


QUEENSLAND STATE SCHOOL REPORTING - 2010

Kurwongbah State School (1958)

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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 life long love of learning. The multi-age structure across the whole school supports the philosophy that education for life involves a range of social groupings and different learning contexts.

During 2010 Kurwongbah State School built upon the successes of past years, and the strong community links were further enhanced through the following highlights of the year:

- Successful **Teaching and Learning Audit** in which the school achieved highly in these areas: Analysis and Discussion of Data; A Culture that Promotes Learning; Targeted use of School Resources; Systematic Curriculum Delivery; Differentiated Classroom Learning; and Effective Teaching Practices.
- **Facilities improvements:** New highly equipped library, new sports hall, classroom refurbishments, additional covered outdoor learning areas, IT upgrades in library and classrooms, new environmental play area (Bush Gully).
- A continuation of focus on success for our students through the provision of a range of programs and activities such as Gifted and Talented program, Learning Support, annual Drama Production, Homework Club, music programs, sporting opportunities, Student Reporters and Tech Team, Student Leadership.

The contributions from students, parents and staff supporting school activities and initiatives are positively acknowledged in the successes experienced by Kurwongbah in 2010.

School progress towards its goals in 2010

Key goals identified in 2010 School Operational Plan and progress towards the achievement of these goals:

Improve Performance of students in literacy:

In 2010 the phonemic awareness program was extended from Prep/Yr 1 to Year 2/3 classes. Teachers have identified key areas to target in English through analysis of data including NAPLAN.

Improve performance in numeracy :

Teachers were involved in inservice activities to enhance the teaching, assessment and reporting of Mathematics in Thinking and Reasoning, Communicating and Reflecting assessable elements. Moderation practices were further refined.

Effective Implementation of QCAR : (Q'ld Curriculum Assessment and Reporting)

This was continued during 2010 through collaborative planning, ongoing moderation in Year Level groups supported by the implementation of School Yearly Assessment and Moderation overviews.

Improved Pedagogical Practices across the school:

The ongoing improvement of teachers' knowledge and skills in a range of areas was addressed through school-based professional development opportunities in these areas:

- Literacy and Numeracy-analysing NAPLAN Data
- Strategies for teaching inference, improving students' reading comprehension skills
- Planning a spelling program
- Professional development on teaching, assessing and reporting in the four assessable elements in Mathematics.
- Science Education Inservice for Year 4-7 teachers by District Facilitators.
- Whole School English Overviews
- Behaviour Management Policy
- Integrating and promoting ICT's in the Classroom
- Ongoing promotion of enrichment strategies and thinking skills frameworks
- Implementation of inclusive education strategies

Future outlook

The following are the Key Strategic directions identified for 2011:

- Improved performance in Numeracy and Literacy
- Continued implementation of the Queensland Curriculum, Assessment and Reporting Framework
- Transition to the Australian Curriculum implementation (English, Mathematics and Science) in 2011
- Increased focus on the teaching of Science.
- Enhancement of school facilities to improve learning for all students
- Provision of opportunities for success for all students through a range of activities and programs
- 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: Prep to year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
818	406	412	90%

Characteristics of the student body:

Of a total school enrolment of 816 students, 49.4% were male students and 50.6% were female students. Student enrolment numbers remained relatively constant throughout the school year.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	24	100%	82%	18%	0%
Year 4 – Year 10	27	71%	50%	21%	29%
Year 11 – Year 12					
All Classes	25	87%	68%	19%	13%

School Disciplinary Absences

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

Curriculum offerings

Our distinctive curriculum offerings

- Whole School Thinking Skills Program – We believe that ALL students can be taught to think creatively, critically and analytically through the development of a whole school thinking culture. Our Thinking Skills Program has been integral to our curriculum program since 2002 and the focus is on teaching students to be able to investigate, solve problems, make decisions and think in different ways within real life contexts.
- Gifted and Talented Program – Our vision for students who are gifted is that they feel valued in a learning environment which challenges and supports them to achieve excellence. Through our G&T Plan and G&T Support Teacher, we acknowledge, support and provide for those students who have been identified as gifted within an inclusive model.

Our school at a glance

- Multi-Age Philosophy – This is a unique organizational strategy that involves grouping children together over a span of age or year levels. This approach allows flexibility in grouping children according to need, ability and interests and recognizes that children learn at different rates and in different ways. Multi-age grouping promotes improved continuity of learning for children and enables positive peer role modelling for children.

Extra curricula activities

Kurwongbah State School provides a range of extra curricula activities which allows students an opportunity to pursue their individual interests and to further develop their own skills and abilities by participation in these activities. This is recognised as a positive way in which students can contribute to their school and extend their own curriculum learning.

Below is a list of the Extra Curricula Activities available to Kurwongbah State School students in 2010:

Prep/Year 1 Choir	Interschool Sport (Years 6/7)
Junior Choir	Intraschool Sport (Years 6/7)
Senior Choir	District/Regional/State Sporting representation
Junior Band	School Excursions
Senior Band	Enrichment Group
Strings Ensemble	Battle of the Brains
Parade Presentations	Tech Team
Drama	ACE Day
Performance Group	Fundraising competitions and activities
Student Council	Engquest group
Student Leaders' Council	Library monitors
House Captains	Fundamentals Day
Music Captains	Year 4 Activity Day
Music Workshops	District Maths Tournament
District Student Council	Cross Country Activities
School Camps (Years 5,6 and 7)	High School Transition Programs
Student Reporters	University NSW Competitions
Chess Club	

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.

ICTs are used in many interesting and exciting ways at Kurwongbah and students may be involved in many of the activities listed below:

Navigating and selecting relevant websites to meet the needs of set tasks.

Participating in collaborative experiences with other students or with 'experts' in a field using email, chat, blogs and/or wikis

Designing and publishing web pages, glogs, videos, posters, brochures, postcards, packaging to demonstrate their understandings and knowledge or to share with other students.

Creating book trailers to promote and encourage reading resources.

Our school at a glance

Developing and presenting PowerPoint presentations for a variety of purposes, including oral language tasks.

Composing word documents using word processing software applying skills in editing, proofreading, and publishing.

Evaluating and deconstructing existing webpages, computer games, writings, advertising, etc. to see how they are put together with a view to improving their own work in these areas.

Using drawing software to create illustrations as a reflection or inclusion in e-books.

Learning strategies using online games or school bought software.

Operating of digital cameras to take photographs, and then downloading and manipulating digital images with online websites and software.

Developing and editing visual and audio productions with digital devices ie: video and digital cameras, Easi-Speak Microphones and webcams.

Incorporating a variety of digital media into Parade Presentations.

Using various digital resources (eg Learning Objects, Clickview Video Library, etc.) to extend their understandings and knowledge.

Accessing computer laboratories where all students have equal access during focused timetabled lessons.

Programming, predicting and testing with Lego robotics kits and Bee Bots.

Exploring Language market software for LOTE lessons to engage student with interactive activities.

Engaging with applications and online websites; such as "Lexia", "Easiteach", "Read Me", "Spelling Bee", "Learning Place", "StudyLadder" and "Spelling City"

Exposing and teaching with digitally recorded programmes allowing access to classes via "Clickview" for audio visual material which is relevant to class contexts.

Learning independently via online Atomic Learning and YouTube tutorials, how to videos, 'One Channel' video conference sessions.

Using of iPads and applications that have been selected to enhance and support learning goals and targets.

Teaching and assessing with MP3 players in guided reading groups, as audio reference material distribution or voice recording of student instruction and reading skills.

Illustrating, demonstrating, collaboration and exploring with an Interactive Whiteboard in each double classroom.

Analysing of student work samples, sharing of literacy resources and real life close up views with Visualisers and webcams and projectors.

Involving students in Tech Team clubs during break times.

Social climate

A very positive proactive approach to managing student behaviour has been implemented. All teachers have their own Classroom Management Plan which is also aligned to the School Code of Behaviour.

The 2010 Parent and Student Opinion Survey results certainly support the School Vision Statement that, "At Kurwongbah State School all students are encouraged to become responsible, confident, self-motivated and co-operative individuals who aspire to achieve their maximum potential within a safe, supportive multi-age setting."

Parent Responses:

94.6% of parents are satisfied that Kurwongbah is a good school.

89.1% of parents are satisfied that their child is happy to go to Kurwongbah State School.

70.2% of parents are satisfied with the discipline at Kurwongbah State School.

86.4% of parents are satisfied that their child is safe at Kurwongbah State School

75.6% of parents are satisfied that their child is treated fairly at Kurwongbah State School.

89.1% of parents are satisfied that they feel welcome in the school.

Student Survey:

90.8% of students are satisfied this is a good school.

88.4% of students feel safe at Kurwongbah State School

79.6% of students are happy to attend Kurwongbah State School

74.2% of students are satisfied that they are treated fairly at this school

Our school at a glance

PROACTIVE STRATEGIES PROMOTING POSITIVE SOCIAL OUTCOMES FOR OUR STUDENTS

<p>Open and positive communication between staff, students, parents and the community.</p> <p>Chaplaincy Program</p> <p>Friendliness and respect of staff and students</p> <p>Student Council meetings</p> <p>Student Leaders' Council meetings</p> <p>House Captain and Music Captain meetings</p> <p>Year 6/7 student meetings and class meetings</p> <p>Negotiation of class rules</p> <p>Student Self Evaluation Report</p> <p>'Girls with Big Dreams' Self Esteem Program</p> <p>'Friends' Program</p> <p>Drama activities</p> <p>Instrumental Music</p> <p>Bridge Program</p>	<p>Social skills program</p> <p>Parents Assisting Learners program (PAL)</p> <p>Supervised play</p> <p>Peer mediation and peer tutoring</p> <p>Buddying between senior and junior classes</p> <p>'Aussie of the Month' awards</p> <p>'Outstanding Student' achievement awards</p> <p>Student Recognition – Top Kurwongbah Kid Award</p> <p>Goal setting by students and teachers</p> <p>Rosters; responsibility of students eg Sports Room</p> <p>Chess Club</p> <p>Term discos</p> <p>Student initiated competitions</p> <p>Kurwongbah Care Groups</p>
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Parent, student and teacher satisfaction with the school

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	81%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	95%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	84%
Percentage of staff members satisfied with morale in the school	95%

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 the nature of the learning experiences of children.

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.

Our staff conduct many Parent Information and Training sessions throughout the year to further skill our parents in supporting their child's learning. The training workshops include:

Support a Reader

Our school at a glance

Support a Writer
Support a Talker
Phonemic Awareness

Reducing the school's environmental footprint

Kurwongbah State School has installed water tanks with a total capacity of 300 000 litres which is connected to an irrigation system. We have also had installed two solar panel systems with a total capacity of 9 Kw.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$70,840	\$31,367	\$20,418	\$10,881	\$8,174	\$0	\$0	164,832	3,605	0
2009	\$60,831	\$25,571	\$0	\$0	\$4,578	\$0	\$30,682	169,648	1,529	0
% change 2009 - 2010	16%	23%	N/A	N/A	79%	N/A	-100%	-3%	136%	N/A

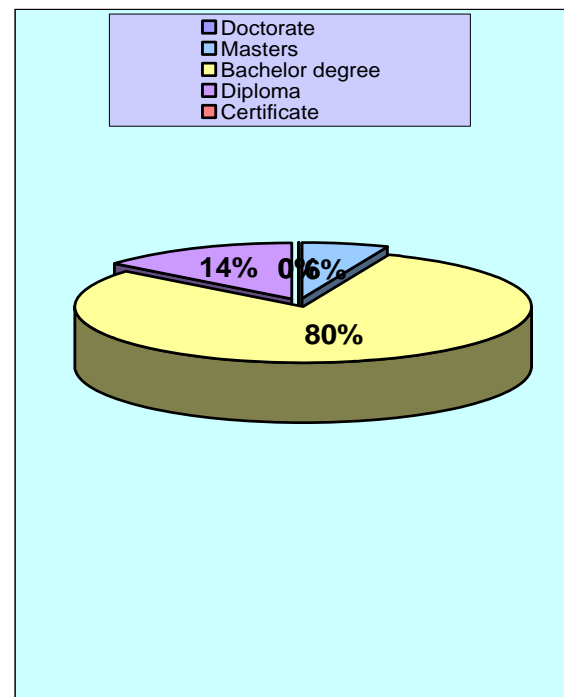
Performance of our students

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	57	22	0
Full-time equivalents	49	15	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	39
Diploma	7
Certificate	0



Performance of our students

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$34 516.55 .

The major professional development initiatives are as follows:

During 2010, all staff were provided with opportunities to attend Professional Development training which ensures the continuous growth of skills, knowledge and professional behaviours necessary for contemporary best practice. PD & T supported both individual needs and school and systemic requirements.

Key areas for 2010 have included:

- Literacy and Numeracy-analysing of data to improve student learning
- Strategies for improving students' reading comprehension skills
- Planning your spelling programme
- Provided professional development on teaching, assessing and reporting in Mathematics.
- Science Education Inservice for Year 4-7 teachers by District Facilitators.
- Whole School English Overviews
- Behaviour Management Policy
- Integrating ICT's in the Classroom.
- A wide cross section of teaching and support staff have received updates in First Aid, Asthma Prevention and CPR Training, Student Protection Policy and Code of Conduct Training.

The involvement of the teaching staff in professional development activities during 2010 was 97.9 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 93% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 94%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93%	94%	93%	94%	94%	93%	94%					

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.

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.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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.

	2008	2009	2010						
Change Colour Show results in graphs									
	Reading		Writing		Spelling	Grammar & Punctuation	Numeracy		
Year 3	410 394 - 426		416 402 - 430		384 369 - 399	392 374 - 410	381 367 - 395		
	SIM 408 399 - 417	ALL 414	SIM 415 407 - 423	ALL 419	SIM 393 384 - 402	ALL 399	SIM 409 399 - 419	ALL 417	SIM 390 382 - 398
Year 5	473 460 - 486		468 455 - 481		456 444 - 468	474 460 - 488	477 465 - 489		
	SIM 483 474 - 492	ALL 487	SIM 482 474 - 490	ALL 485	SIM 482 474 - 490	ALL 487	SIM 495 486 - 504	ALL 500	SIM 484 476 - 492
Year 7	538 527 - 549		519 507 - 531		525 514 - 536	516 504 - 528	545 534 - 556		
	SIM 541 534 - 548	ALL 546	SIM 531 522 - 540	ALL 533	SIM 539 531 - 547	ALL 545	SIM 531 522 - 540	ALL 535	SIM 543 535 - 551

SIM Schools serving students from statistically similar backgrounds

ALL Australian schools' average

- Student population below reporting threshold
- Year level not tested

Selected school's average is

- substantially above
- above
- close to
- below
- substantially below these schools' average

Achievement – Closing the Gap

The Gap between Indigenous and Non-Indigenous attendance rates for Kurwongbah State School has continued to improve from 2.6 in 2008 to 0.6 in 2009 and is currently 0.3 in 2010.