



Kuraby State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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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.

### School progress towards its goals in 2018

A significant curriculum focus in English began in 2018. Two Heads of Curriculum and a strategic team led these focuses. This team, consisting of Principal, Deputy Principal, Heads of Curriculum, 1 Master Teacher and Special Education Teacher and EAL/D 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, English Action Plan, was drafted to guide the focuses on teaching practice. The reading focus was continued across the school to further align learning in English. We refined our reading practices, further developing our signature guided reading program.

Considerable funding continued to be targeted to the curriculum focus area of reading so new programs could be successfully implemented. This focus on improving student learning through reading and writing was continued and remained the priority in 2018.

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 2018 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, Version 8, implementation was initiated with a high level of support to teachers through professional development.

Integrated data tracking, analysis and feedback processes continued to be refined and implemented enabling teachers to differentiate teaching to meet student learning needs. A new pedagogical framework was designed and will be implemented in 2019.

## Future outlook

In 2018, Kuraby State School continued a clear focus on literacy. The relentless focus on English will continue and include a deepened focus on a balanced reading and writing program.

A National Curriculum implementation plan focused on delivering the essentials continues to be developed collaboratively by staff.

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 in P-Year 3. The new Administration block, Performance Centre and Conference Room continued to enhance curriculum delivery in 2018. The Heads of Curriculum and Master Teacher continued to play a pivotal role within these major focuses in 2018. 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. A new curriculum design initiative in 2019 will see STEM integrated as part of school pedagogy.

A performance framework, Kuraby State School Annual Development Plan, will continue to identify and support teachers who will work in a strategic capacity to develop key school initiatives.

In 2019 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 Australian National Curriculum.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	446	457	437
Girls	238	247	219
Boys	208	210	218
Indigenous	7	5	7
Enrolment continuity (Feb. – Nov.)	94%	94%	94%

#### Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the Student Body

### Overview

Students at Kuraby State School come from diverse backgrounds. Forty 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	23
Year 4 – Year 6	27	24	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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 HOCs 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 National Curriculum (English, Maths and Science).

Curriculum focuses are organised through an Early Years (Prep to Year 2) and Middle Phase (Years 3 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, HOCs, Master Teacher, STLaN and SEP teachers, 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 HOCs, STLaN, SEP Teachers and Year Level Co-ordinator
- weekly year level team meetings (eg. Active Learning 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 Active Learning Teacher

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

## Co-curricular activities

Our major focuses are:

- Soccer
- Netball
- AFL
- Cricket
- Touch Football
- 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 2 iPad banks of twenty eight 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.

## Social climate

### Overview

The social climate of Kuraby State School is very positive, being underpinned by our keys to success which are confidence, acceptance, resilience, relationships and effort. All staff at Kuraby State School are committed to building relationships with students and community members. In 2018, a framework to provide a cooperative, safe and non-threatening environment where students could learn and develop responsible behaviours continued. The Kuraby State School Responsible Behaviour Plan is being monitored by the Parents and Citizens Association and is being revised in 2018. Kuraby State School teaching staff continues to implement a quality values education program based on the Positive Behaviours for Learning program.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	88%	93%
• this is a good school (S2035)	95%	93%	93%
• their child likes being at this school* (S2001)	95%	98%	98%
• their child feels safe at this school* (S2002)	98%	95%	94%
• their child's learning needs are being met at this school* (S2003)	93%	91%	91%
• their child is making good progress at this school* (S2004)	90%	95%	96%

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	93%	91%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	81%	91%
• teachers at this school motivate their child to learn* (S2007)	87%	93%	96%
• teachers at this school treat students fairly* (S2008)	77%	91%	80%
• they can talk to their child's teachers about their concerns* (S2009)	95%	93%	94%
• this school works with them to support their child's learning* (S2010)	89%	86%	91%
• this school takes parents' opinions seriously* (S2011)	84%	88%	85%
• student behaviour is well managed at this school* (S2012)	90%	91%	83%
• this school looks for ways to improve* (S2013)	92%	93%	87%
• this school is well maintained* (S2014)	97%	95%	91%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree <sup>#</sup> that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	90%	94%
• they like being at their school* (S2036)	91%	93%	93%
• they feel safe at their school* (S2037)	91%	88%	93%
• their teachers motivate them to learn* (S2038)	96%	92%	96%
• their teachers expect them to do their best* (S2039)	99%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	88%	95%
• teachers treat students fairly at their school* (S2041)	89%	81%	84%
• they can talk to their teachers about their concerns* (S2042)	88%	87%	84%
• their school takes students' opinions seriously* (S2043)	86%	77%	88%
• student behaviour is well managed at their school* (S2044)	86%	77%	77%
• their school looks for ways to improve* (S2045)	96%	95%	96%
• their school is well maintained* (S2046)	88%	84%	89%
• their school gives them opportunities to do interesting things* (S2047)	91%	87%	92%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree <sup>#</sup> that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	94%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
• they receive useful feedback about their work at their school (S2071)	94%	93%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	95%	89%

Percentage of school staff who agree <sup>#</sup> that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	97%	100%	100%
• students are treated fairly at their school (S2073)	100%	94%	97%
• student behaviour is well managed at their school (S2074)	100%	90%	94%
• staff are well supported at their school (S2075)	97%	91%	88%
• their school takes staff opinions seriously (S2076)	94%	86%	88%
• their school looks for ways to improve (S2077)	97%	97%	100%
• their school is well maintained (S2078)	100%	94%	97%
• their school gives them opportunities to do interesting things (S2079)	94%	84%	91%

\* 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 2018 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. All Education Assistants were supported with weekly PD provided by the Deputy Principal and HOC. 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.

A Community Liaison team continued in the school to facilitate more effective communication processes with parents, external organisations and community representatives. The Harmony Day celebration continued to be a highlight of our community calendar, with overwhelming support.

A Community Art Show was conducted to promote multiple intelligences and talents in our school and to continue to develop community relationships.

## Respectful relationships education programs

Community Group

Harmony Day

School Concert

Art Show

White Ribbon Ambassador School

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

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	25	28	25
Long suspensions – 11 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

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

The solutions enacted in 2017 were:-

- Review and 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
- Recycle bins at each eating area
- School recycling bins in each classroom
- Continual use of water tanks

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	156,990	146,423	141,703
Water (kL)	3,007	1,022	2,637

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter buttons: 'School sector', 'School type', and 'State', each with a dropdown arrow.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with the text 'View School Profile' inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	34	21	<5
Full-time equivalents	29	13	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	3
Bachelor degree	26
Diploma	4
Certificate	0

\*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 2018 were \$40 000.00

The major professional development initiatives are as follows:

- Planning Days (whole teaching staff - term 1, 2 & 3)
- Writing Professional Development
- Dr William Glasser
- Kuraby Cluster Leadership Program
- QELi – Leadership
- Cluster curriculum moderation

- Coaching
- First Aid Training
- Leadership Conferences & symposiums
- Leading Learning Forums (Metro T&L team)

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	88%	94%	94%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	94%	92%
Year 1	93%	94%	93%
Year 2	94%	94%	92%
Year 3	95%	94%	95%
Year 4	94%	95%	93%
Year 5	94%	93%	93%
Year 6	92%	95%	91%

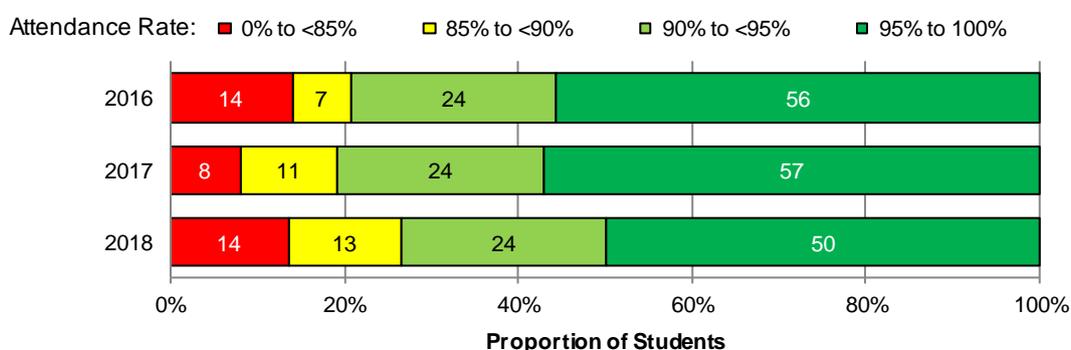
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 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.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

<b>Find a school</b>	<b>Search website</b>	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

<a href="#">View School Profile</a>
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4. Click on 'NAPLAN' to access the school NAPLAN information.

<a href="#">School profile</a>	<a href="#">NAPLAN</a>	<a href="#">Attendance</a>	<a href="#">Finances</a>	<a href="#">VET in schools</a>	<a href="#">Senior secondary</a>	<a href="#">Schools map</a>
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.