

Kingston State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The Kingston State School Annual Report is a document reporting on our school's activities and celebrations for the 2014 school year. This report demonstrates the successes achieved by a school community working together to provide quality education for its students.

Our focus and successes in 2014 were:

- Explicit improvement agenda focused upon the teaching of Reading, Writing, and Numeracy
- All students' needs met through differentiation, including the development of Personalised Learning Plans
- Development of the Kingston Pedagogical Framework
- Increased attendance
- Continued implementation of the Australian Curriculum – including Geography
- Use of NAPLAN- National Assessment Program Literacy and Numeracy data to improve student outcomes
- Further develop productive partnerships with our school community and beyond
- Maintain a positive, safe and disciplines school environment

School progress towards its goals in 2014

Literacy

The school continues to strive for improved standards of literacy for all students. A focus on the explicit links between reading and writing was made. STRIVE was implemented from Prep to Year 7. The school recognises the need to continue to focus on reading as the key to overall improved student outcomes.

Numeracy

The school continued to embed the YuMi Deadly Maths philosophy and practices for teaching Mathematics. Kingston continued explicit professional development focused upon Problem Solving and Number throughout 2014.

Curriculum

Continued implementation of Australian Curriculum in English, Maths, History, Science and Geography occurred. With the implementation changes were made to units of work as necessary. Significant collaboration between teaching teams ensured continuity and a smooth transition. The Australian Curriculum continued to be implemented across all year levels and the necessary resources were purchased to support these.

Curriculum Planning

Teachers planned classroom differentiation as demonstrated in individual teacher's planning. Year levels worked with the Deputy Principals and Head of Curriculum to collaboratively plan, teach and assess. Assessment items were moderated and the data collected and analysed.

Learning Support

These programs allowed focussed teaching and learning in targeted year levels. Significant assistance was provided to students below benchmark targets in reading and ongoing data was collected and analysed.

Enrichment Program

The school trialled an upper two band (U2B) program, Striving Stars. This program received very good feedback from staff, students and parents, the school will continue to grow this program in 2015.

Supportive School Environment

SWPBS continues to be a strong focus throughout the school. Further training of new staff and committee was also undertaken. A budget allocation was made to support the implementation of SWPBS. The School Responsible Behaviour Plan was reviewed and updated.

Future outlook

To further improve the outcomes being achieved at Kingston SS, the following priorities were set to improve classroom practices in 2014 and beyond:

Kingston State School Priorities 2014 and beyond:

Reading

Number

Writing

Indigenous students: improved attendance and learning outcomes

Priority Areas of Development as stated in the Kingston State School Strategic Plan 2014-2017

A Pedagogical Framework

Attendance

Community Partnerships

Behaviour: Maintain positive, safe and disciplined school environment

Specific strategies include the continued implementation of: ACARA, explicit teaching, regular moderation, Developing Performance Plans, adherence to assessment schedules, data cycles and data conversations, effective feedback, differentiated planning, Positive Behaviour Learning, the building of community partnerships with local schools, businesses and non-government agencies.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	658	334	324	90%
2013	708	341	367	89%
2014	751	350	401	89%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Kingston State School is situated in the heart of Logan City in the South East Region of Queensland. The school provides a high quality education to approximately 750 students from very diverse backgrounds. We are privileged to welcome a large number (roughly 18%) of Indigenous students to our school. This is one of the largest percentages for state schools in the South East Region. We also welcome a significantly high number of students from the Pacific Islands and a large number of students who are growing up in poverty. Our enrolment throughout 2014 continued to grow, reflecting our very positive reputation in the local community. Students attend Kingston State School from both the local area and from surrounding suburbs.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	23	23
Year 4 – Year 7 Primary	24	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	147	138	328
Long Suspensions - 6 to 20 days	20	20	2
Exclusions [#]	4	3	1
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- The English, Mathematics, Science, History and Geography learning areas are delivered according to the Australian Curriculum. The General Capabilities are embedded in these learning experiences. These are: literacy, numeracy, ICT, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding. The cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability) are valued and evident in learning experiences.
- Technology, The Arts, Health and Physical Education are delivered in alignment with the Queensland Curriculum. While these curriculum areas are taught independently, many learning outcomes for students are achieved through an integrated approach to curriculum delivery.
- In 2014 we continued to offer AUSLAN as a Language Other Than English.
- Dimensions of Teaching and Learning provided the basis of the Kingston pedagogical framework. It also provides the best in instructional strategies, a structure for planning curriculum and assessment. A major focus for differentiation in 2014 was the development of personal learning goals for all students.
- Excursions are organised to complement selected units of student work.
- A range of physical education activities are offered. Students participate in weekly formal physical education lessons as well as a variety of physical activities on a daily basis. Senior students play a number of different sports and participate in a range of sporting competitions. School athletics, cross country and swimming carnivals focus on participation and skills development.
- A range of intervention programs, including support and extension programs are implemented to address students' individual needs.
- Community involvement in the celebration of student learning including culminating activities for units of work and special school events such as National Literacy and Numeracy Week, Science Week and Performing Arts and cultural celebrations.

Extra curricula activities

- Students participate in Years 5 & 6 Camps, excursions, ICAS Competitions (Year 3-7), Maths Team Challenge, Brain Day, Project 600 and other cluster curriculum initiatives/events.
- Our students have access to an array of before and after school providers and lunchtime clubs/activities. Our staff also has a broad range of expertise and individual passions that they enjoy sharing with our students. Teachers elect to run clubs and groups at lunch time and before and after school.
- An Instrumental Music Program offers tuition in Strings and Percussion instruments to students in Years 5-7 and strings for students in Year 3
- A strong focus on Performing Arts provides opportunities for participation in the musical, choir and gala concert
- A range of representative sporting activities as well as sporting sessions provided by community groups e.g. Auskick
- Interschool sport for years 5-7
- Breakfast Club
- NAIDOC Activities
- Harmony Day Activities
- Indigenous groups
- Gifted and Talented programs

How Information and Communication Technologies are used to assist learning

We consider that Information and Communication Technologies (ICTs) such as personal workstations, laptops, digital cameras and mobile devices, are the modern day tools of learning. We use electronic, interactive whiteboards. The school is being positioned so the students and staff will utilise these tools in a wide variety of ways, depending on the intended learning focus. Currently, all classes have rooms equipped with on-line workstations and teachers plan for the inclusion of these resources during team planning sessions. The Digital Learning Centre (DLC), and learning studio (library) also have a significant number of computers and iPads available for class, small group and individual learning. Digital cameras are also available for the production of documents, folios and presentations, showing student learning and research.

Teachers accessed ICT to support the implementation of the Australian Curriculum. Examples of ICT accessed and used include: Learning Objects, Websites, C2C support materials, photographs and photo books, Youtubes, PowerPoints, emails, Ed Studios, School of Distance Education support materials and web conferences were also accessed by staff. Through the use of C2C materials, there has been a stronger focus on the embedding of ICTs

All teachers used OneSchool to enter student data. Reports were generated on OneSchool. A strong focus on the use of Class Dashboards was embedded across the school. All staff received professional development to assist understanding and use of ICTs to enhance student learning.

Our school Facebook page continues to grow, with approximately, 500 members, this is a popular means of communication with our school community.

Social Climate

At Kingston State School we focus on learning every day! Children who attend our school need to be ready to learn every day. They are as capable as any other children in Australia and we have high expectations for them. It is also our very firm belief that learning to read is the most important thing we do and reading skills are taught in every classroom, every day. We also run many support programmes to support children who are learning to read.

Strong implementation of School Wide Positive Behaviour Support (SWPBS) framework means we acknowledge high quality behaviour every day. We have three core expectations for everyone. They are: BE A LEARNER, BE SAFE AND BE RESPECTFUL.

Leadership positions are offered students in Year 6 and 7 as opportunities to develop their leadership skills, promote healthy relationships and to become positive role models to our younger students. The Student Council were active and supported many fundraising initiatives throughout the year.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	90%
this is a good school (S2035)	96%	95%	87%
their child likes being at this school* (S2001)	96%	95%	90%
their child feels safe at this school* (S2002)	100%	100%	81%
their child's learning needs are being met at this school* (S2003)	89%	95%	84%
their child is making good progress at this school* (S2004)	93%	95%	87%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	81%
teachers at this school motivate their child to learn* (S2007)	96%	100%	90%
teachers at this school treat students fairly* (S2008)	96%	94%	81%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	90%
this school works with them to support their child's learning* (S2010)	93%	88%	84%
this school takes parents' opinions seriously* (S2011)	92%	94%	77%
student behaviour is well managed at this school* (S2012)	89%	95%	74%
this school looks for ways to improve* (S2013)	100%	100%	87%
this school is well maintained* (S2014)	96%	100%	81%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	97%	95%
they like being at their school* (S2036)	94%	95%	91%
they feel safe at their school* (S2037)	94%	93%	84%
their teachers motivate them to learn* (S2038)	98%	97%	96%
their teachers expect them to do their best* (S2039)	98%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	90%
teachers treat students fairly at their school* (S2041)	95%	94%	81%
they can talk to their teachers about their concerns* (S2042)	93%	91%	84%
their school takes students' opinions seriously* (S2043)	97%	91%	85%
student behaviour is well managed at their school* (S2044)	84%	89%	76%
their school looks for ways to improve* (S2045)	97%	96%	97%
their school is well maintained* (S2046)	95%	96%	93%
their school gives them opportunities to do interesting things* (S2047)	96%	95%	95%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	91%
they feel that their school is a safe place in which to work (S2070)		98%	98%
they receive useful feedback about their work at their school (S2071)		97%	83%
students are encouraged to do their best at their school (S2072)		100%	98%
students are treated fairly at their school (S2073)		98%	93%
student behaviour is well managed at their school (S2074)		97%	84%
staff are well supported at their school (S2075)		92%	86%
their school takes staff opinions seriously (S2076)		89%	83%
their school looks for ways to improve (S2077)		98%	95%
their school is well maintained (S2078)		87%	88%
their school gives them opportunities to do interesting things (S2079)		90%	84%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to be partners in their child/children's education at Kingston State School. Many parents help out in classrooms, in the library and in tuckshop or with the P&C association. Throughout the year, parenting courses have been conducted by the Deputy Principal, Literacy Coach and Head of Curriculum for parents to support their children's learning and the other social challenges of raising a child.

The school hosts numerous events where parents and members of our wider school community are invited and encouraged to attend. Some of these events include: P - 3 Athletics Carnival, Year 4 - 7 Athletics Carnival, Cross Country Carnival, Art Gallery evening, Boot Camps, Gala Evening, Indigenous suppers, Under 8's event and our weekly assemblies where student achievements are acknowledged and celebrated.

Parents received end of semester reports and were offered opportunities to discuss their child's progress with the teacher. The regular communication between parent/teachers provided multiple opportunities for open communication with their child's class teacher.

The School's Leadership Team works closely with the school's P&C to ensure a collaborative approach with parent representatives of the school. The P&C continues to provide support to students and their families by raising funds through its fundraising initiatives.

The Special Education Program effectively shared planning strategies with parents of students with disabilities.

Reducing the school's environmental footprint

Kingston State School is investigating involvement within a Gardening/Green and Healthy Schools program to promote green and sustainable initiatives. Several water tanks are utilised across the school to reduce water usage.

Our school continues to monitor and promote the reduction of the school's environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	179,168	4,641
2012-2013	198,449	3,788
2013-2014	196,852	7,490

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	52	33	<5
Full-time equivalents	46	21	<5

Qualification of all teachers

At Kingston State School staff have a variety of qualifications ranging from Certificate to a Masters Degree. Over 80% of our staff hold a Bachelor degree or higher.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$30,695.00

The major professional development initiatives are as follows: Literacy PD, planning days, curriculum development and staff release to meet the needs of the school's improvement agenda.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2014 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	89%	90%

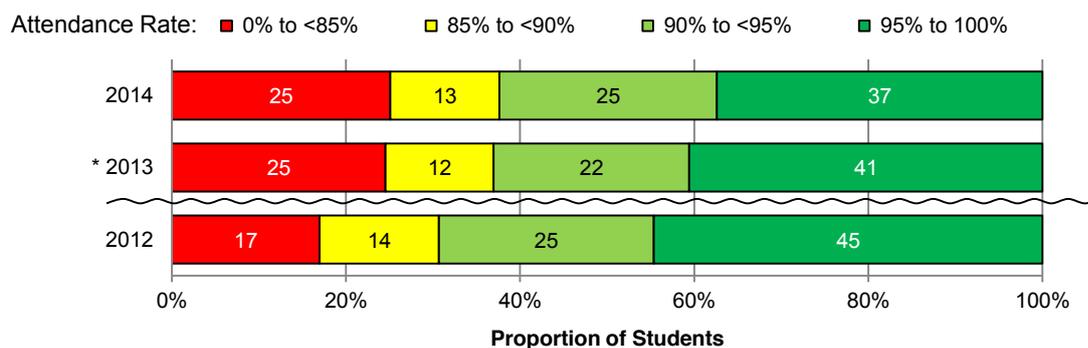
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	90%	91%	93%	93%	93%	90%	91%					
2013	89%	90%	89%	90%	91%	91%	88%					
2014	90%	90%	88%	92%	89%	91%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

There is a high expectation that students are to attend school every day unless there is a satisfactory reason provided. If a student is away for more than two days, without parent notification, the school will make contact with parents. Attendance is monitored by teachers, parents are contacted if there are any concerns. A sign in and sign out book is kept in the office for

parents to sign their children in and out if their arrival and departure is during school times. Roll marking is conducted twice a day through OneSchool, at the beginning of the school day and after lunch.

The Principal and the Deputy Principals may conduct regular home visits with families struggling with attendance. At Kingston SS, we also offer a variety of proactive strategies to promote student attendance. These include; lunchtime activities and clubs, regular whole school attendance awards on assemblies, attendance posters in the classrooms, and teachers use and discuss 'dashboard' data with students.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

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 Non-government

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

Attendance, retention, attainment and workforce capacity "Close the Gap" between the indigenous and non-indigenous population is a priority for Kingston State School. The school continually reviews and monitors data in ensuring this target is met.

Year 7: In 2014, the gap in Reading and Number was closed. The Indigenous mean in Reading was higher than non-Indigenous students. The gap in both curriculum areas is less than the State.

Year 5: The gap in Reading and Number continues to be closely monitored and indicates positive improvements. In 2014, the gap in both curriculum areas is less than the State.

Year 3: In 2014, the gap in both Reading and Number was closed significantly.

At Kingston State School, through the Closing the Gap initiative we:

- establish and maintain a culture of teaching and learning that is inclusive of Indigenous students and facilitates their engagement and successful participation
- ensure staff have the appropriate cross-cultural skills, knowledge and understanding to meet the educational needs of Indigenous students.