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Principal's foreword

Introduction

EDUCATION QUEENSLAND VISION:

- Clever, skilled and creative Queenslanders.

EDUCATION QUEENSLAND VALUES:

- Professionalism; Respect; Innovation and Creativity; Diversity and Inclusiveness; Excellence.

STATEMENT OF PURPOSE – KIPPA-KING STATE SCHOOL:

- Our school vision is for a proactive, effective and student focused organization, reflecting our commitment to: "Striving... Learning... Achieving Together".

SCHOOL FOCUS: "Every day, in every classroom, every student is learning and achieving."

SCOPE:

The 2010 Annual School Report provides a snapshot of Kippa-Ring State School activities during the past twelve months. Our school plans on a four year strategic cycle, with an Annual Operational Plan that clearly defines school priorities and manages human, financial and material resources. This process supports quality implementation practices for the benefit of our students, staff, families and the extended school community.

School activities are aligned with the priorities of the Queensland government's Department of Education and Training, as well as the particular needs of our local school community. We work with the strong support of government primary, secondary and special schools within the Peninsula Education Precinct (PEP).



Great things happen in state education

PENINSULA EDUCATION PRECINCT

Dedicated, Distinctive And Determined

School progress towards its goals in 2010

GOALS ACHIEVED...

PREP – YEAR 3 ACTION PLAN: Develop and implement the **early year's strategy** for greater integration of all early years services.

Construct new outdoor play centre.

LITERACY & NUMERACY ACTION PLAN: Improve performance of all students in **literacy, numeracy** and **science** through targeted initiatives:

Strengthening the facility of teachers to use student performance data to inform planning and teaching.

Additional allocation from flexible staffing to support Literacy and Numeracy initiatives.

Data based decision making: PAT-Maths added to PAT-R screener to stream students and inform planning and teaching.

Support squads (Literacy and Numeracy) enacted for focused teaching sessions.

School Assessment and Reporting Framework completed.

Year level monitoring meetings held regularly.

Student Services meetings / co-ordination of services.

SCIENCE ACTION PLAN: In Science, create curriculum linkages to environmental goals such as reducing waste and water usage.

Utilise the services of the district science teacher to update the school curriculum plan.

PASTORAL CARE PROGRAM / RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS:

ACE PLC; Chaplain; "Taming the Volcano Within"; EDWrap; "Go for Gold";

Student Council; Student Leadership Program, School Wide Positive Behaviour Plan and initiatives... supporting our students with a variety of strategies.

PROFESSIONAL DEVELOPMENT PLAN: Tailored professional development to improve science teaching and advance the teaching of English and Mathematics.

Use of new technologies for teaching and learning based on classroom, new resource centre and new hall facilities.

CLOSING THE GAP PROGRAM: Strong results, strong students and strong futures for Indigenous students... improved attendance / participation rates.

"Crossing Cultures" professional development; "Klebewan" year 4 project; Indigenous kindergarten proposal.

FACILITIES IMPROVEMENT STRATEGY: Create engaging teaching, learning, and physical school environments to connect our school community.

Opened resource centre; multi-purpose hall (BER); refurbished library and staff centre and classrooms (NESP).

Completed Special Education facility upgrade.

Future outlook

“Building the Education Revolution” provides an exciting new phase in the school’s history. When we celebrated our 50th Anniversary in 2010, over \$5 700 000 has been invested in school facilities in the last three years.

Major new buildings include a Multi-Purpose Hall and Technology Resource Centre.

Classrooms have been upgraded, new Adventure Playground built, a multi-purpose Early Years outdoor learning space added and a security fence installed... all adding to the supportive school environment which has a clear focus on improved student learning engagement and learning outcomes.

Our school’s special place in the community has been further enhanced by these quality facilities.

SCHOOL FOCUS: “Every day, in every classroom, every student is learning and achieving.”

To achieve this focus, we recognize and reward student achievement across all areas of school endeavour, as well as their achievements in the wider community. This includes the achievements of past Kippa-Ring students.

Our “Go for Gold” recognition scheme is based around a 4 – 5 week cycle, from the first to the last day of the school year. Students have the opportunity to achieve ‘gold’ each cycle. An annual “Platinum Award” is presented to students who achieve gold every cycle, plus a range of other high order criteria.

School assemblies, displays of student work, culminating activity days, photographic images, school sign, personal letters, weekly newsletter... are all used to showcase our students’ work.



Great things happen in state education

PENINSULA EDUCATION PRECINCT

Dedicated, Distinctive And Determined

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
449	214	235	81%

Characteristics of the student body:

Students at Kippa-Ring State School are recognized as individuals. When planning learning activities, teachers must plan to differentiate learning experiences to cater for the diverse range of student abilities, needs and interests.

Student development is carefully monitored, assessed and their progress reported. We measure progress over time (value added), tracking individuals, particular groups, class and year level cohorts. Specific intervention programs support students with learning difficulties.

We also encourage student leadership development (Senior Leaders Program and Student Council) and provide a range of activities for more able students to further extend and challenge their abilities and skills.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	80%	80%	0%	20%
Year 4 – Year 10	27	89%	56%	33%	11%
Year 11 – Year 12					
All Classes	25	84%	68%	16%	16%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	76
Long Suspensions - 6 to 20 days	12
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings...

A full range of curriculum offerings is available to students.

- The school has an integrated approach to curriculum planning, teaching, assessment, moderation and reporting.
- Teachers work together to create units of work based on connectedness, intellectual quality, supportive school environments and the recognition of difference.
- Performing Arts program consists of Visual Arts, Dance, Music and Drama
- We encourage students to participate in the Australasian Schools academic competitions. These challenging activities provide us with extension learning opportunities.
- "Go for Gold" is a distinctive school program that recognizes excellent performance and behaviour from students on a five week cycle. Platinum award badges are presented to students with excellent engagement and behaviour.
- Students in Year 6 undertake a "Senior Leader" nomination and selection process, in advance of their final year of primary education.
- Technology is a primary focus, as students and staff continue to improve their skills in information, communication and creative industry applications.

Extra curricula activities...

School excursions complement classroom learning activities. Parents and friends are encouraged to participate in Culminating Activities each term, when students share their learning focus.

Kippa-Ring State School has an established Positive Play Program, consisting of 20 Clubs, Adventure Playgrounds, tennis courts, library and resource centre. This is in addition to our numerous playing fields and sporting opportunities. Clubs are widely diverse and include Tae Kwon Do, Dance, Technology, Robotics, Maths Enrichment and Cultural Awareness

Inter-school sport extends the range of school based Health and Physical Education activities. Students participate in school Cross Country, Swimming and Track & Field Carnivals. They have the opportunity to trial for District teams.

In the past 12 months, students have gained selection for District, Regional and State Championships.

How Information and Communication Technologies are used to assist learning...

Technology is a major school focus and it's a vital part of each learning unit's construction.

Students access the Resource Centre, library and individual classroom computers. The Resource Centre is also available at school breaks and is very popular with students. In 2010, we open a new \$1.6 million Technology Resource Centre with state of the art resources to add to our existing resources.

A number of students have Computer Monitor responsibility, based on their quality skill set.

We have a school-wide Scope and Sequence Program that guides the development of skills in Information and Communication Technology.

An important aspect of staff professional development is focused on improving computer skills. Staff development and training is an essential feature for improving student learning outcomes.

Social climate

Kippa-Ring State School supports a safe, inclusive learning community. Diversity and inclusion are key components of the ethos of the school.

Students are supported by staff, parents and many volunteers (and, of course, their families).

The school partners with a variety of community agencies to strengthen the services available to students and their families. Officers from the Police Citizens Youth Club, Redcliffe Leagues Club, Schools of Excellence (Redcliffe High and Clontarf Beach High) engage with our school community to support student development.

We are supported through Guidance Officer allocation, as well as teachers in areas including Learning Support, Maths Coach, Music, Health and Physical Education, Instrumental Music and Behaviour Management.

We constantly strive to recognize excellent learning outcomes and behaviour. Our "Go for Gold" reward scheme is supported with personal letters, reward days and certificates for students, recognizing improvement and excellence.

Senior students lead school assemblies. School assemblies include award presentations each week. These rewards complement daily classroom rewards and recognition.

Parent, student and teacher satisfaction with the school

Each year, we undertake the state-wide **School Opinion Survey**.

Responses to survey questions are collated from all Year 5 and Year 7 students, all staff and a representative group of parents who are the result of a random selection (40 families based on an Education Queensland numerical selection process).

This confidential information is centrally collated and then returned to the school in various report formats.

School Opinion Survey results for 2010 showed the following **TOP 3 results...**

• **STUDENTS:**

1. With the computer technology skills you have learnt at school
2. (=) That you are doing the best you can in your school work
(=) with how easy it is to access the internet for learning when you need to
(=) with what you teacher organizes for your daily physical activity.

• **PARENTS:**

1. That the school makes you feel welcome
2. That this is a good school
3. That the school provides good learning opportunities for your child.

• **STAFF:**

1. I have good working relationships with other staff
2. I am encouraged to take responsibility for my own work
3. The staff at this school put a lot of energy into their work.

We use this data as well as other systemic and school generated data to track progress over time, to guide school priorities and to inform our teaching and learning practices.

Our primary focus is improved learning outcomes for each child.

Our school at a glance

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	74%
Percentage of students satisfied that they are getting a good education at school	72%
Percentage of parents/caregivers satisfied with their child's school	74%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	71%
Percentage of staff members satisfied with morale in the school	84%

Involving parents in their child's education.

Parents and carers are key parents in each child's education. It is essential that a strong, unified partnership exists to support individuals and groups of students.

Parents and community volunteers assist the school as classroom tutors in Support-a-Reader and other educational assistance programs. These and other adaptive programs are co-ordinated by our Learning Support Teachers through our Learning Support Centre – "The Blue Room".

We are fortunate to have a keen and active Parents and Citizens Association. Regular meetings are held, focusing on supportive programs to enhance student learning. The P&C has Tuckshop and Bookshop / Uniform Shop Sub Committees.

The P&C runs a Mothers' Day and Fathers' Day stall, working bees, supports school cultural, sporting and community events. It is an important forum for parents to share ideas and plan for school improvement.

At the end of each school term (4 times each year) classes share their term's major learning focus through

Culminating Activities. Parents are invited to participate in this sharing time.

Each semester, individual student reports are prepared. Parent-Teacher interviews are an important part of our school's reporting process.

Parents are their child's first teachers. The early learning, social, physical and cognitive development is a basis for enrichment through our educational setting.

It is essential that there is a strong bond between parents and staff, so that quality student learning outcomes are achieved through co-operative effort and skills.

Reducing the school's environmental footprint

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$48,331	\$18,047	\$21,913	\$3,962	\$4,409	\$0	\$0	95,001	2,140	0
2009	\$43,097	\$16,486	\$0	\$0	\$1,733	\$0	\$24,878	98,674	948	0
% change 2009 - 2010	12%	9%	N/A	N/A	154%	N/A	-100%	-4%	126%	N/A

A constant challenge is improving school facilities whilst reducing the school's environmental footprint. As more buildings have been constructed, the maintenance costs rise.

An obvious concern is the rapidly increasing cost of essential services.

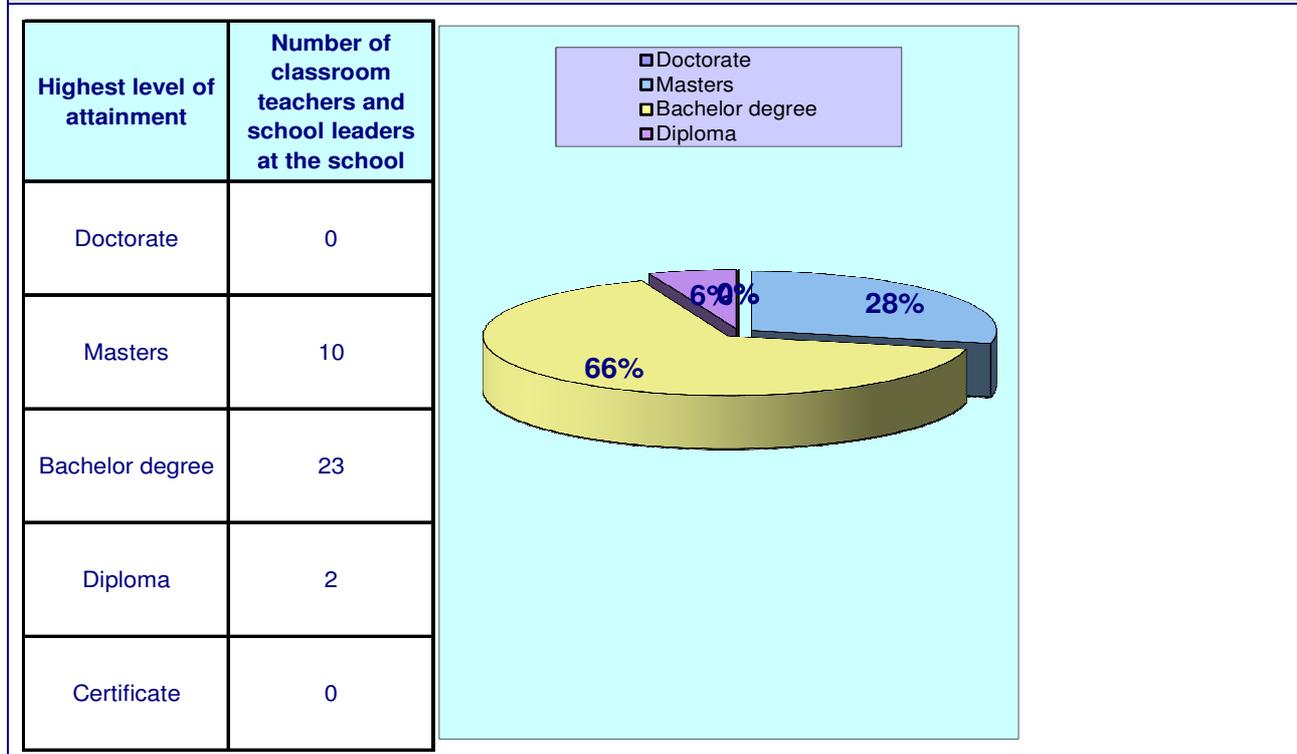
Whilst we endeavour to be frugal in our consumption of services and have added rainwater tanks and solar panels, the price increases are a concerning budget impost.

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	38	22	0
Full-time equivalents	33	14	0

Qualifications of all teachers.



Expenditure on and teacher participation in professional development.

Funds expended on teacher professional development in 2010 were \$7881. This did not include the multitude of professional development activities that were cost neutral. In addition, \$1935 was expended on non-teaching staff professional development. A total of \$23912 was expended in the "Workforce Outcomes" section of the school budget.

The major professional development initiatives were as follows:

- > Micro-skills for teaching

Our staff profile

- *First Steps* – Mathematics (Number) units
- School assessment and Reporting Framework
- Updating the Responsible Behaviour Plan for Students
- Weekly staff meetings, including school management, policies and procedures and sessions that focus on school based curriculum program development
- Professional development days: Mathematics Program, *School Wide Positive Behaviour Program*, ICTs Skills development and training.
- Co-operative planning, teaching, assessment, moderation and reporting.

The involvement of the teaching staff in professional development activities during 2010 was 92.2 %.

This was significantly in advance of the state result (83.7%) and the 'like schools' result (84.6%)

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96.2% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 97% of staff were retained by the school for the entire 2010 school year.



Performance of our students

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91.9%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92%	92%	90%	92%	93%	91%	91%	n/a	n/a	n/a	n/a	n/a

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice daily. Late arrivals or early departures are recorded. A dedicated "Absence Line" is provided for parents / carers to inform the school of every absence. Families are encouraged to provide advance information if they are taking holidays etc during school time.

Regular absence reports are generated and the appropriate follow up calls or letters are undertaken. Chronic absence is reported to the appropriate authority. Attendance is published in each student's semester report. Excellence attendance is encouraged at every opportunity... parades, newsletter, articles on the direct relationship between quality attendance and improved learning outcomes.



Achievement – Years 3, 5 and 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap...

Attendance of Indigenous students improved significantly: from 85.8% (2009) to 91.7% (2010). In the 2010 QCATs (Qld comparable Assessment Tasks) 12.5% of Year 4 students and 11.1% of Year 6 students (Indigenous) scored "C" or higher in all 3 subjects, as compared to Non-Indigenous students (Year 4) 27.1% and Year 6 19%.

