



Kuraby State School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

Kuraby State School is located on the southside of Brisbane in a suburban setting and has experienced steady growth over the past decade as farming land has been replaced with housing estates. Our students come from a wide range of cultures and backgrounds providing a rich and diverse learning environment. The school community displays strong support for the programs in the school and there is a very high level of community spirit evident. Key learnings in Literacy and Numeracy are a feature of our school with Information Communication Technologies (ICTs) embedded across all year levels and in the curriculum. Expectations for curriculum development, teaching and learning, assessment and reporting are clearly articulated to staff. Performance data is analysed to inform curriculum planning, allocation of resources, development of targeted programs to address needs and to provide an inclusive education for all students. At Kuraby we value the individual development of all children on their educational journey.

Principal's Forward

Introduction

Welcome to Kuraby State School, a prep – Year 6 Primary School which prides itself on our strong ties within and across our community. We have an absolute focus on providing every student with a high-quality education and we commit to doing whatever it takes for each student to succeed. We provide a warm and supportive environment in which all children can grow with confidence. Our staff are passionate professionals who are committed to helping students achieve their potential and be the best they can be.

Kuraby State School's Annual Report for 2016 highlights important information about this school's organisation, curriculum developments and learning environment. This report provides details about staff qualifications and the professional development activities undertaken in 2016. It also provides details of the learning outcomes achieved by Kuraby students in literacy and numeracy. This data was collected through the National Years 3, 5 & 7 NAPLAN test process. A summary is also provided which reflects the levels of parent, student and staff satisfaction with Kuraby State School and its distinctive approaches.

School Progress towards its goals in 2016

A significant curriculum focus in English, Mathematics and Science continued in 2016. A Head of Curriculum and a strategic team led these focuses. This team, consisting of

Principal, Deputy Principal, Head of Curriculum and Master Teacher continued the implementation of a plan that developed staff expertise in all curriculum areas and aligned the planning, assessment and reporting processes in the school.

A strategic document, The Kuraby Way, was implemented to guide the focuses on teaching practice using a sophisticated coaching and feedback model.

A renewed reading focus, mid 2015, was implemented across the school to further align learning in English and in 2016, we refined our reading practices, developed our signature guided reading program and engaged in the coaching of teachers to build capacity.

Considerable funding was targeted to the curriculum focus area of reading so new programs could be successfully implemented. This focus on improving student learning through reading was continued and remained the priority in 2016.

Staff performance and development was guided using a comprehensive model which involved the use of the Kuraby Professional Capabilities Journal. This process enabled a focus on continual improvement at Kuraby State School.

A review of school progress in 2016 was continued across the 9 performance areas (see report findings on the school website). These areas are:

- An explicit improvement agenda
- Analysis and discussion of data
- Culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School and community partnerships

The National Curriculum implementation was continued with a high level of support to teachers through professional development and large expenditure in resources demanded by this implementation.

Integrated data tracking and analysis processes continued to be refined and implemented enabling teachers to differentiate teaching to meet student learning needs.

Future Outlook

In 2016, Kuraby State School continued a clear focus on instilling the essentials in numeracy and literacy. The relentless focus on guided reading will continue and include a deepened focus on vocabulary, comprehension and spelling.

A National Curriculum implementation plan focused on delivering the essentials, continued to be delivered.

The focus on coding, robotics and technology skill development and integration into curriculum areas will continue to raise student and parent satisfaction levels. The new iPad program will be continued to optimise student engagement and learning. The new Administration block, Performance Centre and Conference Room continued to enhance curriculum delivery in 2016. The Head of Curriculum and Master Teacher continued to play a pivotal role within these major focuses in 2016.

Kuraby School teachers plan curriculum delivery collaboratively and many of these utilise technology so each student from Prep to Year 6 learns the essential ICT skills. All teachers have continued a technology focus aided by a Technology Specialist Teacher.

A performance framework, Kuraby State School Professional Capabilities Journal, will continue to identify and support teachers who will work in a strategic capacity to develop key school initiatives through a coaching model.

In 2016 the underpinning theory that drives our journey to quality teaching and learning, Choice Theory, will continue to be made explicit to all staff and community members. It is also the time we will consolidate our curriculum initiatives informed by the 2015 Whole School Review process.

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	479	215	264	10	92%
2015*	453	222	231	8	93%
2016	446	238	208	7	94%

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

Students at Kuraby State School come from diverse backgrounds. Forty-four nationalities are represented amongst the student population; each bringing significant cultural characteristics. With this diversity comes a wonderful mix of religion, language, culture and ideas. There is a high percentage of students with English as a second language at the school.

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	25	23	22
Year 4 – Year 7	28	25	27
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

At Kuraby, the quality of classroom teaching has a profound influence on student achievement. We work hard to provide learning experiences that ensure ‘every day, in every classroom, every student is learning and achieving.’

Our curriculum is characterised within the *Kuraby Curriculum Implementation Framework*, developed by the HOC in collaboration with staff, which outlines the expectations for quality curriculum delivery.

We develop and maintain up-to-date curriculum plans, in consultation with the school community, to ensure the alignment of curriculum, teaching and learning, assessment and reporting, in accordance with the Australian Curriculum (English, Maths and Science).

Curriculum focuses are organised through an Early Years (Prep to Year 3) and Middle Phase (Years 4 to 6) learning structure. The Early Years Curriculum Guidelines are followed in Prep. Our teachers work collaboratively in year level teams, with support from our school leaders i.e. Principal, Deputy Principal, HOC, Master Teacher and STLaN, to make informed decisions about quality curriculum delivery. Year level teams engage in focused, ongoing professional dialogue to obtain a clear understanding of what is to be learned and how that learning will be assessed in each Key Learning Area through:

- regular and informal collaboration
- formal planning sessions with HOC, STLaN and Year Level Co-ordinator.
- weekly year level team meetings
- participation in curriculum workshops and PD sessions i.e. Student Free Days

- data meetings with the Principal/Deputy Principal to discuss the alignment of school programs and targets with the needs and achievements of individual students, groups and whole classes.
- Ongoing coaching and support via a Year Level Co-ordinator.

Support and extension for individual students and groups is identified through our whole-school data collection process and managed by our STLaN through weekly Learning Management meetings.

Co-curricular Activities

Our major focuses are:

- Soccer
- Netball
- AFL
- Cricket
- Touch Football
- Rugby League
- Athletics
- Choir
- Band

How Information and Communication Technologies are used to Assist Learning

ICTs are used extensively through the school from iPad learning programs in Prep to the schools laptop program in years 4 to 6. The school is well resourced in ICTs with all classrooms having Interactive Whiteboards and classroom computers. There are also 3 iPad banks of thirty iPads each, that are extensively used by all classes. The school library also has a bank of iPads that students can access during break times. All ICTs are used to support learning with teachers developing their skills in this area to ensure the best curriculum delivery is implemented in the class. A specialist ICT teacher works with class teachers each week to deepen the use of assistive technology.

Social Climate

Overview

The social climate of Kuraby State School is very positive, being underpinned by our keys to success which are organisation, resilience, persistence, confidence and getting along. All staff at Kuraby State School are committed to building relationships with students and community members. In 2016, a framework to provide a cooperative, safe and

non-threatening environment where students could learn and develop responsible behaviours was implemented. The Kuraby State School Responsible Behaviour Plan is being monitored by the Parents and Citizens Association. Kuraby State School teaching staff have received professional development in how to implement a quality values education program using the 'You Can Do It' Program.

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)	88%	93%	93%
this is a good school (S2035)	100%	93%	95%
their child likes being at this school* (S2001)	88%	97%	95%
their child feels safe at this school* (S2002)	100%	97%	98%
their child's learning needs are being met at this school* (S2003)	81%	87%	93%
their child is making good progress at this school* (S2004)	94%	87%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	90%	85%
teachers at this school motivate their child to learn* (S2007)	100%	90%	87%
teachers at this school treat students fairly* (S2008)	100%	97%	77%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	95%
this school works with them to support their child's learning* (S2010)	94%	93%	89%
this school takes parents' opinions seriously* (S2011)	93%	93%	84%
student behaviour is well managed at this school* (S2012)	88%	97%	90%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school looks for ways to improve* (S2013)	88%	97%	92%
this school is well maintained* (S2014)	100%	97%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	96%	91%
they like being at their school* (S2036)	97%	92%	91%
they feel safe at their school* (S2037)	98%	94%	91%
their teachers motivate them to learn* (S2038)	96%	97%	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)	97%	92%	96%
teachers treat students fairly at their school* (S2041)	92%	87%	89%
they can talk to their teachers about their concerns* (S2042)	92%	93%	88%
their school takes students' opinions seriously* (S2043)	93%	92%	86%
student behaviour is well managed at their school* (S2044)	97%	90%	86%
their school looks for ways to improve* (S2045)	99%	99%	96%
their school is well maintained* (S2046)	100%	95%	88%
their school gives them opportunities to do interesting things* (S2047)	97%	94%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	97%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	93%	89%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	84%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	96%	100%
staff are well supported at their school (S2075)	97%	93%	97%
their school takes staff opinions seriously (S2076)	93%	89%	94%
their school looks for ways to improve (S2077)	97%	96%	97%
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	93%	94%

* 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

Kuraby State School continues to recognise the importance of partnerships between the school, and parents and community members. In 2016 a continued focus on literacy in the Early Years saw a consistent body of parents encouraged to help daily with reading and writing throughout the year. Parents were regularly invited to support curriculum

programs in class with their expertise. The STLaN and HOC were available to provide a series of Professional Development days for parents in reading and writing. This was very well patronised. All Teacher Aides were supported with weekly PD provided by the Master Teacher. The forms of assessment being used at this school actively involve parents in the final presentations. Parents are involved in policy decisions through a strong P & C Association (eg Dress Code & Responsible Behaviour Plan). Engagement with our community has been enhanced by our weekly playgroup and pre-prep program.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	16	14	25
Long Suspensions – 6 to 20 days	2	0	0
Exclusions	0	1	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

Kuraby SS staff and students are committed to reducing our environmental footprint.

The solutions enacted in 2016 were:-

- Implementation of whole-school SEMP (School Environmental Management Plan)
- Make rooms energy efficient (closing windows etc. when using air conditioning)

- Use fans rather than air conditioning where practical
- Use natural ventilation whenever possible
- Turn off all electrical appliances when not in use
- Recycle and reuse school materials
- School recycling bins in each classroom
- Continual use of water tanks

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	134,272	1,491
2014-2015	150,159	1,472
2015-2016	156,990	3,007

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	33	24	0
Full-time Equivalents	29	13	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	5
Bachelor degree	20
Diploma	5
Certificate	0

*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 \$101 878

The major professional development initiatives are as follows:

- Planning Days (whole teaching staff - term 1, 2 & 3)
- Glasser Training
- Guided Reading Professional Development
- Anita Archer
- Sheena Cameron
- QELi – Leadership
- Lynn Sharratt – Putting Faces on the Data
- Coaching
- First Aid Training
- Leadership Conferences & symposiums

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.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	88%

*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%.

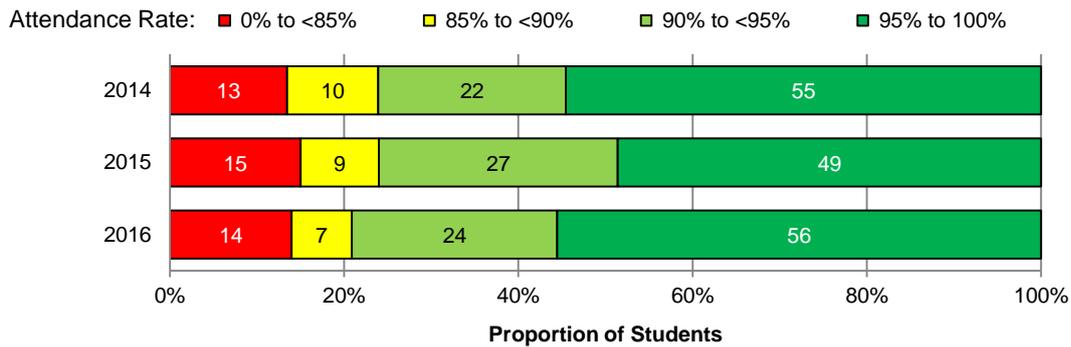
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Pre p	Yea r 1	Yea r 2	Yea r 3	Yea r 4	Yea r 5	Yea r 6	Yea r 7	Yea r 8	Yea r 9	Yea r 10	Yea r 11	Yea r 12
2014	92%	91%	93%	93%	92%	91%	94%	94%					
2015	89%	89%	94%	93%	92%	92%	93%						
2016	93%	93%	94%	95%	94%	94%	92%						

*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.

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

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 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.