

Kingston State School (1348)

Queensland State School Reporting

2012 School Annual Report



Postal address	PO Box 113 Kingston 4114
Phone	(07) 3827 6222
Fax	(07) 3827 6200
Email	the.principal@kingstonss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Michael Sawbridge (Principal)

Principal's foreword

Introduction

This report provides information concerning:

- School progress
- Future directions
- School Profile
- Curriculum Offerings
- School Climate
- Academic data
- Attendance rates
- Staff profile

The information provided aims to inform readers about key information concerning our school. For more information, readers should contact the school or visit the school website

<http://kingstonss.eq.edu.au/wcms/> or the MySchool website www.myschool.edu.au/.

School progress towards its goals in 2012

- The 2011 Teaching and Learning Audit recommendations implemented. The 2013 Teaching and Learning report reflects this;
- Kingston State School has successfully embedded the Australian Curriculum (Mathematics, English, Science and History);
- A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students has been implemented (NAPLAN results are trending upwards in 10 out of the 15 areas tested);
- Developing Performance Plans for administrators and teaching staff have been established; and
- OneSchool is now the operational environment for school data, plans and financial operations.

Queensland State School Reporting

2012 School Annual Report



Future outlook

Key Priorities for 2013

- Reading (Year 3, 5 and 7): Seeking improvement in number of Year 3, 5 and 7 students above [not at] National Minimum Standard and Upper 2 Bands in NAPLAN;
- Numeracy (Prep – year 7): Seeking improvement in NAPLAN (number of Year 3, 5 and 7 students above National Minimum Standard and in Upper 2 Bands) and PAT Mathematics Performance;
- Reading: Increase the number of year 4 students above Torch Band 6; year 5 above Torch Band 7; year 6 above Torch Band 8; year 7 above Torch band 9; and Preps above PM Benchmark Level 10 by end of 2013;
- Continue to close the gap between Indigenous and Non-Indigenous students;
- Aim for a Student Disciplinary Absence rate of < 50/1000;
- Improve attendance: > 94% including Indigenous Students;
- Prepare for transition into 2014 – The Post NP (Low SES) era – ensure strong leadership structures are in place at the start of 2014 and quadrennial School Review through effective partnerships with community;
- Improve access to Professional Learning for Teacher Aides and ensure Developing Performance Plan is active and understood by non-teaching colleagues (measured by School Opinion Survey); and
- Embed Indigenous Perspectives into the Curriculum (increase teacher confidence, measured by School Opinion Survey).

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	567	264	303	88%
2011	608	294	314	88%
2012	658	334	324	90%

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 700 students from very diverse backgrounds. We are privileged to welcome a large number (roughly 19%) of Indigenous students to our school. This is the largest percentage for any state school 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 2012 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		
	2010	2011	2012
Prep – Year 3	21	24	20
Year 4 – Year 7	25	22	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	184	178	147
Long Suspensions - 6 to 20 days	11	18	20
Exclusions	0	3	4

Our school at a glance

Cancellations of Enrolment	0	0	0
----------------------------	---	---	---

Curriculum offerings

Our distinctive curriculum offerings

Our school offers quality curriculum programmes that deliver the intended learning of both the Australian and Queensland Curriculums.

- The English, Mathematics and Science 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.
- Studies of Society and Environment, 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. We also offer AUSLAN as a Language Other Than English, the only Primary School in South East Queensland to do so. 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 and support programmes 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 Numeracy Week, Science Week and Performing Arts and cultural celebrations.

LL4LL

The Literacy Lessons for Logan Learners Project is a school initiative which focuses on reading comprehension for students in Years 4-7. Each class and teacher is considered individually and the teacher's professional development is guided by the students' results and self-identified professional development needs. Students are assessed three times throughout the school year.

The TORCH Data Wall tracks individual student's performance in reading.

Toxic Texts

Data is analysed and students are identified who would benefit from improved reading fluency. The Toxic Texts programme boosts students' high frequency words and reading fluency, and exposes them to a variety of texts. In many cases, this approach in conjunction with more explicit focused teaching has seen our reading comprehension results improve significantly.

Building Blocks to Literacy

The Building Blocks to Literacy Programme provides the Prep - Year 2 teachers with a range of activities that they can use to teach the foundations of Literacy. These activities are spread across five domains of

Literacy.

Performing Arts

2012 was a fantastic year for the Arts Program at Kingston State School. Students undertook full time music and drama/visual arts lessons with Mr Haratsis and Mr Brittliff. These programmes have allowed children to participate enthusiastically in weekly lessons.

Some successful highlights include:

- The 2012 Gala evening provided opportunities for a large number of students to showcase their performances to a community audience
- The 2012 Art Gallery evening showcased student work to the community
- The 2012 Christmas concert involved a large selection of students from a variety of grades
- Recording soundtracks and videos from the musical
- National Wakakiri Winners

These programmes have enhanced community involvement in the school and have also worked to improve student confidence and self-efficiency.

Extra curricular activities

- An Instrumental Music Programme 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
- Participation in a variety of educational and community competitions including ICAS, Brain Day and Maths Teams Challenge
- 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
- Wakakirri
- Indigenous groups
- Gifted and Talented programmes

How Information and Communication Technologies are used to assist learning

During 2012, we transformed our resource centre into a Learning Studio, equipped with the latest Apple devices. Students now have access to iPads and MacBook Pros to enhance the learning experience. Our school is constantly exploring new technologies and ensuring they are accessible to teachers and students. Computers are used in conjunction with other information communication technologies, such as digital cameras. They are used within curriculum units to research, design, publish, communicate and develop new knowledge. Standard access is through computer pods in all classrooms.

Digital Pedagogy plays an important role in our school, not only in enabling students to participate in all curriculum areas but also to communicate and access their environment. We have interactive whiteboards in 97% of our classrooms. They are used to engage students and enhance the teaching and learning process. A variety of technology devices are used in each classroom and integrated into the learning experiences. iPads are an important tool for learning across all year levels.

Our school at a glance

Some of the digital equipment available to staff and students to utilise in learning include:

- iPads
- Laptop computers
- Digital cameras
- Digital video cameras
- Recording microphones
- TOXIC text reading pens
- LEGO Robotics
- BeeBots
- Nintendo DSIs
- X Box
- Interactive Whiteboards and MIMIOs
- A State of the Art computer lab
- Green Screen facilities
- Recording studio

Many of our teachers and students have engaged in collaborative online projects, including virtual classrooms through the learning place. ICTs are also used to support teachers in planning and differentiating the curriculum. Our school's computer network utilises Education Queensland's Managed Operating Environment. Staff also utilise Education Queensland's OneSchool database to digital access and store various educational information.

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 every 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 explicitly in every classroom, every day. We also run many support programmes to support children who are learning to read.

Strong implementation of Schoolwide Positive Behaviour Support (SWPBS) framework means we acknowledge high quality behaviour everyday. We have three core expectations for everyone. They are: BE A LEARNER, BE SAFE AND BE RESPECTFUL. We now enjoy an orderly learning environment. In 2012, 95% of our students reported that they felt safe at school and 99% of students reported that they believed our teachers care.

When bullying occurs at Kingston, students and families are encouraged to report so that the bullying can be dealt with quickly and fairly. 100% of parents surveyed agree that teachers at Kingston State School are interested in their children's wellbeing.

Parent, student and staff satisfaction with the school

Overall, staff, parents and students are very satisfied with the school. Students gave a higher agreement rating than the State average for every statement in the 2012 School Opinion Survey. Staff Morale is the highest it has been since the School Opinion Survey began.

Performance measure (*Nationally agreed items shown**)

Our school at a glance

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	96.4%
their child likes being at this school*	96.3%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	89.3%
their child is making good progress at this school*	92.9%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	92.9%
teachers at this school motivate their child to learn*	96.4%
teachers at this school treat students fairly*	96.2%
they can talk to their child's teachers about their concerns*	96.4%
this school works with them to support their child's learning*	92.9%
this school takes parents' opinions seriously*	92.0%
student behaviour is well managed at this school*	89.3%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.4%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.8%
they like being at their school*	94.4%
they feel safe at their school*	94.4%
their teachers motivate them to learn*	98.4%
their teachers expect them to do their best*	98.4%
their teachers provide them with useful feedback about their school work*	96.0%
teachers treat students fairly at their school*	95.2%
they can talk to their teachers about their concerns*	93.1%
their school takes students' opinions seriously*	96.7%
student behaviour is well managed at their school*	83.7%

Our school at a glance

their school looks for ways to improve*	96.8%
their school is well maintained*	95.0%
their school gives them opportunities to do interesting things*	96.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	79.7%
with the individual staff morale items	91.6%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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. Throughout the year, parenting courses have been conducted by the guidance officer for parents to support them with the challenges of raising a child. The School's Leadership Team also supports parents by providing numerous literacy sessions (including 'Ready Reader' training) to enable parents to support their children's learning.

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, Kingston State School's Art Gallery, Gala Evening (to which roughly 800 people attended), Under 8's event and our weekly assemblies where student achievements are acknowledged and celebrated.

Parents are also encouraged to be involved in their child/children's education by regular parent/teacher meetings and maintaining 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 a huge amount of support to students and their families and raising extensive funds through its fundraising endeavours.

Reducing the school's environmental footprint

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

At Kingston State School, we are committed to ensuring our use of resources is limited. Photocopying is kept to a minimum. Electricity consumption is monitored and water use is restricted. Water tanks are installed to harvest rainwater.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	29,319	3,335
2010-2011	237,342	2,362
2011-2012	179,168	4,641

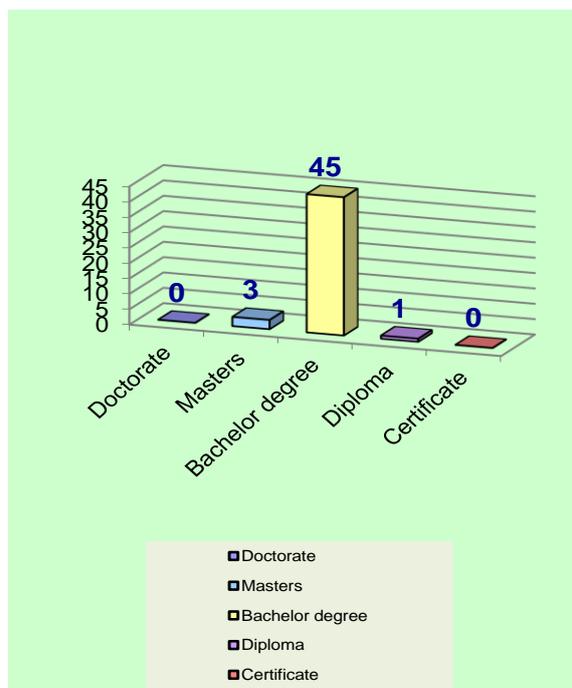
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	49	34	<5
Full-time equivalents	44.4	19.6	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	45
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$15638.

The major professional development initiatives are as follows:

YuMi Deadly Mathematics in partnership with QUT;

Literacy Lessons for Logan Learners (Griffith University);

Building Blocks to Literacy

The use of Graphic Organisers to promote Higher Order Thinking;

Our staff profile

Coaching in Literacy and Numeracy

Coaching activities

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.6%	95.4%	94.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90.8% of staff was retained by the school for the entire 2012 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 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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

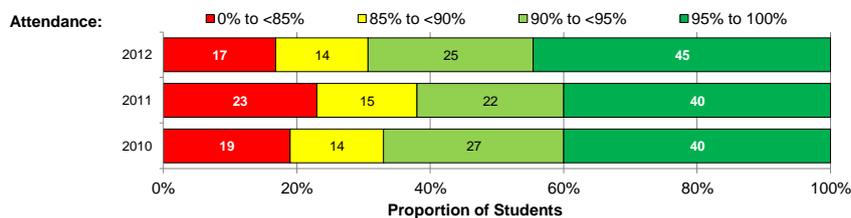
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	89%	91%	94%	92%	91%	91%	92%					
2011	89%	91%	91%	93%	91%	91%	91%					
2012	90%	91%	93%	93%	93%	90%	91%					

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 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.

Non-attendance is managed in state schools with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outlines processes for managing and recording student attendance and absenteeism.

At Kingston State School:

- Class Rolls are electronically marked twice daily using One School.
- Codes are used to identify the reason for absence
- Absence information is documented in the class roll by the class teacher. If the absence remains unexplained, then a School Absence Letter is forwarded to the parent providing them with an additional opportunity to provide a reason for their child's absence.
- Continued unexplained absences are referred to Administration who will follow up with parents and utilise the Education Queensland "Compulsory Schooling" enforcement letter process if required. Records maintained in One School

Performance of our students

- The Principal and the Deputy Principals conduct regular home visits with families struggling with attendance.

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

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 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

Year 7: The gap in writing and numeracy has been closed;

Year 5: The gap in reading has been closed;

Year 3: The gap is approximately half of the state gap for Reading, Writing and Numeracy.

Indigenous attendance rates are marginally lower than non-indigenous rates. However the gap is closing.