Kurwongbah State School (1958)
Queensland State School Reporting
2012 School Annual Report

Postal address	Eacham Street Petrie 4502
Phone	(07) 3481 4333
Fax	(07) 3481 4300
Email	the.principal@kurwongbss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person	Alison Rose

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. Class structures across the school support the philosophy that education for life involves a range of social groupings and different learning contexts.

During 2012 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:

The successful introduction of the Australian Curriculum (English, Mathematics and Science) in all classes

A highly successful Financial Audit in which school financial and management practices were ranked as Very Effective

Very positive parent opinion data (100%) in key school areas of student safety, support for student learning, strong sense of community and high expectations for all students

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.

School progress towards its goals in 2012

Key goals identified in 2012 School Improvement Plan and progress towards achieving these goals:

Curriculum Teaching and Learning – Implementation of ACARA through C2C Units:

In 2012 all teachers implemented the Australian Curriculum through the C2C units in the learning areas of English, Mathematics and Science. 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 History in classes in 2013.

Professional Learning Focus Areas – differentiation, goal setting, feedback:

Professional development in 2012 for all teachers was directed at the above areas. This included the introduction of a format for more effective planning for the full range of learners in classes. A successful Action Learning Project focussed on the provision of feedback to students to improve learning. All teaching staff completed a Professional Learning Plan, identifying goals for 2012 and an action plan to address the goals.

Opportunities for Success for all Students:

The following opportunities were provided to Kurwongbah students in 2012 – 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, photography group, student leadership and ICT activities. Many Kurwongbah students took advantage of these opportunities.

Future outlook

The following are the Key Strategic direction identified for 2013:

-Adoption of The Art and Science of Teaching as a framework for the development of a Whole School Pedagogical Framework

-Improved student learning through Co-Coaching Training for teachers

-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

-Streamlining of student support services (Students With Disabilities and Learning Support) to provide enhanced support for students

-Review of the School Homework Policy

-Continued promotion of Kurwongbah State School and State Education in the local community

Queensland

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	818	406	412	96%
2011	826	407	419	96%
2012	883	424	459	96%

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 40% of students reside in the local Petrie area, 20% 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:

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	24	23	25
Year 4 – Year 7	27	28	26

School Disciplinary Absences

.

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days	38	23	24
Long Suspensions - 6 to 20 days	1	5	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Queensland
Government

Curriculum offerings

Our distinctive curriculum offering

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 2012:

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	
Student Leadership – Student Leaders' Council, Student Council, District Student Council, House Captains, Music Captains	Library Monitors
	Photography Group
School Camps (Yrs 5 and 7)	Tech Team
Readers' Cup	High School Transition Programs
	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.

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 will have a Digital-On The-Go pack containing a range of ICT tools to enhance classroom learning.

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.

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.

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

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 2012 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 likes being at Kurwongbah State School.

100% of parents are satisfied that student behaviour is well managed at Kurwongbah State School.

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

97% of parents are satisfied that teachers treat students fairly at Kurwongbah State School.

100% of parents are satisfied that the school has a strong sense of community.

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 the future.

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 2012. 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#
their child is getting a good education at school	97.2%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	97.2%
their child is making good progress at this school*	94.4%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	97.0%
teachers at this school motivate their child to learn*	97.1%
teachers at this school treat students fairly*	97.0%
they can talk to their child's teachers about their concerns*	97.2%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	90.9%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012#
they are getting a good education at school	93.7%
they like being at their school*	91.9%
they feel safe at their school*	95.5%
their teachers motivate them to learn*	97.3%

Queensland
Government

their teachers expect them to do their best*	99.1%
their teachers provide them with useful feedback about their school work*	95.5%
teachers treat students fairly at their school*	80.9%
they can talk to their teachers about their concerns*	82.0%
their school takes students' opinions seriously*	92.8%
student behaviour is well managed at their school*	88.3%
their school looks for ways to improve*	97.3%
their school is well maintained*	94.6%
their school gives them opportunities to do interesting things*	89.2%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	91.7%
with the individual staff morale items	98.9%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Queensland
Government

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 2012 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 Ready Readers.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 2012 a student Green Team was established with students giving environmental messages to all students during weekly parades.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	164,832	3,605
2010-2011	167,152	2,172
2011-2012	165,584	3,212

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	60	28	0
Full-time equivalents	52	18.2	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	44
Diploma	7
Certificate	0
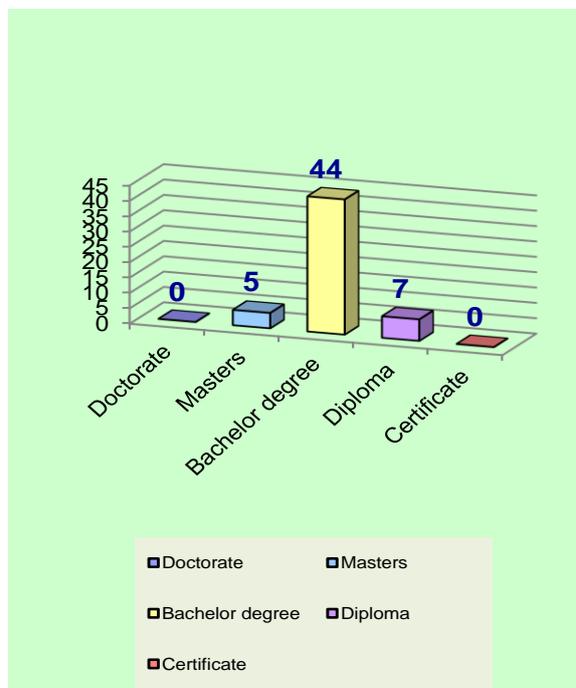
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $22,192.

The major professional development initiatives are as follows:

During 2012, all staff was provided with opportunities to attend professional development and training to ensure the continuous growth of skills, knowledge and professional behaviours necessary for contemporary best practice. PD and T supported both individual needs and school and systemic requirements. The Developing Performance Framework was implemented for all teaching staff.

Queensland
Government

Key areas for 2012 included:

ASot Training; Literacy and Numeracy – spelling strategies and mental computations; Differentiation Strategies; ICT Skills; Implementation of The Australian Curriculum; Workplace Health and Safety; Student Protection; First Aid Training; Code of Conduct; Asbestos Awareness training

The proportion of the teaching staff involved in professional development activities during 2012 was 100%

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	96.4%	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94.6% of staff was retained by the school for the entire 2012 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.

Queensland
Government

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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
2010	93%	94%	93%	94%	94%	93%	94%					
2011	93%	94%	94%	93%	94%	94%	91%					
2012	93%	93%	94%	93%	94%	93%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
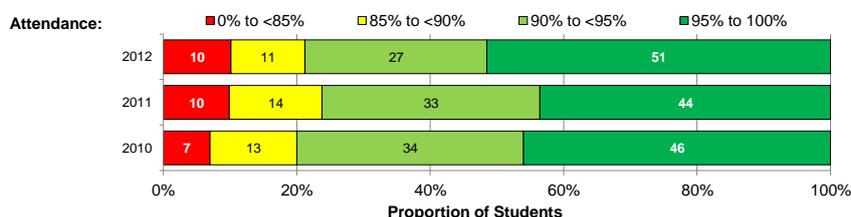
Description of how non-attendance is managed by the school

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/.

Queensland
Government

Performance of our students

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

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

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

Achievement – Closing the Gap

Kurwongbah State School's Closing the Gap data: NAPLAN data for Year 3 students (Literacy and Numeracy) for 2012 was below systemic aspirations as was the retention rate. This data was representative of a small number of students. The attendance rate for Indigenous students in 2012 was positive (95.4%). This was a higher outcome than for Non-Indigenous students (93.6%).

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

"INDIVIDUALS TOGETHER"