Kingston State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	PO Box 113 Kingston 4114
Phone	(07) 3827 6222
Fax	(07) 3827 6200
Email	principal@kingstonss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Mrs Stephanie Crick (Principal)

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 580 students from very diverse backgrounds. We are privileged to welcome a large number (approx.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. 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, 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, good relationships with teachers and peers, and parental and wider community involvement within our school.

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

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

School Values
At our school we believe that strong school values can positively impact students' self-esteem, optimism and commitment to personal fulfilment; and help students exercise ethical judgement and social responsibility.
Of importance is the fact that across our school community (students, staff and parents), we all speak the same language relating to our school values and the expectations that go with consistent demonstration of these values. There is a general expectation that all members of our school community are responsible for demonstrating each of the values which should underpin everything we do.

Our commitment:
• Teaching and learning is our priority
• Inclusive, engaging and authentic teaching and learning is delivered daily
• Every student has learning goals
• Feedback is a consistent practice for students and staff
• School values and rules are explicitly taught
• Social emotional development and wellbeing are highly valued
• Parents and carers are actively involved in the learning of their children

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

Numeracy
The school continues to apply the YuMi Deadly Maths philosophy and practices for teaching Mathematics. Kingston continued professional development focused upon this philosophy in 2018 and continued in the role as a YuMi School of Excellence.

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

The Arts
Our school participated in Wakakirri for its second year where we won several Regional Awards for our story Fanua Avanoa including the best State Multicultural Story Award and National Story of the Year Nominee.

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

Positive Behaviour for Learning (PBL)
Positive Behaviour for Learning is our chosen behaviour framework. On-going support for staff and the development of a committee was also undertaken. A budget allocation was made to support the implementation of PBL. Our school reviewed how we implemented PBL and reviewed our practices to develop a proactive approach to behaviour management, developing our Kingston State School PBL Prevention and Problem Solving Model.

School progress towards its goals in 2018

The Kingston State School Annual Report is a document reporting on our school's activities and celebrations for the 2018 school year. This report demonstrates the successes achieved by our school community working together to provide quality education for its students.
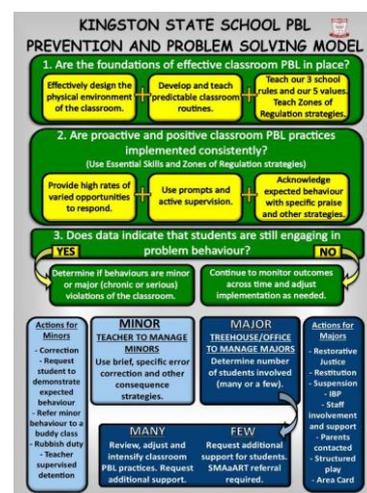
Our focuses and successes in 2018 were:
- Increase the percentage of students achieving a 'C' standard or above in English- 65% of students C or above in English (Working towards achieving)
- Decrease 'major' behaviour referrals (Working towards achieving)
- Actively participate in the Early Years Neighbourhood Network Pilot Program (to increase prep attendance and develop oral language prior to school commencement) (Achieved)
- 100% of students with Reading goals (Achieved)
- 100% staff teaching Guided Reading no < than 4 times a week and providing learning experiences directly linked to the Big Six in English (Achieved)
- Every student demonstrating one year's growth in reading (some exceptions may occur with students on ICPs) (Working towards achieving)

Future outlook

Our school again looks forward to a positive and productive 2019.
Our Improvement priority for 2019 is: Australian Curriculum English- Reading and Writing
Our school recognises the importance of ensuring sustainable change, and are continuing to build strong foundations to enable every student to succeed. We continue to work towards achieving our targets in 2019.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	645	620	584
Girls	315	323	317
Boys	330	297	267
Indigenous	125	115	118
Enrolment continuity (Feb. – Nov.)	88%	87%	86%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 580 students from very diverse backgrounds. We are privileged to welcome a large number (19%) of Indigenous students to our school. This is one of the largest percentages for state schools in the South East Region. We also welcome a significantly high number of students from the Pacific Islands. Our enrolment throughout 2018 remained stable. Students attend Kingston State School from both the local area and from surrounding suburbs.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	22
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 2018, we offered Chinese as a Language Other Than English
• Marzano's Art and Science of Teaching Framework is the core of our school Pedagogical Framework
• Excursions are organised to complement selected units of student work
• A range of physical education activities are offered. Students participate in weekly formal physical education lessons as well as a variety of physical activities on a daily basis. Senior students play a number of different sports and participate in a range of sporting competitions. School athletics, cross-country and swimming carnivals focus on participation and skills development
• A range of intervention programs, including support and extension programs are implemented to address students' individual needs
• Community involvement in the celebration of student learning including culminating activities for units of work and special school events such as National Literacy and Numeracy Week, Science Week and Performing Arts and cultural celebrations
• Our school provides a highly successful series of Pre-prep experiences for families who are enrolling their children in Prep

Extra-curricular and 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, Book Week and Literacy and Numeracy Week
• Our students have access to an array of before and after school providers and lunchtime clubs/activities. Our staff also has a broad range of expertise and individual passions that they enjoy sharing with our students. Teachers elect to run clubs and groups at lunchtime
• An Instrumental Music Program offers tuition in strings and percussion instruments to students in Years 4-6
• A range of representative sporting activities as well as sporting sessions provided by community groups e.g. Auskick and weekly afternoon sport for Years 5-6.

How information and communication technologies are used to assist learning

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

Social climate

Overview

At Kingston State School, we focus on every student in class learning every day. Children who attend our school need to be ready to learn when they arrive at school. We have high expectations of our students and expect them to do well. It is also our very firm belief that learning to read is our key priority and reading skills are taught in every classroom, every day. We also run many programs which support our students to be great learners.
Implementation of the Positive Behaviour for Learning (PBL) Framework means we acknowledge and celebrate positive student behaviour every day within clear expectations. We have three rules: BE A LEARNER, BE SAFE AND BE RESPECTFUL.
Leadership positions are offered to students in Year 6 as opportunities to develop their leadership skills, promote healthy relationships and to become positive role models to our younger students.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	79%	73%	75%
• this is a good school (S2035)	79%	86%	78%
• their child likes being at this school* (S2001)	100%	96%	96%
• their child feels safe at this school* (S2002)	93%	74%	83%
• their child's learning needs are being met at this school* (S2003)	79%	77%	83%
• their child is making good progress at this school* (S2004)	86%	78%	79%
• teachers at this school expect their child to do his or her best* (S2005)	93%	96%	88%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	91%	79%
• teachers at this school motivate their child to learn* (S2007)	86%	86%	83%
• teachers at this school treat students fairly* (S2008)	85%	74%	79%
• they can talk to their child's teachers about their concerns* (S2009)	93%	96%	92%
• this school works with them to support their child's learning* (S2010)	86%	87%	79%
• this school takes parents' opinions seriously* (S2011)	69%	57%	79%
• student behaviour is well managed at this school* (S2012)	71%	52%	71%
• this school looks for ways to improve* (S2013)	85%	77%	96%
• this school is well maintained* (S2014)	93%	83%	83%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	89%	91%
• they like being at their school* (S2036)	93%	91%	90%
• they feel safe at their school* (S2037)	92%	78%	82%
• their teachers motivate them to learn* (S2038)	95%	91%	94%
• their teachers expect them to do their best* (S2039)	96%	94%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	90%	91%
• teachers treat students fairly at their school* (S2041)	89%	76%	90%
• they can talk to their teachers about their concerns* (S2042)	89%	80%	88%
• their school takes students' opinions seriously* (S2043)	86%	74%	80%
• student behaviour is well managed at their school* (S2044)	74%	54%	59%
• their school looks for ways to improve* (S2045)	93%	89%	94%
• their school is well maintained* (S2046)	91%	70%	87%
• their school gives them opportunities to do interesting things* (S2047)	95%	87%	92%

Percentage of students who agree# that:	2016	2017	2018

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	90%	92%
• they feel that their school is a safe place in which to work (S2070)	85%	64%	81%
• they receive useful feedback about their work at their school (S2071)	85%	86%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	87%	88%
• students are encouraged to do their best at their school (S2072)	98%	92%	90%
• students are treated fairly at their school (S2073)	93%	68%	79%
• student behaviour is well managed at their school (S2074)	58%	34%	58%
• staff are well supported at their school (S2075)	80%	76%	72%
• their school takes staff opinions seriously (S2076)	83%	71%	82%
• their school looks for ways to improve (S2077)	96%	92%	98%
• their school is well maintained (S2078)	87%	78%	82%
• their school gives them opportunities to do interesting things (S2079)	91%	88%	88%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are encouraged to be partners in their child/children's education at Kingston State School. Throughout the year the Principal, Deputy Principal, Master Teacher, Guidance Officer and Head of Curriculum have conducted sessions for parents to support their children's learning and the other social challenges of raising a child.

The school hosts numerous events where parents and members of our wider school community are invited and encouraged to attend. Some of these events include: P - 3 Athletics Carnival, Year 4 - 7 Athletics Carnival, Cross Country Carnival, Indigenous events, Under 8's event, discos and our weekly assemblies where student achievements are acknowledged and celebrated. We also hold Student of the Month assemblies where individuals are celebrated for higher achievements.

Parents received end of semester reports and were offered opportunities to discuss their child's progress with the teacher.

The regular communication between parent/teachers provided multiple opportunities for open communication with their child's class teacher.

The School's Leadership Team works closely with the school's P&C to ensure a collaborative approach with parent representatives of the school. The P&C continues to provide support to students and their families by raising funds through its fundraising initiatives.

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

Our two Adopt-a-Cops have regular school visits to our classrooms to assist with learning experiences in Literacy and Mathematics. They also attend school camps and excursions and provide invaluable support in the classrooms assisting with small group activities.

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), YMCA, Kingston East Neighbourhood Group Inc., Salvation Army, Mob Kinnectors and Bunnings.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The school encourages a positive environment that focuses on these relationships. In 2018 our school was part of a Respectful Relationships Education Pilot Program, involving teacher training and specific curriculum implementation.

Teachers focus on personal safety and awareness of responding to unsafe situations. Our PBL Framework incorporates the teaching of solving problems and resolving conflict without violence. The school has a Chaplain working within our school community 5 days a fortnight.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	554	431	504
Long suspensions – 11 to 20 days	1	13	6
Exclusions	5	5	7
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	198,752	191,842	162,635
Water (kL)	3,873	5,846	4,670

Note: Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

	Find a school	Search website

Search by school name or suburb		Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	45	34	<5
Full-time equivalents	40	21	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

At Kingston State School, staff have a variety of qualifications ranging from Certificate to a Masters Degree. Over 90% of our staff hold a Bachelor Degree or higher.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $56,000.00

The major professional development initiatives are as follows:

- The major professional development initiatives are as follows: Mentoring, Zones of Regulation, Pedagogical Framework: Art and Science of Teaching, The Big Six of Reading, YUMI Deadly Maths, Functional Behaviour, Positive Behaviour for Learning (PBL), STRIVE Vocabulary Development, Data Analysis, Coaching, Planning Initiatives (for all teaching staff), Staff Wellbeing- Recharge, First Aid Training, Five Dysfunctions of a Team (Patrick Lencioni)

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	86%	87%
Attendance rate for Indigenous** students at this school	86%	80%	83%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

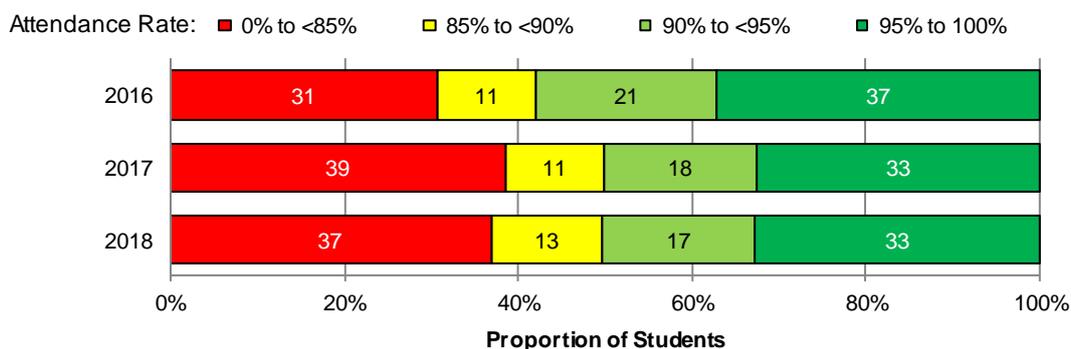Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
	89%	87%	89%
Year 1	89%	85%	86%
Year 2	89%	85%	88%
Year 3	88%	85%	86%
Year 4	89%	85%	88%
Year 5	90%	85%	87%
Year 6	90%	89%	87%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	31	11	21	37
2017	39	11	18	33
2018	37	13	17	33

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

The staff and Administration team follow up on identified attendance issues. A text messaging system is in place to notify parents/cares of students who are absent. Attendance data is shared regularly with staff. Parents are supported to address attendance issues. To encourage attendance students are rewarded for attendance through certificates and special events.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.