

Kurwongbah State School

Queensland State School Reporting

2015 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 students to experience success and to build self-esteem, independence and a lifelong love of learning. During 2015, Kurwongbah State School continued to build upon the successes of past years. Evidence of our success was included in the executive summary from our systemic School Improvement Review undertaken in July 2015. Key findings included:-

- The tone of the school is caring, inclusive and happy. It reflects a school-wide commitment to purposeful and successful learning for all students.
- The school has a broad improvement agenda focused on five key priority areas including reading, numeracy, professional learning, pedagogy and success for students.
- A high priority is given to responsive programming for students informed through the school-wide analysis and discussion of data on student academic outcomes and behaviour.
- The school fosters a strong culture of teamwork and continuous professional learning. It is purposefully underpinned by a coaching model.
- The school's curriculum plan identifies curriculum, teaching and learning priorities and assessment tasks.
- There is a school-wide commitment to ensuring success for every student. Differentiation to cater for the full range of student needs is a priority of the school.

School progress towards its goals in 2015

Key goals identified in 2015 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 2015 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 implemented.

A **School Pedagogical Framework** continued to be implemented in 2015. 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.

Professional Learning Focus Areas –

Art and Science of Teaching, Co-Coaching, the teaching of Mathematics

Professional development in 2015 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 2015. Teaching staff and Support staff completed a Professional Learning Plan, identifying goals for 2015 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 2015 – Choir, Instrumental Music (strings, woodwind, brass, percussion), drama, Reader's Cup, 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 directions identified for 2016:

Reading

- Develop the School English Program and trial the reading component across the school to embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. 1. *Reading Aloud to students*; 2. *Modelled Reading*; 3. *Shared Reading*; 4. *Guided Reading*; 5. *Independent Reading by:-*
 - Ensuring the 5 aspects of reading are explicitly addressed ie: *Fluency*; 2. *Broad and Deep Vocabulary*; 3. *Active comprehension Strategies*; 4. *Text and Textual features*; 5. *Knowledge of the World*
 - Aligning the reading framework to *Pearson's Gradual Release of Responsibility Model*
 - Professionally Developing staff in the 5 reading procedures.
 - Explicitly embedding reading strategies into English units.
 - Embedding comprehension strategies into the reading procedures and continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of *inference* eg: *Cars and Stars*; *QAR*, *Sheena Cameron Comprehension Strategies*
 - Setting, monitoring, tracking and celebrating reading goals for all students
 - Using the reading procedures as a focus for Instructional Leadership and Co-Coaching to build teacher capacity through observation and feedback
 - Continue to embed the love of reading across the school community and engage parents through parent workshops.
- Embed oral language activities that target phonological and phonemic awareness through the Melinda Castles program & Foundation Q.
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these.
- Complete a thorough interrogation of NAPLAN data and school based data in preparation for 2016 NAPLAN

Numeracy

- Review and refine current whole school numeracy program to align with Australian Curriculum.
- Implement number facts program through the practicing and deepening understanding of number.
- Embed *Numeracy Rich Routines* that address key aspects of number as identified through NAPLAN and internal data sources eg PAT M.
- With cluster opportunities (***Best Practice Networks***), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics.
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation.
- Complete a thorough interrogation of NAPLAN data in preparation for 2016 NAPLAN.

U2Bs (Reading & Numeracy)

- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)
- Implement strategies and programs to cater for the ability levels and optimal learning for these students through differentiated teaching (Surfboard) and differentiated programs based on analysis of the data profiles.
- Provide challenging learning experiences that further develop reading and numeracy expertise
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

Attendance

- Regularly analyze trends in attendance data at the whole school, class and individual student level.
- Communicate and promote student attendance rates in the wider community
- Implement both proactive and reactive strategies to increase student attendance

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	958	461	497	26	97%
2014	988	467	521	32	97%
2015	958	448	510	33	96%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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		
	2013	2014	2015
Prep – Year 3	25	24	24
Year 4 – Year 7 Primary	26	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	33	25	55
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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 students 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 2015:

Choirs – Prep/Year 1; Junior; Senior; Performance Group	Interschool Sport (Yrs 5 & 6)
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)	High School Transition Programs
Readers' Cup	DIRT (Diligence, Integrity, Resilience, Tenacity) 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 2015 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:

- 94% of parents are satisfied that Kurwongbah is a good school.
- 100% of parents are satisfied that their child feels safe at Kurwongbah State School.
- 95% of parents are satisfied that student behavior is well managed at Kurwongbah State School.
- 97% of parents are satisfied that they can talk to their child's teacher about their concerns.
- 95% of parents are satisfied that the school looks for ways to improve.

School Chaplains were available at the school for 3 days each week to provide support for students and families.

A Behaviour Support Teacher is employed to assist students to make responsible choices in their learning and behaviour. In 2015 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	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	97%	97%	93%
this is a good school (S2035)	100%	97%	94%
their child likes being at this school (S2001)	97%	97%	98%
their child feels safe at this school (S2002)	100%	98%	100%
their child's learning needs are being met at this school (S2003)	97%	93%	91%
their child is making good progress at this school (S2004)	93%	94%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	93%	88%
teachers at this school motivate their child to learn (S2007)	100%	95%	89%
teachers at this school treat students fairly (S2008)	97%	95%	94%
they can talk to their child's teachers about their concerns (S2009)	100%	95%	97%
this school works with them to support their child's learning (S2010)	100%	93%	93%
this school takes parents' opinions seriously (S2011)	100%	89%	89%
student behaviour is well managed at this school (S2012)	96%	95%	95%
this school looks for ways to improve (S2013)	100%	97%	95%
this school is well maintained (S2014)	100%	96%	95%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	100%	100%	96%
they like being at their school (S2036)	97%	98%	94%
they feel safe at their school (S2037)	99%	99%	91%
their teachers motivate them to learn (S2038)	100%	98%	97%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	99%	99%
teachers treat students fairly at their school (S2041)	92%	98%	93%
they can talk to their teachers about their concerns (S2042)	82%	98%	94%
their school takes students' opinions seriously (S2043)	96%	99%	93%
student behaviour is well managed at their school (S2044)	89%	98%	90%
their school looks for ways to improve (S2045)	100%	99%	99%
their school is well maintained (S2046)	98%	98%	98%
their school gives them opportunities to do interesting things (S2047)	99%	99%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	99%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	92%	95%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	97%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	97%	96%	99%
their school takes staff opinions seriously (S2076)	95%	95%	98%
their school looks for ways to improve (S2077)	100%	97%	99%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	95%	96%	97%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Kurwongbah State School has always had a strong sense of community. Parents and caregivers are encouraged to be actively involved with their children's learning and within the school community. 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 2015 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.

Parent representatives from each class met regularly to discuss ideas from the parent community, assist with fundraising and enhance the 2 way communication processes within the school.

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 2015 a Student Green Team was active throughout the school giving environmental messages to all students during weekly parades. In 2015 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
2012-2013	173,378	4,993
2013-2014	183,424	13,468
2014-2015	183,099	6,171

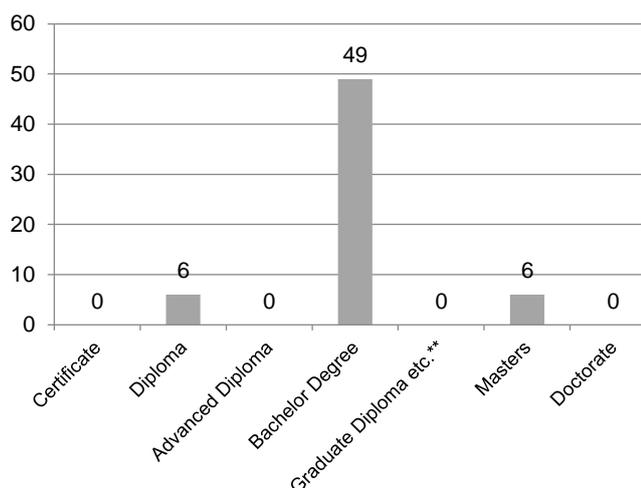
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	71	32	0
Full-time equivalents	61	21	0

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	49
Graduate Diploma etc.**	0
Masters	6
Doctorate	0
Total	61



*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 2015 were \$26 000

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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

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 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	90%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

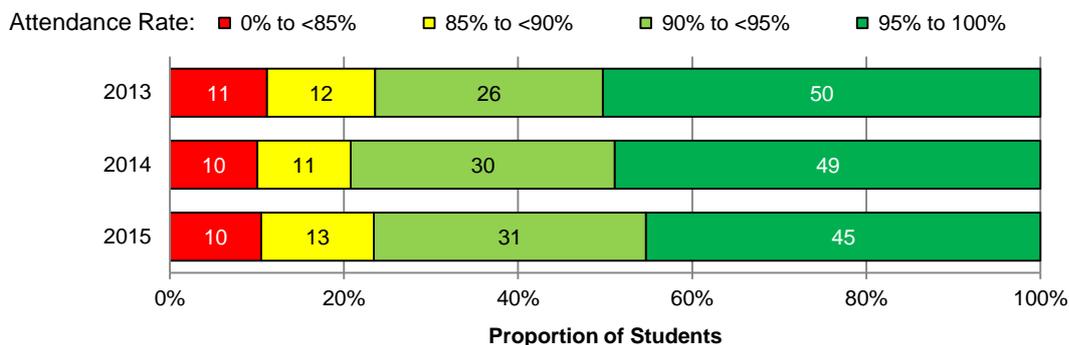
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	92%	92%	94%	93%	93%	93%	92%					
2014	94%	93%	93%	93%	94%	93%	93%	92%					
2015	93%	92%	93%	93%	92%	94%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 class teacher 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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School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.