


QUEENSLAND STATE SCHOOL REPORTING - 2009

Kippa-Ring State School (0616)

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	School Vision	STRIVING... LEARNING... ACHIEVING TOGETHER

Principal's foreword

Introduction

EDUCATION QUEENSLAND VISION:

- A clever, skilled and creative Queensland.

EDUCATION QUEENSLAND VALUES:

- Professionalism; Respect; Innovation and Creativity; Diversity and Inclusiveness; Excellence.

STATEMENT OF PURPOSE – KIPPA-KING STATE SCHOOL:

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

SCOPE:

The 2009 Annual School Report provides a snapshot of Kippa-Ring State School activities during the past twelve months. Our school plans on a four year strategic cycle, with an Annual Operational Plan that clearly defines school priorities and 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, 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 Peninsula Education Precinct (PEP).



Great things happen in state education

PENINSULA EDUCATION PRECINCT

Dedicated, Distinctive And Determined

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2009 GOALS:

LEARNING

- Improve literacy outcomes
- Improve numeracy outcomes
- Improve computer access, student engagement and teacher ICT skills and accreditation
- Enhance the supportive school environment (behaviour / fair treatment / safety)
- Encourage quality student / staff / community engagement.

SCHOOLS

- Foster improved school – parent communication and partnerships
- Improve organizational communication and advance planning
- Enhance grounds and facilities to provide a better learning environment
- Distribute human, material and financial resources to better cater for individual student needs.

WORKFORCE

- Encourage positive engagement and shared responsibility of staff in decision-making
- Improve access to and implementation of professional development
- Review staff wellbeing and leadership development.

School progress towards its goals in 2009

Our school continues its clear and present focus on achieving improved results in all areas of school operation. Progress is achieved through...

- Goal setting based on past achievement, current needs and future trends... local, state and federal.
- Valuing the skills of our workforce and providing both groups and individuals with quality professional development activities to further enhance their skills.
- Creating a culture where effort and improvement are acknowledged and rewarded.
- Working with other school communities to promote the values of state education.
- Encouraging every student to be a positive citizen and active learner.
- Aligning all resources (human, financial and material) to support improved learning outcomes for every student.

Future outlook

"Building the Education Revolution" provides an exciting new phase in the school's history. As we celebrate our 50th Anniversary in 2010, over \$5 700 000 has been invested in school facilities in the last three years.

Major new buildings include a Multi-Purpose Hall and Technology Resource Centre.

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Classrooms have been upgraded, new Adventure Playground built, a multi-purpose Early Years outdoor learning space added and a security fence installed... all adding to the supportive school environment which has a clear focus on improved student learning engagement and learning outcomes.

Our school's special place in the community has been further enhanced by these quality facilities.



Our school at a glance

School Profile

Coeducational or single sex: Co-educational

Year levels offered: Prep – Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
469	233	236	87%

Characteristics of the student body:

Students at Kippa-Ring State School are recognized as individuals. When planning learning activities, teachers must plan to differentiate learning experiences to cater for the diverse range of student abilities, needs and interests.

Student development is carefully monitored, assessed and their progress reported. We measure progress over time (value added), tracking individuals, particular groups, class and year level cohorts. Specific intervention programs support students with learning difficulties.

We also encourage student leadership development (Senior Leaders Program and Student Council) and provide a range of activities for more able students to further extend and challenge their abilities.



Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	24	70%	50%	20%	30%
Year 4 – Year 10	27	100%	56%	44%	0%
All Classes	25	84%	53%	32%	16%

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	76
Long Suspensions - 6 to 20 days	<5
Exclusions	<5
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

A full range of curriculum offerings is available to students.

- The school has an integrated approach to curriculum planning, teaching, assessment, moderation and reporting.
- Teachers work together to create units of work based on connectedness, intellectual quality, supportive school environments and the recognition of difference.
- Performing Arts program consists of Visual Arts, Dance, Music and Drama

Our school at a glance

- We encourage students to participate in the Australasian Schools academic competitions. These challenging activities provide us with extension learning opportunities.
- “Go for Gold” is a distinctive school program that recognizes excellent performance and behaviour from students on a five week cycle. Platinum award badges are presented to students with excellent engagement and behaviour.
- Students in Year 6 undertake a “Senior Leader” nomination and selection process, in advance of their final year of primary education.

Extra curricula activities

School excursions complement classroom learning activities. Parents and friends are encouraged to participate in Culminating Activities each term, when students share their learning focus.

J-Rock is a national performance program, with students performing at the Brisbane Entertainment Centre and on national television.

Kippa-Ring State School has an established Positive Play Program, consisting of 10 Clubs, Adventure Playgrounds, tennis courts, library and resource centre.

Inter-school sport extends the range of school based Health and Physical Education activities. Students participate in school Cross Country, Swimming and Track & Field Carnivals. They have the opportunity to trial for District teams.

In the past 12 months, students have gained selection for District, Regional and State Championships.

How Information and Communication Technologies are used to assist learning

Technology is a major school focus and it's a vital part of each learning unit construction.

Students access the Resource Centre, library and individual classroom computers. The Resource Centre is also available every snack break and is most popular with students. In 2010, we open a new \$1.6 million Technology Resource Centre with state of the art resources to add to our current provision.

A number of students have Computer Monitor responsibility, based on their quality skill set.

We have a school-wide Scope and Sequence Program that guides the development of skills in Information and Communication Technology.

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.

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 and many volunteers.

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, Redcliffe Leagues Club, Schools of Excellence (Redcliffe High and Clontarf Beach High) engage with our school community to support student development.

Our school at a glance

We are supported through Guidance Officer allocation, as well as teachers in areas including Learning Support, Music, Health and Physical Education, Instrumental Music and Behaviour Management.

We constantly strive to recognize excellent learning outcomes and behaviour. Our "Go for Gold" reward scheme is supported with personal letters, reward days and certificates for students, recognizing improvement and excellence.

Senior students lead school assemblies. School assemblies include award presentations each week. These rewards complement daily classroom rewards and recognition.

Parent, student and teacher satisfaction with the school

Each year, we undertake the state-wide **School Opinion Survey**.

Responses to survey questions are collated from all Year 5 and Year 7 students, all staff and a representative group of parents who are the result of a random selection (40 families based on an Education Queensland numerical selection process).

This confidential information is centrally collated and then returned to the school in various report formats.

School Opinion Survey results for 2009 showed the following TOP 3 results...

• **STUDENTS:**

1. that your teacher explains clearly what to do in your school work
2. that what your teacher tells you helps you to improve your school work
3. that your teacher helps you to do your best.

• **PARENTS:**

1. with what your child is learning at this school
2. that the school is developing your child's literacy skills
3. about the usefulness of what your child is learning at school.

• **STAFF:**

1. in-house activities (e.g. facilitated staff meetings, team PD, planned on-the-job learning)
2. delivering balanced literacy curriculum
3. explicit teaching and assessing of literacies in the KLAs (Key Learning Areas)

We use this data and other systemic and school generated data to track progress over time, to guide school priorities and to inform our teaching and learning practices. Our primary focus is improved learning outcomes for each child.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	59%
Percentage of students satisfied that they are getting a good education at school	72%
Percentage of parents/caregivers satisfied with their child's school	59%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	85%
Percentage of staff members satisfied with morale in the school	82%

Our school at a glance

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 assistance 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.

At the end of each school term (4 times each year) classes share their term's major learning focus through Culminating Activities. Parents are invited to participate in this sharing time.

Each semester, individual student reports are prepared. Parent-Teacher interviews are an important part of our school's reporting process.

Parents are their child's first teachers. The early learning, social, physical and cognitive development is a basis for enrichment through our educational setting.

It is essential that there is a strong bond between parents and staff, so that quality student learning outcomes are achieved through co-operative effort and skills.



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Dedicated, Distinctive And Determined

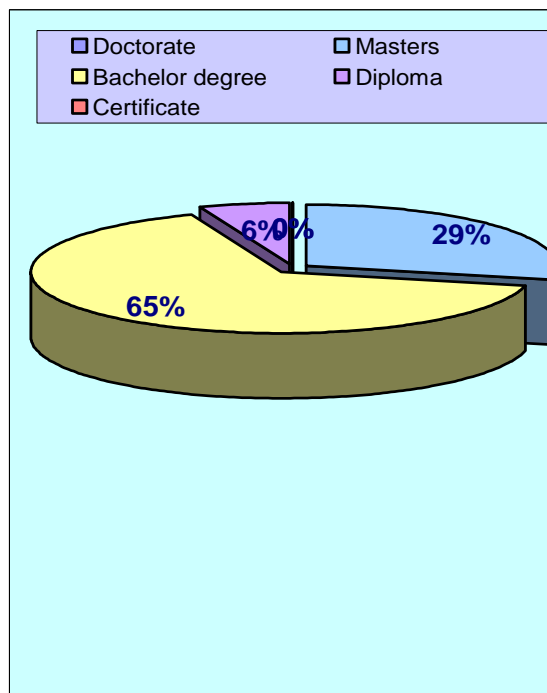
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	24	1
Full-time equivalents	34	15	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	10
Bachelor degree	23
Diploma	2
Certificate	



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$21 259. In addition, \$ 2 946 was expended on non-teaching staff professional development.

The involvement of the teaching staff in professional development activities during 2009 was 91.7%, well above state average of 82.2%.

The major professional development initiatives were as follows:

- Mentoring: Reading and Viewing Program
- Micro-skills for teaching
- Weekly staff meetings, including school management, policies and procedures and sessions that focus on school based curriculum program development
- Professional development days: Mathematics Program, School Wide Positive Behaviour Program, ICTs Skills development and training.
- Co-operative planning, teaching, assessment, moderation and reporting.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 97% of staff was retained by the school for the entire 2009 school year.



Performance of our students

Key student outcomes

Attendance

Student attendance - 2009						
Student attendance for each year level						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
91%	91%	90%	92%	92%	91%	90%

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

Domain	Measures		Yr 3	Yr 5	Yr 7
Reading	Average score for the school in 2009		340	451	494
	Average score for Australia in 2009		410.8	493.9	541.1
	For the school the percentage of students at or above the national minimum standard.	2008	86%	60%	76%
		2009	77%	80%	83%
	For the school the percentage of students in the upper two bands	2008	9%	12%	6%
		2009	9%	14%	10%
Writing	Average score for the school in 2009		351	423	504
	Average score for Australia in 2009		414.5	484.7	532.4
	For the school the percentage of students at or above the national minimum standard.	2008	80%	69%	86%
		2009	81%	71%	89%
	For the school the percentage of students in the upper two bands	2008	8%	12%	11%
		2009	10%	3%	11%
Spelling	Average score for the school in 2009		335	433	514
	Average score for Australia in 2009		404.8	487.2	540.0
	For the school the percentage of students at or above the national minimum standard.	2008	79%	69%	81%
		2009	75%	80%	90%
	For the school the percentage of students in the upper two bands	2008	9%	10%	13%
		2009	9%	6%	19%

Performance of our students

Domain	Measures	Yr 3	Yr 5	Yr 7	
Grammar and Punctuation	Average score for the school in 2009	350	439	502	
	Average score for Australia in 2009	419.7	499.7	539.5	
	For the school the percentage of students at or above the national minimum standard.	2008	71%	73%	81%
		2009	80%	75%	82%
	For the school the percentage of students in the upper two bands	2008	9%	8%	10%
		2009	17%	7%	14%
Numeracy	Average score for the school in 2009	334	432	513	
	Average score for Australia in 2009	393.9	486.8	543.6	
	For the school the percentage of students at or above the national minimum standard.	2008	69%	75%	89%
		2009	75%	81%	96%
	For the school the percentage of students in the upper two bands	2008	7%	7%	10%
		2009	6%	4%	11%