Kingston State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Kingston State School is situated in the heart of Logan City in the South East Region of Queensland with a student population of approximately 630 students from very diverse backgrounds. We are privileged to welcome a large number (approx.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.

At Kingston State School we provide a culture that values and promotes learning and has high expectations for the success of all students. Our school uses collaboration and innovation to effectively provide high quality teaching and learning on a daily basis. We regularly celebrate the successes of our students and staff.

Our school caters for the whole child through academics, The Arts, sporting opportunities and a whole school social/emotional wellbeing program. We prioritise the teaching of reading in all classrooms and are a YuMi Deadly Maths Associate School. The YuMi approach aims to make Maths relevant and engaging for all students. We acknowledge that school can impact significantly on children's social and emotional wellbeing and therefore provide a supportive and caring school community, characterised by a sense of connectedness and belonging among students, positive classroom climates, strong relationships with teachers and peers, and parental and wider community involvement within our school.

We strive to provide our students with authentic learning experiences and value the importance of being at school every day.

Principal's Forward

Introduction

The Kingston State School Annual Report is a document reporting on our school's activities and celebrations for the 2016 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 2016 were:

• Explicit improvement agenda focused upon the teaching of Reading, Upper 2 bands and Numeracy, and Wellbeing
• 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

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 2016 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 2016 and continued in the role as a YuMi School of Excellence.

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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 with cohorts and school leaders.

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

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.

School Progress towards its goals in 2016

Our school improvement agenda is outlined below:

Reading

Actions	Targets	Achieved
Provide staff with professional learning opportunities to develop knowledge & understanding of reading data analysis	100% staff confident in data analysis	Ongoing 2017
Provide teacher identified support for the effective teaching of reading in all classrooms	Maintain NMS: Yr.3 87% Yr.5 86% 100% of teachers effectively teaching the Big 6	Not yet achieved, will continued as a priority in 2017
Effectively use SMAaART framework for identification of student adjustments	100%	Not yet achieved, will continued as a priority in 2017
Provide opportunities for year levels to share data and successful practices through PLTs	100% of teachers contributing to PLTs	On-going
Guided reading in classroom literacy blocks at least 4 times per week using the KSS Guided reading format	100% of classrooms implementing guided reading at least 4 times per week Improved reading outcomes for every student	On-going
Classroom walk throughs and lesson observations to ensure accountability	In accordance with union directives	Achieved will continue into 2017 to maintain preferred outcome

Upper 2 Bands and Numeracy

Actions	Targets	Timelines
Striving Stars	Maintain Students in Yr.3 U2B reading at 27% and Numeracy 31% Increase Students in Yr.5 U2B to 13% and Numeracy 12%	Not yet achieved, will continued as a priority in 2017
Provide continued professional learning to staff inclusive of PLTs and PD sessions	100% of staff engaged in PLTs and identified PD sessions	Achieved will continue into 2017 to maintain preferred outcome

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Wellbeing

Actions	Targets	Timelines
Provide student support through adjustments aligned to the SMAaArt Framework within wellbeing pillar including effective use of the Treehouse	100% of staff follow SMAaART process for wellbeing referrals	On-going for 2017
Provide a safe and discipline school environment through PBL implementation, implement Fun Friends & Friends for Life Social/Emotional Program (with specific support from Pathways to Resilience Trust) and FISH! Philosophy	30% decrease in suspensions 30% increase in positive behaviour recordings 100% implementation of stated programs	Not yet achieved will continued as a priority in 2017
Provide explicit expectations to staff regarding attendance follow up (clear school processes) Staff to monitor class dashboard attendance Display attendance data in What's On? and fortnightly school newsletter Provide class posters to promote regular attendance	92% attendance	On-going for 2017
Continue to build partnerships with local community through Communities for Children Stakeholders, Pathways to Resilience Trust, PPP, Bunnings, QPS and McDonalds	Regular visibility of stakeholders in school: weekly, monthly and term events	Achieved will continue into 2017 to maintain preferred outcome

Future Outlook

To further improve the outcomes for students at Kingston State School the following priorities were established for 2017:

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

Priorities	Targets
Reading	100% of students with Reading goals 65% of student C or above 60% of students to attain age appropriate text levels
U2B Reading and Numeracy	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%
Safe, Supportive and Disciplined Learning Environment	25% decrease in suspensions 100% implementation of Positive Behaviour for Learning and Personal & Social Capability Programs
Attendance	92%
Detailed targets can be viewed on the 2017 Kingston State School Annual Implementation Plan	

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	751	350	401	134	89%
2015*	688	317	371	130	86%
2016	645	315	330	125	88%

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.

In 2016, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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 630 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 2016 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	2014	2015*	2016
Prep – Year 3	23	23	23
Year 4 – Year 7	25	26	26
Year 8 – 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.

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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 2016 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 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 lunch time
• 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 Interschool 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.
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.

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Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	90%	78%	79%
this is a good school (S2035)	87%	83%	79%
their child likes being at this school* (S2001)	90%	94%	100%
their child feels safe at this school* (S2002)	81%	83%	93%
their child's learning needs are being met at this school* (S2003)	84%	72%	79%
their child is making good progress at this school* (S2004)	87%	78%	86%
teachers at this school expect their child to do his or her best* (S2005)	90%	94%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	89%	85%
teachers at this school motivate their child to learn* (S2007)	90%	89%	86%
teachers at this school treat students fairly* (S2008)	81%	72%	85%
they can talk to their child's teachers about their concerns* (S2009)	90%	100%	93%
this school works with them to support their child's learning* (S2010)	84%	83%	86%
this school takes parents' opinions seriously* (S2011)	77%	83%	69%
student behaviour is well managed at this school* (S2012)	74%	78%	71%
this school looks for ways to improve* (S2013)	87%	89%	85%
this school is well maintained* (S2014)	81%	76%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	94%	92%
they like being at their school* (S2036)	91%	94%	93%
they feel safe at their school* (S2037)	84%	94%	92%
their teachers motivate them to learn* (S2038)	96%	96%	95%
their teachers expect them to do their best* (S2039)	98%	96%	96%
their teachers provide them with useful feedback about their school work* (S2040)	90%	92%	95%
teachers treat students fairly at their school* (S2041)	81%	96%	89%
they can talk to their teachers about their concerns* (S2042)	84%	85%	89%
their school takes students' opinions seriously* (S2043)	85%	94%	86%
student behaviour is well managed at their school* (S2044)	76%	75%	74%
their school looks for ways to improve* (S2045)	97%	96%	93%
their school is well maintained* (S2046)	93%	85%	91%
their school gives them opportunities to do interesting things* (S2047)	95%	94%	95%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	79%	95%
they feel that their school is a safe place in which to work (S2070)	98%	79%	85%
they receive useful feedback about their work at their school (S2071)	83%	71%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	92%	79%
students are encouraged to do their best at their school (S2072)	98%	91%	98%
students are treated fairly at their school (S2073)	93%	94%	93%
student behaviour is well managed at their school (S2074)	84%	59%	58%
staff are well supported at their school (S2075)	86%	68%	80%
their school takes staff opinions seriously (S2076)	83%	68%	83%
their school looks for ways to improve (S2077)	95%	85%	96%
their school is well maintained (S2078)	88%	79%	87%
their school gives them opportunities to do interesting things (S2079)	84%	74%	91%

* 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 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 events, The 96five community breakfast, 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.

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 encourages a positive environment that focuses on appropriate, respectful and healthy 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.

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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	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	328	495	554
Long Suspensions – 6 to 20 days	2	2	1
Exclusions	1	4	5
Cancellations of Enrolment	0	0	0

* 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.

Environmental Footprint

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 FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	196,852	7,490
2014-2015	193,223	21,322
2015-2016	198,752	3,873

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

School name	GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	49	33	<5
Full-time Equivalents	43	21	<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 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, Fun Friends/ Friends for Life Social/Emotional Program, Pedagogical Framework: Art and Science of Teaching, YUMI Deadly Maths, Growth Mindset, Mindfulness, Money Smart, Functional Behaviour, STRIVE Vocabulary Development, The Teaching of Reading and Data Analysis. The total funds expended on teacher professional development in 2016 were $30668.66. 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	2014	2015	2016
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, 91% of staff was retained by the school for the entire 2016.

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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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	85%	86%

*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.

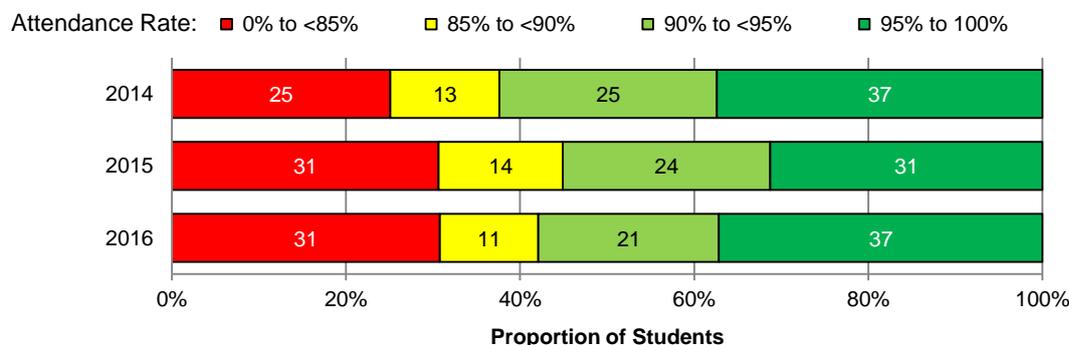The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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
2014	88%	90%	90%	88%	92%	89%	91%	92%					
2015	87%	85%	89%	88%	89%	89%	90%						
2016	89%	89%	89%	88%	89%	90%	90%						

*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:

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	25	13	25	37
2015	31	14	24	31
2016	31	11	21	37

Proportion of Students

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.
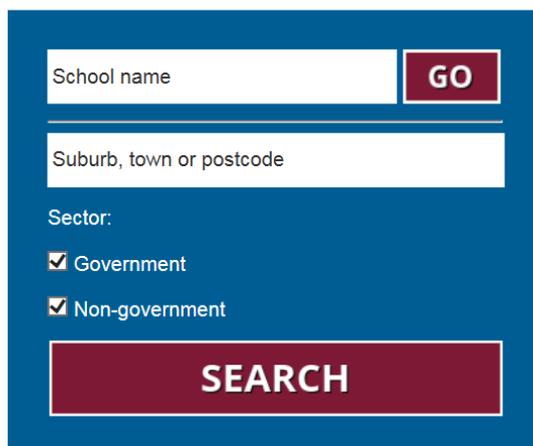To encourage attendance students are rewarded for attendance through certificates and special events.

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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

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.