

Kedron State School (0371)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Kedron State School offers a service in accordance with Education Queensland's overarching objective to deliver quality education to all Queenslanders.

Kedron State School is an Enrolment Managed School with a designated catchment area. We can now only take students from outside of this area, if capacity exists within the school.

Students, parents and school staff work collaboratively together at Kedron to make the school the best possible place for learning for the students in our community.

The information below provides a snap shot of our school for the 2012 school year and provides some projections for the 2013 school year and beyond.

School progress towards its goals in 2012

Reading

Teachers set reading targets for individual students to ensure continual student improvement in reading. This process was completed in Student Support Meetings with administrative guidance and support.

To enact the work on these targets, teachers conferenced with students to create goal statements and followed through with instruction to ensure the student knew and understood the strategy and skill improvement required to achieve the reading goal. Reading goals were collated on reading ladders. New goals were set each term or more often if achieved in an earlier timeframe.

The Year 3-7 teachers implemented our newly formed Year 3-7 'reading for meaning', reading program. The program was implemented in all year 3-7 classrooms consistently to ensure the teaching of reading for middle to upper primary school had a greater effect size in student improvement.

Spelling

The whole school took part in the implementation of our Spelling program which incorporates the streaming of Words Their Way, core words, application of spelling words in writing and proof reading. All teachers followed the daily lesson format, assessment schedule and group review timelines.

Numeracy

All classes followed the Australian 'Curriculum into the Classroom' Math units in 2012.

The school postponed investigating how target setting and student goals could be used effectively in the area of numeracy with an emphasis on improving math 'basics'. This will now be investigated in 2012.



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National Curriculum

All classroom teachers worked from the C2C documents. As a school we focused on understanding what needed to be assessed, the curriculum intent and varying the learning pathway by differentiating for individuals and or groups of students.

In 2012 our teacher familiarized themselves with the C2C enabling us to define the specifics of how the C2C will look at Kedron State School and adapted, compacted or enhance as required.

Instructional leadership

The Leadership team used a repertoire of Instructional Leadership practices to directly or indirectly effect student improvement.

Developing Workforce Performance

All teaching staff used the Situational Leadership model aligned to the school improvement agenda.

As a school we continued in our journey to create a whole school culture of continuous improvement. In 2012 we established a range of whole school processes, embedded in coaching methodology, which led to new ways of working in which promoted a culture of continuous improvement from the leadership team to the students.

Future outlook

Reading

P & 1 – Revise and redevelop Learning to Read Program.

Year 2 – Design transition reading program from Learning to Read to Reading to Learn.

Year 3-7 – Review and refine Reading to Learn, reading program.

Introduce Warm Ups and Plough Backs to all reading programs.

Introduce the concept of personal reading aligned to reading goal practice and improvement using feedback.

Pedagogical Framework

Develop a school wide pedagogical framework.

Numeracy

Continue to use C2C maths units however class teachers to trial adding a warm up and plough back to lessons.

School Staff Workforce Development

School staff to broaden their understanding of working as 'One Team'.

School staff to increase their knowledge and understanding of the use of feedback and start to implement as a way of working in the school.

Kids Matter

School to launch and begin working towards becoming a Kids Matter school.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	339	168	171	98%
2011	359	176	183	96%
2012	402	195	207	94%

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

Characteristics of the student body:

Kedron State School is an Enrolment managed school. The Enrolment management process is put in place to ensure that the schools built capacity can meet the needs of the local community. We have been directed to only enrol students from within our catchment area. With the addition of a new classroom, the school enrolment capacity increased to 400 in 2012.

Kedron is an area which is going through a period of urban renewal. House prices in the area are increasing each year as the suburb is seen as a desirable location to live which is close to the city. The demographics of the area are changing as young professional families move into the area.

Along with the shift of professional families to the areas, we have seen an increase in student cultural diversity within the school. We now have an increasing number of families from diverse cultural backgrounds some of which have English as a second language. The schools Indigenous population continues to grow with a small but active group of parents who are supportive of the addition of Indigenous Perspectives in the school.

The increase in young families in the area has created a 'bottom heavy' period of growth. Two thirds of our current students are in Prep to Year 3. Most classes are traditional straight classes. We only have five classes in our upper school, classes are a mix of Multi-age and traditional straight classes.

The school is part of Brisbane City councils Active Smart Travel Program. We strongly encourage students to walk, ride or car pool to school to try and decrease the amount of vehicle traffic around the school at peak times of the day. Families are supportive of this initiative and we have seen a significant increase in families actively travelling to school each day.

Students at Kedron State School are well mannered, kind and courteous. They come from families who have a high value of education and are supportive of state schooling.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	22
Year 4 – Year 10	25	26	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	2	1	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Differentiating the curriculum to provide opportunities to maximize student achievement

You can do it! Social Skills Program

Friends Program in Year 2 and 5

Multi-faceted Music program (classroom music, choirs, recorder ensembles, Instrumental music – woodwind, brass, percussion (concert band) and a P&C supported Strings program -violin, cello and double bass (ensembles)

Strong learning support program linked to inclusive curriculum

Perceptual Motor for Early Phase

School Community Garden linked to Science C2C units

Life Skills program for our Students with Disabilities (II and ASD)

Extra curricula activities

Instrumental Music Program from years 5-7 including Concert Band– lessons and Concert Band

Strings Program offered from Year 2 – financially supported by the P&C

Junior and Senior Choir – performances and participation in competitions

Active After School Communities programs for Early and Middle Phase – two afternoons per week with a new program run each term

Connect to Sport – external provider (one afternoon per week with a new program each term)

Jujitsu – one afternoon per week

Lego Club – lunch time activity run by parent volunteers

District intra-school sport participation – soccer, flipper ball (training and participation)

Options program Year 4-7 based on Multiple Intelligences

Swimming Lessons outside of school hours from a service provider

Tennis lessons run outside of school hours from a service provider

Dance/Drama lessons run outside of school hours from a service provider

Excursions (Prep – Year 7) – relating to the curriculum

Gold Pass behaviour reward activities

Excursions (Prep – Year 7) – offered as enrichment activities for small groups of students

Camp – Year 6 and 7 (annual)

How Information and Communication Technologies are used to assist learning

Kedron State School integrates the use of computers and other digital technologies into the curriculum by developing the digital pedagogies of its teachers. The school has a number of teachers who already hold a digital pedagogical license. Our focus is not just on ensuring the appropriate numbers of machines in the school but making sure that our teachers can use these tools in the most engaging and effective ways in the classroom to enhance student learning.

In 2012, each classroom had a set of computers appropriate to Education Queensland's recommendations for student/computer ratio.

In 2012, the school completed the installation of interactive whiteboards in all classrooms.

In 2012, the STLaN and AVT's for Students with Special Needs, started incorporating the use of iPad technology while working with with ESL, SWD and children who require learning support.

Social climate

Kedron State School is a very supportive school. As a school we run a variety of programs to assist our students to develop the social and emotional skills required to enable them to participate successfully in life. We believe being proactive is the best method of managing behaviours in the school.

The You Can Do It! Program is used as a whole of school program to help develop students skills in the areas of persistence, organization, getting along, resilience and confidence. All classes in the school have weekly focus lessons on the elements of the program and these are supported by 'teachable moments' which teachers identify as real life learning experiences so that children can see the use of the elements of the program in context.

The school also implements the FRIENDS program at certain junctures of learning or as the need arises for smaller groups of students. The school Chaplain supported by the class teacher and parents implements these programs.

The school runs a reflection room for students whose behaviours require some one on one support. The Reflection room is managed by a teacher who counsels students to help them understand their behaviours and works with them to make better behaviour choices in the future.

We believe that programs such as these are an investment in our students both in the short and long term.

Our very low incident of school disciplinary absences is a positive reflection of how the programs are proactively engaging students.

All aspects of the school climate section of the student opinion survey in 2012 were above the state average in satisfaction levels. Students feel safe and happy to attend Kedron State School!

Parent, student and staff satisfaction with the school

The School Opinion Survey is administered in term 3 of every school year. Students, parents and staff are asked to rate the school based on 'how satisfied' they are with a range aspects within the school.

Staff – The staff overall level of satisfaction was above the state average in 2012.

Parents – The parents overall level of satisfaction was above the state average range in 2012.

Students - The students overall level of satisfaction was above the state average range in 2012.

Although we would hope to continue to increase the level of satisfaction of all of our school community members each year, one area of the student opinion survey stood out 'their school gives them opportunities to do interesting things', as it was the only area in which the school rated below 90% satisfaction. The school will investigate the children's perceptions of this area.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	97.1%
this is a good school	97.1%
their child likes being at this school*	97.1%

Our school at a glance

their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	97.1%
their child is making good progress at this school*	97.1%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	94.1%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	90.9%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	94.1%
this school takes parents' opinions seriously*	90.6%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	93.9%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.4%
they like being at their school*	98.2%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	98.2%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	94.5%
teachers treat students fairly at their school*	94.5%
they can talk to their teachers about their concerns*	94.4%
their school takes students' opinions seriously*	96.4%
student behaviour is well managed at their school*	96.4%
their school looks for ways to improve*	92.7%
their school is well maintained*	92.7%
their school gives them opportunities to do interesting things*	85.5%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	94.4%
with the individual staff morale items	97.2%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Kedron has an active P&C that takes pride in the school and its achievements. The P&C and the parent body work collaboratively with staff to provide a range of experiences that enhance student learning. In 2012, a dedicated group of approximately 17 parents attend the P&C meetings.

The principal advertises the school based agenda for the P&C meeting in the newsletter the week prior to the meeting to ensure that all parents are aware of the items being discussed. This allows parents the opportunity to attend a meeting and contribute to discussions that they feel are important to them. The principal reports on events that have occurred since the previous meeting, opens up lines of communication for new ideas and consults members for their opinions on those ideas. The School principal also provides a brief recount of items discussed at the P&C meeting in the newsletter the week after the meeting allowing for parents, who do not attend the meetings, to see the outcome of discussion points.

The P&C are very supportive of the school staff and have a genuine interest in working with the school to make the school a better place for students. The school encourages parents to become active participants in their Childs learning. Teachers invite parents into their classrooms to help out in small group work. The learning support teacher offers training sessions for any interested parents to help build their confidence and skills to support their child's learning either as a classroom helper or as an individual supporting their own child in their own home.

Formal written reporting to parents occurs at the end of Semester 1 and 2. Parent teacher interviews occur at the end of term 1 and term 3. Teachers and parents however are encouraged to keep in contact throughout the school term.

In terms 1 and 3 our teachers open their classrooms up to parents to join with them in celebrating the learning that has occurred in the classroom that term. Our teachers send home a class letter at the beginning of each term detailing the work that will occur in the classroom. Celebrations of learning are our way of engaging parents and showing the outcomes that have been achieved during the term.

Our parents are invited to attend a range of school based activities each year:

ANZAC day services at the school

Sporting events – Cross Country, Athletics and swimming carnivals

Information sessions

Parent training sessions

Open days

The school communicates regularly with parents through weekly assembly, newsletters and website updates.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

To decrease Kedron State School's carbon footprint a sustainable energy management plan has been designed. It includes the following: the use of solar panels, paper and printer /toner cartridges and redundant computer components are now recycled, parents are encouraged to use reusable soft pack tuckshop ordering bags to lower the usage of paper bags for tuckshop orders. Walking Wheeling Wednesdays, as part of the school's Active Travel program, was implemented and lessened car usage by approximately 30% on the majority of these days.

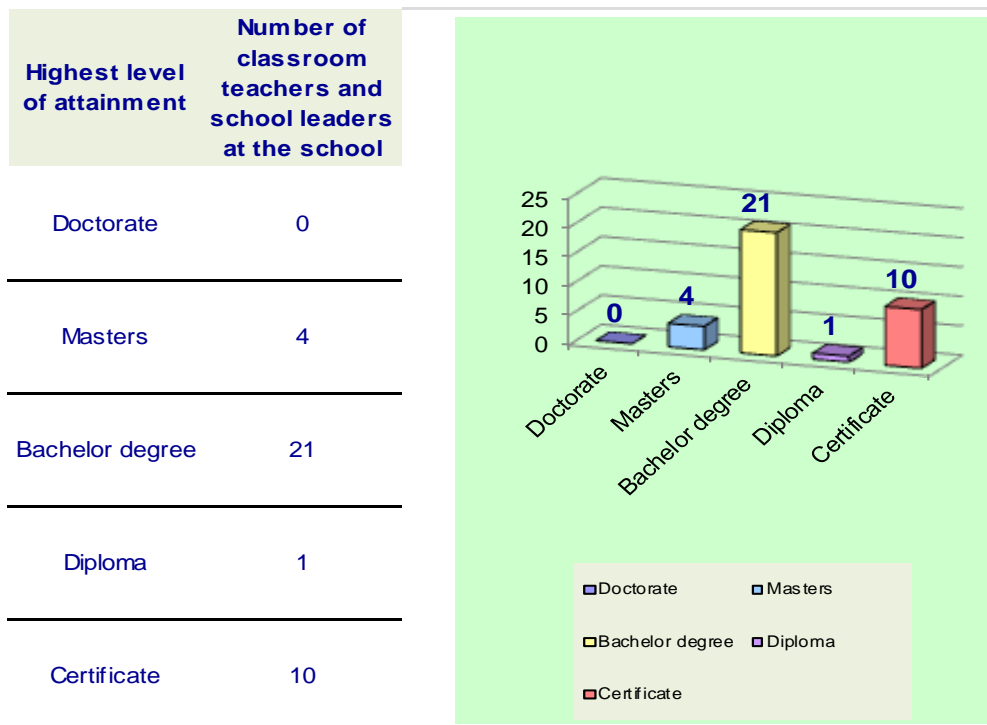
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	122,800	2,612
2010-2011	136,208	1,692
2011-2012	126,640	1,310

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	14	0
Full-time equivalents	21.8	9.9	0

Qualifications of all teachers



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$19900.

This includes the professional development of teaching and non - teaching staff as well as the school based funding required to employ an Instructional Coach to work with teachers.

The major professional development initiatives are as follows:

Instructional Coaching in pedagogy and teaching of reading.

Goal setting to support implementation of reading goals.

Professional development and ongoing support for Australian curriculum and C2C.

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.1%	96.5%	95.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.9% of staff was retained by the school for the entire 2012 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

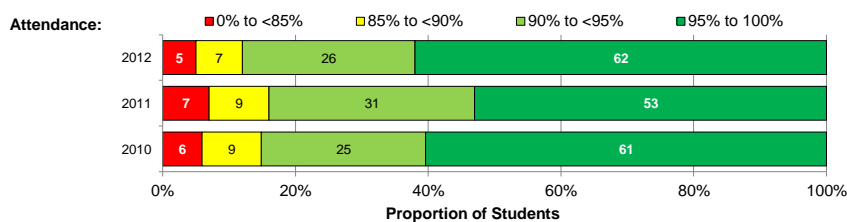
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	95%	97%	94%	95%	94%	95%					
2011	94%	94%	95%	95%	94%	93%	92%					
2012	94%	95%	96%	96%	94%	96%	95%					

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 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.

At Kedron State School, class rolls are marked twice a day by teachers. Parents of our school are made aware on enrolment that they must contact the school via phone, email or letter, either on the day of absence or the day they return to school to advise us of the reason for a child's absence.

If a child is away for three or more days, the family is contacted to enquire about the health and whereabouts of the child.

The principal reviews overall absence once a term and sends home reminder letters to individual families as required.

The school also follows advice provided by The Department in relation to 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

Performance of our students

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/>.

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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

Approximately 8% of the school population at Kedron State School in 2012 were indigenous. Student attendance for this cohort was at 94.9% and all students were retained with the addition of some further families who joined our community during 2012.

During the student support meetings which involve the Learning Support teacher, the Head of Curriculum, the Principal and each class teacher every student's academic needs is noted and their attendance discussed. As part of these discussions support is given, through the use of CTG funding, to our indigenous students which caters for their academic needs based on their individual data. This support delivered by our teacher aides is targeted according to individual need, supervised and monitored by the class

Performance of our students

teacher and timetabled by the STLaN. Support is given in Numeracy and English in particular reading and its associated comprehension strategies.