Kurwongbah State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Kurwongbah State School is an Independent Public School (P-6) located on the north side of Brisbane at the southern end of the North Coast Region. The school vision is for all students to become responsible, confident, self-motivated and co-operative individuals who aspire to achieve their optimal potential. The school curriculum has a strong focus on consistent practices in literacy and numeracy programs across the school. The school employs a range of strategies responsive to the individual needs of students in an inclusive, supportive environment. Individual learning needs are addressed through the provision of differentiated programs including enrichment opportunities designed to challenge, develop diverse thinking skills and foster collaborative, creative learning experiences. The school has a proud tradition of excellence in the Performing Arts through music and drama as well as a range of sporting and cultural opportunities for all students. Kurwongbah State School has an active, supportive community, evidenced through the School Council, representative of Teaching staff, Non-teaching staff and parents as well as our dynamic Parents and Citizens Association. Parent and Community members engage in our school through the Bi-annual Fete Committee, Parent Representative Groups and the many volunteers who assist in classrooms. Our school motto is 'Individuals Together' enacted daily through our values of Caring, Honesty, Respect, Resilience and Excellence.

School progress towards its goals in 2018

During 2018 Kurwongbah State School continued to build on the strong 2017 progress in Reading, Numeracy and Pedagogy. Our sustained focus on the consistent implementation of shared, modelled and guided reading was supported by the Master Teacher and Pedagogical Leaders with positive outcomes evidenced through strong NAPLAN Year 3 and Year 5 2018 Reading results. Years 3 and 4 maintained their focus on the development of fluent number facts application through embedded use of North Coast Region numbers facts pre-test, response strategies and post-test routines which led to continuous improvement in diagnostic data.

A review of the Whole School Pedagogical Framework was completed, founded on Pearson's Gradual Release of Responsibility model, Age Appropriate Pedagogies and New Pedagogies for Deep Learning (Fullan) and aligned to the Whole School Curriculum Plan. The Whole School Curriculum Plan was completed to include all Australian Curriculum Subject Areas meeting the timeline for full Australian Curriculum implementation earlier than the required 2020 deadline. The Pedagogical Framework underpins the delivery of the Australian Curriculum fostering critical thinking skills, creativity, problem solving and independence as children progress through their individual learning growth. Literacy, Numeracy and Information Communication Technology skills are developed across all curriculum areas.

A review of the Whole School Support model was also completed identifying tiered strategies responsive to the diverse needs of students across learning, social, behaviour and inclusion domains. This model ensured school resources were utilised effectively and informed by short 5 week data cycles.

Our Arts program continued to excel with the Junior Singers, Senior Singers and Performance Choir receiving multiple awards and commendations. The school bands and percussion groups excelled and performed well at competitions and special events. Our sports program, school based, district and region, enabled many students to participate and excel. Extra-curricular sports programs were well supported and enjoyed with high participation rates.

The school continued to embed the Positive Behaviour for Learning framework underpinned by our school values – Caring, Honesty, Respect, Resilience and Excellence. Term behaviour celebrations were accessed by a high percentage of students across all year levels reflecting the safe and supportive school environment our students and staff learn and work in.

The school commenced the sustainable garden project from the fete proceeds of the previous year providing a safe designated area for the project.

Future outlook

In 2019, the school continues to build on the work of 2018 in the following ways:-

- Maintain whole school practices in reading, number facts and positive behaviour for learning.
- Commence a whole school inquiry into high yield strategies to improve writing to exceed the school's targets of 80% of students attaining a 'C' standard or higher in English at the end of Semesters 1 and 2.
- Review whole school inclusive practices including a review of the 'Whole School Model for Differentiated Teaching and Learning' to ensure strategies maximise the potential for all students. Our goal is to reduce the

percentage of students with disabilities reflected in school behaviour data, reduce the academic gap for students in vulnerability groups and increase the percentage of all students achieving a 'C' standard or higher in English, mathematics and Science across all year levels.

- The school is looking forward to the scheduled Full School Review to inform the improvement focus for the coming four years.
- The school community is looking forward to celebrating the bi-annual school fete which is held in high regard within our local community.

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	959	952	933
Girls	440	456	453
Boys	519	496	480
Indigenous	46	47	59
Enrolment continuity (Feb. – Nov.)	96%	97%	95%

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

The Kurwongbah State School student body is representative of a wide range of socio economic backgrounds and parental employment. Approximately 48% of our students reside in the local Petrie area, 13% come from the Kallangur area and the remainder of the students come from other surrounding areas. Approximately 6% of our students are verified as Students with a Disability, 1% of our families identify as having English as an Additional Language/Dialect and 6% of our families identify as being of Indigenous or Torres Strait Islander decent.

Average class sizes

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	24
Year 4 – Year 6	26	25	25
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

The Australian Curriculum is the core document that informs our curriculum delivery at Kurwongbah State School. With a focus on the achievement standards, content descriptors and the elaborations and using Curriculum into the Classroom (C2C) materials as a resource, locally developed units are collaboratively built, implemented and reviewed each term. Units of work are implemented using the precise pedagogical approach as outlined in our whole of school pedagogical framework informed by Pearson's 'Gradual Release of Responsibility', 'Age Appropriate Pedagogies' and 'New Pedagogies for Deep Learning'.

Enrichment program:

Through our enrichment teacher, we acknowledge, support and provide for students who have been identified as gifted and/or talented within an inclusive model. Our enrichment teacher works with teachers building their capacity to differentiate for students who perform above year level expectations. Students are also provided the opportunity to participate in Coding and Robotics Clubs.

Performing Arts programs:

Student performance skills are encouraged and developed through many opportunities to participate in the school music and drama programs. There are four choirs – Prep/1 Choir, Junior Singers, Senior Singers and Performance Choir. All choirs perform at school and community events with participation in relevant competitions.

Instrumental Music offerings include group tuition in a range of musical instruments. Students from Year 3 can audition for the Strings Program and from Year 4 can audition for the Multi Program (brass, woodwind, percussion). The Strings Ensemble, Junior and Senior Concert Bands perform at school events and at District and Regional events and competitions.

Co-curricular activities

Kurwongbah State School provides a range of extra curricula activities which allow students an opportunity to pursue their individual interests and to further develop their own skills and abilities by participation in these activities. This is recognised as a positive way in which students can contribute to their own curriculum learning. The following are some extracurricular activities that were offered through 2018:- Choirs – Prep/Year 1; Junior; Senior; Performance Group; School Bands – Junior; Senior; Strings Ensemble; Drama Group; Class Parade Presentations; Student Leadership – Student Leaders' council, Student Council, District Student Council, House Captains, Music Captains; School Camps (Years 5 and 6); Readers' Cup Challenge; Interschool Sport (Years 5 and 6), School, District, Regional, State Sporting representation; School Excursions; Learning Enrichment activities; Coding and Robotics Clubs; District Robotics Competition; Library Monitors; Technology Team; Bridge Builders (Playground Support Leaders Year 5); High School Transition Programs.

How information and communication technologies are used to assist learning

Our vision is to achieve the best possible outcomes for every student at Kurwongbah State School by enabling enhanced learning through:-

- The integration of Information Communication Technologies (ICT's) into the curriculum,
- The provision of support structures to ensure the equipment is well maintained, and
- Supporting teachers to identify the purposeful use of ICT's to enrich and deepen learning experiences.

Computers and other Information Communication Technologies are viewed as valuable tools that engender interest, enthusiasm, and a willingness to explore new ways of learning as well as giving students valuable skills and knowledge necessary to be critical participants in our technologically connected world. All classes are provided with a Digital-on-the-go pack containing a range of ICT tools to enhance classroom learning. The provision of laptop trolleys to students in Years 3-6 and the provision of IPad to the Junior School classrooms enabled teachers and students to have greater access to ICTs. All classrooms are also equipped with data projectors to enrich shared learning experiences for our students who are increasingly functioning in a visual world. The school also completed a wireless upgrade project ensuring all learning environments are able to utilise wireless connectivity which created increased flexibility in the use of digital devices.

Some students used digital devices to support access to learning. The devices utilised were reflective of the individual needs of the students.

Social climate

Overview

Kurwongbah State School has a strong focus on our school values – Honesty, Caring, Resilience, Respect and Excellence – which enhances our whole school community. These values are re-visited and highlighted regularly through weekly Positive Behaviour for Learning (PBL) sector parades, class activities and school parades. A very positive, proactive approach to managing student behaviour has been implemented at the school. All teachers have a Classroom Management Plan which is aligned to the Responsible Behaviour Plan for Students. During 2018 the school undertook Behaviour Audits with the Regional Behaviour Team finding highly consistent whole of school PBL processes. The school regularly tracked student's behaviour progress through a points tracking goal system and a high percentage of students in each year level accessed the end of term behaviour celebrations.

The 2018 Parent and Student Opinion Survey results support the School Vision statement that, "….all students are encouraged to become responsible, confident, self-motivated and co-operative individuals who aspire to achieve their maximum potential within a safe, supportive school setting" evidence by the following parent responses:-

- 97% of parents are satisfied Kurwongbah is a good school.
- 97% of parents are satisfied the teachers at this school expect their child to do his or her best.
- 90% of parents are satisfied their child is getting a good education at this school.
- 91% of parents are responded that their child likes being at this school.

A School Chaplain was available at the school for 2 days each week to provide support for students and families. In 2018 a behaviour teacher worked 3 days a week and behaviour teacher aide 4 days a week, adding further support for students. The School Guidance Officer works closely with parents and staff to support the well-being of students and we purchase additional Speech Language Pathologist time to support students with speech and language difficulties. Regional Inclusion Advisors were accessed to support access to learning for all students.

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)	97%	99%	90%
• this is a good school (S2035)	98%	98%	97%
• their child likes being at this school* (S2001)	93%	97%	91%
• their child feels safe at this school* (S2002)	93%	97%	90%
• their child's learning needs are being met at this school* (S2003)	95%	93%	85%
• their child is making good progress at this school* (S2004)	90%	92%	84%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	93%	87%
• teachers at this school motivate their child to learn* (S2007)	93%	93%	90%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	83%	87%	82%
• they can talk to their child's teachers about their concerns* (S2009)	95%	91%	89%
• this school works with them to support their child's learning* (S2010)	92%	95%	83%
• this school takes parents' opinions seriously* (S2011)	88%	88%	80%
• student behaviour is well managed at this school* (S2012)	90%	89%	81%
• this school looks for ways to improve* (S2013)	88%	98%	91%
• this school is well maintained* (S2014)	98%	97%	96%

* 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)	95%	98%	96%
• they like being at their school* (S2036)	92%	95%	91%
• they feel safe at their school* (S2037)	97%	96%	91%
• their teachers motivate them to learn* (S2038)	96%	96%	92%
• their teachers expect them to do their best* (S2039)	99%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	95%
• teachers treat students fairly at their school* (S2041)	93%	91%	95%
• they can talk to their teachers about their concerns* (S2042)	92%	87%	87%
• their school takes students' opinions seriously* (S2043)	96%	94%	91%
• student behaviour is well managed at their school* (S2044)	92%	91%	81%
• their school looks for ways to improve* (S2045)	97%	97%	96%
• their school is well maintained* (S2046)	97%	96%	93%
• their school gives them opportunities to do interesting things* (S2047)	95%	97%	96%

* 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)	100%	98%	92%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	94%
• they receive useful feedback about their work at their school (S2071)	93%	97%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	89%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	96%
• students are treated fairly at their school (S2073)	100%	98%	94%
• student behaviour is well managed at their school (S2074)	100%	86%	80%

Percentage of school staff who agree[#] that:	2016	2017	2018
• staff are well supported at their school (S2075)	95%	92%	73%
• their school takes staff opinions seriously (S2076)	96%	92%	72%
• their school looks for ways to improve (S2077)	100%	95%	88%
• their school is well maintained (S2078)	95%	92%	86%
• their school gives them opportunities to do interesting things (S2079)	90%	89%	79%

* 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

Kurwongbah State School has always had a strong sense of community. Parents and caregivers are encouraged to be actively involved with their children's learning and within the school community. During 2018 staff conducted Parent Information and Training sessions to further skill our parents in supporting their child's learning needs.

Parents and Community Members contributed to our school in the following ways:-

• School Council with the P&C President and 3 elected parent representatives
• P&C Association with various sub-committees who run the school P&C businesses – Uniform Shop, Tuckshop and Outside School Hours Care.
• Our many volunteers who support class programs and assist in the Library.
• Our many volunteer helpers who assist with graduation, music support, sporting groups, working bees, school banking, Book Club and excursions.

Parents of students with a verified disability met with school staff to determine high yield adjustments, support strategies and differentiated curriculum requirements in line with the curriculum planning, implementation and reporting cycle. The school recorded adjustments through Personalised Learning Plans.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Through our core values – Caring, Honesty, Respect, Excellence and Resilience – students are taught behaviours that were reinforced through an approach focused on personal safety and awareness. Abuse and violence are not tolerated and consequences are consistently applied where the safety of staff and students is at risk.

Key days were considered within the school calendar to highlight respectful, safe behaviours including:- "Bullying No Way" and "Day for Daniel". The Responsible Behaviour Plan for Students embedded the use of Restorative Conversations and the basis to building understanding and tolerance within peer interactions and is founded on the whole school belief that respectful relationships are critical to fostering positive whole school community.

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	119	90	81
Long suspensions – 11 to 20 days	5	1	0
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

In 2018 Kurwongbah State School continued to use water tanks with a total capacity of 300 000 litres to offset water consumption for irrigation for the school ovals. Further installation of air conditioning systems through a P&C initiative impacted on electricity consumption. The school has a solar panel system with a total capacity of 9kw. The school continued to use the SEMP (School Environmental Management Plan) to investigate further strategies for managing our environmental impact.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	180,105	187,225	203,859
Water (kL)	6,098	3,491	5,386

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	69	47	<5
Full-time equivalents	61	27	<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	1
Masters	2
Graduate Diploma etc.*	
Bachelor degree	58
Diploma	8
Certificate	

*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 $140,000.

The major professional development initiatives are as follows:

- English and Maths aligned to the Australian Curriculum.
- New Pedagogies for Deep Learning and Age Appropriate Pedagogies.
- Positive Behaviour for Learning
- Reboot – Trauma informed self-regulation strategies
- Coaching
- New Pedagogies for Deep Learning
- Collaborative year level planning days
- Triad data and response meetings
- Guided Reading for Teacher Aides
- Peer mentoring for new and beginning teachers
- Intra-school moderation

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%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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	93%	93%	92%
Attendance rate for Indigenous** students at this school	89%	87%	88%

* 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.

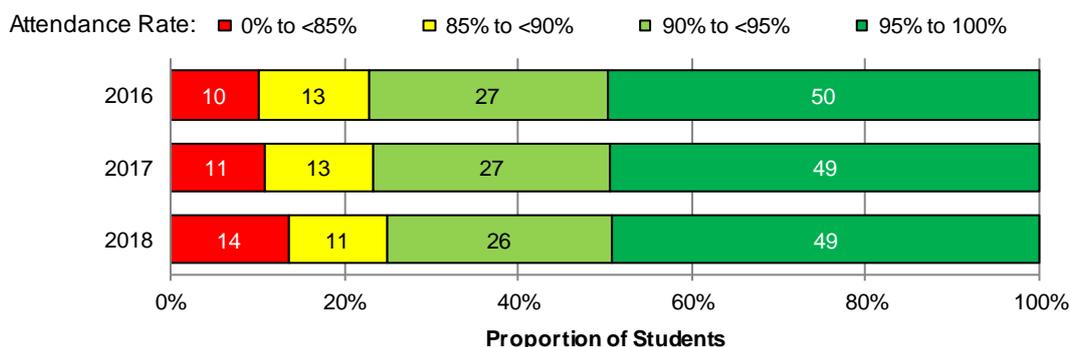Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	94%	93%
Year 1	93%	93%	92%
Year 2	93%	93%	92%
Year 3	93%	93%	93%
Year 4	94%	92%	92%
Year 5	93%	92%	93%
Year 6	92%	93%	91%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	10	13	27	50
2017	11	13	27	49
2018	14	11	26	49

Proportion of Students

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.

Kurwongbah State School has an Attendance policy which has been indorsed by the P&C Association and is able to be accessed through the school website – kurwongbahss.eq.edu.au. It is the responsibility of parents and carers to ensure their children attend school each and every day. In 2018 the school used electronic roll marking through IDAttend and an Administration Officer managed this process. Class rolls were marked twice daily. Parents were notified of a student's absence via SMS in accordance with Departmental guidelines.

The school monitors student absences, with parents and carers being contacted in the event of unexplained absences. In the case of high absenteeism or unexplained absences the class teacher follows up with the parents. If no improvement is evident, then the school sends home a letter detailing parental responsibility for a child's regular attendance at school and requests a meeting with parents as per the DoE procedures. The school offers a range of support strategies to assist parents to meet their obligations, however when student attendance continues not to improve the Enforcement of Attendance process is commenced.

Attendance expectations "Every Day Counts" and school attendance target of 94% was regularly communicated with parents through the School Newsletter.

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.

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 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.