Kippa-Ring State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

EDUCATION QUEENSLAND VISION

Inspiring minds. Creating opportunities. Sharing Queensland's future.

EDUCATION QUEENSLAND PURPOSE

Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

EDUCATION QUEENSLAND VALUES

- Customers first
- Ideas into action
- Unleash potential
- Be courageous
- Empower people

STATEMENT OF PURPOSE – KIPPA-KING STATE SCHOOL

PEP

Great things happen in state education

PENINSULA EDUCATION PRECINCT

Dedicated, Distinctive And Determined

Our school vision is for a proactive, effective and student focused organization, reflecting our commitment to:

"Striving…. Learning… Achieving Together"

OUR SCHOOL FOCUS

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

SCOPE:

The 2014 **School Annual 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 and Training (DET), 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.

School progress towards its goals in 2014

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

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

Data based on Reading, Writing, Spelling, Grammar & Punctuation and Numeracy in Years 3 and 5

- 2012 – 2014: Superior to Qld State School gains in Spelling, and Numeracy (Year 3 – 5)
- 2012 – 2014: Superior to Qld State School gains in Reading, Writing and Numeracy (Year 5 – 7)
- Significant reduction in school disciplinary absences (2010 – 2014)
- Significant improvement in the % of students at or above National Minimum Standard (NMS) 2008 – 2014: Year 3 (Spelling, Grammar and Punctuation, Numeracy); Year 5 (Reading, Spelling, Grammar and Punctuation, Numeracy); Year 7 (Reading, Grammar and Punctuation, Numeracy)

School Opinion Survey (2014) Significant improvement across the 3 survey groups.

- <u>Parents/Caregivers</u>: *Teachers at this school are interested in my child's wellbeing (93.2%)*
  My child's (Numeracy) Mathematics skills are being developed at this school (93.2%)
- <u>Students</u>: *My teachers encourage me to do my best (97.8%)*
  This is a good school (95.6%)
- <u>Staff</u>: *I feel confident using student assessment data to improve student achievement at this school (100%)*
- *I feel that students receive a good education at this school (100%)*
- Work cover claims: Well below state average. Sound 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.
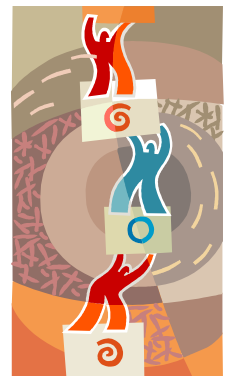
Future outlook

Agenda for Improvement

- **Four school goals – 2015**
    1) Successful learners
    2) Engaging school environment
    3) Responsible behaviour
    4) Excellent attendance.

- **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

⇒ Maths teaching focus activities through real life experiences, supported by enhanced material and equipment allocation.

- **"Closing the Gap"** between the attendance and outcomes of Indigenous and non-Indigenous students.
    ✓ Attendance focus as an important part of school attendance policy implementation
    ✓ Increased teacher aide allocation to Reading and Maths groups

- Improved **student attendance (> 93% attendance rate)**, with less late arrivals and early departures

- **Improved learning engagement**

⇒ Implement the Art and Science of Teaching (ASoT) pedagogical framework, supported by staff professional development.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	461	223	238	90%
2013	433	203	230	87%
2014	422	198	224	88%

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, and 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		
	2012	2013	2014
Prep – Year 3	21	22	17
Year 4 – Year 7 Primary	27	26	26

School Disciplinary Absences

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Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	22	41	22
Long Suspensions - 6 to 20 days	7	12	6
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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. We teach to the national curriculum.

➢ Teachers work in teams to develop 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. Students have achieved High Distinctions (Top 1%) in the University of New South Wales academic testing program.

➢ Honour Student badges are presented to students with excellent learning engagement, attendance and behaviour, based on an annual criteria for excellence.

➢ Students in Year 5 undertake a "Senior Leader" nomination and selection process, in advance of their final year of primary education. Student leaders who achieve this status can then apply for School Captain, House Captain or Performing Arts Captain roles.

➢ Technology is a primary focus across the school, as students and staff continue to improve their skills in information, communication and creative industry applications.

Extra curricula activities

School excursions (off site) and incursions (on site) complement classroom learning activities. Parents and friends are encouraged to participate in Culminating Activities, where students share their learning focus.

Kippa-Ring State School has an established **Positive Play Program**, consisting of age appropriate Adventure Playgrounds, tennis courts, library, (Technology) Resource Centre and clubs. This is in addition to our numerous playing fields and sporting opportunities. Clubs may include Dance, Glee Club, Technology, Robotics and Cultural Awareness.

Each year, a major school event is "Arts @ Twilight"… an art extravaganza displaying student works across all year levels. Our hall is filled with quality art works and we have a marketplace atmosphere.

Senior students have the opportunity to participate in an annual school camp, rotating between 'bush' and coastal environments. We have an excellent relationship with local high Schools and value their extra-curricular and transition programs.

Queensland
Government

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 some school breaks and is very popular with students. In 2010, we opened a $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.

We have undertaken 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, numerous volunteers and, of course, their families. Parents / carers as partners have important roles to play to enable the best outcomes for all.

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, Our Village Foundation, 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, Literacy Coach, Music, Health and Physical Education, Instrumental Music and Behaviour Management.

We constantly strive to recognize excellent learning outcomes and behaviour. Our student reward scheme is supported with timely, targeted feedback, "Kippa Paws" (Reward notes), personal letters and certificates for students, recognizing improvement and excellence.

Our school has undertaken specialized training in the School Wide Positive Behaviour Program. This is an internationally recognized 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. Every week, we share a positive focus school wide.

Parent, student and staff satisfaction with the school

Each year, we undertake the Queensland **School Opinion Survey**. Responses to survey questions are collated from all Year 5 students, all staff and parents. The survey is available in a convenient on-line format.

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.

Feedback is shared with all key stakeholders in our school community.

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	94%	100%	91%
this is a good school (S2035)	93%	95%	90%
their child likes being at this school* (S2001)	88%	100%	100%
their child feels safe at this school* (S2002)	100%	95%	98%
their child's learning needs are being met at this school* (S2003)	94%	95%	89%
their child is making good progress at this school* (S2004)	94%	95%	86%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	90%	91%
teachers at this school motivate their child to learn* (S2007)	88%	95%	89%
teachers at this school treat students fairly* (S2008)	88%	85%	84%
they can talk to their child's teachers about their concerns* (S2009)	88%	90%	98%
this school works with them to support their child's learning* (S2010)	88%	95%	93%
this school takes parents' opinions seriously* (S2011)	87%	89%	81%
student behaviour is well managed at this school* (S2012)	87%	80%	81%
this school looks for ways to improve* (S2013)	93%	94%	90%
this school is well maintained* (S2014)	100%	95%	95%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	91%	94%
they like being at their school* (S2036)	94%	93%	95%
they feel safe at their school* (S2037)	96%	84%	93%
their teachers motivate them to learn* (S2038)	95%	98%	97%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	89%	90%
teachers treat students fairly at their school* (S2041)	81%	78%	89%
they can talk to their teachers about their concerns* (S2042)	79%	87%	91%
their school takes students' opinions seriously* (S2043)	75%	85%	89%
student behaviour is well managed at their school* (S2044)	67%	74%	80%
their school looks for ways to improve* (S2045)	95%	98%	96%
their school is well maintained* (S2046)	86%	91%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	85%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	98%
they feel that their school is a safe place in which to work (S2070)		95%	96%
they receive useful feedback about their work at their school (S2071)		86%	94%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		98%	98%
student behaviour is well managed at their school (S2074)		74%	91%
staff are well supported at their school (S2075)		98%	94%
their school takes staff opinions seriously (S2076)		93%	98%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		100%	94%
their school gives them opportunities to do interesting things (S2079)		93%	96%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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

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	
Years	Electricity kWh	Water kL
2011-2012		
2012-2013	93,082	0
2013-2014	73,494	4,831

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.

Our staff profile

Staff composition, including Indigenous staff

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2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	36	23	<5
Full-time equivalents	29	14	<5

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Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	30
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	**35**
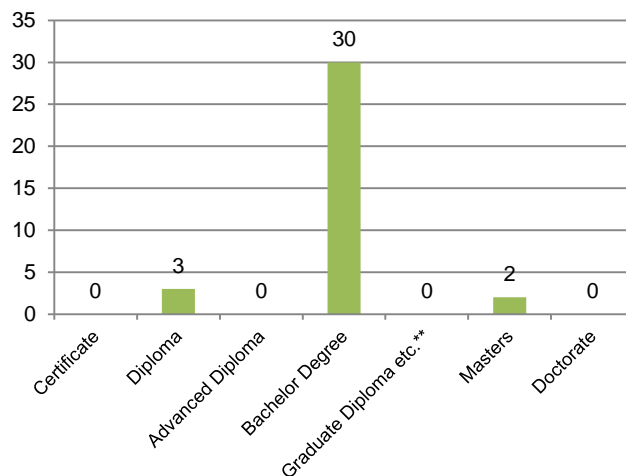
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $25,692.

This allocation was further enhanced by the allocation of teacher release time for co-operative planning and projects.

The major professional development initiatives are as follows:

- Implementation of the "Arts and Science of Teaching" (ASoT) initiatives
- Further development of Reading teaching skills
- Refining "Essential Skills" of teaching
- Catering for differentiation
- Implementing the National Curriculum, including the introduction of the teaching of History as a stand alone subject.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2014 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 webpage.

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

Queensland Government

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	90%	89%

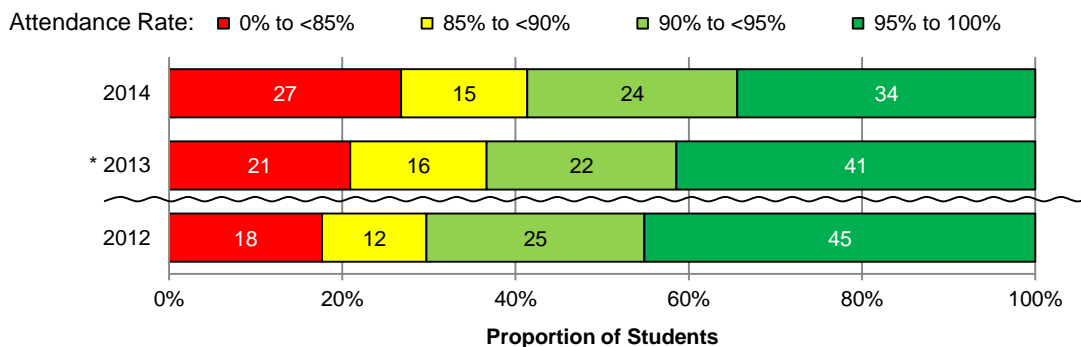The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	91%	94%	92%	92%	90%	89%	93%
2013	90%	90%	91%	92%	92%	89%	88%
2014	86%	90%	87%	90%	90%	92%	86%

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	27	15	24	34
* 2013	21	16	22	41
2012	18	12	25	45

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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.**

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