

Kurwongbah State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

"INDIVIDUALS TOGETHER"

Our school motto drives a strong focus on the recognition of the individual needs (academic, social, developmental) of all students within a supportive whole school community. There is a commitment to the provision of opportunities across a wide range of areas for all student to experience success and to build self-esteem, independence and a lifelong love of learning.

During 2013 Kurwongbah State school continued to build upon the successes of past years, and strong community links were further enhanced through the following highlights of the year:

- A highly successful School Fete that involved many volunteers from within the school community and raised over \$58,000.
- Improved school facilities including a new play area (Values Green) installed through funds raised from the School Fete, an electronic school sign and larger, refurbished Uniform Shop to cater for increased student enrolments over recent years.
- Continued implementation of the Australian Curriculum in all classes, including the introduction of History as a Key Learning Area.
- Very positive parent opinion data (100%) in key school areas of student safety, support for student learning, strong sense of community, environmental issues and high expectations for all students.
- Choir success at ChoralFest with all three school choirs (Junior, Senior and Performance Group) achieving gold, and the Performance Group being the overall Regional Winners.
- Success at the Pine Rivers State High School F1-3D Challenge Competition, with the Kurwongbah school team winning for the second consecutive year.
- A continuation of our focus on success for students through the provision of a range of programs and activities such as the Gifted and Talented Program, Drama, Classroom and Instrumental Music Programs, Choirs, Class Parade Performances, Tech Team, Student Council, Student Leadership Teams, sporting activities.

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School progress towards its goals in 2013

Key goals identified in 2013 School Improvement Plan and progress towards achieving these goals:

Curriculum Teaching and Learning – Implementation of ACARA through C2C Units, School Pedagogical Framework, development of school Homework Policy:

In 2013 all teachers implemented the Australian Curriculum through the C2C units in the learning areas of English, Mathematics, Science and History. Significant professional development was directed towards developing teacher expertise in understanding the key content and skills of the new curriculum. This involved planning in year level cohorts, working with the Head of Curriculum and moderation activities. Teacher training focus also included preparation for the introduction of Geography in classes in 2014.

A **School Pedagogical Framework** was developed in 2013 ready for implementation in 2014. Key features of the framework include strategies for enacting teaching learning and assessment, building relationships and establishing high expectations and growing staff professional practice.

Parents and staff had the opportunity to contribute to the development of a whole school Homework Policy that was completed in 2013. This is now accessible through the school website.

Professional Learning Focus Areas – Art and Science of Teaching, Co-Coaching:

Professional development in 2013 for all teachers focussed upon the development of consistency in teaching and learning across the school through the introduction of the ASoT framework. This included the introduction of a whole school approach to classroom rules and procedures, student interaction with new knowledge and learning goals. The introduction of Co-Coaching as a tool to improve teacher professional practice commenced in 2013. All teaching staff completed a Professional Learning Plan, identifying goals for 2013 and an action plan to address the goals.

Review of Class Structures:

This process, commenced in 2012, was completed in 2013 with the school decision being made to structure classes in single year levels to better meet the learning needs of our students within the Australian curriculum.

Opportunities for Success for all Students:

The following opportunities were provided to Kurwongbah students in 2013 – Choir, Instrumental Music (strings, woodwind, brass, percussion), drama, class parade performances, school sporting events, school, district, regional and state sporting representation, gifted and talented activities, student leadership and ICT activities. Many Kurwongbah students took advantage of these opportunities.

Future outlook

The following are the Key Strategic direction identified for 2014:

- Implementation of School Pedagogical Framework and support documents
- Continued implementation of Co-Coaching Training for teachers through QELi Institute
- Getting Ready for Secondary School – ongoing linkages with local state high schools to support parents and students in the lead up to the transition to high school for Year 7 students in 2015
- Continued implementation of The Australian Curriculum, refinement of class teaching units to meet the needs of Kurwongbah students and preparation for the implementation of Geography in 2014
- Implementation of the Daniel Morcombe Child Safety Unit
- Continued streamlining of student support services (Students With Disabilities and Learning Support) to provide enhanced support for students
- Implementation of the School Homework Policy
- Continued promotion of Kurwongbah State School and State Education in the local community

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	826	407	419	96%
2012	883	424	459	96%
2013	958	461	497	97%

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

Characteristics of the student body:

The Kurwongbah State School student body is representative of a wide range of socio economic backgrounds and parental employment. Approximately 48% of students reside in the local Petrie area, 13% come from the Kallangur and the remainder of the students come from other surrounding areas. Approximately 3% of families identify as being of Aboriginal or Torres Strait Islander descent.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	25	25
Year 4 – Year 7 Primary	28	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	23	24	33
Long Suspensions - 6 to 20 days	5	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Whole School Thinking Skills Program:

We believe that ALL students can be taught to think creatively, critically and analytically through the development of a whole school thinking culture. Our Thinking Skills Program has been integral to our curriculum program since 2002 and the focus is on teaching students to be able to investigate, solve problems, make decisions and think in different ways within real life contexts.

Gifted and Talented Program:

Our vision for students who are gifted is that they feel valued in a learning environment which challenges and supports them to achieve excellence. Through our G&T Plan and G&T Support Teacher, we acknowledge, support and provide for those students who have been identified as gifted within an inclusive model.

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 Choir, Senior Choir and Performance Group. All choirs perform at school events. In 2013 the Junior Choir, Senior Choir and Performance Group all achieved Gold at the Regional ChoralFest, with the Performance Group being overall Regional ChoralFest winners.

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.

Older students are able to audition for the annual Drama Production. This gives many student the chance to develop confidence in public speaking and creative performance.

Extra curricula activities

Kurwongbah State School provides a range of extra curricula activities which allows 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.

Below is a list of some extra curricula activities available to Kurwongbah State School students in 2013:

Choirs – Prep/Year 1; Junior; Senior; Performance Group	Interschool Sport (Yrs 6 and 7)
School Bands – Junior; Senior	School, District, Regional, State Sporting representation
Strings Ensemble	School Excursions
Drama	Gifted and Talented program – Learning enrichment activities; F13D in schools competition, District Robotics Competition, ACE Day, Engquest
Class Parade Presentations	Library Monitors
Student Leadership – Student Leaders' Council, Student Council, District Student Council, House Captains, Music Captains	Photography Group
School Camps (Yrs 5 and 7)	Tech Team
Readers' Cup	High School Transition Programs
Green Team	Friends For Life Program

How Information and Communication Technologies are used to assist learning

Our vision is to achieve the best possible educational outcomes for every student at Kurwongbah State School by enabling improved learning through the integration of Information Communication Technologies (ICT's) into the curriculum and by providing support structures to ensure that the equipment is well maintained and teachers are supported in using ICTs in classrooms.

Our school at a glance

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 involved in our technologically connected world. From the beginning of 2013 all classes were provided with a Digital-On The-Go pack containing a range of ICT tools to enhance classroom learning. A student Tech Team meets weekly and assists in a range of IT related roles in the school.

Social climate

At Kurwongbah State school a strong focus on our school values – Honesty, Caring, Resilience, Respect and Excellence – enhances our whole school community. These values are re-visited and highlighted regularly through 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 school Code of Behaviour.

The 2013 Parent and Student Opinion Survey results support the School Vision Statement that, “At Kurwongbah State School 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 multi-age setting.”

Parent Responses:

100% of parents are satisfied that Kurwongbah is a good school.

100% of parents are satisfied that their child feels safe at Kurwongbah State School.

100% of parents are satisfied that the school encourages parents to participate in school activities and to take an active role in their children’s education.

100% of parents are satisfied that Kurwongbah State School has a strong sense of community.

100% of parents are satisfied that the school asks for parent input and is responsive to parent enquiries.

A School Chaplain is available at the school for 2 days each week to provide support for students and families. It is a goal of the school to extend Chaplaincy in 2014.

A Behaviour Support Teacher is employed to assist students to make responsible choices in their learning and behaviour. This has proven to be a very positive role within the school.

Parent, student and staff satisfaction with the school

Parent, student and staff satisfaction remained high in 2013. The school seeks to operate in a highly collaborative way, involving stakeholders in key decision making areas. A very active P&C Association operates in the school, supported by the Parent Rep Group and Fundraising Committee. The student body is represented by the Student Council, Student Leaders’ Council, House Captains and Music Captains.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	97%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	97%	97%
their child is making good progress at this school* (S2004)	94%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%
teachers at this school motivate their child to learn* (S2007)	97%	100%

Our school at a glance

teachers at this school treat students fairly* (S2008)	97%	97%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	91%	100%
student behaviour is well managed at this school* (S2012)	100%	96%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	100%
they like being at their school* (S2036)	92%	97%
they feel safe at their school* (S2037)	95%	99%
their teachers motivate them to learn* (S2038)	97%	100%
their teachers expect them to do their best* (S2039)	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%
teachers treat students fairly at their school* (S2041)	81%	92%
they can talk to their teachers about their concerns* (S2042)	82%	82%
their school takes students' opinions seriously* (S2043)	93%	96%
student behaviour is well managed at their school* (S2044)	88%	89%
their school looks for ways to improve* (S2045)	97%	100%
their school is well maintained* (S2046)	95%	98%
their school gives them opportunities to do interesting things* (S2047)	89%	99%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	99%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	92%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	97%
their school takes staff opinions seriously (S2076)	95%
their school looks for ways to improve (S2077)	100%

Our school at a glance

their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	95%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

We believe:

- Adults in the wider community have skills and talents which can contribute to and enhance children's learning.
- Children benefit when there is an increase in the number of adults with whom they can interact.
- The school should actively seek a positive relationship with each child's family group.
- Children's learning is facilitated when the influences of the home and school are in harmony.
- Parents have a right to know what happens to their children at school.
- Schools have a responsibility to provide opportunities for parents to be informed of school happenings.

During 2013 our staff conducted Parent Information and Training sessions to further skill our parents in supporting their child's learning. The training workshops and information sessions included:

Support a Reader, Support a Writer, Support a Talker, Phonemic Awareness, ACARA and Daniel Morcombe Safety Program.

Reducing the school's environmental footprint

Kurwongbah State School has installed water tanks with a total capacity of 300 000 litre to an irrigation system for the school ovals which is connected to an irrigation system that waters the school oval. The school has installed solar panel systems with a total capacity of 9kw. The school has also completed a SEMP (School Environment Management Plan) to investigate further strategies for managing our environmental impact. In 2013 a Student Green Team was active throughout the school giving environmental messages to all students during weekly parades. Environmentally aware parents formed the Eco Parents group in 2013. This group works within the school to promote positive environmental initiatives.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	167,152	2,172
2011-2012	165,584	3,212
2012-2013	173,378	4,993

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

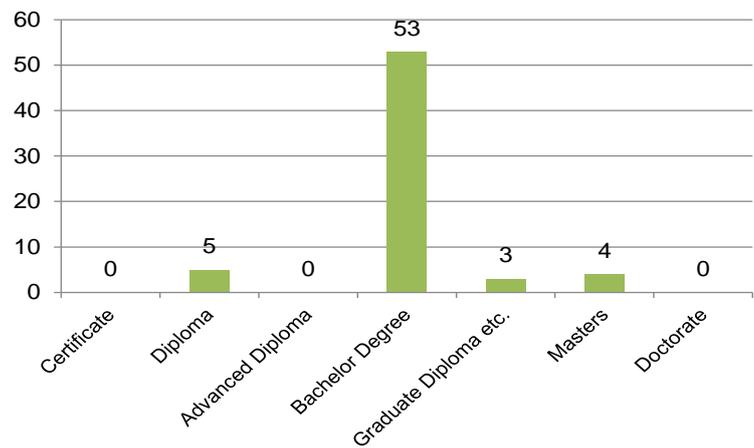
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	65	31	<5
Full-time equivalents	55	20	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	53
Graduate Diploma etc.	3
Masters	4
Doctorate	0
Total	65



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 54571

The major professional development initiatives are as follows:

- Art and Science of Teaching
- Co-Coaching for Classroom Performance
- Curriculum and Pedagogy – Reading Comprehension, Number Facts, Geography, Moderation practices
- Workplace Health and Safety – First Aid, Asbestos Training, Student Protection, Code of Conduct

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2013 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

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

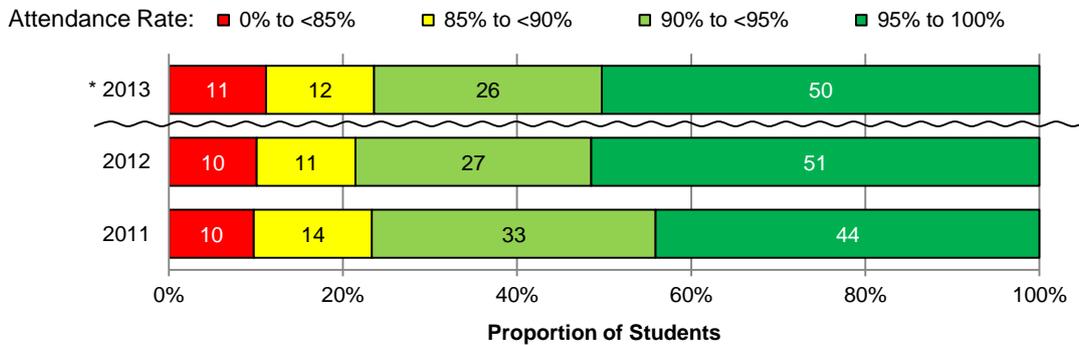
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	94%	94%	93%	94%	94%	91%					
2012	93%	93%	94%	93%	94%	93%	94%					
2013	92%	92%	94%	93%	93%	93%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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. The school has an Attendance Policy which has been endorsed by the P&C Association and is able to be accessed through the school website – www.kurwongbss.eq.edu.au.

It is the responsibility of parents and carers to ensure that their children attend school each and every day. Class rolls are marked twice daily and the rolls are returned to the office at 2.00pm for monitoring. Parents are encouraged to notify the school office if their child will be absent from school. This can be done by a phone call, letter or email. The school monitors student absences, with parents and carers being contacted in the event of regular and/or unexplained absences. If necessary the school may send home a letter detailing parental responsibility for a child's regular attendance at school and request a meeting with parents.

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.

Find a school

Search by school name

GO

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 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

Kurwongbah State School's Closing the Gap data: NAPLAN data for Year 3 and Year 5 Indigenous students (Literacy and Numeracy) for 2013 was higher than that of all Qld state schools data. This data was representative of a small number of students. The attendance rate for Indigenous students in 2013 was 92.4%. This was comparable to the attendance rate for Non-Indigenous students (92.6%).

Kurwongbah State School maintains a strong commitment to ensuring a quality educational experience for all students.

“INDIVIDUALS TOGETHER”