activities include: NAIDOC Week, Harmony Week Program, International Integrators program (for cross-cultural training amongst the Australian students), Welcome Parades (for the new international intakes), Farewell Parades (Study Tours) and Home Group activities and of course cross-faculty workshops where international students are invited to share their experiences. On the Primary campus, students have been enthusiastic in joining an International Club, facilitated jointly by international students and staff.

The International Studies faculty congratulates Vicki Belletty, International Student Liaison Officer, for her National Award for outstanding work in her role.

Student Services Program

Our award winning Student Services Program is a comprehensive program that scaffolds support for every student in the school. It aims to ensure all students achieve their potential and provide them with appropriate pathways to access further training, employment or opportunities to participate positively in our society. The *Student Services Program* also meets school accountabilities within *The Framework for Students at Educational Risk* and *Partners for Success*.

The Director of Student Services has the responsibility for leading and managing the Student Services Program. The aims of the *Student Services Program* are to:

- provide a safe and supportive school community environment for every student
- identify and cater for "students at educational risk"
- maximise every student's chance of successfully completing 12 years (or equivalent) of education.

The Student Services Program places the student at the centre of our work.

Integrated Care Program operates as a special 70 minute lesson each week. Home Group teachers, work with the relevant Year Level Coordinators to deliver a range of topics based on the following 4 themes (i) respect (ii) social skills/life skills (iii) careers (See below) (iv) organisational skills.

Our school at a glance

Presentations include outside speakers, support services personnel, and small group discussions within home groups. There are a large range of other programs / activities organised by our support staff such as our chaplain, school based youth health nurse, behaviour management teacher, school based police officer, indigenous cultural aide and youth support co-ordinator.

Education and Career Planning Program

Each student from Year 8 – 12 participates in a Career Education Program. This program aims to build on individual's self-awareness and provide links between their student's interests, personality and aptitude with career interest areas. The program provides a practical component for students to attend various expos and events to explore post school options including: registering for their tax file number, resume writing and practising job interviews. This program also links with the various subject selection evenings to assist students to make realistic and meaningful subject choices.

Once a year, each student and his/her parents or care-givers meet with the home group teacher to discuss the student's progress. Year 10 students have a Senior Education and Training Plan (SETP). Student Course Planners are used to track student study courses and pathways.

Co-curricular Activities

Learning activities which positively engage students underpin our College curriculum. Lessons in life can, and should be, learned from active participation in real life, sporting, cultural, social, spiritual and intellectual experiences. We therefore offer a wide range of enrichment and extension opportunities for students.

These include: work education; sporting opportunities; instrumental music, school productions and performance; Chaplaincy Program; student council; science club and participation in academic competitions.

Instrumental Music, Band and Vocal Group

The Instrumental Program offered to all students, provides instruction in Strings, Brass and Woodwind. Participation in the Instrumental Program also involves membership of either the String Ensemble or the Concert Band. Students have the opportunity to perform at public functions.

Performance

Each year, the school presents a major performance item. In past years the school has been successful at State and National level in Rock Eisteddfods and eisteddfods. The Kawana Dance Troupe and SKIT (Students at Kawana in Theatre) are recognised in the community as talented and committed performers often winning competitions and awards. In November an enormously successful "SHINE" Awards Night was hosted to celebrate the diverse Performing and Visual Art talents of our students.

Sport

Competition in sport occurs, either at a school level, or at a local club level, in a large number of sports. During Semester 1, Year 8 and 9 students participate in inter-school sport on Wednesday afternoons. Years 5, 6 and 7 students participate in interschool sport on Friday afternoons during either Term 2 or Term 3. The College also has teams in Rugby League and Rugby Union (including girls' competitions).

School Camps

Students in Years 6, 7, 8, 9 and 11 have the opportunity to participate in school camps, each of which focuses on an important development aspect. The Year 8 (low cost) camp aligns with the College values designed to develop teamwork and build positive relationships. The Year 9 Challenge Camp encourages students to focus on teamwork, courage, perseverance and mateship. The Year 11 Personal Development Camp is focused on strategies to support success in their senior year. Additional camps include: Surfing Camp and Marine Studies Camp.

Curriculum Extension Activities

Numerous out-of-class activities are provided as extension or special interest learning opportunities for talented students. Students are encouraged to participate in a full range of learning programs offered at the College. These include:

Orientation – designed to familiarise new students with the College and local community

Learning Enhancement Program – focus on pursuing excellence and encouraging curiosity

International Program – an award winning educational program for International students

Leadership Program – students are encouraged to undertake leadership roles

International Harmony Day - International students celebrate their cultures with Australian students

School Camps - (Team building and Leadership) is a wonderful opportunity for students to participate in personal development activities and get to know each other

Football Program of Excellence – a program for skilled and talented players aspiring to a career in Football

Aquatics Program of Excellence – designed to identify talented students and promote development in swimming, surfing, surf lifesaving, kayaking, water polo, diving and outriggering

Instrumental Music Program / School rock band

SKIT – Students at Kawana in Theatre

KDC – Kawana Dance Company

Study Tours (Interstate and Overseas)

Whole College Musical Production

Year Level Rewards Days

Gifted and Talented Program

Environmental Committee

Indigenous Program

Doorways 2 Construction

Apprenticeships and Traineeships

Construction Blue Cards

Canoe and Kayaking Club

Mathematics Competitions (local and National)

English Competitions (national)

National Computer Quiz

Writers workshops

Art (exhibitions and visiting artists)

Interschool debating and public speaking

Hospitality courses (including catering and functions)

Computer activities (both competitions and clubs)

Reward Days for students who maintain high standards

Our school at a glance

How computers are used to assist learning

Teachers use computers in a variety of ways across the P-12 campus. Interactive whiteboards are an integral part of learning in the early years. They are used to interactively engage students with daily learning and develop their skills and understandings of our modern world. As students get older computers are used to demonstrate, teach and engage students in learning through activities that are highly visual.

A wide variety of computer software is also used to enable students to practice literacy and numeracy skills learnt in the classroom in a fun and engaging manner. As they progress through school, students are taught how to use various software applications which can be used to enhance assessment reports and presentations. Students also use computers to develop their research skills helping them to become independent learners, develop skills necessary to prepare them for using technology in their future pathways and to equip them with the IT communication and problem solving skills necessary for the 21st C.

Social climate

Our College's vision, values, statement of purpose and its 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.

The school's 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 2008 for our key performance indicators (safe, happy and learning) shows a positive working climate is fostered in our College.

Our school at a glance

Involving parents in their child's education.

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

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

Support Staff: Our Reading Recovery Teacher, Support Teacher Learning Difficulties, Guidance Officer, Behaviour Management Teacher and members of the school administration team may work with students needing support. Our Cultural Teacher Aide provides literacy, numeracy and cultural support to our Indigenous students. The College Chaplain, School Based Youth Health Nurse 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 school 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.

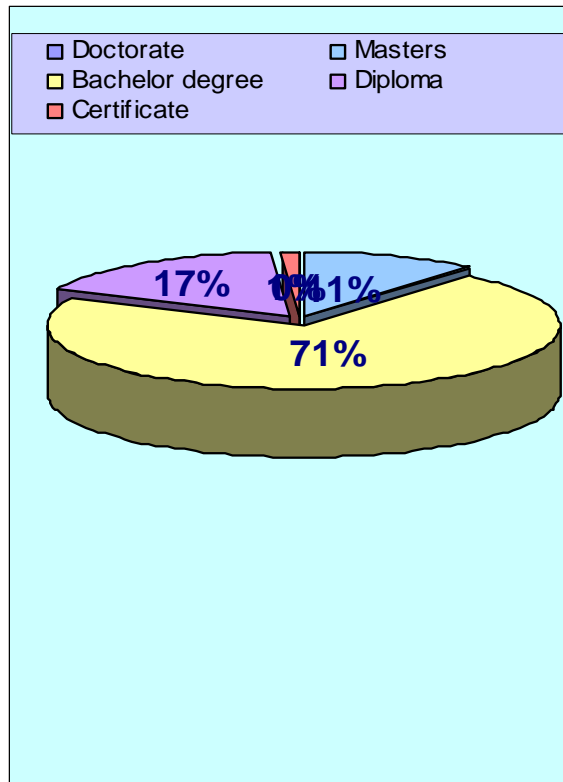
School Council: The College operates under the School Based Management Enhanced Option Two (EO2). The Principal and the School Council assume responsibility for the development of the Partnership Agreement and fulfils accountability requirements associated with the strategic direction setting and monitoring 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 6.30pm or 6pm in the Winter months.

Our staff profile

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	11
Bachelor degree	71
Diploma	17
Certificate	1



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$49385 .

The involvement of teaching staff in professional development activities during 2008 was 87%. as reported via school opinion survey. However College records indicate that all staff (100%) have involved in some form of professionally developing activities during 2008.

Kawana Waters Sate College focuses on building workforce capability to develop the skills, knowledge and professional behaviours necessary to meet the demands of teaching in the 21st century and deliver on the objectives of 2010.

The College supports professional learning and development that is:

- underpinned by a clear educational rationale
- supports the development of exemplary and innovative practices
- a distinctive response to College and systemic needs
- aimed at improving student outcomes
- supports Early, Middle and Senior Phase learning
- accessible to all College workforce

In 2008 all staff were engaged in a wide range of the Professional Learning and Development activities designed to cater for the professional needs of the workforce. A comprehensive list of all activities documenting staff involvement is managed and monitored by the Director Teaching and Learning.

Our staff profile

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 92% of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 91%.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school	379	469	504	566
	Average score for Queensland	371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard.	2008 93%	87%	93%	89%
Writing	Average score for the school	406	483	485	539
	Average score for Queensland	391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard.	2008 91%	91%	84%	81%
Spelling	Average score for the school	378	478	507	565
	Average score for Queensland	366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard.	2008 93%	90%	93%	84%
Grammar and Punctuation	Average score for the school	376	479	490	555
	Average score for Queensland	370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard.	2008 91%	87%	86%	86%
Numeracy	Average score for the school	389	483	512	554
	Average score for Queensland	367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard.	2008 91%	91%	96%	88%

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	55%
Writing	77%
Number	79%

Performance of our students

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort

The 2008 Year 12 student enrolment as a percentage of the Year 10 student cohort (in 2006) was 79%

Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement.	126
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	96
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	95
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	22
Number of students receiving an Overall Position (OP).	65
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	74%
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.	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	92%

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 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.

Value added

As a P-12 College, Kawana Waters State College offers a seamless curriculum and smooth transition from the early years through to the senior phase of learning. The College provides opportunities to cater for the learning needs and interests of all students through an extensive range of curriculum extension and co-curricular activities.

The community awards presented to the College is testament of the outstanding quality of education delivered by the College. This is further reinforced by the fact that the secondary campus has been accredited with the very prestigious Council of International Schools since 2006. With the primary campus embarking upon the international accreditation process in 2009, it is very clear that the College is committed to a process of continual improvement.

The College's commitment to promoting internationalism is seen in every aspect of College life. A very significant contributing factor to the internationalisation of the College is the outstanding International Student Program which has been in operation for over a decade.

Performance of our students

Parent, student and teacher satisfaction with the school

Our College monitors our students' and parents' levels of satisfaction by focusing on four indicators: that children feel safe, that children are happy; that children are learning and that they believe they are attending a good school. Across the College in 2008 the percentage of satisfaction for student and parents in the following areas were:

Students satisfied that they are getting a good education from school – 82%

Parents and caregivers satisfied that they are getting a good education from school – 77%

Parents and caregivers satisfied that the school is a good school – 75%

Student Levels of Satisfaction – 2008

School opinion data is collected by individual items responses and reported across three Key performance Measures with an Overall Rating. Key Measures are designated as Student Achievement, Learning Framework and Learning Environment.

Year 5

Overall there has been a slight downward trend in student satisfaction in two of the three but no statistically significant movement overall. There has been an increase in 'Learning Environment' satisfaction..

Summary data indicates that student satisfaction levels were at or above 'like' schools in every Key Performance Measure and above the State Mean in every Key Performance Measure for this age group.

Year 7

2008 Data for this age group indicate decreasing Satisfaction levels across all four Key performance Measures, this follows an increase across all four measures in 2007 for this age group. Whilst our Year 7 cohort remained slightly below State and Like School Means, both these also showed a downward trend.

A focus on including our Year 7 students in academic, cultural and sporting activities with the broader Middle School Phase cohort throughout 2009 may engender a greater degree of engagement and therefore sense of belonging for this age group.

Year 9

Our Year Nine cohort indicated significantly increased satisfaction levels across all Key Performance measures. This placed their satisfaction levels significantly above both State and Like School Means. The ongoing focus on the Middle Years and a differentiated curriculum and pedagogical framework have both contributed to this positive sense of belonging. This is a significant overall gain that should lead to the development of a positive learning culture into our Senior years for this cohort.

Year 11

Across all Key Performance Measures this cohort demonstrated a decreasing level of satisfaction. At the same time State and Like School Satisfaction levels remained static by comparison.

When considered as a College Student Cohort by Key Performance Measures or by Aspects of Schooling the combined Student College data for Secondary Students is above both State and Like School Means.

Performance of our students

Parent Levels of Satisfaction – 2008

The Parent Survey data was reported as a College whole and compared with State and Like Schools. Separate data for each of the campuses were supplied by the Performance Measurement Office to enable comparative analysis across the two sites. However the separate campus data is not compared to State or Like Schools Means.

The 2008 parent data indicated an upward trend compared with the 2007 data. This was a reassuring trend given that community engagement was a clear goal of the College throughout 2008. This increasing satisfaction with School performance is against the State Wide trend.

Both Key Performance Measures of Learning Framework and Learning Environment were endorsed by Parents. When Aspects of Schooling were considered, Quality Curriculum Programs, Improved Learning Outcomes, Confidence in Public Schooling, Integration of ICT Technology and Safe, productive and Supportive Learning Environment were all endorsed positively by Parents across our P-12 College. This increased confidence in school operations including Student safety, Curriculum Development, Student Achievement and the development of a positive learning Framework at Kawana Waters State College is great support for the Strategic Direction of our College as endorsed by our School Council and the International Schools Accreditation process.

Staff Levels of Satisfaction – 2008

The Staff Survey data was collected and reported as a College whole and compared with State and Like Schools. No separate data for each of the campuses via item responses were supplied.

Overall analysis of data showed an increase in Staff Levels of Satisfaction. Both Teaching and Non-Teaching Staff indicated increased levels of overall satisfaction in Workplace Dimensions. Six of the Seven Dimensions indicate increasing satisfaction with the exception being Physical Work Environment. The age of the school causes some concerns for staff and our maintenance program continues to address concerns.

Staff Satisfaction levels equate to State Means and are above Like School Means.