Our school at a glance

<table>
<thead>
<tr>
<th>Postal address</th>
<th>1523 Beenleigh Road Kuraby 4112</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(07) 3361 8444</td>
</tr>
<tr>
<td>Fax</td>
<td>(07) 3361 8400</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:the.principal@kurabyss.eq.edu.au">the.principal@kurabyss.eq.edu.au</a></td>
</tr>
<tr>
<td>Webpages</td>
<td>Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department’s Right to Information site.</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Mr Phil Mc Lucas - Principal</td>
</tr>
</tbody>
</table>

Principal’s foreword

Introduction

I am pleased to present the Kuraby State School Annual Report for 2009 to our school and wider community. This report highlights important information about this school’s organisation, curriculum developments and learning environment. It outlines the uniqueness of Kuraby State School.

This report provides details about staff qualifications and the professional development activities undertaken in 2009. It also provides details of the learning outcomes achieved by Kuraby students in literacy and numeracy. This data was collected through the Year 2 Diagnostic Net and the National Years 3, 5 & 7 test process called Naplan.

A summary is provided in this report to reflect the levels of parent, student and staff satisfaction with Kuraby State School and its distinctive approaches.

I commend this report to you and would be delighted to provide additional information on any topic should you require it.
Our school at a glance

School progress towards its goals in 2009

LITERACY

- Undertake review and analysis of school data with teachers in staff meetings, area group meetings and in teaching teams. (embedded)
- Conduct review of spelling program and practice across school and design a new program. (significant progress)
- Introduce ‘Words Their Way’ in Prep – Year 3. (significant progress)
- Conduct review of English program and practice across school and design a new program under key areas of writing including grammar and punctuation, spelling, reading and viewing, speaking and listening. (planning commenced)
- Conduct fortnightly area group meetings (P – 3) and (4 – 7) with a focus on Literacy – sharing of ideas and strategies, useful websites, interactive whiteboard teaching, highlighting of quality resources and moderation of assessment and learning outcomes. (significant progress)
- Organise planning sessions in teaching partnerships (facilitated by admin) prior to each term commencing. (significant progress)
- Continue Guided Reading Program in Years 1 – 3 and consolidate Guided Reading Program in Years 4 – 7. (significant progress)
- Introduce Oral Language Program in Prep – Year 1. (significant progress)
- Conduct once a term moderation in area groups of student writing. (significant progress)
- Provide small group student support through UPLG. (significant progress)
- Provide support to ESL students in literacy learning. (significant progress)
- Enhance use of interactive whiteboards to engage teachers and students in literacy. (significant progress)
- Provide support to ESL students in literacy learning. (significant progress)
- Purchase quality narrative books. (significant progress)
- Purchase teacher reference books on grammar, punctuation and figurative language. (significant progress)
- Provide information to parents on literacy learning through weekly newsletters, school website and parent information sessions – 1 per semester. (significant progress)
- Purchase teacher reference books on grammar, punctuation and figurative language. (significant progress)
- Establish a Literacy Working Party to meet weekly. (significant progress)
- Attend district professional development on Spelling, Writing and Reading. (significant progress)
- Engage leading Australian author/illustrator Dr Cameron Stelzer to conduct workshops with all classes in March. (significant progress)
- Purchase quality narrative books. (significant progress)
- Purchase teacher reference books on grammar, punctuation and figurative language. (significant progress)
- Provide information to parents on literacy learning through weekly newsletters, school website and parent information sessions – 1 per semester. (significant progress)
- Purchase teacher reference books on grammar, punctuation and figurative language. (significant progress)
- Establish a Literacy Working Party to meet weekly. (significant progress)
- Attend district professional development on Spelling, Writing and Reading. (significant progress)
- Consolidate the P – 3 literacy skills for teachers who undertook literacy training in 2007 and 2008. (significant progress)
- Provide ongoing support and professional dialogue with Years 4 – 7 teachers who attend literacy training in 2009. (significant progress)
- Enhance skills of literacy trained teacher aides working in classrooms by providing them with professional development at the school level and having key members of Literacy Working Party facilitating discussions around literacy learning. (significant progress)
- Provide professional development for teachers and teacher aides in Prep – Year 1 in oral language by speech language pathologist. (planning commenced)
- Provide professional development for teachers and teacher aides by Learning Support Teacher in the explicit teaching of comprehension. (planning commenced)
- Provide professional development for teachers and teacher aides on paragraphing, editing and vocabulary to improve the quality of student writing. (planning commenced)
- Provide professional development in functional grammar. (planning commenced)
### School progress towards its goals in 2009

#### NUMERACY

- Undertake review and analysis of school numeracy data with teachers in staff meetings, area group meetings and in teaching teams. *(embedded)*
- Conduct fortnightly area group meetings (P – 3) and (4 – 7) with a focus on curriculum on Numeracy – sharing of ideas and strategies, useful websites, interactive whiteboard teaching, highlighting of quality resources and moderation of assessment and learning outcomes. *(significant progress)*
- Organise planning sessions in teaching partnerships (facilitated by admin) prior to each term commencing in particular concentrating on strengthening teacher skills in the teaching of “Ways of Working”. *(significant progress)*
- Organise cooperative planning in numeracy in teaching partnerships with Natural Maths founder Anne Baker – 2 x 2 hour sessions over a term. *(embedded)*
- Conduct once a term moderation in area groups of student work in numeracy with a different focus each term. *(significant progress)*
- Conduct QCATs Years 4 and 6 in Mathematics in Term 2. *(embedded)*
- Subscribe to Mathletics online for whole school and provide professional development for staff in how to use it, information for parents and support for students. *(embedded)*
- Utilise Mathletics as a monitoring tool on student performance. *(significant progress)*
- Participate in World Maths Day – 4 March. *(embedded)*
- Enhance use of interactive whiteboards to engage teachers and students in numeracy. *(significant progress)*
- Establish a resource kit of numeracy terminology and ways of working strategies. *(significant progress)*
- Purchase additional Natural Maths teacher resources. *(significant progress)*
- Provide each class with A3 laminated posters of Natural Maths strategies. *(embedded)*
- Provide information to parents on numeracy learning through weekly newsletters, school website and parent information sessions – 1 per semester. *(significant progress)*
- Establish the Numeracy Working Party. *(significant progress)*
- Attend district professional development. *(embedded)*
- Provide professional development for teacher aides on Natural Maths strategies led by members of Numeracy Working Party. *(embedded)*
- Provide professional development in Natural Maths for new staff to the school. *(embedded)*
School progress towards its goals in 2009

ICT

- Incorporate Interactive Whiteboard technologies across the school. (significant progress)
- Develop classroom curriculum plans integrating ICTs across the KLAs using the Scope and Sequence Years 1 – 9. (significant progress)
- Organise planning sessions at the end of each term facilitated by admin and ICT leaders. (embedded)
- Procurement of quality software to assist with planning, teaching, learning, assessment and reporting. (significant progress)
- Utilise on-line subscriptions – Mathletics and World Book Online in teaching and learning at school and home. (embedded)
- Utilise One Portal as the school intranet, staff discussion board and staff information. (planning commenced)
- Train selected students in use of video camera and video editing. (planning commenced)
- Continuing to produce DVDs of student activities as part of class studies. (significant progress)
- Development of ICT policy detailing year level benchmarks. (significant progress)
- Develop student skills in critiquing the quality of online information. (embedded)
- Utilise quality software to support ESL students. (significant progress)
- Sharing technical knowledge across the school between teachers. (planning commenced)
- Procurement of computers and peripherals including video cameras, digital cameras, scanners, printers as part of annual replacement cycle. (significant progress)
- Installation of cabling in all classrooms for multimedia projectors and interactive whiteboards. (significant progress)
- Procurement of multimedia projectors for remainder of classrooms (6). (significant progress)
- Conduct monthly ICT committee meeting led by ICT Program leader. (significant progress)
- Procurement of specialised music composition software. (significant progress)
- Provide professional development for new staff on One School, Computer for Teachers, school intranet. (significant progress)
- Provide professional development and mentoring for teachers in using their laptops. (significant progress)
- Provide professional development in use of integrating interactive whiteboard technology. (significant progress)
- Coordinate mentoring of teachers in ICT skills by members of the ICT committee. (significant progress)
- Provide professional development to teachers in use of the video camera and Moviemaker editing software. (planning commenced)
- Provide professional development in using MP3 players. (planning commenced)
- Attainment of ICT Pedagogical Licence – 4 teacher. (planning commenced)
- Attainment of ICT Certificate – 1. (planning commenced)
## Our school at a glance

### School progress towards its goals in 2009

#### X FACTOR

**Literacy**
- Engage a highly respected author to conduct workshops with selected students from Years 3 – 7 on developing their writing. *(embedded)*
- Organise excursion to Somerset Literature Festival in March for selected year 6 and 7 students. *(embedded)*
- Organise excursion to Brisbane Writers Festival for students in Year 6 and 7. *(embedded)*
- Participate in Reader’s Cup in June with selected students. *(embedded)*

**Numeracy**
- Subscribe to Mathletics online. *(embedded)*
- Participate in online World Maths Day. *(embedded)*

**ICT**
- Commence training for selected students in use of video camera and editing. *(significant progress)*
- Subscribe to World Book Online for students to access quality information for research both at home and at school. *(significant progress)*

**The Arts**
- Participate in J Rock. *(significant progress)*
- Participate in school bands and choirs. *(significant progress)*
- Engage a highly respected children’s book illustrator to conduct workshops with selected students to develop their artistic abilities. *(significant progress)*
- Engage dance instructors to work with selected classes in preparation for end of year concert. *(significant progress)*
- Organise whole school end of year concert. *(significant progress)*

**HPE**
- Participate in school, district and regional sporting events. *(embedded)*
- Development of Smart Moves kits for each classroom. *(embedded)*

**Student Leadership**
- Continue student leadership program through school captains, school vice captains, sports captains, sports vice captains, Band captains, choir captains and Student Council (Years 2 – 7). *(embedded)*
- Introduce new library monitors student leadership program. *(embedded)*
- Introduce new Environmental Rangers student leadership program for Prep – Year 7 students in collaboration with Schools Facilities Officer. *(embedded)*
- Purchase music composition software and headphones. *(significant progress)*
- Purchase microphones and sound equipment. *(significant progress)*
- Provide release time for teachers undertaking XFactor projects in the school through use of flexible FTE. *(significant progress)*
- Provide professional development in Higher Order Thinking Skills and incorporate these into curriculum planning sessions facilitated by Admin. *(embedded)*
- Conduct regular professional dialogue in area group meetings about the rigour of the teaching and learning in classes. *(embedded)*
Our school at a glance

Future outlook

In 2010 Kuraby State School will continue a clear focus on instilling the essentials in numeracy and literacy. The relentless focus on reading will continue and include a renewed emphasis on writing, comprehending and spelling.

A curriculum plan focused on delivering the essentials will continue to be developed and implemented. This plan mandates best practice pedagogy delivered through the use of KLA skill lessons, Blueprints and Teacher Generated Tasks.

The focus on IT (Information Technology) skill development and integration into curriculum areas will continue to raise student and parent satisfaction levels. A new Technology block, Performance Centre and Conference Room will enhance curriculum delivery later in 2010. A new position, Head of Curriculum, will play a pivotal role within these major focuses in 2010.

School Profile

Record:
Co-educational
Year levels offered: Prep to Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2009 – Nov 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>387</td>
<td>193</td>
<td>194</td>
<td>84%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Kuraby School has seen a substantial amount of growth since it first opened in 1928. In the past 10 years, this school has grown from 100 students to 416 students. The student body is expected to continue to grow.

Our school is characterised as being multicultural with 44 cultural backgrounds being represented. Our diverse range of student nationalities include: Chinese, Vietnamese, Somali, Iraqi, Green, Pakistani, Indonesian, Kenyan, Fijian and Indian. 39% of students speak one (or multiple) languages other than English in their home environment. Approximately 30 different languages are spoken by our student population. Our school population of Aboriginal and Torres Strait Islander students is below 2%.

The transiency rate is approximately 5%.

Class sizes – Proportion of school classes achieving class size targets in 2009

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>All Classes</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>17</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

- Curriculum is characterised by an innovative framework that consists of Key Learning Area Skill lessons, Blueprints and Teacher Generated Tasks.
- Curriculum focuses are organised through an Early Years and Middle Phase of Learning planning structure.
- The Early Years Curriculum is used in the Prep.
- Resourcing for individual students/groups/curriculum tasks is managed through the Learning Management meetings held weekly.
- Soccer is a major focus sport and drama is a major cultural focus. Kuraby School has a major environment education role in this community through its involvement in the Karawatha Forest project.

Extra curricula activities:
- Soccer, AFL, Netball school teams
- Drama Group
- Choirs
- Multimedia group
- School Camps

How computers are used to assist learning

A feature of this school is the building of computer skills in students and the integration of computers into curriculum learning. Kuraby School teachers plan integrated tasks collaboratively and many of these focus deeply on using computer skills so each student from Prep to Year 7 learns the essential IT skills. Class teachers will assess these skills each year.

The integration of computer skills into curriculum programs is a mandated requirement at this school. Teachers work collaboratively to embed IT into planning and assessment. All teachers will work towards gaining a Pedagogical Certificate or Licence in the next two years.

Social climate

The social climate of Kuraby State School is very positive, being underpinned by our agreed values of courtesy, consideration, cooperation and caring for self and others. All staff at Kuraby are committed to building relationships with students and community members. In 2009 a framework to provide a cooperative, safe and non-threatening environment where students could learn and develop responsible behaviours was continued. The Kuraby State Responsible Behaviour Plan is being monitored by Parents and Citizens Association. More than 70% of Kuraby teaching staff have attended intensive professional development in how to implement a quality values education program and “You Can Do It” Program.

As a result of these initiatives 76% of students and 89% of parents feel this is a safe school. In 2009 77% of students and 93% of parents thought that Kuraby School was a good school. Additionally 85% of parents also stated that their children had good learning opportunities at this school.
### Our school at a glance

#### Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>90%</td>
</tr>
</tbody>
</table>

### Involving parents in their child’s education.

Kuraby State School continues to recognise the importance of partnerships between the school and parents and community members. In 2009 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 STLN was available to provide a series of Professional Development days for parents in reading and writing and some Teacher Aides are now qualified in Support-a-Reader and Support-a-Writer. This was very well patronised. The forms of assessment being used at this school actively involve parents in the final presentations (presentations/culminating activities for Rich Tasks, Blueprints and Teacher Generated Tasks). As well, parents are involved in policy decisions through a strong P & C Association (eg Dress Code & Responsible Behaviour Plan).
Our staff profile

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>33</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>27</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>27</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was $18,500. The major professional development initiatives are as follows:

- Literacy
- Numeracy
- ICT, and
- Higher Order Thinking.

The involvement of the teaching staff in professional development activities during 2009 was 90%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2009.

Proportion of staff retained from the previous school year

From the end of the 2009 school year, 96% of staff were retained by the school for the entire 2009 school year.
Performance of our students

Key student outcomes

Student attendance - 2009
The average attendance rate for the whole school as a percentage in 2009 was 92%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>90%</td>
<td>90%</td>
<td>92%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Administration staff monitor the attendance data weekly and prolonged / unexplained absences are reported to the Principal/Deputy. The Principal/Deputy contacts parents/carers by telephone to make inquiries. Letters are sent home if telephone contact fails. There has been no requirement in 2009 to enact DET protocols around truant students.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Measures</th>
<th>Yr 3</th>
<th>Yr 5</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Average score for the school in 2009</td>
<td>371</td>
<td>444</td>
<td>503</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2009</td>
<td>410.8</td>
<td>493.9</td>
<td>541.1</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2008</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>2008</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>18%</td>
<td>12%</td>
<td>7%</td>
</tr>
<tr>
<td>Writing</td>
<td>Average score for the school in 2009</td>
<td>391</td>
<td>438</td>
<td>511</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2009</td>
<td>414.5</td>
<td>484.7</td>
<td>532.4</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2008</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>2008</td>
<td>33%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>32%</td>
<td>5%</td>
<td>18%</td>
</tr>
<tr>
<td>Spelling</td>
<td>Average score for the school in 2009</td>
<td>365</td>
<td>463</td>
<td>519</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2009</td>
<td>404.8</td>
<td>487.2</td>
<td>540.0</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2008</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>2008</td>
<td>14%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>25%</td>
<td>17%</td>
<td>20%</td>
</tr>
</tbody>
</table>
## Performance of our students

<table>
<thead>
<tr>
<th>Domain</th>
<th>Measures</th>
<th>Yr 3</th>
<th>Yr 5</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>Average score for the school in 2009</td>
<td>368</td>
<td>455</td>
<td>497</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2009</td>
<td>419.7</td>
<td>499.7</td>
<td>539.5</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>92%</td>
<td>86%</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>75%</td>
<td>79%</td>
<td>84%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>14%</td>
<td>14%</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>20%</td>
<td>19%</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>Average score for the school in 2009</td>
<td>335</td>
<td>450</td>
<td>515</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2009</td>
<td>393.9</td>
<td>486.8</td>
<td>543.6</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>88%</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>75%</td>
<td>85%</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>14%</td>
<td>12%</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>11%</td>
<td>10%</td>
<td>11%</td>
</tr>
</tbody>
</table>