Kingaroy State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Kingaroy State School engages students in an inclusive learning environment which values and promotes educational standards in numeracy and literacy, active citizenship and social justice. We promote our school vision of 'We Who Learn Live' through a love of learning, achieving our personal best and valuing the atttributes of a life long learner.

Our focus is on the teaching of literacy and numeracy with intergrated units of work embedding Information and Communication Technology in all other Key Learning Areas. We have a strong music and sporting program within the school - we have numerous choirs as we promote participation by all. We have developed our Curriculum to balance all areas emphasising the basics and encouraging the students to develop their potential.

Our students are encouraged to participate in community events as our school is seen to be a vital part of the Kingaroy Community. We have developed our 'matrix' for our curriculum that enables us to focus on the key learning that our students require - we ensure that the learning involves real-life activities to engage our students. We provide extra-curricula activities for students - reading club, dance club, maths club and sport.

Principal's Foreword

Introduction

Welcome to Kingaroy State School. This report outlines the focus of 2016 within the school and what has been achieved as well as providing us direction for 2017.

Our purpose at Kingaroy Primary School is to engage our students in an inclusive learning environment which values and promotes: educational standards in Numeracy and Literacy, active citizenship, physical activity and team sports, the arts, extra-curricular activities, dedicated professional staff, school wide positive behaviour, tolerance and acceptance of diversity, quality resources and facilities, friendly responsive students.

The strategic directions we continue to implement are: quality teaching and learning; student engagement, parent and community participation, student wellbeing; a professional and accountable workforce.

School Progress towards its goals in 2016

The school has been able to meet all its strategic goals set out in the 2016 Annual Implementation Plan.

Future Outlook

The futures outlook for Kingaroy State School Community is extremely positive. Our expert teaching team continue to refine and develop curriculum offerings based on the needs of each individual student. The key priorities for 2017 are:

- ✓ Purposeful Use of Data
- ✓ Explicit Teaching (Reading and Spelling)
- ✓ Differentiation (Strong Relationships)

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	548	239	309	64	87%
2015*	494	210	284	59	88%
2016	503	209	294	73	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.

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

Kingaroy State School is a Band 9 school in the South Burnett. We had 23 classes which are determined on a yearly basis depending on the number of student in each year level, 20 straight year levels, 1 multi-age and 2 inclusion classes. We had 12% of our school population verified as Students With Disabilities (ASD, II, PI, SLI, HI), these students depending on their individual needs are either placed in a mainstream class with support or in an Inclusion Class. The school also has Early Childhood Development Program on site for children 0-5 years of age. Less than 10% of our student population were Indigenous. We also have 2% of English as a Second Language students (predominantly from Vietnam and the Philippines). A large percentage of our students travel by bus to school – we have 18 buses at our bus interchange. Other students walk, ride or are transported by parents. Recent trends show that our school population is becoming more transient. The majority of our students continue their education for secondary schooling at Kingaroy State High School.

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	20	21	21
Year 4 – Year 7	24	27	25
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
In 2016 our school has adopted the National Curriculum for English, Maths, Science, Geography and History, other key learning areas are taught using the Essential Learnings framework – we have implemented school based documents that outline how all Key Learning Areas are taught at our school. Our Curriculum Framework has focus areas of Teaching and Learning, Assessment and Reporting and eLearning. Attention to each student's achievement is closely monitored with the teachers and teacher aides working closely to promote each students development. Each teacher has a current differentiation overview which is reviewed each term. Our curriculum aims to balance all areas of study, emphasising the basics and encouraging the students to develop their potential in all areas to gain a well-rounded education and positive study skills as a lifelong learner.

Co-curricular Activities
Kingaroy State School is recognised throughout the community for its promotion of music and sport. Students participate in a range of activities during school and after school.

These include:
- ✓ Smart Moves (20 minutes physical movement three mornings a week)
- ✓ Choir & orchestra performances eg Eisteddfod, Community Events & Education Week , Choral and Band Fanfare
- ✓ Leisure activities used in our WOW's as part of our Reward System including - art , craft , library , organised games – indoor and outdoor, robotics, computer
- ✓ Sporting activities including swimming, athletics and all major sports
- ✓ Book Week – annually have dress-up parade and PJ evening to read books
- ✓ Grandparents Day – grandparents are invited to come and read with their grandchildren each term
- ✓ Active Citizenship Program – Year 6
- ✓ School Camps

How Information and Communication Technologies are used to Assist Learning
All students have access to computers in their classrooms.
- ✓ Prep - 6 students access 25 computers in our computer lab and 15 in our additional technology centre which also has an Interactive White Board
- ✓ I-Pads have been set up in kits for access across the school – all Inclusion teachers have an I-pad
- ✓ All classrooms have interactive whiteboards or data projectors installed along with 2 in our Resource and Technology Rooms
- ✓ Information Communication Technologies for Learning are an integral part of each integrated unit of study.

Additionally
- ✓ Specific computer skills are taught and developed within each classroom.
- ✓ Communities of learners are connected to a diverse range of ICTs. Our school's effective ICT infrastructure supports these communities to develop and implement innovative approaches and best practices.
- ✓ Teaching staff have undertaken Professional Development in the use of ICT within the curriculum

Social Climate

Overview
Kingaroy State School endeavours to meet the academic, social and behavioural needs of each child. The school places emphasis on children being responsible and accountable for their behaviour and learning in a supported environment. Our behavioural expectations are high but also consider the needs and the background of the child. We provide continuous support for children and families as they strive to meet the expectations.

Our school environment leads to a supportive atmosphere for learning. We engage with the wider community of professional support networks to meet the needs of our children. We encourage parents to contact the school if they feel that the needs of their child are not being met.

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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%	100%	100%
this is a good school (S2035)	97%	100%	100%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	97%	100%	94%
their child's learning needs are being met at this school* (S2003)	87%	94%	100%
their child is making good progress at this school* (S2004)	90%	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	94%	100%
teachers at this school motivate their child to learn* (S2007)	92%	94%	100%
teachers at this school treat students fairly* (S2008)	92%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	92%	94%	100%
this school works with them to support their child's learning* (S2010)	92%	94%	100%
this school takes parents' opinions seriously* (S2011)	89%	100%	100%
student behaviour is well managed at this school* (S2012)	90%	94%	94%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	92%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	96%	96%	92%
they like being at their school* (S2036)	95%	92%	90%
they feel safe at their school* (S2037)	91%	92%	79%
their teachers motivate them to learn* (S2038)	96%	96%	97%
their teachers expect them to do their best* (S2039)	98%	96%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	94%
teachers treat students fairly at their school* (S2041)	89%	90%	83%
they can talk to their teachers about their concerns* (S2042)	90%	86%	86%
their school takes students' opinions seriously* (S2043)	89%	91%	83%
student behaviour is well managed at their school* (S2044)	96%	86%	85%
their school looks for ways to improve* (S2045)	97%	96%	96%
their school is well maintained* (S2046)	97%	94%	94%
their school gives them opportunities to do interesting things* (S2047)	97%	97%	90%

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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)	98%	94%	85%
they feel that their school is a safe place in which to work (S2070)	96%	96%	93%
they receive useful feedback about their work at their school (S2071)	85%	90%	70%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	93%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	98%	100%	90%
student behaviour is well managed at their school (S2074)	90%	92%	77%
staff are well supported at their school (S2075)	89%	94%	74%
their school takes staff opinions seriously (S2076)	88%	88%	75%
their school looks for ways to improve (S2077)	98%	100%	90%
their school is well maintained (S2078)	85%	80%	74%
their school gives them opportunities to do interesting things (S2079)	92%	90%	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.

Parent and community engagement

Parent information sessions are held at the beginning of the year to establish close home and school links
- ✓ Our school's open door policy which allows parents regular access to class teachers and school administration.
- ✓ Annual Book week Parade and Grandparents Reading Sessions
- ✓ Community members are encouraged to volunteer in classrooms and fundraising activities Parents are involved in P & C activities, decision making processes and reviews.
- ✓ Newsletter – fortnightly
- ✓ School website gives parents a wealth of information
- ✓ Student Led Conferences for Semester One Reporting are held for parents to see how their child is progressing
- ✓ Information in the newsletter and on the website provided for parents eg. Reading ideas
- ✓ Parent Information sheets sent home about proactive strategies used within the school
- ✓ Classes send home a 'What We Are Learning' information sheet each term
- ✓ Parents invited to assist with excursions, camps, school activities
- ✓ Parents invited to meet for Individual Education Plans, Behaviour Plans, Health Plans and Risk Assessment as necessary
- ✓ Parents invited to classrooms for learning presentations
- ✓ Parents invited to each term's Reward parade and Earners Sausage Sizzle Reward.

Respectful relationships programs

Kingaroy State School has implemented the Fun Friend's Program. Through this program students are taught skills to understand emotions in themselves and other people, develop confidence and self-esteem, recognise signs of anxiety and body clues.

They were taught ways for relaxation and self-awareness, to understand how thoughts affect feelings and behaviour. They investigated how to change negative "red" thinking into positive "green" thoughts by using problem-solving and positive coping strategies.

They will develop skills on how to be kind and empathetic, dealing with difficulties, conflicts, bullying and peer pressure and developing positive peer relationships, friendships and support teams.

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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	149	108	156
Long Suspensions – 6 to 20 days	4	4	0
Exclusions	0	1	0
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

As all of our classrooms are air conditioned great care is taken with the operation of these units. Classrooms have management plans in place for the operation of air conditioners. We have received a grant and installed 3 water tanks. The water collected from these will be used in the flushing of toilets. Classes are reminded on a regular basis to save energy by turning off lights when not required.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	173,535	880
2014-2015	190,875	1,338
2015-2016	108,285	3,155

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.**

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.

Find a school

School name	GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	43	31	<5
Full-time Equivalents	39	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	4
Graduate Diploma etc.**	1
Bachelor degree	34
Diploma	4
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $19 346

The major professional development initiatives are as follows:

- School officer Training
- Cleaner's training
- Leadership conference and webinars
- ASD Training
- Pre/Post Math test
- Music PD
- HPE PD
- LOTE PD
- First Aide Training
- Queensland Positive Schools
- Coaching and Reflecting
- Pathways to resilience
- Math Problem Solving
- Explicit Instruction
- EVOLVE Trauma Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% 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).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	89%	89%

*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.

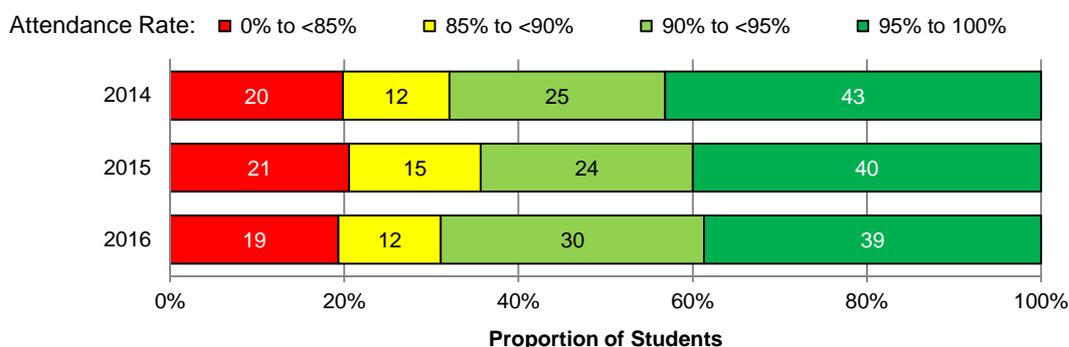The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	92%	92%	91%	90%	90%	93%	88%	87%					
2015	91%	90%	91%	91%	90%	90%	91%						
2016	91%	91%	90%	90%	90%	91%	89%						

*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	20	12	25	43
2015	21	15	24	40
2016	19	12	30	39

Proportion of Students

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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.

At Kingaroy State School rolls are marked twice daily. If a student comes to school late they report to the school office for a late slip. If a parent or guardian wishes to take a student from school early, they must come to the front office to sign their child out. If a student is absent parents are asked to contact the school either by a note, briefly explaining the reason for any absence or a telephone call on the dedicated school absence line on 41 604360. SMS texting for absences commenced in Term 4. Parents receive a text message if their child has an unexplained absence.

The school endeavours to work with parents to ensure that 'Every Day Counts' at Kingaroy SS. An Admin officer checks the absences on a daily basis and telephone calls and texts are made to parents about absences. Regular information is put in the newsletter, on the website and on the Facebook page about the importance of attending school.

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.**

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.