

# Kingston State School

## Queensland State School Reporting

### 2015 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 2015 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 2015 were:

- Explicit improvement agenda focused upon the teaching of Reading, Writing, and Numeracy
- Behaviour management processes (begin review)
- Development of the Kingston 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

### School progress towards its goals in 2015

#### Literacy

The school continues to strive for improved standards of literacy for all students. A specific focus on the teaching of Reading was undertaken in 2015 with a primary focus on Guided Reading. A focus on the teaching of The Big Six was also undertaken 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 continued to embed the YuMi Deadly Maths philosophy and practices for teaching Mathematics. Kingston continued explicit professional development focused upon this philosophy in 2015 and continued in the role as a YuMi School of Excellence.

#### Curriculum

Continued implementation of Australian Curriculum in English, Maths, History, Science, Geography, Health and Physical Education, Technology and The Arts occurred. Significant collaboration between teaching teams ensured continuity of delivery. The Australian Curriculum continued to be implemented across all year levels and the necessary resources were purchased to support this.

#### 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

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.

#### Enrichment Program

The school offers a Striving Stars Program which supports students who achieve above year level.

#### Supportive School Environment

SWPBS continues to be a strong focus throughout the school. Further training of new staff and the development of a committee was also undertaken. A budget allocation was made to support the implementation of SWPBS. The school began a review of behaviour management practices which will continue into 2016.

### Future outlook

To further improve the outcomes being achieved at Kingston SS, the following priorities were set to improve classroom practices in 2015 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: The Australian Curriculum, explicit teaching, regular moderation, Developing Performance Plans, adherence to assessment schedules, data cycles and data conversations, effective feedback, differentiated planning, Positive Behaviour for Learning and the building of community partnerships with local schools, businesses and nongovernment agencies.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	708	341	367	137	89%
2014	751	350	401	134	89%
2015	688	317	371	130	86%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### 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 680 students from very diverse backgrounds. We are privileged to welcome a large number (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 2015 remained constant. Students attend Kingston State School from both the local area and from surrounding suburbs.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	23	22
Year 4 – Year 7 Primary	24	25	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	138	328	495
Long Suspensions - 6 to 20 days	20	2	2
Exclusions	3	1	4

Cancellations of Enrolment	0	0	0
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\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## 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 2015 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.

### Extra curricula activities

- Students participate in Years 5 & 6 Camps, excursions, Maths Team Challenge 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.
- 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 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 (including Indigenous Culture Club)
- Gifted and Talented programs

### How Information and Communication Technologies are used to improve 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 and Ed Studios.

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, 700 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 single day. 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 programmes to support our students.

Implementation of School Wide Positive Behaviour Support (SWPBS) framework means we acknowledge and celebrate high quality behaviour every day. We have three rules: They are: 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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	90%	78%
this is a good school (S2035)	95%	87%	83%
their child likes being at this school (S2001)	95%	90%	94%
their child feels safe at this school (S2002)	100%	81%	83%
their child's learning needs are being met at this school (S2003)	95%	84%	72%
their child is making good progress at this school (S2004)	95%	87%	78%
teachers at this school expect their child to do his or her best (S2005)	100%	90%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	81%	89%
teachers at this school motivate their child to learn (S2007)	100%	90%	89%
teachers at this school treat students fairly (S2008)	94%	81%	72%
they can talk to their child's teachers about their concerns (S2009)	100%	90%	100%
this school works with them to support their child's learning (S2010)	88%	84%	83%
this school takes parents' opinions seriously (S2011)	94%	77%	83%
student behaviour is well managed at this school (S2012)	95%	74%	78%
this school looks for ways to improve (S2013)	100%	87%	89%
this school is well maintained (S2014)	100%	81%	76%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	95%	94%
they like being at their school (S2036)	95%	91%	94%
they feel safe at their school (S2037)	93%	84%	94%
their teachers motivate them to learn (S2038)	97%	96%	96%
their teachers expect them to do their best (S2039)	97%	98%	96%
their teachers provide them with useful feedback about their school work (S2040)	95%	90%	92%
teachers treat students fairly at their school (S2041)	94%	81%	96%
they can talk to their teachers about their concerns (S2042)	91%	84%	85%
their school takes students' opinions seriously (S2043)	91%	85%	94%
student behaviour is well managed at their school (S2044)	89%	76%	75%
their school looks for ways to improve (S2045)	96%	97%	96%
their school is well maintained (S2046)	96%	93%	85%
their school gives them opportunities to do interesting things (S2047)	95%	95%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	91%	79%
they feel that their school is a safe place in which to work (S2070)	98%	98%	79%
they receive useful feedback about their work at their school (S2071)	97%	83%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	96%	92%
students are encouraged to do their best at their school (S2072)	100%	98%	91%
students are treated fairly at their school (S2073)	98%	93%	94%
student behaviour is well managed at their school (S2074)	97%	84%	59%
staff are well supported at their school (S2075)	92%	86%	68%
their school takes staff opinions seriously (S2076)	89%	83%	68%
their school looks for ways to improve (S2077)	98%	95%	85%
their school is well maintained (S2078)	87%	88%	79%
their school gives them opportunities to do interesting things (S2079)	90%	84%	74%

# '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 courses have been conducted by the Principal, Deputy Principal, Master Teacher, Head of Curriculum and Pathways to Resilience 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 suppers, Under 8's event, discos 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.

Through a positive relationship developed with The Salvation Army Communities for Children (Logan) and their partners, we began a community playgroup and also began the implementation of a social/emotional program for our school aged students. Our two Adopt-a-Cops have regular school visits as well as attend school camps and excursions.

### Reducing the school's environmental footprint

Kingston State School uses several water tanks 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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	198,449	3,788
2013-2014	196,852	7,490
2014-2015	193,223	21,322

\*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	52	31	<5
Full-time equivalents	45	20	<5

### Qualification of all teachers

At Kingston State School staff have a variety of qualifications ranging from Certificate to a Masters Degree. Over 85% of our staff hold a bachelors degree or higher.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$45,000.

The major professional development initiatives are as follows: Literacy PD, wellbeing, FISH! Philosophy, 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 2015 was 100%.

Average staff attendance	2013	2014	2015
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 2015 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

Where it says '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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	87%	85%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

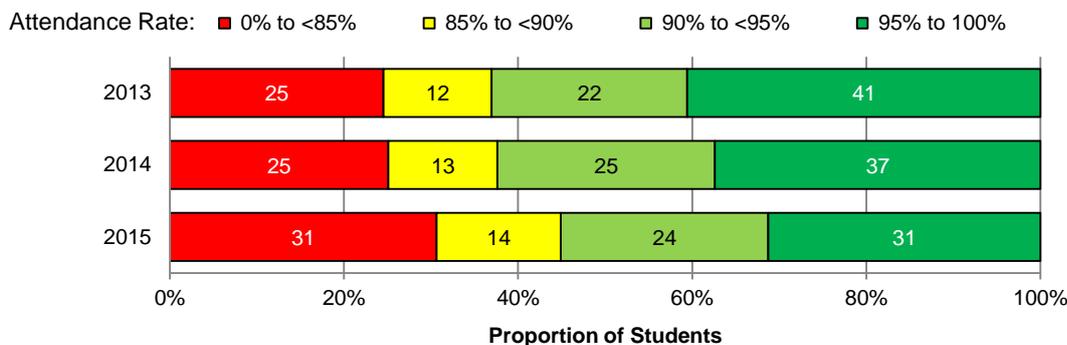
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	89%	90%	89%	90%	91%	91%	88%					
2014	88%	90%	90%	88%	92%	89%	91%	92%					
2015	87%	85%	89%	88%	89%	89%	90%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

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 process is maintained by the office staff 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 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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Sector:

Government

Non-government

Where it says '**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.