Principal’s foreword

Introduction

I am pleased to present the Kuraby State School Annual Report for 2011 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 2011. 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 2011

A significant curriculum focus in English, Mathematics and Science continued in 2011. A Head of Curriculum and a strategic team led these focuses. This team, consisting of Principal, Deputy Principal and Head of Curriculum, continued 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 refined to guide these focuses.

Staff performance and development was guided 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.

A new audit of school progress revealed that school achievement in eight performance areas had significantly improved to a ‘high standard.’ These criteria are in five of the 8 areas:

- An explicit improvement agenda (High)
- Analysis and discussion of data (High)
- Culture that promotes learning (High)
- Targeted use of school resources (High)
- An expert teaching team (High)
- Systematic curriculum delivery (Medium)
- Differentiated classroom learning (Medium)
- Effective teaching practices (Medium)

A new Mathematics program was implemented and is being sold to other schools in Queensland. The new English and Science programs were completed and trialled.

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

Considerable funding was targeted to the curriculum focus areas so new programs could be successfully implemented. This focus on improving student learning was continued throughout 2011 and will remain the priority in 2012.
**Future outlook**

In 2012 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, comprehension and spelling.

A National Curriculum implementation plan focused on delivering the essentials will be delivered. This plan mandates best practice in pedagogy to be delivered through the use of C2C and Key Learning Area skill lessons and collaboratively planned curriculum units.

The focus on ICTs (Information, Communication and Technologies) skill development and integration into curriculum areas will continue to raise student and parent satisfaction levels. An innovative 1 to 1 laptop project will be continued to optimise student engagement and learning. A new Technology block, Performance Centre and Conference Room will continue to enhance curriculum delivery in 2012. The Head of Curriculum, will continue to play a pivotal role within these major focuses in 2012.

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 ICT skills. All teachers are working towards gaining a Pedagogical Certificate or Licence in the next two years.

An innovative performance framework, Kuraby State School Professional Capabilities Journal, will identify teachers who will work in a strategic capacity to develop key school initiatives through a coaching model.
Our school at a glance

School Profile

Coeducational or single sex: Co-educational
Year levels offered: Prep - 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 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>430</td>
<td>196</td>
<td>234</td>
<td>93%</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 12 years, this school has grown from 100 students to 450 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%.

All school classes achieved class size targets in 2011.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.9</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.2</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>31</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>4</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

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, collated 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) and QCAR Framework (SOSE, The Arts, Technology, HPE, German).

Curriculum focuses are organised through an Early Years (Prep to Year 3) and Middle Phase (Years 4 to 7) 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 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 and STLaN
- weekly year level team meetings
- participation in curriculum workshops and PD sessions i.e. Student Free Days
- 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.

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.

Extra curricula activities

Our major sport focuses are:

- Soccer
- Netball
- Softball
- AFL
- Cricket
- Touch Football
- Athletics

Other major curriculum focuses/extra-curricular activities are:

- Performing Arts/Drama
- Dance
- Choir
- Guitar Club
- Instrumental Music
- School Band
- School Camps
- Cultural Studies
- Reading Club & Reader’s Cup
- Student Council
- Competitions – ICAS, Science, Writing, Runcorn Art Program
Our school at a glance

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 are committed to building relationships with students and community members. In 2011 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 using the ‘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.

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 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>88%</td>
</tr>
</tbody>
</table>

DW – Data withheld
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 2011 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 School has a major environment education role in this community through organised juncture year focuses on ‘green’ issues.

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 2011 were:-

- Creation of whole-school SEMP (School Environmental Management Plan)
- 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

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity Kwh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>147,968</td>
<td>391</td>
</tr>
<tr>
<td>2010</td>
<td>133,152</td>
<td>553</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>11%</td>
<td>-29%</td>
</tr>
</tbody>
</table>
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>30</td>
<td>17</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 2011 was $24,004.
The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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.

Where it says 'Search by school name', type in the name of the school 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 given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate 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>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>96%</td>
</tr>
</tbody>
</table>

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 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.

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, and 7 are available via the My School website at [http://www.myschool.edu.au/](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.

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.

Achievement – Closing the Gap

We have only a small group of students who fall into this area. We are very proud of their results in attendance, attainment and retention as they have met or exceeded District targets.