



Kippa-Ring State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	PO Box 3183 Clontarf MDC 4019
Phone:	(07) 3897 5333
Fax:	(07) 3897 5300
Email:	principal@kippringss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website .
Contact Person:	The Principal

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** Creating positive experiences through enabling choice, being responsive and providing inclusive services.
- **Innovation** Recognising and cultivating innovation.
- **High performance** Working efficiently and effectively, with high expectations of each other, our services and our students.
- **Accountability** Promoting evidence informed decision making, transparency and accountability.
- **People** Developing productive relationships based on trust, respect and valuing diversity

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.”**



Great things happen in state education

PENINSULA EDUCATION PRECINCT

Dedicated, Distinctive And Determined



School Overview

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

Our school plans on a three year strategic cycle that clearly defines school priorities and manages human, financial and material resources.

'Building the Education Revolution' provided an exciting new phase in our school's development. Over \$4,100 000 was invested in school facilities in two years.

Total student enrolments: 380 Prep to Year 6 students - Coeducational.

The school has an integrated approach to curriculum planning, teaching, assessment, moderation and reporting. Our Performing Arts program consists of Visual Arts, Dance, Music and Drama. Students access the computer lab, library and individual classroom computers. In 2010, we opened a new \$1.6 million Technology Resource Centre.

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

OUR SCHOOL FOCUS

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

SCOPE:

The 2016 **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.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

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

- **Effect Size (NAPLAN):** (The measure of school / student performance over time).

Data based on Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, in Years 3 and 5. 2014 – 2016 (Year 3 – Year 5): Superior to Qld State Schools Gain in 4 out of 5 test areas.

- **Mean Scale Score (MSS - NAPLAN)** Improvement Relative to the Nation (2008 -2016):

Year 3 and Year 5: Superior in all five test areas, in both year levels.

- **% Upper Two Bands (U2B)** – Improvement relative to the Nation

Superior to Qld State Schools in 5 out of 5 test areas (Year 3)

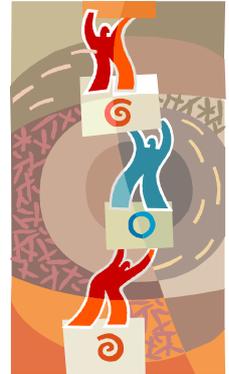
SCHOOL OPINION SURVEY (2016) – TOP 5 RESULTS

Parents/Caregivers

- 1) Teachers at this school expect my child to do his or her best.
- 2) The school works with me to support my child's learning.
- 3) I can talk to my child's teachers about my concerns.
- 4) This school is well maintained.
- 5) Teachers at this school are interested in my child's well-being.

Students

- 1) My teachers expect me to do my best.
- 2) My teachers encourage me to do my best.
- 3) I can access computers and other technologies at my school for learning.
- 4) My teachers motivate me to learn.
- 5) My school encourages me to participate in school activities.



Staff

- 1) Staff at this school are approachable.
- 2) I feel I have the necessary skills to do my job effectively at this school.
- 3) Staff at this school are interested in my well-being.
- 4) Staff at this school have good team spirit.
- 5) I feel that social, cultural and racial diversity are respected at this school.

FUTURE OUTLOOK

Agenda for Improvement

OUR TEACHING AND LEARNING FOCUS:

- | | |
|--------------------------------|---|
| 1. Successful learners | Specific focus area each fortnight |
| 2. Engaging school environment | Specific focus area each fortnight |
| 3. Responsible behaviour | Zero or 1 exits or detentions per student per term |
| 4. Excellent attendance | > 92% attendance rate; reduction in students with < 85% Attendance; increase in students with > 95% attendance. |

- **Literacy and Numeracy**
 - ✓ School-wide focus on the teaching of reading, using 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.
 - ✓ Improved attendance patterns as an important part of school attendance policy implementation
 - ✓ Increased teacher aide allocation to Reading and Maths groups.
- Improved **student attendance (> 92% attendance rate)**, with less late arrivals and early departures.
- **Improved learning engagement**
 - ✓ Continue implementation of the Art and Science of Teaching (ASoT) pedagogical framework, supported by staff professional development. Support via ‘walk throughs’, observation and feedback cycles.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	422	198	224	36	88%
2015*	372	179	193	43	90%
2016	358	167	191	50	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>)

Characteristics of the Student Body

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	24	22
Year 4 – Year 7	26	28	23

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

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 annual University of New South Wales academic testing program (ICAS).
- 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.

Co-curricular 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, 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. We encourage members of the community to come along and share in our students’ talents.

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

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 classroom 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 teacher expertise and student engagement.

Social Climate

Overview

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 extended families.

Parents / carers as partners in learning, have important roles to play to achieve 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.

Parent, Student and Staff Satisfaction

Parent Opinion Survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	82%	90%
this is a good school (S2035)	90%	82%	81%
their child likes being at this school* (S2001)	100%	91%	91%
their child feels safe at this school* (S2002)	98%	91%	84%
their child's learning needs are being met at this school* (S2003)	89%	82%	88%
their child is making good progress at this school* (S2004)	86%	82%	91%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	91%	81%
teachers at this school motivate their child to learn* (S2007)	89%	82%	88%
teachers at this school treat students fairly* (S2008)	84%	82%	79%
they can talk to their child's teachers about their concerns* (S2009)	98%	100%	93%
this school works with them to support their child's learning* (S2010)	93%	91%	95%
this school takes parents' opinions seriously* (S2011)	81%	82%	80%
student behaviour is well managed at this school* (S2012)	81%	73%	68%
this school looks for ways to improve* (S2013)	90%	91%	88%
this school is well maintained* (S2014)	95%	100%	93%

Student Opinion Survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	92%	83%
they like being at their school* (S2036)	95%	94%	74%
they feel safe at their school* (S2037)	93%	84%	77%
their teachers motivate them to learn* (S2038)	97%	95%	92%
their teachers expect them to do their best* (S2039)	100%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	90%	94%	83%
teachers treat students fairly at their school* (S2041)	89%	88%	85%
they can talk to their teachers about their concerns* (S2042)	91%	85%	73%
their school takes students' opinions seriously* (S2043)	89%	87%	88%
student behaviour is well managed at their school* (S2044)	80%	78%	57%
their school looks for ways to improve* (S2045)	96%	94%	90%
their school is well maintained* (S2046)	95%	90%	80%
their school gives them opportunities to do interesting things* (S2047)	96%	98%	83%

Staff Opinion Survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	98%	95%
they feel that their school is a safe place in which to work (S2070)	96%	95%	98%
they receive useful feedback about their work at their school (S2071)	94%	95%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	84%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	98%	93%	95%
student behaviour is well managed at their school (S2074)	91%	79%	80%
staff are well supported at their school (S2075)	94%	91%	95%
their school takes staff opinions seriously (S2076)	98%	90%	98%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	94%	98%	93%
their school gives them opportunities to do interesting things (S2079)	96%	98%	95%

* 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

Parents and carers are key partners in each child's education. Their expectations and interest in each child's education makes a huge difference.

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 Teacher, 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.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Program Achieve ("You Can Do It!") was commenced in 2016, after two staff members undertook facilitator training with Professor Michael Barnard, the author of the program.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	22	24	51
Long Suspensions – 6 to 20 days	6	1	7
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return.

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 rose.

An obvious concern is the rapidly rising costs of essential services and utilities.... electricity and water.

Whilst we endeavour to be frugal in our consumption, the continually increasing prices / rates are a concerning budget impost. We have installed many rainwater tanks and solar panels.

We also encourage all site users to be energy conscious.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	73,494	4,831
2014-2015	68,074	8,585
2015-2016	78,038	4,536

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.

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 <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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	23	<5
Full-time Equivalents	24	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	17
Diploma	11

*Teaching staff includes School Leaders

**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 2016 were \$4,595.

This does not include teacher release time, for a variety of professional development activities, both site-based and off-site.

The major professional development initiatives are as follows:

- The Teaching of Reading – Quality Standards
- Arts and Science of Teaching (ASoT)
- Positive Behaviour for Learning (PBL)
- “You Can Do It!” – Program Achieve

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Likewise, 100% of teacher aides participated in professional development and training. Every staff member has a current Developing Performance Plan.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	83%	85%

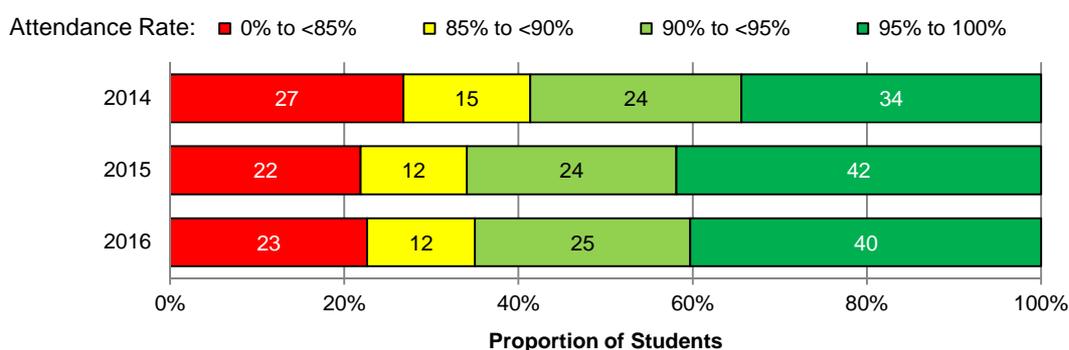
*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	89%	86%	90%	87%	90%	90%	92%	86%
2015	89%	90%	88%	92%	87%	92%	92%	
2016	90%	89%	90%	92%	91%	86%	92%	

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 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.

Our school focuses on encouraging and recognizing excellent attendance. This proactive policy includes teacher feedback to students and families c/- Class Dashboard data, parent-teacher meetings, semester reports and award certificates (8 times per year) for students with quality attendance practices.

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.

Electronic 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. We have also introduced an automated text messaging service that connects with families who have unexplained absences.

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.

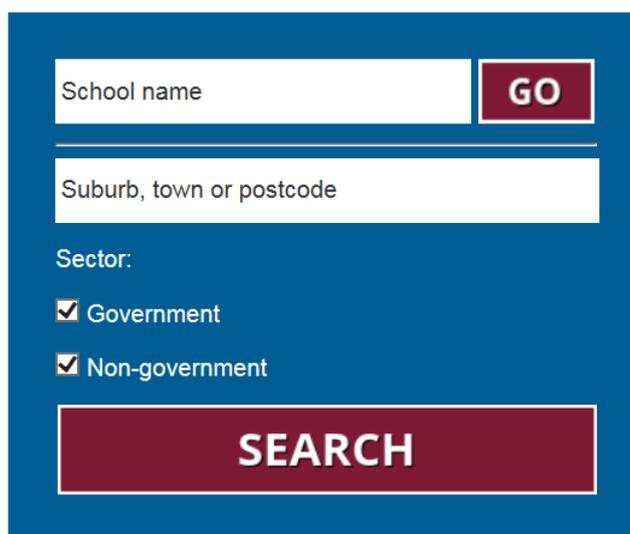
Excellent attendance is encouraged at every opportunity... individual students, parades, newsletters, articles on the direct relationship between quality attendance and improved learning outcomes. Every day counts!

NAPLAN

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



The screenshot shows a search form titled 'Find a school' with a blue background. It contains the following elements:

- A text input field labeled 'School name' with a red 'GO' button to its right.
- A text input field labeled 'Suburb, town or postcode'.
- A 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'.
- A large red button with the word 'SEARCH' in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.