



KURWONGBAH STATE SCHOOL

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Kurwongbah State School is a P-6 contemporary school located on the north side of Brisbane. The school vision is for all students to become responsible, confident, self-motivated and co-operative individuals who aspire to achieve their maximum potential. The school engages a range of strategies to ensure responsiveness to the individual needs of all students. The school curriculum has a strong focus on consistent school wide practices in literacy and numeracy programs. There is a strong focus on performing arts through music and drama as well as a range of sporting opportunities for all students. Individual learning needs are addressed through the provision of differentiated programs. Kurwongbah State School has an active, supportive community, evidenced through the Parents and Citizens Committee, Bi-annual Fete Committee, Parent Representative Group and many volunteers who assist in all areas across the school.

The school motto is 'Individuals Together'.

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 2016, Kurwongbah State School continued to build upon the successes of past years. These key successes and achievements are outlined in this report.

Key goals identified in 2016 School Improvement Plan and progress towards achieving these goals:

Reading

The School English Program was developed with the reading component trialled. Through the guided reading trial a consistent process for Guided Reading was introduced across the school. Staff worked throughout the year to also embed a shared understanding and pedagogical practices across the 5 reading procedures i.e. *Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading*. Our sharp and narrow focus ensured a consistent process was implemented in Guided Reading across the whole school and student improvement in reading was evident through our school based data collection. In 2017 we will continue this work as we embed consistent school wide practices in modelled and shared reading.

Numeracy

In Numeracy we refined our work with Number through the North Coast Region diagnostics. Each term, data was interrogated to inform our planning and differentiation. We streamlined our practices with warm ups directly aligned to the Australian Curriculum standards at each year level. Student progress was evident in the end of term diagnostics.

U2Bs (Reading & Numeracy)

In 2016, we implemented a variety of strategies and programs to increase our numbers of students achieving in the U2Bs. We catered for the ability levels and optimal learning for these students through differentiated teaching (Surfboard) and differentiated programs based on analysis of the data profiles. There was a significant increase in the percentage of students achieving in the U2Bs in Naplan in 2016.

NAPLAN

Through the completion of a thorough interrogation of NAPLAN and school based data in Year 3 & 5, key misconceptions were identified and targeted for planning in key curriculum areas of Literacy and Numeracy programs across the school. Our mean scale score performance for both year 3 and 5 was above the nation in eight out of the ten areas.

Attendance

Through proactive and reactive strategies, and closely monitoring our attendance patterns, our percentage remained steady at 92.9% for 2016.

Curriculum Teaching and Learning

In 2016 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.

A **School Pedagogical Framework** continued to be implemented in 2016. 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 Reading

Professional development in 2016 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 units of work. Peer Coaching, as a tool to improve teacher professional practice, continued in 2016. Teaching staff and Support staff completed Professional Learning Plans, identifying goals for 2016 and an action planned to address the goals.

Opportunities for Success for all Students:

The following opportunities were provided to Kurwongbah students in 2016 – 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

Following on from our work in 2016, we have a narrow and sharp focus in reading and numeracy for 2017.

English

Oral language development

- Deliver oral language activities that target **phonological and phonemic awareness**

Continue to embed a balanced reading program

- 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**.
- Align reading framework to **Pearson's Gradual Release of Responsibility Model**
- Embed **comprehension strategies** eg Sheena Cameron, into the reading procedures
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback**
- Ensure the 5 aspects of reading are explicitly addressed ie: 1. **Fluency**; 2. **Broad and Deep Vocabulary**; 3. **Active comprehension Strategies**; 4. **Text and Textual features**; 5. **Knowledge of the World**
- 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
- Complete a thorough interrogation of NAPLAN data in preparation for 2017 NAPLAN
- 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 (Differentiated teaching, On Line Upper 2 Band Project, Solid Pathways)
- Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations

Mathematics

- Embed ***Numeracy Rich Routines*** that address key aspects of number as identified through NAPLAN and internal data sources eg PAT M.
- 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
- Practice and deepen number facts
- 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
- Provide challenging learning experiences that further develop numeracy expertise

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	988	467	521	32	97%
2015*	958	448	510	33	96%
2016	959	440	519	46	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 2016, 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

Overview

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, with the remainder of the students coming from other surrounding areas. Approximately 7% of our students are verified as Students with a Disability and 4% of families identify as being of Aboriginal or Torres Strait Islander descent.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	24	24
Year 4 – Year 7	26	26	26
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

The Australian Curriculum is the core document that informs our curriculum delivery at Kurwongbah SS. With a focus on the standards, content descriptors and the elaborations and using Curriculum to Classroom (C2C) materials as a resource, locally developed units are built, implemented and reviewed each term. Units of work are implemented using the precise pedagogical approach as outlined in our whole of school pedagogical framework “The Art and Science of Teaching”.

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 Singers, Senior Singers and Performance Group. All choirs perform at school events with participation in relevant competitions.

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 and competitions.

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. The annual performance is the culminating activity for this drama group.

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.

The following are some extra curricula activities that were offered through 2016:- *Choirs – Prep/Year 1; Junior; Senior; Performance Group; School Bands – Junior; Senior; Strings Ensemble; Drama Group; Class Parade Presentations; Student Leadership – Student Leaders’ Council, Student Council, District Student Council, House Captains, Music Captains; Excursions; School Camps (Years 5, & 6); Readers’ Cup; Green Team; Interschool Sport (Years 5 & 6); School, District, Regional, State Sporting representation; School Excursions; Gifted and Talented program – Learning enrichment activities; District Robotics Competition, ACE Day, Engquest; Library Monitors; Technology Team; High School Transition Programs.*



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.

Social Climate

Overview

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 2016 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:

- 98% of parents are satisfied that Kurwongbah is a good school.
- 98% of parents are satisfied that the teachers at this school expect their child to do his or her best.
- 97% of parents are satisfied that their child is getting a good education at this school
- 95% of parents are satisfied that child's learning needs are being met at this school.
- 95% of parents are satisfied they can talk to their child's teachers about their concerns

A School Chaplain was available at the school for 2 days each week to provide support for students and families.

A Behaviour Support Teacher was employed to assist students to make responsible choices in their learning and behaviour. In 2016 a Behaviour Consultant worked 2 days in the school, adding further support for students. The School Guidance Officer works closely with parents and staff to support the well-being of students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	93%	97%
this is a good school (S2035)	97%	94%	98%
their child likes being at this school* (S2001)	97%	98%	93%
their child feels safe at this school* (S2002)	98%	100%	93%
their child's learning needs are being met at this school* (S2003)	93%	91%	95%
their child is making good progress at this school* (S2004)	94%	89%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	88%	90%
teachers at this school motivate their child to learn* (S2007)	95%	89%	93%
teachers at this school treat students fairly* (S2008)	95%	94%	83%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	95%
this school works with them to support their child's learning* (S2010)	93%	93%	92%
this school takes parents' opinions seriously* (S2011)	89%	89%	88%
student behaviour is well managed at this school* (S2012)	95%	95%	90%
this school looks for ways to improve* (S2013)	97%	95%	88%
this school is well maintained* (S2014)	96%	95%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	96%	95%
they like being at their school* (S2036)	98%	94%	92%
they feel safe at their school* (S2037)	99%	91%	97%
their teachers motivate them to learn* (S2038)	98%	97%	96%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	97%
teachers treat students fairly at their school* (S2041)	98%	93%	93%
they can talk to their teachers about their concerns* (S2042)	98%	94%	92%
their school takes students' opinions seriously* (S2043)	99%	93%	96%
student behaviour is well managed at their school* (S2044)	98%	90%	92%
their school looks for ways to improve* (S2045)	99%	99%	97%
their school is well maintained* (S2046)	98%	98%	97%
their school gives them opportunities to do interesting things* (S2047)	99%	94%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	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)	95%	97%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	97%	94%
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)	96%	99%	95%
their school takes staff opinions seriously (S2076)	95%	98%	96%
their school looks for ways to improve (S2077)	97%	99%	100%
their school is well maintained (S2078)	100%	100%	95%
their school gives them opportunities to do interesting things (S2079)	96%	97%	90%

* Nationally agreed student and parent/caregiver items

'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 2016 our staff conducted Parent Information and Training sessions to further skill our parents in supporting their child's learning. 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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Through our core values – Caring, Honesty, Respect, Excellence and Resilience – students are taught and behaviours are reinforced through an approach focussed on personal safety and awareness. Abuse and violence is not tolerated and consequences are applied consistently where the safety of staff and students is at risk.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	25	55	119
Long Suspensions – 6 to 20 days	0	1	5
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.

Environmental Footprint

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. 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 2016 a Student Green Team was active throughout the school giving environmental messages to all students during weekly parades.

In 2016 the Eco Parent group combined with the Pine Rivers Koala Care, Moreton Bay Council and the Sunshine Coast University to trial the planting of Dwarf Kabiana trees on site at Kurwongbah State School. These trees will provide food for koalas who inhabit our area.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	183,424	13,468
2014-2015	183,099	6,171
2015-2016	180,105	6,098

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Suburb, town or postcode

Sector:

Government

Non-government

Where it states ‘**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	68	33	0
Full-time Equivalents	61	21	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were **\$62 621**

The major professional development initiatives are as follows:

- Cohort planning sessions
- Leadership development
- Art and Science of Teaching
- Co-Coaching for Classroom Performance
- Curriculum and Pedagogy – Australian Curriculum; Guided Reading; Maths Warm ups
- 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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
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).	91%	90%	89%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.



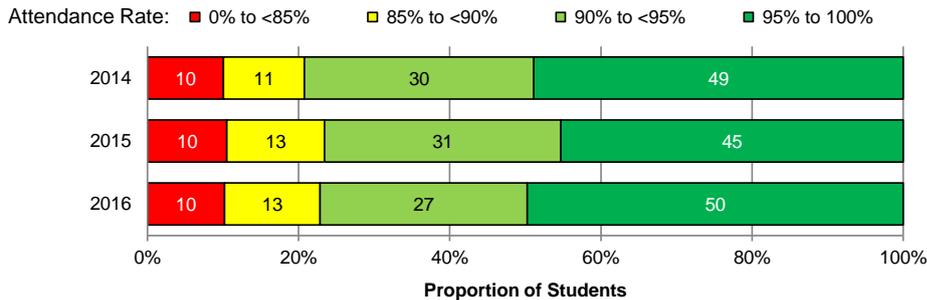
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Pre p	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	93%	93%	94%	93%	93%	92%					
2015	93%	92%	93%	93%	92%	94%	92%						
2016	93%	93%	93%	93%	94%	93%	92%						

*Attendance rates effectively count 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. 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 sends home a letter detailing parental responsibility for a child's regular attendance at school and request a meeting with parents.

NAPLAN

Find a school

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**.