

# Kingston State School

## Queensland State School Reporting

### 2013 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 2013 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 2013 were:

- Explicit improvement agenda focused upon the teaching of Reading, Writing, Numeracy
- All students' needs met through differentiation.
- Development of the Kingston Pedagogical Framework.
- Continued implementation of the Australian Curriculum – including History
- Use of NAPLAN- National Assessment Program Literacy and Numeracy data to improve student outcomes
- Development of the school's Strategic Plan for 2014-2017 (post National Partnership Agenda)

Research has shown that two significant factors which lead to school and student achievement improvement are the quality of the teacher and the quality of the leadership. As such our professional development continued in school and out of school to enhance our teaching and leadership practices.

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> or the MySchool website [www.myschool.edu.au](http://www.myschool.edu.au).

### School progress towards its goals in 2013

#### Literacy

The school continues to strive for improved standards of literacy for all students. The Reading results for Year Three indicated improvement and was 'blue flagged' for meeting the expectations of the National Minimum Standards for students. All year levels show an upward trend in student achievement in Reading.

# Queensland State School Reporting

## 2012 School Annual Report



### 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 2013.

### Curriculum

Implementation of Australian Curriculum in English, Maths, History and Science utilising adapted Curriculum to Classroom (C2C) units 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 and C2C were implemented throughout all year levels and the necessary resources were purchased to support. C2C units incorporated new, challenging and engaging ICT learning experiences.

### Curriculum Planning

Teachers planned classroom differentiation as demonstrated in individual teacher's planning. Year levels planned in collaboration to align planning, teaching and assessment. Assessment items were moderated and the data collected and analysed. The school implemented an online whole school Maths assessment program – PAT M – to obtain data on all students from Year 2 upwards. Learning Support programs allowed focussed teaching and learning in targeted year levels.

### 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 is to be reviewed in 2014.

### Information and Communication Technologies (ICTs)

Our school continues to benefit from the computer labs, iPad classes, the digital learning studio (library) and the digital equipment (iPads and laptops) used throughout the school. This had a significant impact on the delivery of ICT education throughout the school in 2013.

### Future outlook

Kingston SS achieved all 'Outstanding' and 'Highs' (no 'mediums' and no 'lows') in the Teaching and Learning Audit conducted in 2013. To further improve the outcomes being achieved at Kingston SS, the following priorities were set to improve classroom practices in 2013 and beyond:

- Continue to implement ACARA
- Continue to implement the Whole School Curriculum Plan
- Adhere to Curriculum Timetable mandates
- Teachers to use Explicit Teaching as way of improving student performance
- Utilise Maths Placemats for Problem Solving and YuMi Maths
- Use the STRIVE program as a method of improving Vocab skills
- Improve students' comprehension abilities through the KSS decoding strategies, LL4LL powerful practices and QAR
- Continue regular Moderation processes
- Maintain focus on DPFs
- Implement School Assessment Schedule
- Implement ILP process
- Monitor individual student progress through regular data collection and analysis
- Focus upon Junior Secondary transitions with Kingston College, Marsden SHS, Mabel Park SHS, Woodridge SHS and Loganlea SH
- Community engagement and partnerships



## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	608	294	314	88%
2012	658	334	324	90%
2013	708	341	367	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 710 students from very diverse backgrounds.

We are privileged to welcome a large number (roughly 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 and a large number of students who are growing up in poverty.

Our enrolment throughout 2013 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		
	2011	2012	2013
Prep – Year 3	24	20	23
Year 4 – Year 7 Primary	22	24	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	178	147	138
Long Suspensions - 6 to 20 days	18	20	20
Exclusions	3	4	3
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, Science and History 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.
- In 2013 we continued to offer AUSLAN as a Language Other Than English.
- Domensions of Teaching and Learning provided the basis of the Kingston pedagogical framework. It is also provides the best in instructional strategies, a structure for planning curriculum and assessment . A major focus for differentiation in 2013 was the development of personal learning targets for all students.
- Teachers continue to implement the ITC Higher Order Thinking strategies to differentiate within their classrooms. Students developed their targets and displayed these on their learning crowns for Reading, Number, Science and Social Skills.
- 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

Even though the LL4LL project has completed, we continue to embed the initiatives that focus 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.

### Reading intervention programs

Data is regularly analysed and students, who would benefit from reading intervention are identified for several programs (including Toxic Texts, Quick 60 and Fast ForWord). These programmes aim to improve reading fluency, and comprehension while exposing students 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 continued to provide the Prep - Year 2 teachers with a range of explicit activities that they can use to teach the foundations of Literacy. These activities are spread across five domains of Literacy (Print, Moving, Listening, Speaking and Looking domains).

### Performing Arts

2013 was yet again another fantastic year for the Arts Program at Kingston State School. Students undertook full time music and drama/visual arts lessons with Mr Haratsis and Mrs Reville. These programmes have allowed children to participate enthusiastically in weekly lessons.

Some successful highlights include:

- The 2013 Gala evening provided opportunities for a large number of students to showcase their performances to a community audience
- The 2013 Art Gallery auction evening showcased student work to the community

# Our school at a glance

- The 2013 Christmas concert involved a large selection of students from a variety of year levels.
- Recording soundtracks and videos from the musical.
- National Wakakiri finalists for the second year running.

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

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## Extra curricula activities

- Students participate in Years 5 & 6 Camps, excursions, ICAS Competitions (Year 3-7), Maths Team Challenge, Optiminds, Brain Day challenges, 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 – including gifted and talented groups, reading intervention and the homework club.
- 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
- 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
- Wakakiri
- Indigenous groups
- Gifted and Talented programmes

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## 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. Our blackboards are now electronic, interactive whiteboards, that offer all classes a digital window to the world.

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.

In 2013 Kingston SS continued maintenance and replacement of hardware and purchased additional iPads occurred and improved wireless network with hardware upgrades in preparation for increased mobile device use in classrooms.

Investigated the use of EdStudios as a teaching and learning tool. A number of teachers and students are now using EdStudios as part of the curriculum and professional development agendas.

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 One School to enter student data. Reports were generated on One School. All staff received professional development to assist understanding and use of ICTs to enhance student learning.

App reviews are included in newsletter editions for parents to access. This information is also available through the school's website.

We also regularly communicate with the school community through the school's Facebook page.

# Our school at a glance

## 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.

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.

Leadership positions are offered students in Year 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. There are also several clubs (i.e. Chaplin's girls clubs) that aim to develop student's social and emotional well-being, whilst encouraging group work, organisational skills, and leadership.

## Parent, student and staff satisfaction with the school

Overall, staff, parents and students are very satisfied with the school. Parent and student satisfaction has increased in many measures from 2012. The staff opinion in regards to all areas of school life are also at a very high level.

### Performance measure (Nationally agreed items shown\*)

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

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	97%

## Our school at a glance

they like being at their school* (S2036)	94%	95%
they feel safe at their school* (S2037)	94%	93%
their teachers motivate them to learn* (S2038)	98%	97%
their teachers expect them to do their best* (S2039)	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%
teachers treat students fairly at their school* (S2041)	95%	94%
they can talk to their teachers about their concerns* (S2042)	93%	91%
their school takes students' opinions seriously* (S2043)	97%	91%
student behaviour is well managed at their school* (S2044)	84%	89%
their school looks for ways to improve* (S2045)	97%	96%
their school is well maintained* (S2046)	95%	96%
their school gives them opportunities to do interesting things* (S2047)	96%	95%

### Performance measure

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

\* 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 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 guidance officer, Deputy Principal, Literacy and Numeracy coaches 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 a tremendous amount of support to students and their families and raising extensive funds through its fundraising initiatives.

Work was undertaken for the 2014 Years 6/7 school year in preparation for Year 7 to high school move.

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 consumed more electricity in 2013 than it did in 2012 mainly as a result of the increased student population. In an effort to reduce our usage, we regularly remind teachers, students and staff to turn off unnecessary lights, fans and air conditioners.

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	237,342	2,362
2011-2012	179,168	4,641
2012-2013	198,449	3,788

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

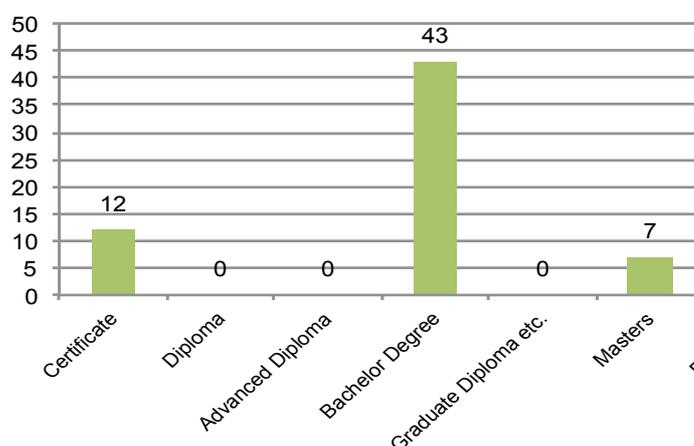
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	50	32	<5
Full-time equivalents	45	19	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	12
Diploma	0
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.	0
Masters	7
Doctorate	0
<b>Total</b>	<b>62</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificat

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were **\$17,062.30**.

### The major professional development initiatives are as follows:

'Classroom Instruction That Works' – Marzano

Visible Learning - Hattie

Reading: Building Blocks to Literacy, Guided Reading, QAR, powerful practices, explicit teaching (I Do, You Do, We Do)

STRIVE

Numeracy – YuMi Deadly Maths

Differentiation – The Maker Model

Higher Order Thinking – ITC thinking skills and graphic organisers

The proportion of the teaching staff involved in professional development activities during 2013 was **100%**.

## Our staff profile

### Average staff attendance

	2011	2012	2013
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, 96% of staff was retained by the school for the entire 2013 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 e

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	89%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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

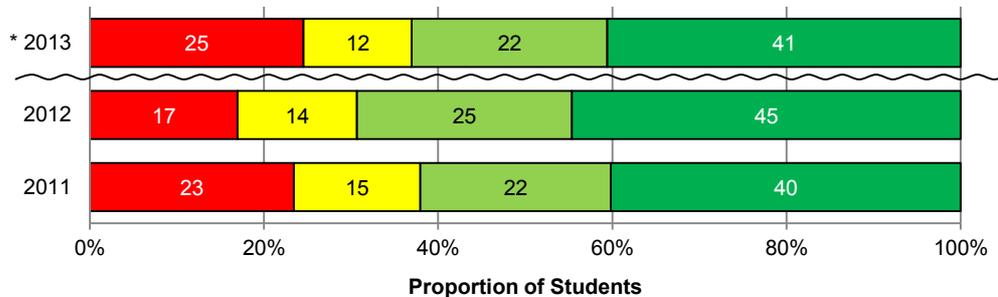
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	89%	91%	91%	93%	91%	91%	91%					
2012	90%	91%	93%	93%	93%	90%	91%					
2013	89%	90%	89%	90%	91%	91%	88%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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

# Performance of our students

## 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.

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 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.

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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

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

**Year 7:** In 2013, the gap in Reading and Number has been significantly closed. 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 2013, the gap in both curriculum areas is less than the State.

**Year 3:** In 2013, the gap in Number was closed significantly. The State's gap was 53 points difference and Kingston's gap was only 3 points difference. In Reading, the gap was closed in 2013.

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

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.