

Kippa-Ring State School (0616)
 Queensland State School Reporting
 2012 School Annual Report



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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 2012 **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 effectively 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). This productive partnership enhances state education provision from Prep to Year 12.



Great things happen in state education

PENINSULA EDUCATION PRECINCT

Dedicated, Distinctive And Determined



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School progress towards its goals in 2012

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

Effect Size: (The measure of change in school performance over time):

- ~ Data based on Reading, Writing, Spelling, Grammar & Punctuation, Numeracy in Years 3, 5 and 7.
- ~ 2008 – 2010: Superior to state school improvement in 12 of 15 areas.
- ~ 2009 – 2011: Superior to state school improvement in 14 of 15 areas.

- ~ **NAPLAN (Year 3):** Best Spelling result in 3 years; improved number of students in Upper 2 Bands **U2B**
- Reading
- ~ **NAPLAN (Year 5):** Largest cohort of students achieving National Mean Score **NMS** and Upper 2 Bands U2B in Reading; Largest cohort achieving NMS and in Upper 2 Bands – Spelling / Grammar & Punctuation / Numeracy.
- ~ **NAPLAN (Year 7):** Largest cohort in U2B – Spelling; NMS & U2B – Grammar & Punctuation.

School Opinion Survey (2012) Significant improvement across the 3 survey groups.

- ~ Parents/Caregivers: Rated school 100% in 8 areas of operation.
- ~ Students: Rated school > 95% in 9 areas of operation.
- ~ Staff: Rated the school 100% in 5 areas of operation.

- ~ Workcover claims: Well below state average. Effective Audit controls.
- ~ 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

- Literacy and Numeracy
 - ⇒ School-wide focus on the teaching of reading, introducing CARS and STARS strategies
 - ⇒ Increase the number of students in the Upper 2 NAPLAN bands (U2B)
 - ⇒ Decrease the number of students below the national minimum standard
 - ⇒ YuMi Maths focus to teach through real life experiences, supported by Maths Coach.
- Science
 - ⇒ Match school Science program implementation with C2C units
 - ⇒ Progress Science support kits to enhance 'hands-on' learning

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- “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

⇒ (1.) > 93% attendance rate

⇒ (2.) Decrease late arrivals and early departures by 10%

- 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 in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	449	214	235	91%
2011	478	232	246	89%
2012	461	223	238	90%

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

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, Instrumental Music Program, Sports academies) and provide a range of activities for more able students to further extend and challenge their abilities and skills.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	22	21
Year 4 – Year 10	27	27	27

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	76	72	22
Long Suspensions - 6 to 20 days	12	11	7
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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 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 may include 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 is a vital part in the construction of each unit of learning. Students access the Resource Centre 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 undertook a major expansion of student and teacher access to technology with the provision of Interactive Whiteboards in all teaching spaces. This was accompanied by a major professional development program for staff and further supports the implementation of the National Curriculum by providing better access to quality teaching tools and resources.

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, our own Adopt a Cop, 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

Parent, student and staff 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.

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 school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	93.8%
this is a good school	93.3%
their child likes being at this school*	87.5%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	93.8%
their child is making good progress at this school*	93.8%
teachers at this school expect their child to do his or her best*	93.8%
teachers at this school provide their child with useful feedback about his or her school work*	93.3%
teachers at this school motivate their child to learn*	87.5%
teachers at this school treat students fairly*	87.5%
they can talk to their child's teachers about their concerns*	87.5%
this school works with them to support their child's learning*	87.5%
this school takes parents' opinions seriously*	86.7%
student behaviour is well managed at this school*	86.7%
this school looks for ways to improve*	93.3%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.8%
they like being at their school*	93.6%
they feel safe at their school*	95.7%
their teachers motivate them to learn*	94.7%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	93.6%
teachers treat students fairly at their school*	81.1%
they can talk to their teachers about their concerns*	78.9%
their school takes students' opinions seriously*	74.7%

Our school at a glance

student behaviour is well managed at their school*	67.4%
their school looks for ways to improve*	94.7%
their school is well maintained*	86.0%
their school gives them opportunities to do interesting things*	93.7%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	87.8%
with the individual staff morale items	96.7%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.



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.

Our school at a glance

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	
	Electricity kWh	Water kL
2009-2010	95,001	2,140
2010-2011	121,600	3,209



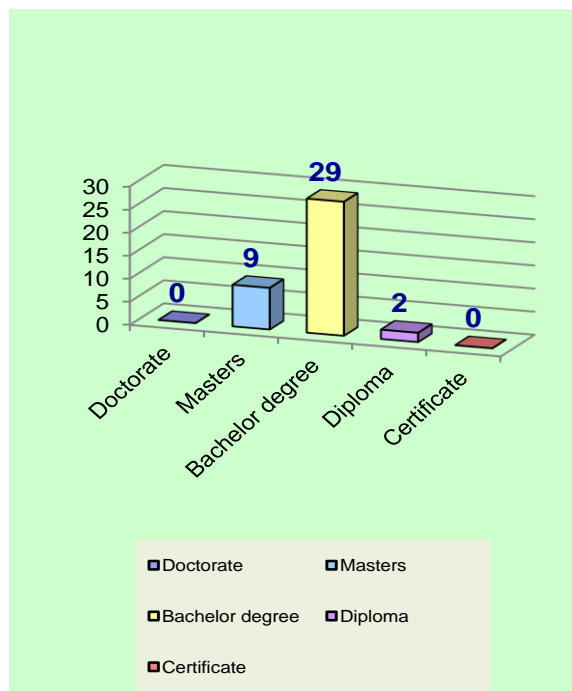
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	22	0
Full-time equivalents	33.9	13.3	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	9
Bachelor degree	29
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development



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Our staff profile

The total funds expended on teacher professional development in 2012 were \$9750. 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 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.2%	96.7%	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.1% of staff was retained by the school for the entire 2012 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Performance of our students

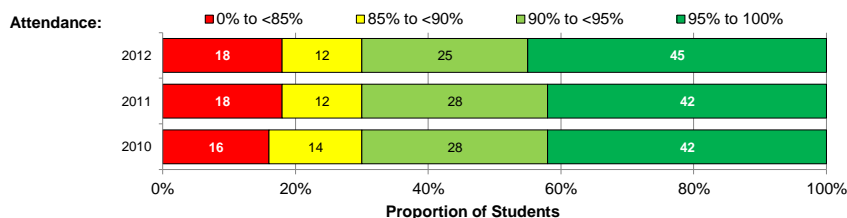
Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	92%	92%	90%	92%	93%	91%	91%
2011	93%	92%	92%	84%	90%	92%	91%
2012	91%	94%	92%	92%	90%	89%	93%

DW = Data withheld to ensure confidentiality.

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!

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.

Performance of our students

Find a school

Search by school name

Search by suburb, town or postcode

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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: We have an Indigenous Playgroup on site. This valuable focus group supports young children (birth – 5 years), their families and extended relationships.



