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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 students to experience success and to build self-esteem, independence and a lifelong love of learning. The multi-age structure across the whole school supports the philosophy that education for life involves a range of social groupings and different learning contexts.

During 2011 Kurwongbah State School built upon the successes of past years, and the strong community links were further enhanced through the following highlights of the year:

Another successful Teaching and Learning Audit in which the school achieved highly in these areas: An Explicit Improvement Agenda; Analysis and Discussion of Data; A Culture that Promotes Learning; Targeted Use of School Resources; Systematic Curriculum Delivery; Differentiated Classroom Learning; and Effective Teaching Practices.

A Triennial School Review (TSR) which reviewed school achievements over the past 3 years (2009–2011) and established clear school directions for the next 4 years. The KSS Strategic Plan (2012-2015) and Annual Improvement Plans will be the key school drivers for the next 4 years.

A successful school community Fete which brought the students, staff, parents and local community together. Money raised from the Fete has been directed towards improved facilities for all Kurwongbah students.

A continuation of our focus on success for our students through the provision of a range of programs and activities such as the Gifted and Talented Program, Learning Support, annual Drama Production, Homework Club, music programs, sporting opportunities, Student Reporters, Tech Team and Student Leadership opportunities.

School progress towards its goals in 2011

Key goals identified in the 2011 School Operational Plan and progress towards the achievement of these goals :

Improved student learning in Literacy and Numeracy:

In 2011 school NAPLAN data (Literacy and Numeracy) continued to improve in many areas – Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The phonemic awareness program was extended from Prep/Year 1 to Year 2/3 classes. Teachers identified key areas to target in English and Mathematics through analysis of data including NAPLAN.

Curriculum, Teaching and Learning – Implementation of the Australian Curriculum:

In 2011 school curriculum direction focussed strongly on staff familiarisation with the Australian Curriculum in the key areas of English, Mathematics and Science in preparation for class implementation in 2012. Collaborative planning and ongoing moderation in Year Level groups was supported by the School Assessment and Moderation Overviews.



The ongoing improvement of teachers' knowledge and skills in a range of areas was addressed through school-based professional development opportunities in these areas:

Literacy and Numeracy – analysing student learning data

Differentiating learning for all students

Whole School English Overviews

Behaviour Management Policy

Integrating and promoting ICTs in the classrooms

Ongoing promotion of enrichment strategies and thinking skills frameworks

Implementation of inclusive education strategies

School Performance – Teaching and Learning Audit:

In 2011 Kurwongbah State School underwent a second Teaching and Learning Audit (delivered as part of the Triennial School Review process). The performance of the school (and staff) was acknowledged positively through High ratings in the following areas – An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning, Targeted Use of School Resources, Systematic Curriculum Delivery, Differentiated Classroom Learning, and Effective Teaching Practices.

Future outlook

The following are the Key Strategic directions identified for 2012:

- Implementation of the Australian Curriculum (English, Mathematics and Science)
- Preparation for the implementation of History (Australian Curriculum) in 2013
- Increased focus on the teaching of Spelling and Mental Computations
- Enhancement of school facilities to improve learning for all students
- Provision of opportunities for success for all students through a range of activities and programs
- Promotion of Kurwongbah State School and State Education in the local community

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
826	407	419	96%

Characteristics of the student body:

Of a total school enrolment of 826 students, 419 were male students and 407 were female students. The student body is representative of a wide range of socio economic backgrounds and parental employment. Approximately 40% of students reside in the local Petrie area, 20% come from the Kallangur area and the rest of the students come from other local suburbs.

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

Phase	Average Class Size
Prep – Year 3	23.2
Year 4 – Year 7	28.3
All Classes	25.1

School Disciplinary Absences

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

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.

Multi-age Philosophy:

This is a unique organisational strategy that involves grouping children together over a span of age or year levels. This approach allows flexibility in grouping children according to need, ability and interests and recognises that children learn at different rates and in different ways. Multi-age grouping promotes improved continuity of learning for children and enables positive peer role models for children.

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 2011:

Prep/Year1 Choir	Glee Club
Junior Choir	Interschool Sport (Yrs 6/7)
Senior Choir	Intraschool Sport (Yrs 6/7)
Performance Group	District/Regional/State sporting representation
Junior Band	School excursions
Senior Band	Enrichment Group
Strings Ensemble	Tech Team
Parade Presentations	ACE Day
Drama	District Robotics Competition
Student Council	Fundraising competitions and activities
Student Leaders' Council	Engquest Group
House Captains	Library Monitors
Music Captains	Fundamentals Day
Music Workshops	District Maths Tournament
District Student Council	Cross Country activities
School Camps (Yrs 5,6,7)	High School Transition programs
Student Reporters	University of NSW Competitions
Chess Club	

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.

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.

ICTs are used in many interesting and exciting ways at Kurwongbah and students may be involved in many of the activities listed below:

Navigating and selecting relevant websites to meet the needs of set tasks.

Participating in collaborative experiences with other students or with 'experts' in a field using email, chat, blogs and/or wikis

Designing and publishing web pages, videos, posters, brochures, postcards, packaging to demonstrate their understandings and knowledge or to share with other students.

Creating book trailers to promote and encourage reading resources.

Developing and presenting PowerPoint presentations for a variety of purposes, including oral language tasks.

Composing word documents using word processing software applying skills in editing, proofreading, and publishing.

Evaluating and deconstructing existing webpages, computer games, writings, advertising, etc. to see how they are put together with a view to improving their own work in these areas.

Using drawing software to create illustrations as a reflection or inclusion in e-books.

Learning strategies using online games or school bought software.

Operating of digital cameras to take photographs, and then downloading and manipulating digital images with online websites and software.

Developing and editing visual and audio productions with digital devices ie: video and digital cameras, Easi-Speak Microphones and webcams.

Incorporating a variety of digital media into Parade Presentations.

Using various digital resources (eg Learning Objects, Clickview Video Library, etc.) to extend their understandings and knowledge.

Accessing computer laboratories where all students have equal access during focused timetabled lessons.

Programming, predicting and testing with Lego robotics kits and Bee Bots.

Exploring Language market software for LOTE lessons to engage student with interactive activities.

Engaging with applications and online websites; such as "Lexia", "Easiteach", "Read Me", "Spelling Bee", "Learning Place", "StudyLadder" and "Spelling City"

Exposing and teaching with digitally recorded programmes allowing access to classes via "Clickview" for audio visual material which is relevant to class contexts.

Learning independently via online Atomic Learning and YouTube tutorials, how to videos, 'One Channel' video conference sessions.

Using of iPads and applications that have been selected to enhance and support learning goals and targets.

Teaching and assessing with MP3 players in guided reading groups, as audio reference material distribution or voice recording of student instruction and reading skills.

Illustrating, demonstrating, collaboration and exploring with an Interactive Whiteboard in each double classroom.

Analysing of student work samples, sharing of literacy resources and real life close up views with Visualisers and webcams and projectors.

Involving students in Tech Team clubs during break times.

Social climate

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 2011 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:

- 88.3% of parents are satisfied that Kurwongbah is a good school.
- 88.3% of parents are satisfied that their child is happy to go to Kurwongbah State School.
- 82.4% of parents are satisfied with the discipline at Kurwongbah State School.
- 91.2% of parents are satisfied that their child is safe at Kurwongbah State School
- 91.1% of parents are satisfied that their child is treated fairly at Kurwongbah State School.
- 82.3% of parents are satisfied that they feel welcome in the school.

Student Responses:

- 81.7% of students are satisfied this is a good school.
- 80.9% of students feel safe at Kurwongbah State School
- 80% of students are happy to attend Kurwongbah State School

Pastoral care is provided through the School Chaplaincy Program – a School Chaplain is employed for 2 days each week. Other supportive programs include Friend For Life, Social Skills, Bridge Program and Care Groups.

Parent, student and teacher satisfaction with the school

Parent, student and staff satisfaction remained high in 2011. The school seeks to operate in a highly collaborative way, involving stakeholders in key decision making areas. A very active P&C operates in the school, supported by the Parent Rep Group and various parent committees. The student body is represented by the Student Council and Student Leaders' Council. Of particular significance is the high level of staff morale and both parent and student satisfaction that a good education is provided at Kurwongbah State School.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	85%
Percentage of students satisfied that they are getting a good education at school	91%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	78%
Percentage of staff members satisfied with morale in the school	92%

DW – Data withheld

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 the nature of the learning experiences of children.
- 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 2011 our staff conducted numerous 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 Ready Readers.

Reducing the school's environmental footprint

Kurwongbah State School has installed water tanks with a total capacity of 300 000 litres which is connected to an irrigation system. We have also had installed two solar panel systems with a total capacity of 9 Kw.

In 2011 Kurwongbah State School completed a SEMP (School Environment Management Plan) to investigate further strategies for managing our environmental impact.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	167,152	2,172
2010	164,832	3,605
% change 10 - 11	1%	-40%

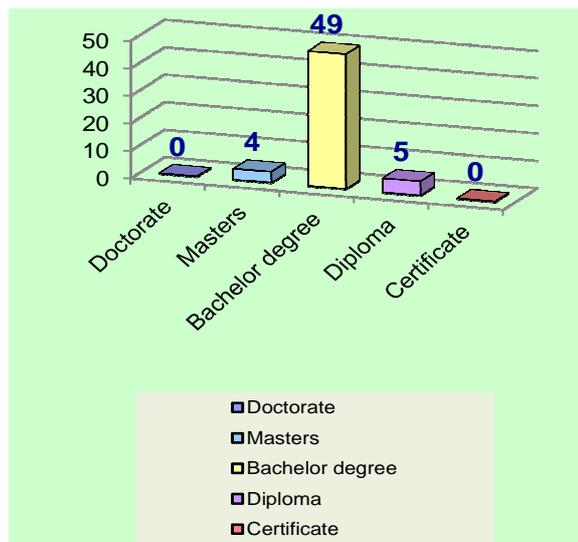
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	58	25	0
Full-time equivalents	49	17	0

Qualifications of all teachers

Doctorate	0
Masters	4
Bachelor degree	49
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$27071.50.

During 2011, all staff was provided with opportunities to attend professional development training which ensures the continuous growth of skills, knowledge and professional behaviours necessary for contemporary best practice. P D&T supported both individual needs and school and systemic requirements.

Key areas for 2011 included:

Literacy and Numeracy – analysing of data to improve student learning.

Strategies for improving students' spelling skills.

Teaching, assessing and reporting in Mathematics.

Implementation of the Australian Curriculum – English, Mathematics and Science.

C2C teaching units.

Assessment and Moderation practices.

Differentiation strategies.

Behaviour management Policy and strategies.

Integrating ICTs in the classroom.

First Aid, Asthma Prevention, CPR, Student Protection Policy, Code of Conduct Training, Right To Information, Asbestos Awareness and Fire Safety Training

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, 94% 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

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 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

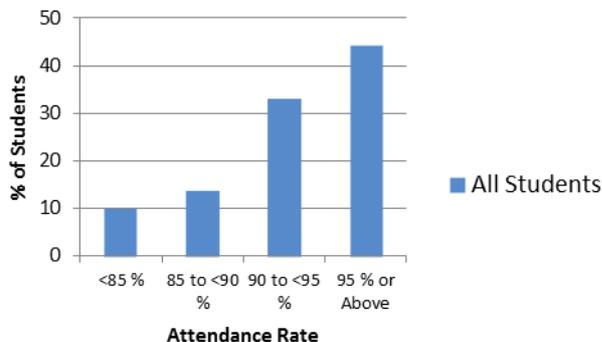
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.
 The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	94%	94%	93%	94%	94%	91%

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. 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.

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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.

Achievement – Closing the Gap

Kurwongbah State School's Closing the Gap data in 2011 was very positive with NAPLAN data indicating that the school had exceeded systemic expectations in reducing the learning gap between Indigenous and Non- Indigenous students. Attendance and retention rates for our indigenous students were also at systemic expectations.

Kurwongbah State School maintains a strong commitment to ensuring equity in educational opportunities for all students.