



Kingsthorpe 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:	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:	Principal – James Leach

School Overview

Kingsthorpe State School strives to support and nurture the developmental needs and aspirations of primary school aged children within a semi-rural community. Located 22km west of Toowoomba, the school aims to provide a learning climate that is responsive and future oriented, through learning programs that equip children for the demands and rigours of a changing world. With a population of approximately 185 students, Kingsthorpe SS is 'Creating Opportunity' through a Safe learning environment that acknowledges Effort and encourages Respect and Self-Responsibility. Though small, the school's multi-age classes, involved teachers and extensive facilities offer students the features of larger centres whilst retaining the values and traditions of a family-oriented rural school. Extensive profiles of student capabilities are maintained to provide an informed record of student progress and learning needs. Team sports, a productive alliance with local schools, active arts programs, specialist teaching in Music, Language, Health and Physical Education, special needs and an emphasis upon literacy and numeracy competencies combine at Kingsthorpe to provide an enriched, encouraging and engaging learning environment.

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 renowned 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 rigorous 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 2016

Kingsthorpe State School - Improvement Agenda 2016

Priority	2016	2017 - 2018
Improve the Reading Comprehension results for all students (NAPLAN and Regional data)	✓	Continuing Implementation
Create a cohesive, collaborative team focussed on continued improved literacy and numeracy results for all Kingsthorpe students	✓	Continuing Implementation

Future Outlook

Kingsthorpe State School - 2017 Improvement Agenda

Improving Reading Comprehension

- Implement the School Wide Pedagogical Framework featuring "*Explicit Instruction*" with a specific focus on the teaching of Reading Comprehension strategies and processes.



- Embed consistent teacher Data & Analysis Skills to focus on precision & differentiation in teaching.

Enhancing Staff Capability & Collaboration

- Continue to embed Tier 2 PBL practices into our school culture.
- Develop “Coaching and Feedback” processes across the school.
- Enhance participation in Professional Learning Teams.

Every Student Succeeding

- Provide quality feedback to ensure student success.
- Deliver, successfully, “Investing 4 Success” programs and initiatives.

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	189	99	90	24	90%
2015*	200	100	100	29	95%
2016	181	95	86	19	84%

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

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	22	18
Year 4 – Year 7	24	23	23
Year 8 – Year 10			
Year 11 – Year 12			

*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

Kingsthorpe State School strives to keep classes small. Multi-age 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. Each year staff review 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 purchased 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.

Co-curricular 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 2016 included:

- LOTE Excursion to the Chinese temple and China Town (Brisbane)
- NAIDOC week celebrations
- Various excursions across all year levels – curriculum related
- School Camps (Year 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 Assist Learning

In 2016 Kingsthorpe State School had the technology infrastructure upgraded to provide wireless access in each teaching space. Additional iPads have also been purchased and are available for use in classrooms.

Social Climate

Overview

Throughout 2016 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.

A new chaplain commenced working at Kingsthorpe State School in 2016. Chappy Sarah worked well with the school community, establishing great relationships with students and starting social justice programs such as “*Breakfast Club*”, “*Bella Girl*” “*Rock & Water*” and “*Strength*”.

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%	81%	91%
this is a good school (S2035)	91%	81%	83%
their child likes being at this school* (S2001)	94%	76%	91%
their child feels safe at this school* (S2002)	91%	86%	93%
their child's learning needs are being met at this school* (S2003)	82%	76%	91%
their child is making good progress at this school* (S2004)	82%	76%	89%
teachers at this school expect their child to do his or her best* (S2005)	97%	90%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	86%	86%
teachers at this school motivate their child to learn* (S2007)	91%	81%	91%
teachers at this school treat students fairly* (S2008)	88%	81%	84%
they can talk to their child's teachers about their concerns* (S2009)	94%	86%	93%
this school works with them to support their child's learning* (S2010)	88%	86%	93%
this school takes parents' opinions seriously* (S2011)	91%	80%	78%
student behaviour is well managed at this school* (S2012)	94%	71%	76%
this school looks for ways to improve* (S2013)	91%	86%	89%
this school is well maintained* (S2014)	94%	81%	83%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	98%	91%
they like being at their school* (S2036)	100%	95%	87%
they feel safe at their school* (S2037)	100%	100%	91%
their teachers motivate them to learn* (S2038)	100%	98%	98%
their teachers expect them to do their best* (S2039)	100%	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	96%
teachers treat students fairly at their school* (S2041)	97%	95%	83%
they can talk to their teachers about their concerns* (S2042)	97%	100%	87%
their school takes students' opinions seriously* (S2043)	97%	95%	87%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	100%	93%	77%
their school looks for ways to improve* (S2045)	100%	98%	94%
their school is well maintained* (S2046)	100%	95%	85%
their school gives them opportunities to do interesting things* (S2047)	100%	98%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	85%	100%
they feel that their school is a safe place in which to work (S2070)	100%	90%	100%
they receive useful feedback about their work at their school (S2071)	95%	84%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	95%	100%
student behaviour is well managed at their school (S2074)	100%	90%	100%
staff are well supported at their school (S2075)	90%	80%	100%
their school takes staff opinions seriously (S2076)	95%	80%	100%
their school looks for ways to improve (S2077)	95%	95%	100%
their school is well maintained (S2078)	100%	95%	92%
their school gives them opportunities to do interesting things (S2079)	100%	84%	100%

* 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

During 2016, the school continued meeting with a Parent Liaison 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 2016, the school continued to use the school Facebook site as a way to distribute information to parents in a timely and efficient manner.

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships.

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	6	3	12
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.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	44,578	359
2014-2015	46,517	257
2015-2016	53,984	203

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	16	12	<5
Full-time Equivalent	14	8	<5

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	11
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors 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 **\$10, 806.67**

The major professional development initiatives are as follows:

- PBL Training
- ESCM (Essential Skills for Classroom Management)
- Bruce Sullivan PD for Staff
- Literacy Training
- Module 7 - Creating Successful Writers
- Module 6 – Explicit Instruction (Anita Archer)
- State Principal's Conference
- Maximising Achievement Program (MAP)
- Student Support Workshop

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

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	93%	91%

*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%.

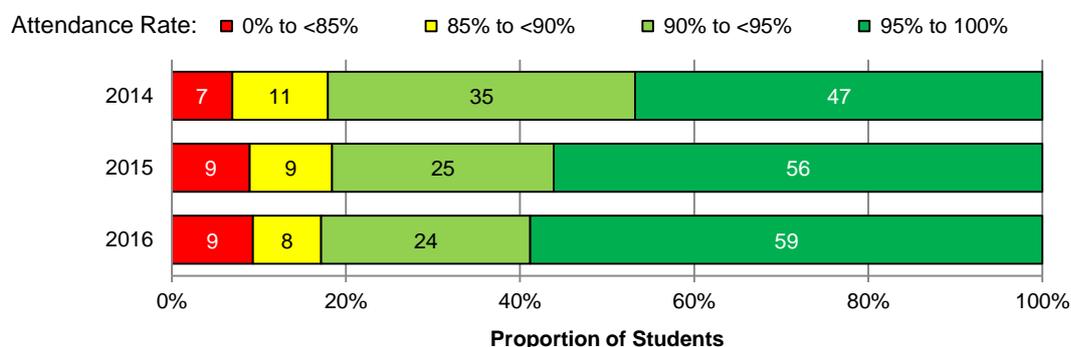
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	93%	95%	93%	92%	92%	92%	92%					
2015	96%	94%	94%	95%	95%	93%	93%						
2016	95%	92%	93%	94%	94%	94%	94%						

*Attendance rates effectively count 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.

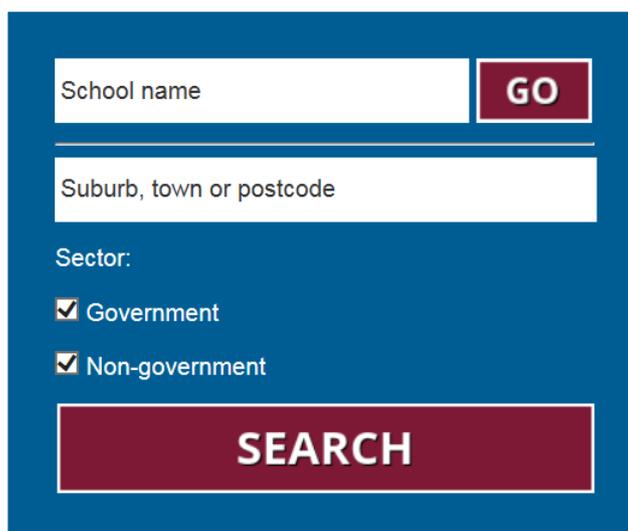
Rolls are marked twice per day, collected and entered onto One school. Parents continue to contact the school to explain absences and students in excess of 3 days' consecutive absences are followed up. Throughout 2016, considerable emphasis was given to attendance data and absences through Facebook, school newsletters and parent contacts. An automated messaging system was introduced in Term 4 – MGM Wireless.

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



School name

Suburb, town or postcode

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 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.