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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 2011 **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 Improvement 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, Training and Employment, 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 (Redcliffe) Peninsula Education Precinct (PEP).

PEP — Great things happen in state education

PENINSULA EDUCATION PRECINCT

Dedicated, Distinctive And Determined

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School progress towards its goals in 2011

The **School Data Profile** includes the follow areas of progress.

~ NAPLAN: Year 7 Writing: Above similar schools

~ NAPLAN: Statistically similar to the National Mean Score (NMS%) in Year 3 Writing, Year 7 Reading, Year 7 Writing and Year 7 Grammar and Punctuation

~ NAPLAN: Significant improvement (Upper 2 Bands) by Year 3's in Reading, Spelling, Grammar and Punctuation

~ NAPLAN: Significant improvement (National Mean Score) in Year 3 Writing, Year 5 Grammar and Punctuation, Year 7 Spelling, Year 7 Grammar and Punctuation.

~ NAPLAN: Effect size: Progress from 2009 – 2011: 10/10 (100%) achievement over state results for students over the year 3 – year 5 and year 5 to year 7 junctures. This relates to every area of NAPLAN test results over these time frames.

~ NAPLAN: Significant improvement in Closing the Gap between Indigenous and Non-Indigenous Mean Scale Scores

~ Attendance: Better than state results in the Gap between Indigenous and Non-Indigenous attendance rates.

~ School Opinion Survey (2011): Above state results in Staff satisfaction

   (Morale in the school: 81.9% / 80.4% state)

   (Engaged in PD: 91.8% / 84.3% state)

   (Satisfied with access to PD: 79.6% / 69% state)

~ Workcover claims: Well below state average

~ Quality professional development in relation to the planning, teaching, assessing, moderating and reporting C2C Units in support of the National Curriculum.

~ Excellent achievement in the annual School Wide Positive Behaviour SET Survey, measuring school practices, policies and procedures.

Future outlook

Agenda for Improvement

• Reading, Writing, including spelling, grammar and punctuation; Numeracy

⇒ School-wide focus on the teaching of reading, introducing CARS and STARS strategies

⇒ Increase the number of students in the top 2 NAPLAN bands

⇒ Decrease the number of students below the national minimum standard

⇒ YuMi Maths focus to teach through real life experiences, supported by Maths Coach.

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- Science

⇒ Match school Science program implementation with C2C units

⇒ Progress Science support kits to enhance 'hands-on' learning

- **"Closing the Gap"** between the attendance and outcomes of Indigenous and non-Indigenous students.

⇒ Review results and choose 2 focus areas for improvement

- Improved **student attendance**, with less late arrivals and early departures

⇒ > 93% attendance rate

⇒ Decrease late arrivals and early departures by 2 5%

- Improved learning engagement

⇒ SET (School Wide Positive Behaviour) Survey result > 95%

⇒ "Go for Gold" (Student Reward Scheme) results exceed 92%

⇒ 30% reduction in behaviour referrals.

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 2011 – Nov 2011)
478	232	246	89%

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, Student Council, Peer Mediators) 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 2011

Phase	Average Class Size
Prep – Year 3	22.1
Year 4 – Year 10	26.8
Year 11 – Year 12	n/a
All Classes	24.2

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	72
Long Suspensions - 6 to 20 days	11
Exclusions	0
Cancellations of Enrolment	0

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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 multiple Clubs, age appropriate Adventure Playgrounds, tennis courts, library and (Technology) Resource Centre. This is in addition to our numerous playing fields and sporting opportunities. Clubs 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 in their four House teams... 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 opened 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.

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.

In 2012, we plan for a major expansion of student and teacher access to technology with the expansion of Interactive Whiteboards across a large number of teaching spaces. This will be accompanied by a major professional development program for staff and will further support the implementation of the National Curriculum by providing better access to teaching tools and resources

Queensland Government

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, 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 a 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.

Our school has undertaken specialized training in the School Wide Positive Behaviour Program. We have also acted as mentors for other schools, both primary and secondary, who have wanted to commence this program at their site.

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

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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 2011 showed the following **TOP 3 results**…

- STUDENTS:

    1. That your teacher helps you to do your best.

    2. That you are doing the best you can in your school work

    3. That what your teacher tells you helps you to improve your school work.

- PARENTS:

    1. That your child works well at this school.

    2. With the variety of school activities available to your child.

    3. That your child is safe at this school.

- **STAFF**:

    1. I have good working relationships with other staff

    2. I am encouraged to take responsibility for my own work

    3. My work skills enable me to make a worthwhile contribution to this school...

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.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	47%
Percentage of students satisfied that they are getting a good education at school	61%
Percentage of parents/caregivers satisfied with their child's school	60%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	82%

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 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 semester, individual student reports are prepared. Parent-Teacher interviews are an important part of our school's reporting process and are offered in Term 1 and Term 3...

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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

A constant challenge is improving school facilities whilst reducing the school's environmental footprint. With recent construction of two additional buildings (School Hall and Resource Centre) maintenance costs rise. An obvious concern is the rapidly rising costs of essential services and utilities.

Whilst we endeavour to be frugal in our consumption, the continually increasing prices / rates are a concerning budget impost. We have installed rainwater tanks and solar panels. We also encourage all site users to be energy conscious.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	121,600	3,209
2010	95,001	2,140
% change 10 - 11	28%	50%

Queensland Government

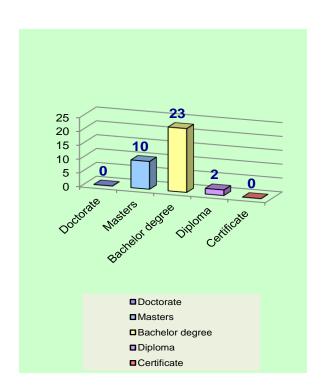## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	43	24	0
Full-time equivalents	37	14	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Bachelor degree	23
Diploma	2
Certificate	0

Expenditure on and teacher participation in professional development

Funds expended on teacher professional development in 2011 were $ 2,280.

This did not include the multitude of professional development activities that were cost neutral.

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A total of $ 24,404 was expended in the "Workforce Outcomes" section of the school budget.

The major professional development initiatives were as follows:

> Micro-skills for teaching

> *First Steps* – Mathematics units; RAMR Maths Teaching Framework in association with QUT Kelvin Grove

> 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 proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.
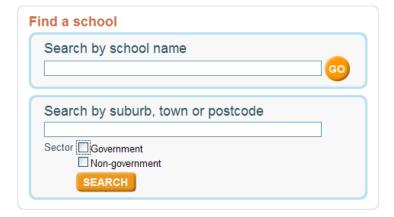
Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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 says **'Search by school name'**, type in the name of the school 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 given access to the school's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.
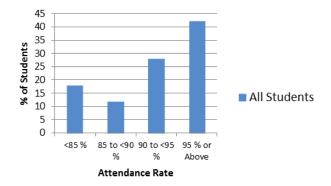
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Yr 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93%	92%	92%	84%	90%	92%	91%					

Student Attendance Distribution

The proportions of students by attendance range.

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.

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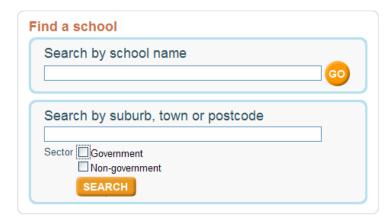
Regular absence reports are generated and the appropriate follow up calls or letters are undertaken. Chronic absence is reported to the appropriate authority. Attendance is published in each student's semester report. Excellent attendance is encouraged at every opportunity… parades, newsletter, articles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

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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 My School website at http://www.myschool.edu.au/.

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

Find a school

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

~ NAPLAN: Significant improvement in Closing the Gap between Indigenous and Non-Indigenous Mean Scale Scores

~ Attendance: Better than state results in the Gap between Indigenous and Non-Indigenous attendance rates.

~ Play group: Plans are in hand to establish an Indigenous Playgroup on site in 2012. We look forward to support young children (birth – 5 years) and their families and extended relationships.