



Kurwongbah State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



## Contact Information

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## School Overview

Kurwongbah State School is an Independent Public School (P-6) located on the north side of Brisbane at the southern end of the North Coast Region. 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 curriculum has a strong focus on consistent practices in literacy and numeracy programs across the school. The school employs a range of strategies to assist staff in the school to be responsive to the individual needs of our students in an inclusive and supportive environment. Individual learning needs are addressed through the provision of differentiated programs. There is also a focus on performing arts through music and drama as well as a range of sporting opportunities for all students.

Kurwongbah State School has an active, supportive community, evidenced through the newly formed School Council representative of Teaching staff, Non-teaching staff and parents as well as our very active Parents and Citizens Association. Parents and Community members engage in our school through the Bi-annual Fete Committee, Parent Representative Groups and the many volunteers who assist in classrooms.

**Our school motto is 'Individuals Together'.**

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

As our first year as an Independent Public School, we explored the innovation of New Pedagogies for Deep Learning and Age Appropriate Pedagogies as our entry point to engaging our learners. Throughout the year we trialled and implemented various pedagogical strategies and evaluated the success of these. This work informed the review of the Pedagogical Framework which will continue into 2018.

Our continued focus on a consistent implementation on shared, modelled and guided reading continued for the year supported by the Master Teacher and Pedagogical Leaders. The newly introduced Professional Learning Teams (PLTs) focussed on the North Coast Region Number diagnostic tests to inform practice to target areas of misconception across the school. These teams met every 5 weeks and also resulted in more focussed teaching and improved student learning outcomes. Staff became more confident with these consistent high yield strategies and student progress was tracked each term showing continuous improvement.

Our Arts program continued to excel with the Junior Singers, Senior Singers and the Performance Choir receiving high awards (Gold level) at competitions across the region and state. Our bands and percussion groups excelled and also performed well at competitions and events. The school's extra-curricula Drama program (students from Years 5 & 6) produced another excellent show – Alice in Wonderland. Our sports program, school based, district and region, enabled many students to participate and excel. The extra-curricula sports programs were well supported and enjoyed with high participation rates.

The school introduced the Positive Behaviour for Learning framework and staff worked hard throughout the year to embed these new processes. Our Values – Caring, Honesty, Respect, Resilience and Excellence – underpin this new framework and continue to be our focus.

The school community came together for the bi-annual FETE in June. This was a great success with high attendance and a pleasing profit. The funds raised will go towards building a sustainable garden for students to use and enjoy.

#### Future Outlook

In 2018, the school continues to build on the work of 2017 in the following ways:-

- Further embed the reading program to ensure consistent practices in guided, modelled and shared reading.
- Undertake a number of numeracy programs across the school aimed at improving students with mental computation and problem solving skills.
- Further embed the Australian curriculum and conduct a thorough review of the whole school English program.
- Implement the reviewed Pedagogical Framework integrating the work of Age Appropriate Pedagogies and New Pedagogies for Deep Learning into the existing Marzano plan.
- Implement the new Responsible Behaviour Plan and embed the Positive Behaviour for Learning framework commenced in 2017.
- Through the newly established School Council, explore ways to engage parents as partners in their children's learning journeys.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	958	448	510	33	96%
<b>2016</b>	959	440	519	46	96%
<b>2017</b>	952	456	496	47	97%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## 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, 13% come from the Kallangur area and the remainder of the students come from other surrounding areas. Approximately 5% of our students are verified as Students with a Disability and 5% 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	2015	2016	2017
Prep – Year 3	24	24	23
Year 4 – Year 6	26	26	25

## 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”.

### Enrichment Program:

Through our Enrichment Teacher, we acknowledge, support and provide for students who have been identified as gifted within an inclusive model. Our Enrichment Teacher works with teachers in building their capability to differentiate for students who perform above year level expectations.

### **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 2017:- *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; School Camps (Years 5, & 6); Readers’ Cup; Interschool Sport (Years 5 & 6); School, District, Regional, State Sporting representation; School Excursions; Learning Enrichment activities; District Robotics Competition, 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,
- the provision of support structures to ensure that the equipment is well maintained, and
- supporting teachers in the use of 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. The provision of laptop trolleys to students in Years 3 -6 and the provision of iPads to the Junior school classrooms enabled teachers and students to have greater access to ICTs. The investment of these resources to enhance classroom learning was well received from the generous donation of our P&C.

## **Social Climate**

### **Overview**

Kurwongbah State School has a strong focus on our school values – Honesty, Caring, Resilience, Respect and Excellence –which 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 Responsible Behaviour Plan. Through 2017 the school introduced the Positive Behaviour for Learning (PBL) Framework.

The 2017 Parent and Student Opinion Survey results support the School Vision statement that, “... 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” evidenced by the following 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.
- 99% of parents are satisfied that their child is getting a good education at this school
- 97% of parents are satisfied that the teachers at this school are interested in my child’s well-being.

A School Chaplain was available at the school for 2 days each week to provide support for students and families. In 2017 a behaviour teacher worked 3 days a week, adding further support for students. The School Guidance Officer works closely with parents and staff to support the well-being of students and we purchase additional Speech Language Pathologist time to support students with speech and language difficulties.



## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	97%	99%
this is a good school (S2035)	94%	98%	98%
their child likes being at this school* (S2001)	98%	93%	97%
their child feels safe at this school* (S2002)	100%	93%	97%
their child's learning needs are being met at this school* (S2003)	91%	95%	93%
their child is making good progress at this school* (S2004)	89%	90%	92%
teachers at this school expect their child to do his or her best* (S2005)	95%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	90%	93%
teachers at this school motivate their child to learn* (S2007)	89%	93%	93%
teachers at this school treat students fairly* (S2008)	94%	83%	87%
they can talk to their child's teachers about their concerns* (S2009)	97%	95%	91%
this school works with them to support their child's learning* (S2010)	93%	92%	95%
this school takes parents' opinions seriously* (S2011)	89%	88%	88%
student behaviour is well managed at this school* (S2012)	95%	90%	89%
this school looks for ways to improve* (S2013)	95%	88%	98%
this school is well maintained* (S2014)	95%	98%	97%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	95%	98%
they like being at their school* (S2036)	94%	92%	95%
they feel safe at their school* (S2037)	91%	97%	96%
their teachers motivate them to learn* (S2038)	97%	96%	96%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	95%
teachers treat students fairly at their school* (S2041)	93%	93%	91%
they can talk to their teachers about their concerns* (S2042)	94%	92%	87%
their school takes students' opinions seriously* (S2043)	93%	96%	94%
student behaviour is well managed at their school* (S2044)	90%	92%	91%
their school looks for ways to improve* (S2045)	99%	97%	97%
their school is well maintained* (S2046)	98%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	94%	95%	97%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
they receive useful feedback about their work at their school (S2071)	97%	93%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	94%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	98%
student behaviour is well managed at their school (S2074)	100%	100%	86%
staff are well supported at their school (S2075)	99%	95%	92%
their school takes staff opinions seriously (S2076)	98%	96%	92%
their school looks for ways to improve (S2077)	99%	100%	95%
their school is well maintained (S2078)	100%	95%	92%
their school gives them opportunities to do interesting things (S2079)	97%	90%	89%

\* 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. During 2017 our staff conducted Parent Information and Training sessions to further skill our parents in supporting their child's learning.

Parents and Community Members contribute to our school in the following ways:-

- Our newly formed School Council with the P&C President and 3 elected parent representatives
- Our P&C Association with various sub-committees who run the school P&C businesses – Uniforms Shop; Tuckshop and OSHC.
- Our many volunteers who support our class programs and assist in the library.
- Our volunteer helpers who assist with graduation; music support, sporting groups, working bees and excursions.
- Our successful FETE brought our community together and involved many staff and volunteers.

Community members also share their professional knowledge and expertise in class programs and in facility enhancement. Partnerships continued in 2017 through our local council and state members as well as ongoing generous donations from Theo's nursery and Woolworths Petrie.

## 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 behaviours that are reinforced through an approach focused on personal safety and awareness. Abuse and violence is not tolerated and consequences are consistently applied 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	2015	2016	2017
Short Suspensions – 1 to 10 days	55	119	90
Long Suspensions – 11 to 20 days	1	5	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	183,099	6,171
2015-2016	180,105	6,098
2016-2017	187,225	3,491

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	71	43	0
Full-time Equivalents	60	26	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	59
Diploma	10
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 2017 were \$144 000

The major professional development initiatives are as follows:

- English and Maths aligned to the Australian Curriculum.
- New Pedagogies for Deep Learning and Age Appropriate Pedagogies.
- Professional Learning Teams linked to the North Coast Region Number Diagnostics.
- Positive Behaviour for Learning Framework
- Staff Well-being – Bruce Sullivan
- Planning days for each year level cohort
- Guided Reading for Teacher Aides

The proportion of the teaching staff involved in professional development activities during 2017 was \$100

### Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 98% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes Student Attendance

### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
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).	90%	89%	87%

\*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 2017 for all Queensland Primary schools was 93%.

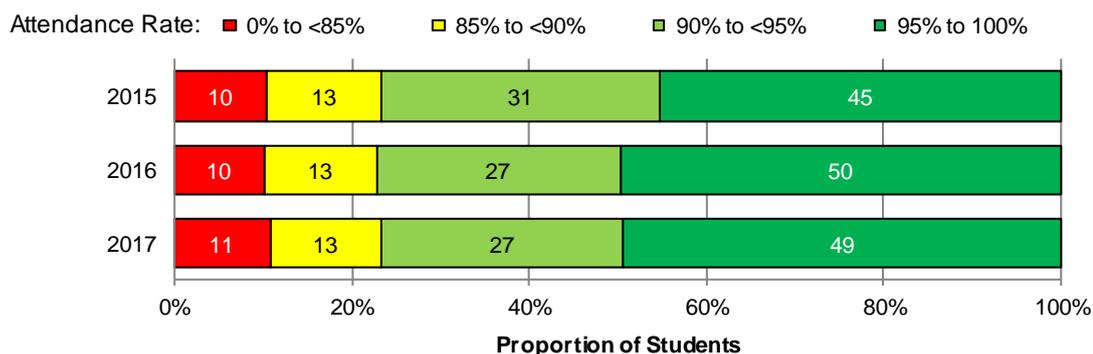
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	92%	93%	93%	92%	94%	92%						
2016	93%	93%	93%	93%	94%	93%	92%						
2017	94%	93%	93%	93%	92%	92%	93%						

\*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 Department of Education 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 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](http://www.kurwongbss.eq.edu.au).

It is the responsibility of parents and carers to ensure that their children attend school each and every day. In 2017 the school moved towards electronic roll marking through IDAttend and an Administration Officer was appointed to manage this process. Class rolls are marked twice daily. Parents notified of a student's absence via the absence line, letter, in person or email.

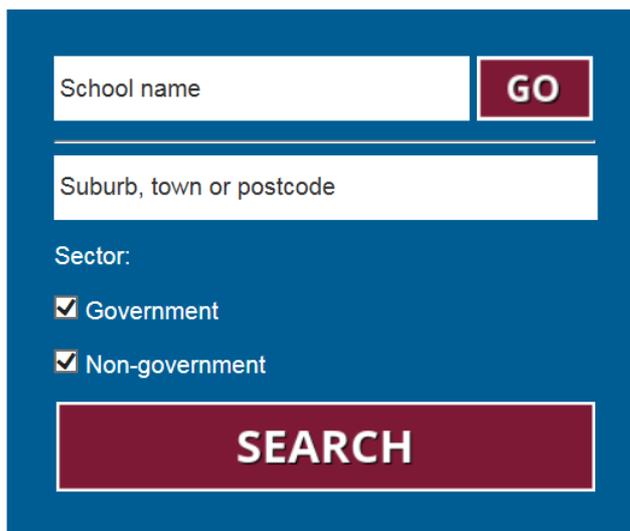
The school monitors student absences, with parents and carers being contacted in the event of unexplained absences. In the case of high absenteeism or unexplained absences the class teacher follows up with the parents. If no improvement is evident, then the school sends home a letter detailing parental responsibility for a child's regular attendance at school and requests a meeting with parents as per the DET procedures.

## NAPLAN

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**.

### Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" and a red button labeled "GO". Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button labeled "SEARCH".

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 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.