



Kingston State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Kingston State School is a co-educational state school catering for students from Prep to Year 6. We have a student population of approximately 620. Approximately 19% of our students identify as either Aboriginal or Torres Strait Islander. We also welcome a large number of students from the Pacific Islands. We continue to build across our community a strong culture of achieving personal excellence and learning, reinforced through our Vision, Mission and Values.

Our staff are skilled, dedicated, caring and motivated to provide the best possible authentic learning experiences for all students to succeed. The Australian Curriculum is implemented in all curriculum areas across Prep to Year 6. Our Pedagogical Framework is based on The Art and Science of Teaching (Robert Marzano) and our enacted pedagogies are The Gradual Release of Responsibility in English, YuMi Deadly Maths RAMR in Mathematics and Primary Connections 5Es Scientific Inquiry in Science.

Our school uses collaboration and innovation to elevate results. We provide a culture that values and promotes learning, respects the importance of positive and genuine relationships and has high expectations and standards for all.

Our Vision statement: Every student, in class, learning reflects our commitment to delivering inclusive, engaging, authentic learning opportunities which provide students with the knowledge, skills and confidence to reach their potential. We are committed to developing confident, respectful, responsible and caring learners who take ownership of their learning, celebrate success, and are well prepared for life in the modern world.

Our Mission statement: Collaborate - Innovate - Elevate – Celebrate reflects our commitment to effective student learning. At our school teaching and learning is our priority. Through collaborative processes and innovative practices we progress student achievement and celebrate success across the curriculum. We recognise the importance positive relationships have on ensuring educational success and are committed to the development of the whole child, inclusive of their cognitive, creative, physical, and social emotional development.

We believe that strong school values can positively impact students' self-esteem, optimism and commitment to personal fulfilment; and help students exercise ethical judgement and social

responsibility. Across our school community there is an expectation that all members of our community (students, staff and parents) are responsible for demonstrating each of our values, which underpin everything we do.

**Our Values:**

**Excellence**

**Acceptance**

**Respect**

**Resilience**

**Responsibility**

## Introduction

### Principal's Foreword

The Kingston State School Annual Report is a document reporting on our school's activities and celebrations for the 2017 school year. This report demonstrates the successes achieved by our school community working together to provide quality education for its students.

Our focus and successes in 2017 were:

- Explicit improvement agenda focused upon the teaching of Reading, Upper 2 Bands and Numeracy, and Wellbeing
- Behaviour management processes (complete review)
- Implementation of the Kingston State School Pedagogical Framework
- Increased attendance
- Continued implementation of the Australian Curriculum
- Use of NAPLAN- National Assessment Program Literacy and Numeracy data to improve student outcomes
- Continued development of productive partnerships within our school community and beyond

#### **Literacy**

The school continues to strive for improved standards of literacy for all students. A focus on the teaching of reading through a whole school focus on The Big Six was embedded across all year levels and planning was modified to ensure all aspects were taught within the literacy block. The school recognises the need to continue to focus on reading as the key to overall improved student outcomes.

#### **Numeracy**

The school continues to apply the YuMi Deadly Maths philosophy and practices for teaching Mathematics. Kingston continued professional development focused upon this philosophy in 2017 and continued in the role as a YuMi School of Excellence.

#### **Learning Support**

Support from the STLaNs allowed focussed teaching and learning to support students identified through data collection. Significant assistance was provided to students below benchmark targets in reading and ongoing data was collected and analysed.

#### **The Arts**

Our school participated in Wakakirri where we won several Regional Awards including the best Regional Community Story Award.

#### **Enrichment Program**

The school offers an enrichment program through the IMPACT Online Project Centre, which supports students who achieve above year level.

#### **Positive Behaviour for Learning (PBL)**

Positive Behaviour for Learning is our chosen behaviour framework. On-going support for staff and the development of a committee was also undertaken. A budget allocation was made to support the implementation of PBL.

### Our School Priorities:

- Reading
- Upper 2 Bands Reading and Numeracy
- Learning and Wellbeing

Priorities	Targets	Achieved
<b>Reading</b>	100% of students with Reading goals 65% of student C or above in English 60% of students to attain age appropriate text levels	Ongoing 2018 Ongoing 2018 Ongoing 2018
<b>U2B Reading and Numeracy</b>	Yr.3 U2B reading 15% and Numeracy 10% Yr.5 U2B reading to 20% and Numeracy 15% B or > in Maths P- 6 > 35% B or > in English P- 6 to > 25%	Ongoing 2018 Ongoing 2018 Ongoing 2018 Ongoing 2018
<b>Safe, Supportive and Disciplined Learning Environment</b>	25% decrease in suspensions 100% implementation of Positive Behaviour for Learning and Personal & Social Capability Programs	Ongoing 2018 Achieved
<b>Attendance</b>	92%	Ongoing 2018

Our school recognises the importance of ensuring sustainable change, and are continuing to build strong foundations to enable every student to succeed. We continue to work towards achieving our targets in each priority area in 2018.

### Future Outlook

### Explicit Improvement Agenda 2018

Priorities	Targets at conclusion of 2018
<b>The Teaching of Reading</b> *Expected, non-negotiable implementation of the Kingston State School's English Framework: English Practices and Expectations *Kingston State School Pedagogical Framework	<ul style="list-style-type: none"> <li>●100% of students with Reading goals</li> <li>●65% of students C or above in English</li> <li>●100% staff teaching Guided Reading no &lt; than 5 times a week and providing learning experiences directly linked to the Big Six in English</li> <li>●Every student demonstrating one year's growth in reading (some exceptions may occur with students on ICPs)</li> </ul>
<b>Positive Behaviour for Learning (PBL)</b> *Mission, Vision and Values *Behaviour (expected, non-negotiable implementation of the Kingston State School's PBL framework) *Attendance	<ul style="list-style-type: none"> <li>●100% of staff implementing the Kingston State School PBL Prevention and Problem Solving Model</li> <li>●100% whole school implementation of Zones of Regulation</li> <li>●25% decrease in major behaviour referrals</li> <li>●90% whole school attendance</li> </ul>

# 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	688	317	371	130	86%
<b>2016</b>	645	315	330	125	88%
<b>2017</b>	620	323	297	115	87%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

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 620 students from very diverse backgrounds. We are privileged to welcome a large number (19%) 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. Our enrolment throughout 2017 remained stable. Students attend Kingston State School from both the local area and from surrounding suburbs.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	22
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

• The English, Mathematics, Science, History, Geography, Technology, The Arts, Health and Physical Education 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

- In 2017, we offered Chinese as a Language Other Than English
- Marzano's Art and Science of Teaching Framework is the core of our school Pedagogical Framework
- 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
- Our school provides a highly successful series of Pre-prep experiences for families who are enrolling their children in Prep

#### **Extra curricula Co-curricular Activities**

- Students participate in Years 5 & 6 Camps, excursions, Maths Team Challenge and other cluster curriculum initiatives/events
- The YMCA Breakfast Club operates every morning providing breakfast for our students
- The school celebrates and acknowledges important events including NAIDOC Week, Harmony Day Activities and Literacy and Numeracy Week
- 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 lunchtime
- An Instrumental Music Program offers tuition in strings and percussion instruments to students in Years 4-6
- A range of representative sporting activities as well as sporting sessions provided by community groups e.g. Auskick and weekly afternoon sport for years 5-6.

#### **How Information and Communication Technologies are Used to Assist Learning**

Our school has a fulltime Technologies teacher who is implementing the Australian Curriculum: Digital Technologies and Design Technologies. Additionally this teacher works collaboratively with staff supporting them to develop pedagogy related to the ICT general capability.

## **Social Climate**

### **Overview**

At Kingston State School, we focus on learning every day. Children who attend our school need to be ready to learn when they arrive at school. Our students are extremely capable 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 programs to support our students to be great learners.

Implementation of the Positive Behaviour for Learning (PBL) Framework means we acknowledge and celebrate positive student behaviour every day within clear expectations. We have three rules: BE A LEARNER, BE SAFE AND BE RESPECTFUL.

Leadership positions are offered to students in Year 6 as opportunities to develop their leadership skills, promote healthy relationships and to become positive role models to our younger students.

### **Parent, Student and Staff Satisfaction**

#### **Parent opinion survey**

<b>Performance measure</b>			
<b>Percentage of parents/caregivers who agree# that:</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
their child is getting a good education at school (S2016)	78%	79%	73%
this is a good school (S2035)	83%	79%	86%
their child likes being at this school* (S2001)	94%	100%	96%



Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child feels safe at this school* (S2002)	83%	93%	74%
their child's learning needs are being met at this school* (S2003)	72%	79%	77%
their child is making good progress at this school* (S2004)	78%	86%	78%
teachers at this school expect their child to do his or her best* (S2005)	94%	93%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	85%	91%
teachers at this school motivate their child to learn* (S2007)	89%	86%	86%
teachers at this school treat students fairly* (S2008)	72%	85%	74%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	96%
this school works with them to support their child's learning* (S2010)	83%	86%	87%
this school takes parents' opinions seriously* (S2011)	83%	69%	57%
student behaviour is well managed at this school* (S2012)	78%	71%	52%
this school looks for ways to improve* (S2013)	89%	85%	77%
this school is well maintained* (S2014)	76%	93%	83%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	92%	89%
they like being at their school* (S2036)	94%	93%	91%
they feel safe at their school* (S2037)	94%	92%	78%
their teachers motivate them to learn* (S2038)	96%	95%	91%
their teachers expect them to do their best* (S2039)	96%	96%	94%
their teachers provide them with useful feedback about their school work* (S2040)	92%	95%	90%
teachers treat students fairly at their school* (S2041)	96%	89%	76%
they can talk to their teachers about their concerns* (S2042)	85%	89%	80%
their school takes students' opinions seriously* (S2043)	94%	86%	74%
student behaviour is well managed at their school* (S2044)	75%	74%	54%
their school looks for ways to improve* (S2045)	96%	93%	89%
their school is well maintained* (S2046)	85%	91%	70%
their school gives them opportunities to do interesting things* (S2047)	94%	95%	87%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	79%	95%	90%
they feel that their school is a safe place in which to work (S2070)	79%	85%	64%
they receive useful feedback about their work at their school (S2071)	71%	85%	86%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	79%	87%
students are encouraged to do their best at their school (S2072)	91%	98%	92%
students are treated fairly at their school (S2073)	94%	93%	68%
student behaviour is well managed at their school (S2074)	59%	58%	34%
staff are well supported at their school (S2075)	68%	80%	76%
their school takes staff opinions seriously (S2076)	68%	83%	71%
their school looks for ways to improve (S2077)	85%	96%	92%
their school is well maintained (S2078)	79%	87%	78%
their school gives them opportunities to do interesting things (S2079)	74%	91%	88%

\* 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

Parents are encouraged to be partners in their child/children's education at Kingston State School. Throughout the year the Principal, Deputy Principal, Master Teacher, Guidance Officer and Head of Curriculum have conducted sessions 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, Indigenous events, Under 8's event, discos and our weekly assemblies where student achievements are acknowledged and celebrated. We also hold Student of the Month assemblies where individuals are celebrated for higher achievements. 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.

Through a positive relationship developed with The Salvation Army Communities for Children (Logan) and their partners, we began a community playgroup that has continued to prosper.

Our two Adopt-a-Cops have regular school visits to our classrooms to assist with learning experiences in Literacy and Mathematics. They also attend school camps and excursions.

Our school is immensely proud of our positive community partnerships we hold with the Queensland Police Service (Adopt-a-Cop Program), Police-Citizens Youth Club (PCYC), Kingston East Neighbourhood Group Inc., Salvation Army, Mob Kinnectors and Bunnings.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The school encourages a positive environment that focuses on these relationships. Teachers focus on personal safety and awareness of responding to unsafe situations. Our PBL Framework incorporates the teaching of solving problems and resolving conflict without violence. The school has a Chaplain working within our school community 5 days a fortnight.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	495	554	431
Long Suspensions – 11 to 20 days	2	1	13
Exclusions	4	5	5
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Kingston State School uses several water tanks that are utilised across the school to reduce water usage. We also participate in an active recycling program. Local businesses also support our school with class programs, which address sustainability. Our school continues to monitor and promote the reduction of the school's environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	193,223	21,322
2015-2016	198,752	3,873
2016-2017	191,842	5,846

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.

## 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 <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

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	47	35	<5
Full-time Equivalent	43	23	<5

#### Qualification of all teachers

At Kingston State School, staff have a variety of qualifications ranging from Certificate to a Masters Degree. Over 87% of our staff hold a Bachelor Degree or higher.

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The major professional development initiatives are as follows: mentoring, FISH! Philosophy professional learning, Zones of Regulation, Pedagogical Framework: Art and Science of Teaching, The Big Six of Reading, YUMI Deadly Maths, Functional Behaviour, Positive Behaviour for Learning (PBL), STRIVE Vocabulary Development and Data Analysis. The total funds expended on teacher professional development in 2017 were \$23,453.95

100% of staff have participated in a variety of professional development (both compulsory and non-compulsory).

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

#### 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 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	86%	80%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

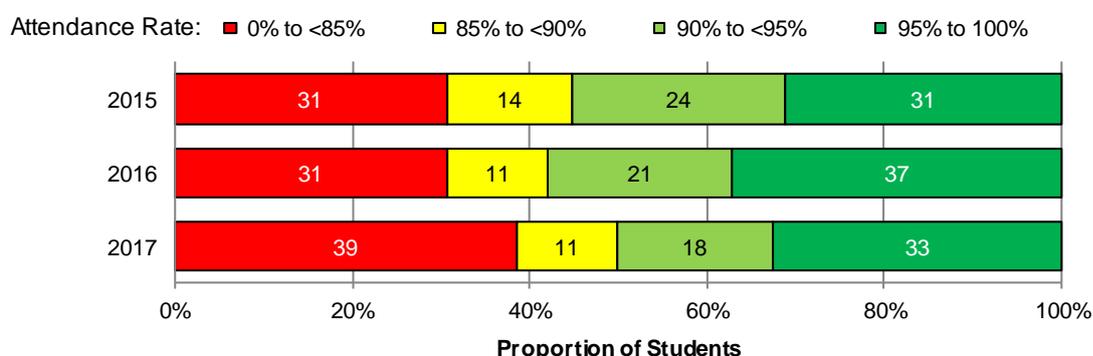
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	87%	85%	89%	88%	89%	89%	90%						
2016	89%	89%	89%	88%	89%	90%	90%						
2017	87%	85%	85%	85%	85%	85%	89%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### 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 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

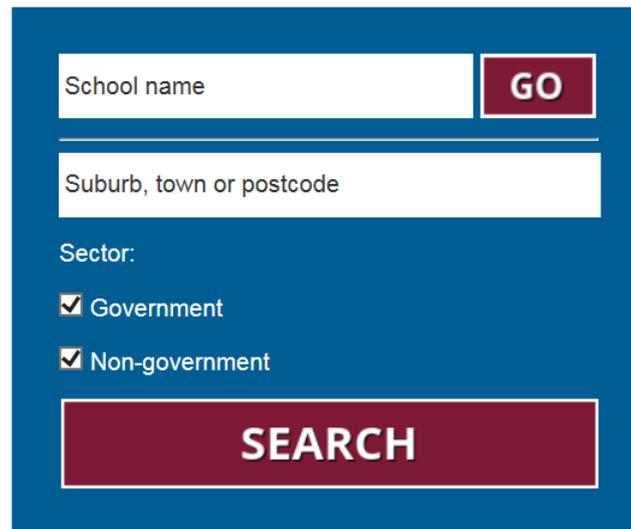
absenteeism. The staff and Administration team follow up on identified attendance issues. To encourage attendance students are rewarded for attendance through certificates and special events.

## NAPLAN

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.