

Kurwongbah State School

Queensland State School Reporting

2014 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 2014 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:

- Outstanding results in the systemic Discipline Audit with Kurwongbah achieving outstanding and high results across all areas of the audit.
- Improved school facilities including the installation of an electronic school sign, refurbishment of the office to accommodate the addition of a 3rd Deputy Principal in the school, new photocopiers and the installation of electronic whiteboards in classrooms.
- Continued implementation of the Australian Curriculum in all classes, including the introduction of Geography as a Key Learning Area.
- Very positive parent opinion data in key school areas of student safety, support for student learning, strong sense of community and high expectations for all students.
- Provision of additional support, programs and resources for student learning through the implementation of funds provided through the Great Results Guarantee.
- 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 and sporting activities.

School progress towards its goals in 2014

Key goals identified in 2014 School Improvement Plan and progress towards achieving these goals:

Curriculum Teaching and Learning – Implementation of ACARA, School Pedagogical Framework, Professional Learning Communities, Teaching of Mathematics:

In 2014 all teachers continued to implement the Australian Curriculum in the learning areas of English, Mathematics, Science, History and Geography. This involved planning in year level cohorts, working with the Head of Curriculum and moderation activities. Teachers worked in year level cohorts (Professional Learning Communities) to implement a 5 week cycle (Reflective Teaching and Learning Cycle) in mathematics to enhance consistency across classes. The work done through the PLCs contributed to the development of a Whole School Maths Program with yearly overviews to be implemented in 2015.

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

The **School Homework Policy** was implemented across all classes in 2014.

Professional Learning Focus Areas – Art and Science of Teaching, Co-Coaching, the teaching of Mathematics

Professional development in 2014 for all teachers continued to focus upon the development of consistency in teaching practices through the ASoT (The Art and Science of Teaching) Framework. This included the introduction of a whole school approach to establishing learning goals, and teaching practices to deepen students' knowledge in teaching units. Peer Coaching as a tool to improve teacher professional practice continued in 2014. Teaching staff and Support staff completed a Professional Learning Plan, identifying goals for 2014 and an action plan to address the goals. Through the regionally funded Success Program, a Numeracy Coach worked with teachers to improve practices in the teaching of number.

Opportunities for Success for all Students:

The following opportunities were provided to Kurwongbah students in 2014 – Choir, Instrumental Music (strings, woodwind, brass, percussion), drama, class parade performances, school sporting events, school, district, regional and state sporting representation, gifted and talented education activities, student leadership including participation in School and District Student Council and ICT activities. A significant number of Kurwongbah students were involved in these activities.

Future outlook

The following are the Key Strategic direction identified for 2015:

- Mathematics – implementation of Whole School Maths Yearly Overviews, Number Facts Program, Mathematics Academic Vocabulary
- Reading – intensive staff professional development in teaching of reading and comprehension, review of Whole School Reading Program
- Introduction of Staff Performance Reviews and Peer Coaching
- 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
- Continued streamlining of student support services (Students With Disabilities and Learning Support) to provide enhanced support for students
- 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 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	883	424	459	96%
2013	958	461	497	97%
2014	988	467	521	97%

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

Characteristics of the student body:

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		
	2012	2013	2014
Prep – Year 3	25	25	24
Year 4 – Year 7 Primary	26	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	24	33	25
Long Suspensions - 6 to 20 days	1	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Whole School Thinking Skills:

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 strategy 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. This is being enhanced through the introduction of the ASoT Framework.

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.

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 2014:

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; 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	Tech Team
School Camps (Yrs 5, 6 and 7)	High School Transition Programs
Readers' Cup	Friends For Life Program
Green Team	Girls of Strength 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. All classes are 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 2014 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 school setting.”

Parent Responses:

97% of parents are satisfied that Kurwongbah is a good school.

98% of parents are satisfied that their child feels safe at Kurwongbah State School.

98% of parents are satisfied that student behavior is well managed at Kurwongbah State School.

99% of parents are satisfied that the school takes students' opinions seriously.

99% of parents are satisfied that the school looks for ways to improve.

A School Chaplain is available at the school for 3 days each week to provide support for students and families. In 2014 the Chaplaincy Program was extended from 2 days to 3 days. This was due largely to ongoing support for Chaplaincy from the P&C Association and local fund raising activities.

A Behaviour Support Teacher is employed to assist students to make responsible choices in their learning and behaviour. In 2014 a Behaviour Consultant worked 2 days in the school, adding further support for students. This has proven to be a very positive role within the school. The School Guidance Officer works closely with parents and staff to support the well- being of students.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	97%	97%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	100%	97%	97%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	97%	97%	93%
their child is making good progress at this school* (S2004)	94%	93%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	93%
teachers at this school motivate their child to learn* (S2007)	97%	100%	95%
teachers at this school treat students fairly* (S2008)	97%	97%	95%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	95%
this school works with them to support their child's learning* (S2010)	100%	100%	93%
this school takes parents' opinions seriously* (S2011)	91%	100%	89%
student behaviour is well managed at this school* (S2012)	100%	96%	95%
this school looks for ways to improve* (S2013)	100%	100%	97%
this school is well maintained* (S2014)	100%	100%	96%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	94%	100%	100%
they like being at their school* (S2036)	92%	97%	98%
they feel safe at their school* (S2037)	95%	99%	99%
their teachers motivate them to learn* (S2038)	97%	100%	98%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	99%
teachers treat students fairly at their school* (S2041)	81%	92%	98%
they can talk to their teachers about their concerns* (S2042)	82%	82%	98%
their school takes students' opinions seriously* (S2043)	93%	96%	99%
student behaviour is well managed at their school* (S2044)	88%	89%	98%
their school looks for ways to improve* (S2045)	97%	100%	99%
their school is well maintained* (S2046)	95%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	89%	99%	99%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		99%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		92%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		97%	96%
their school takes staff opinions seriously (S2076)		95%	95%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		95%	96%

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

'Agree' represents the 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 2014 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 2014 a Student Green Team was active throughout the school giving environmental messages to all students during weekly parades. In 2014 the Eco Parent group continued to highlight the importance of looking after the environment through a range of activities and initiatives across the school year.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	165,584	3,212
2012-2013	173,378	4,993
2013-2014	183,424	13,468

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

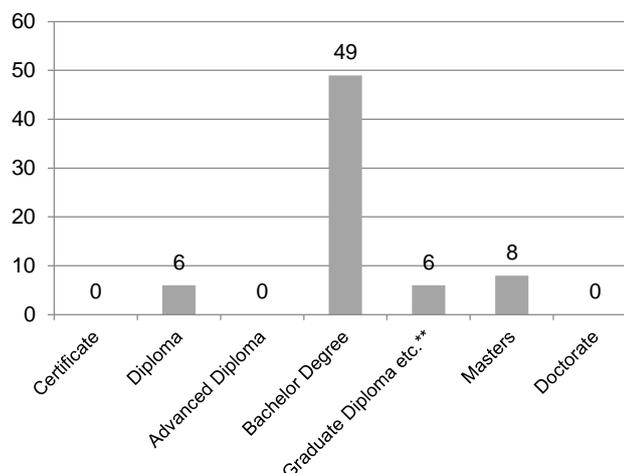
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	67	30	<5
Full-time equivalents	59	20	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	49
Graduate Diploma etc.**	6
Masters	8
Doctorate	0
Total	69



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$51,634

The major professional development initiatives are as follows:

- Art and Science of Teaching
- Co-Coaching for Classroom Performance
- Curriculum and Pedagogy – Mathematics – Numeracy, Geography
- 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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%

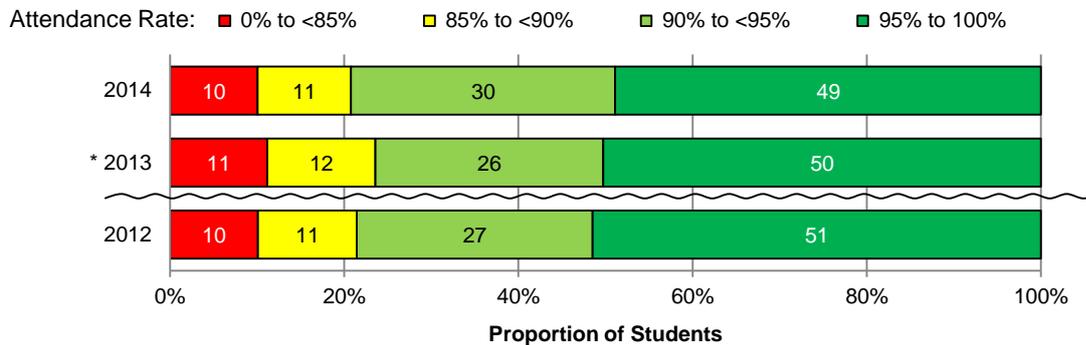
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	93%	93%	94%	93%	94%	93%	94%	N/A	N/A	N/A	N/A	N/A
2013	92%	92%	94%	93%	93%	93%	92%	N/A	N/A	N/A	N/A	N/A
2014	93%	93%	93%	94%	93%	93%	92%	N/A	N/A	N/A	N/A	N/A

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 after 2012 to that of previous years.

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: NAPLAN data for Year 3 and Year 5 Indigenous students (Literacy and Numeracy) for 2014 was higher than that of Qld state schools data. This data was representative of a small number of students. The attendance rate for Indigenous students in 2014 was 90.8%. This was comparable to the attendance rate for Non-Indigenous students (93.3%).

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

“INDIVIDUALS TOGETHER”