

Kingsthorpe State School

Queensland State School Reporting

2015 School Annual Report



Postal address	Goombungee Road Kingsthorpe 4400
Phone	(07) 4699 2333
Fax	(07) 4699 2300
Email	principal@kingsthorpess.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	Leonie Hultgren (Principal)

Principal's foreword

Introduction

Enrolling your child at Kingsthorpe School is a positive investment for the future success of your child. The education experience your child will enjoy is provided by a caring supportive staff focused on creating the learning conditions where your child will 'be the best they can be'. The school, although growing in size, still maintains the 'small school', nurturing, safe and responsive environment that it has been renown for, for over 105 years. The active Parents and Citizen's group work alongside the school staff to ensure that the essence of the school is never lost. In addition to a rigous academic program, time is invested in growing the social and emotional competencies for all of our students. Our society is changing rapidly- our students need to not only be academically prepared for the roles they might perform as adults, they also need to be confident with their level of resilience, social and communication skills.

School progress towards its goals in 2015

The Key priorities achieved from the 2015 Annual Implementation Plan

Priority Achieved	2015	2016	2017
<ul style="list-style-type: none"> Using student reading achievement data , create small targeted intervention/ prevention groups addressing specific needs including Working Memory (RIP IT UP READING). 	✓	Continuing implementation	
<ul style="list-style-type: none"> Continued implementation of Literacy blocks in all year levels- providing the opportunity for supported, targeted, differentiated instruction. 	✓	Continuing implementation	
<ul style="list-style-type: none"> Rigorously engage staff, students and parents in conversations around high expectations and goal setting. 	✓	Continuing implementation	
<ul style="list-style-type: none"> Continue to monitor curriculum implementation in English, Maths and Science, History and Geography using C2C planning documentation to ensure assessment is front ended and has rigor. 	✓	Continuing implementation	
<ul style="list-style-type: none"> Access out of cycle full School Review with the objective of independently 'auditing' current school performance against the nine domains. The feedback from this review will provide a direction and 'air of confidence' to the school community around the key improvement strategies required. 	✓	Audit recommendations actioned in 2016	
<ul style="list-style-type: none"> Continued implementation of PBL (previously SWPBS) and revision of the School Code of Responsible Behaviour to accurately reflect the philosophy underpinning PBL. 	✓	Continuing implementation	

Future outlook

The dynamic workforce at Kingsthorpe State School displays some exceptional skills across a range of pedagogies. As we move into 2016 the staff will continue to unpack the recommendations suggested in the 2015 school audit. Staff with the appropriate skill set will model to their peers. Staff professional learning will continue to focus on the concept of building staff capacity, collaboration and consistency addressed in all areas of the School Improvement Hierarchy.



Kingsthorpe State School Improvement agenda 2016

Improve the Reading Comprehension results for all students (NAPLAN and Regional data)

Create a cohesive, collaborative team focussed on continued improved literacy and numeracy results for all Kingsthorpe students

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	179	95	84	16	93%
2014	189	99	90	24	90%
2015	200	100	100	29	95%

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.

Characteristics of the student body:

The majority of Kingsthorpe State School students are drawn from the local catchment area with some students travelling up to 14 kilometres to attend our school. There are no buses that service our school. The Kingsthorpe P & C run an Outside School Hours Care facility to provide families with quality care of students in the morning and afternoon. Many of the families that chose to live in Kingsthorpe work in Toowoomba and this facility is widely subscribed to by the appreciative families. The school is set in a picturesque landscape, with views west to the Bunya Mountains. The ambience of the school is warm, welcoming and inviting.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	22	20
Year 4 – Year 7 Primary	25	24	22

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	6	3
Long Suspensions - 6 to 20 days	0	0	0
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.

Curriculum delivery

Our approach to curriculum delivery

Kingsthorpe State School strives to keep classes small. Multiage or composite classes are only formed when all other options have been fully exhausted.

Kingsthorpe State School teaches the Australian National Curriculum through C2C (Curriculum to Classroom) units. In 2015 staff audited the curriculum plan to ensure that all elements of the National Curriculum were addressed. This was particularly important when students were grouped together in composite classes.

Units are assessed upon completion and are reported on each term. Written reports are produced at the end of each semester.

The school participates in the Regional collection of assessment data conducted every November. The information collected in this data collection is used to inform the regional staff on collective school improvements.

All students are supported in the learning. Students with disabilities are in main-streamed classrooms and supported with the assistance of the Special Education Teacher and other support staff.

Intervention and prevention programs are conducted across all year levels. Data analysis of student results informs the decision making process as to who will be enrolled into these specific groups. Trending data is used to inform the focus learning areas for the following year. An example of this is data from the Early Years screening tool indicated that Oral Language Programs universally offered in Prep would enhance the learning outcomes for students. In 2016, Kingsthorpe School will purchase the services of a speech language pathologist for 1 day per week. (in addition to the school allocation)

Extension programs to enrich the learning of our more capable students are offered online through Brisbane School of Distance Education.

Extra curricula activities

At Kingsthorpe we recognize that students learn in a variety of settings away from the confines of the school and the classroom. Participation in extra curricula activities that complement the curriculum offered and extend the knowledge and understandings of our students adds a vital dimension to their education.

Enriching extra curricula activities in 2015 included:

- LOTE Excursion to the Chinese temple and China Town (Brisbane)
- NAIDOC week celebrations
- Various excursions across all year levels – curriculum related
- Camp at Currimundi Yr. 5 & 6
- Participation in interschool sports and athletics carnivals with schools across Toowoomba.
- Participation in sports clinics- including Touch Football, Hockey, cricket
- Instrumental music camps and choir performance opportunities
- Arts Council

How Information and Communication Technologies are used to improve learning

In 2015 Kingsthorpe State School was expecting to have the technology infrastructure upgraded to provide wireless access in each teaching space. This did not occur and is now expected to be completed in 2016.

In 2015, the school continued to utilize the portable wireless devices purchased in the classroom spaces able to sustain connectivity.

Social Climate

Throughout 2015 Kingsthorpe State School maintained its commitment to implementing Positive Behaviour for Learning (PBL previously known as SWPBS).

The committed PBL team continued to plan and implement the department endorsed program. Recommendations from the 2014 School Discipline Audit were implemented and the Responsible Student Behaviour Plan was endorsed by the school P & C.

A new chaplain commenced working at Kingsthorpe State School in Term 3, 2015. Chappy Tony worked well with the school community, establishing great relationships with students and starting social justice programs such as "Breakfast Club".

The school opinion survey for 2015 for staff and parents was not as favorable as anticipated. There are a variety of factors for this, including the low parental participation rate. Only 21 of the 130 families responded to the survey. In order to gauge a more accurate understanding of the parents views, new processes will be put in place to increase parental participation. The school staff survey results indicated that the staff were very polarized in their opinions. This result will be fully unpacked through out 2016 to ensure all staff feel supported, valued and part of a successful team.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	91%	81%
this is a good school (S2035)	92%	91%	81%
their child likes being at this school (S2001)	96%	94%	76%
their child feels safe at this school (S2002)	100%	91%	86%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	96%	82%	76%
their child is making good progress at this school (S2004)	96%	82%	76%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	90%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	82%	86%
teachers at this school motivate their child to learn (S2007)	96%	91%	81%
teachers at this school treat students fairly (S2008)	96%	88%	81%
they can talk to their child's teachers about their concerns (S2009)	92%	94%	86%
this school works with them to support their child's learning (S2010)	96%	88%	86%
this school takes parents' opinions seriously (S2011)	96%	91%	80%
student behaviour is well managed at this school (S2012)	96%	94%	71%
this school looks for ways to improve (S2013)	100%	91%	86%
this school is well maintained (S2014)	96%	94%	81%
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	94%	98%
they like being at their school (S2036)	75%	100%	95%
they feel safe at their school (S2037)	79%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	98%
their teachers expect them to do their best (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work (S2040)	74%	100%	100%
teachers treat students fairly at their school (S2041)	82%	97%	95%
they can talk to their teachers about their concerns (S2042)	82%	97%	100%
their school takes students' opinions seriously (S2043)	75%	97%	95%
student behaviour is well managed at their school (S2044)	73%	100%	93%
their school looks for ways to improve (S2045)	100%	100%	98%
their school is well maintained (S2046)	88%	100%	95%
their school gives them opportunities to do interesting things (S2047)	96%	100%	98%
Performance measure	2013	2014	2015
Percentage of school staff who agree [#] that:			
they enjoy working at their school (S2069)	100%	100%	85%
they feel that their school is a safe place in which to work (S2070)	100%	100%	90%
they receive useful feedback about their work at their school (S2071)	100%	95%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	100%	100%	90%
staff are well supported at their school (S2075)	100%	90%	80%
their school takes staff opinions seriously (S2076)	95%	95%	80%

their school looks for ways to improve (S2077)	100%	95%	95%
their school is well maintained (S2078)	100%	100%	95%
their school gives them opportunities to do interesting things (S2079)	95%	100%	84%

'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

During 2015, the school established a Parent Liasion group. This group of parents meet prior to monthly P & C meetings with a nominated staff member and discuss ideas and suggestions that have been brought to them by other parents from their child's class. This provides another forum for parents to have their opinions expressed and heard. These ideas and suggestions are then 'cleansed' by the group and passed on at the P & C meeting. Parents are invited to all special events, parades and ceremonies.

During 2015, the school continued to use the school Facebook site as a way to distribute information to parents in a timely and efficient manner.

Reducing the school's environmental footprint

Through the continued monitoring of utility usage and a concerted effort to reduce consumption of electricity the school has continues to make substaintial reductions. Water usage reflects the dry nature of the past year.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	54,235	183
2013-2014	44,578	359
2014-2015	46,517	257

*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.

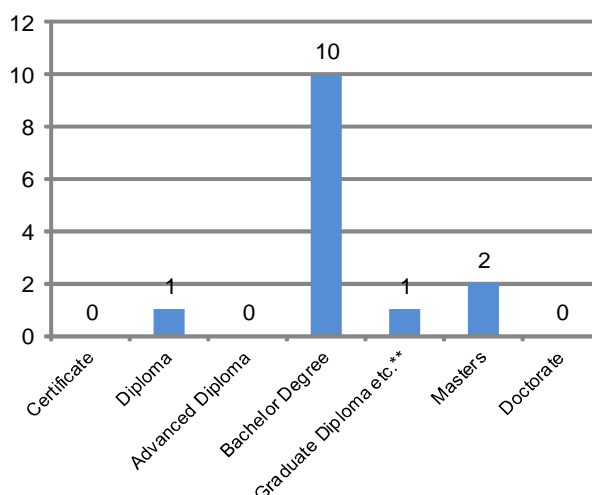
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	10	<5
Full-time equivalents	13	7	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	1
Masters	2
Doctorate	0
Total	14



*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 2015 were \$35,747

The major professional development initiatives are as follows:

- PBL Coach training
- Anita Archer Active Participation
- Anita Archer Vocabulary development
- Master teacher- mentoring release time for school staff
- Practical Resilience Workshops
- Maximizing Academic Performance (MAP)
- Moderation – school based and cluster
- Active Supervision (PBL module)
- RIP IT UP reading
- SHINE Women in Leadership program
- Wellbeing workshop X 2 facilitated by Jen Brennan
- Module 4 from CT & L Team
- Queensland State Wide Principal's Conference

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	96%

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 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	93%	93%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

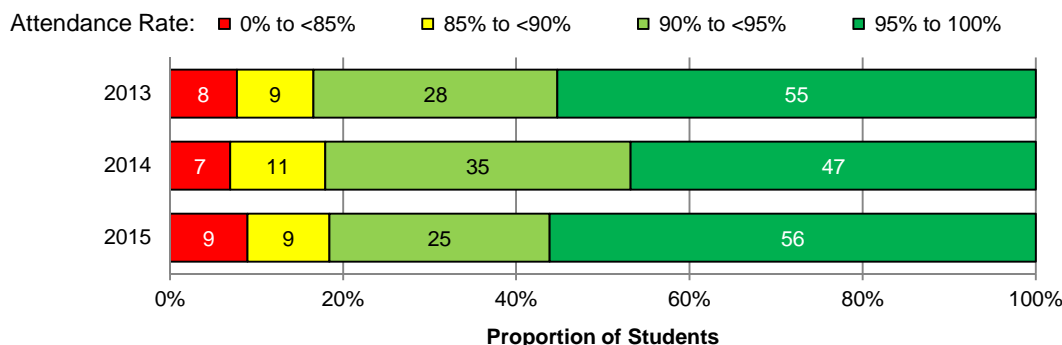
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	95%	93%	94%	93%	96%	93%	88%					
2014	95%	93%	95%	93%	92%	92%	92%	92%					
2015	96%	94%	94%	95%	95%	93%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. 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.

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 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.

Rolls are marked twice per day, collected and entered onto One school. Parents continue to contact the school to explain absences and students in excess of 3 days consecutive absences are followed up. Through out 2015, considerable emphasis was given to attendance data and absences through facebook, school newsletters and parent contacts.

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

Sector:

Government

Non-government

Where it says '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.