Principal’s foreword

Introduction

I am pleased to present the Kuraby State School Annual Report for 2010 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 2010. 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.

New information in this report tells about the ways we are reducing our environmental footprint.

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.
School progress towards its goals in 2010

A significant curriculum focus in English, Mathematics and Science commenced in 2010. A Head of Curriculum was appointed for the first time at Kuraby State School and a strategic team established. This team, consisting of Principal, Deputy Principal and Head of Curriculum, developed and began implementation of a plan that developed staff expertise in the four curriculum areas and aligned the planning, assessment and reporting processes in the school.

A strategic document, The Kuraby Roadmap, was developed to guide these focuses.

Staff performance and development was initiated using an innovative model which involved the use of the Kuraby Goal Setting and Self Evaluation Journal. This process enabled a focus on continual improvement at Kuraby State School.

An audit of school progress revealed that school achievement in eight performance areas had reached “medium standard”. These criteria 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 classroom learning
- Effective teaching practices

A new Mathematics program was completed and published and is being sold to other schools in Queensland. Substantial work occurred on the new English and Science programs.

Sophisticated data tracking and analysis processes were implemented so teachers could differentiate learning to meet student learning needs.

Considerable funding was targeted to the curriculum focus areas so new program could be successfully implemented. This focus on improving student learning was continued throughout 2010 and will remain the priority in 2011.
Future outlook

In 2011 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 and collaboratively planned curriculum units.

The focus on IT (Information Technology) skill development and integration into curriculum areas will continue to raise student and parent satisfaction levels. An innovative 1:1 laptop project will be established that optimises student engagement and learning. A new Technology block, Performance Centre and Conference Room will continue to enhance curriculum delivery in 2011. A new position, Head of Curriculum, will continue to play a pivotal role within these major focuses in 2011.
Our school at a glance

School Profile

Coeducational

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 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>415</td>
<td>205</td>
<td>210</td>
<td>83%</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, Somalian, 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%.

All school classes achieved class size targets in 2010.

<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>On or under target</td>
<td>Under Target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>All Classes</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>
School 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>14</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings:

Curriculum is characterised by an innovative framework that consists of Key Learning Area Skill lessons, and collaboratively planned curriculum units.

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 fortnightly.

Soccer, Netball, AFL, athletics are major sport focuses and drama & cultural studies is also a major focus. Kuraby School has a major environment education role in this community through organised juncture year focuses on ‘green’ issues.

Extra curricula activities:
- Soccer, AFL, Netball school teams, athletics
- Drama Group
- Choirs/guitar club
- Multimedia group
- Dance Club
- 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 are working 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 keys to success which are organisation, resilience, persistence, confidence and getting along. All staff at Kuraby is committed to building relationships with students and community members. In 2010 a framework to provide a cooperative, safe and non-threatening environment where students could learn and develop responsible behaviours was refined. The Kuraby State Responsible Behaviour Plan is being monitored by the 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 84% of students and 78% of parents feel this is a safe school. In 2010 82% of students and 82% of parents thought that Kuraby School was a good school. Additionally 82% 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

A high percentage of parents and students are satisfied with the learning occurring at Kuraby State School and that this is a good school.

Staff morale is high and reflects our collegial ways to continually improve all that we do. Professional development opportunities for staff is an area we are developing further.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child's school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>88%</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 2010 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 Teacher Generated Tasks). As well, parents are involved in policy decisions through a strong P & C Association (eg Dress Code & Responsible Behaviour Plan).
Reducing the school's environmental footprint

Kuraby SS staff and students are committed to reduce our environmental footprint. Planned collaborative units of work each year develop students awareness of current issues and identified solutions are enacted at the school.

The solutions enacted in 2010 were:-
- Make rooms energy efficient (closing windows etc. when using air conditioning)
- Use fans rather then air conditioning where practical
- Use natural ventilation whenever possible
- Turn off all electrical appliances when not in use
- Grow own vegetables for use in tuckshop
- Recycle and reuse school materials
- Continual use of water tanks

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity Kwh</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$35,575</td>
<td>$25,176</td>
<td>$7,789</td>
<td>$1,434</td>
<td>$1,176</td>
<td>$0</td>
<td>$0</td>
<td>133,152</td>
<td>553</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$30,372</td>
<td>$20,629</td>
<td>$0</td>
<td>$0</td>
<td>$8,358</td>
<td>$0</td>
<td>$1,385</td>
<td>124,800</td>
<td>482</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 2009 - 2010
- Electricity: 17%
- Water: -86%
- Gas: -100%
- Other: N/A
- Sewerage: N/A
- Waste: N/A
- GasMJ: N/A
- WaterKL: 7%
- Electricity Kwh: 15%
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>31</td>
<td>16</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>27</td>
<td>9</td>
<td>&lt;5</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 2010 was $26,875. The major professional development initiatives are as follows:

- Literacy
- Numeracy
- ICT
- Education theory

The involvement of the teaching staff in professional development activities during 2010 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2010.

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

From the end of the previous school year, 95% of staff were retained by the school for the entire 2010 school year.
Key student outcomes

Attendance

<table>
<thead>
<tr>
<th>Student attendance - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average attendance rate for the whole school as a percentage in 2010 was 92%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student attendance for each year level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>92%</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 2010 to enact DET protocols around truant students.
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, and 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Attainment and Ac
Achievement – Closing the Gap

In 2010 Kuraby State School developed and begun implementing an EATSIP Action Plan. This clearly articulates the actions and processes we are using to promote the learning of Aboriginal and Torres Strait Islander students. A whole school study focus has been established in Term 4 each year that facilitates a comparing of cultures and culminates in an end of year celebration. Aboriginal and Torres Strait Islander Students attainment results in English, Mathematics and Science showed that 50% of children achieved a C level or higher. The data showed the attendance rate in 2010 was 91% which is slightly below the overall school rate.