Kingaroy 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 326 Kingaroy 4610
Phone	(07) 4160 4333
Fax	(07) 4160 4300
Email	principal@kingaroyss.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	Mr Russell Thompson Principal

From the Principal

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.

## School progress towards its goals in 2018

The school has been able to meet all its strategic goals set out in the 2018 Annual Implementation Plan by:
  ➢ *Purposeful Use of Data* – Development of action plans to cater for each students needs in response to students work samples and internal monitoring
  ➢ *Explicit Teaching (Reading and Spelling)* – Embedded the explicit teaching of reading in all subjects and focus on using data from internal monitoring to plan and implement purposeful warm ups
  ➢ *Differentiation (Strong Relationships)* – Developed a range of strategies to cater for diverse learners by differentiating lessons and assessments tasks to ensure all students succeed.

Future outlook

The future 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 2019 are:
  ➢ *Purposeful Use of Data* – Using student data to discuss and track student learning and develop lessons collaboratively to ensure student success – Bump it Up Walls
  ➢ *Explicit Teaching (Reading and Spelling)* – continue to embed the explicit teaching of reading in all subjects and focus on using a range of different pedagogies to engage students within the curriculum (Age Appropriate Pedagogies)
  ➢ *Differentiation (Strong Relationships)* – Continue to develop a range of strategies to cater for diverse learners by differentiating lessons and assessment tasks to ensure all students succeed. Review the school Wide Positive Behaviour for Learning and ensure every child has a great start
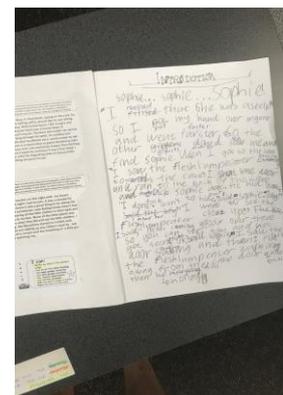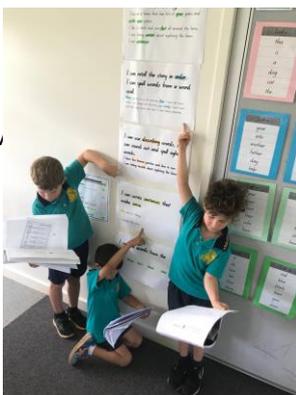
Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	503	512	502
Girls	209	218	220
Boys	294	294	282
Indigenous	73	82	91
Enrolment continuity (Feb. – Nov.)	86%	88%	87%

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

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, 22 straight year levels and 1 inclusion class.

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	21	21
Year 4 – Year 6	25	26	24
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

In 2018 our school continued to implement 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 & band 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
- ✓ Active Citizenship Program – Year 6
- ✓ School Camps – Years 5 -6

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
- ❖ Prep – Year 2 classrooms have 12 laptop computers and Year 3 – Year 6 classrooms have 16 laptop computers.
- ❖ 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.
- ❖ P-3 students are explicitly taught technology skills an 1hr a week via a specialist teacher

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.

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)	100%	96%	95%
• this is a good school (S2035)	100%	93%	95%
• their child likes being at this school* (S2001)	94%	100%	93%
• their child feels safe at this school* (S2002)	94%	96%	90%
• their child's learning needs are being met at this school* (S2003)	100%	93%	93%
• their child is making good progress at this school* (S2004)	100%	100%	93%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	89%	90%
• teachers at this school motivate their child to learn* (S2007)	100%	93%	95%
• teachers at this school treat students fairly* (S2008)	94%	86%	90%
• they can talk to their child's teachers about their concerns* (S2009)	100%	93%	93%
• this school works with them to support their child's learning* (S2010)	100%	93%	93%
• this school takes parents' opinions seriously* (S2011)	100%	92%	88%
• student behaviour is well managed at this school* (S2012)	94%	86%	85%
• this school looks for ways to improve* (S2013)	100%	100%	98%
• this school is well maintained* (S2014)	94%	100%	90%

* 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%	93%	88%
• they like being at their school* (S2036)	90%	86%	84%
• they feel safe at their school* (S2037)	79%	85%	95%
• their teachers motivate them to learn* (S2038)	97%	93%	90%
• their teachers expect them to do their best* (S2039)	97%	100%	95%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	91%
• teachers treat students fairly at their school* (S2041)	83%	83%	79%
• they can talk to their teachers about their concerns* (S2042)	86%	80%	78%
• their school takes students' opinions seriously* (S2043)	83%	75%	81%
• student behaviour is well managed at their school* (S2044)	85%	90%	83%
• their school looks for ways to improve* (S2045)	96%	92%	91%
• their school is well maintained* (S2046)	94%	90%	90%
• their school gives them opportunities to do interesting things* (S2047)	90%	97%	94%

* 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)	85%	89%	96%
• they feel that their school is a safe place in which to work (S2070)	93%	83%	93%
• they receive useful feedback about their work at their school (S2071)	70%	85%	98%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	96%	97%
• students are encouraged to do their best at their school (S2072)	95%	91%	98%
• students are treated fairly at their school (S2073)	90%	85%	94%
• student behaviour is well managed at their school (S2074)	77%	74%	91%
• staff are well supported at their school (S2075)	74%	83%	94%
• their school takes staff opinions seriously (S2076)	75%	84%	94%
• their school looks for ways to improve (S2077)	90%	98%	98%
• their school is well maintained (S2078)	74%	87%	91%
• their school gives them opportunities to do interesting things (S2079)	83%	89%	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

Parent information sessions are held at the beginning of the year to establish close home and school links. Our school's operates with an open door policy which allows parents regular access to class teachers and school administration. Community members are encouraged to volunteer in classrooms and fundraising. Each term parents, caregivers and community members have opportunities to be involved within the school by:
- ✓ P & C activities, decision making processes and reviews.
- ✓ Newsletter – fortnightly
- ✓ Parent/Teacher Interviews (Term 1 & 3)
- ✓ Information in the newsletter and on the website provided for parents eg. Reading ideas
- ✓ Classes send home a 'What We Are Learning' information sheet each term
- ✓ 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 education programs

Kingaroy State School has implemented a school based social emotional wellbeing 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.

The school has developed and implemented a program that focus on appropriate, respectful, equitable and healthy relationships.

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	156	142	116
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

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. Water tanks have been installed to collect water that is used in the flushing of toilets. Classes are reminded on a regular basis to save energy by turning off lights when not required.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	108,285	203,278	144,827
Water (kL)	3,155	5,351	2,084

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.
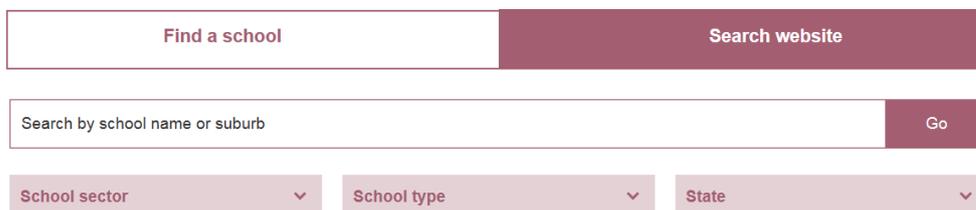
School funding

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	44	32	1
Full-time equivalents	40	21.2	0.8

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	1
Bachelor degree	34
Diploma	4
Certificate	0

*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 2018 were $16525-

The major professional development initiatives are as follows:

- School officer Training
- Leadership conference and webinars
- ASD Training
- Pre/Post Math test
- Music PD
- HPE PD
- LOTE PD
- First Aid Training
- Queensland Positive Schools
- Coaching and Reflecting
- Pathways to resilience
- Math Problem Solving
- Explicit Instruction
- Poverty Training
- Brain Breaks
- Smart Moves
- Jolly Phonics
- Speech and Language
- Using Student Data
- One School

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

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%	96%	96%

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	90%	90%	91%
Attendance rate for Indigenous** students at this school	89%	87%	89%

* 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	Year level	2016	2017	2018
Prep	91%	91%	91%	Year 7			
Year 1	91%	89%	92%	Year 8			
Year 2	90%	91%	90%	Year 9			
Year 3	90%	89%	91%	Year 10			
Year 4	90%	91%	90%	Year 11			
Year 5	91%	89%	88%	Year 12			
Year 6	89%	91%	90%				

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
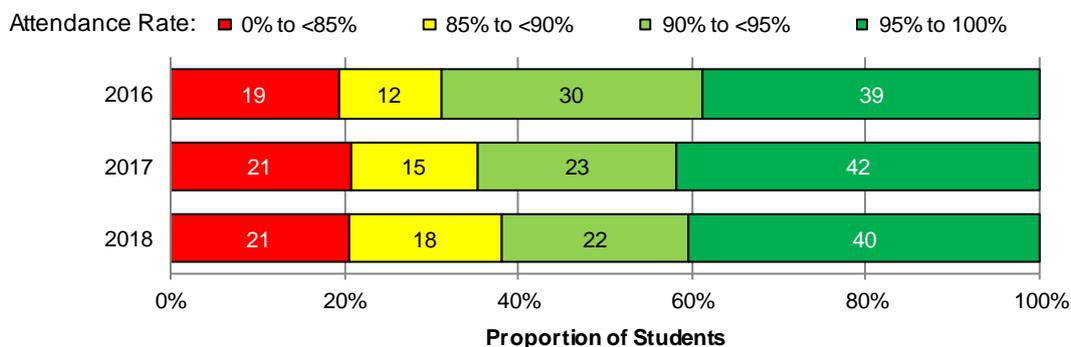
Description of how this school manages non-attendance

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.

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 is used where parents receive a text message if their child has an unexplained absence.
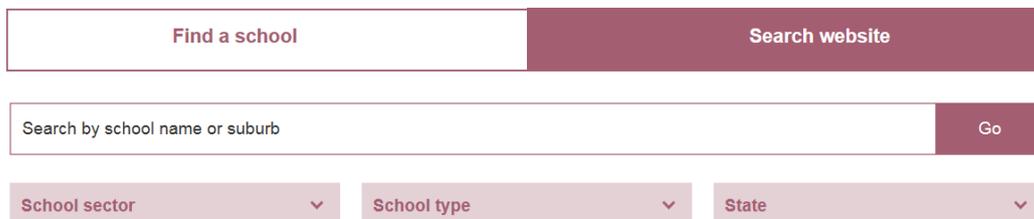
The school endeavours to work with parents to ensure that 'Every Day Counts' at Kingaroy SS. An Admin officer checks the absences on a daily basis and telephone calls and texts are made to parents about absences. Regular information is put in the newsletter, on the website and on the Facebook page about the importance of attending school.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.