

Kedron State School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 53 Kedron 4031
Phone	(07) 3621 3444
Fax	(07) 3621 3400
Email	the.principal@kedronss.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	Mrs Danielle Priday (Acting Principal)

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 2013 school year and provides some projections for the 2014 school year and beyond.

School progress towards its goals in 2013

Reading

In 2013 the following initiatives were begun and will continue to be refined so that there is consistency in pedagogy and our programs are meeting the needs and feedback from both staff, parents and students:

The revision and redevelopment of the Prep and Year 1 Learning to Read Program was started and will continue to be refined during 2014 so there is greater consistency of practice across this juncture of the school.

Design of the Year 2 transition reading program from Learning to Read to Reading to Learn occurred with the implementation of some of the strategies employed within the Year 3 program such as guided reading, STARS (Strategies to Achieve Reading Success) booklets, and fluency which has enabled the Year 2 students to move smoothly into the Reading to Learn phase.

Review and refinement of the Year 3-7 Reading to Learn, reading program continued and incorporated feedback from staff and students so it further meets the needs of our student population in these year levels. A consistent sequence of explicit teaching strategies in reading has been successfully incorporated into all 3-7 classes.

Across the entire school, student data was discussed at the student support meetings and used to establish personal reading goals and strategies. Practice of these strategies and feedback by both the teacher and the student was incorporated into the class program and the achievement of the goal monitored.

Queensland State School Reporting

2013 School Annual Report



Pedagogical Framework

A school wide pedagogical framework was designed in 2013 and continues to be developed in 2014. Implementation and professional development sessions are planned for 2014.

Numeracy

C2C Maths units were used by all staff with class teachers trialling Maths Warm Ups into their lessons.

School Staff Workforce Development

School staff undertook professional development sessions to broaden their understanding of working as 'One Team'.

Professional development sessions allowed school staff to increase their knowledge and understanding of the use of feedback and its implementation as a methodology within the school.

Kids Matter

The Kids Matter Framework was launched with both staff and parent sessions allowing a greater understanding of the elements that underpin the framework. There are further staff professional development sessions planned for 2014 as we move towards becoming a Kids Matter school.

Future outlook

Reading

P-2 Reading Program to be written and implemented so there will be consistency across the P-2 cohort.

Prep Reading Heroes Program to be implemented so that all students in this year level read to an adult at least once a day.

Target Reading to be implemented and monitored for identified students in Year 1-3 with the possibility of the inclusion of Preps in the final term.

Feedback from staff and students and students data will be used to further refine the Year 3-7 Reading to Learn program so it caters for all literary forms and meets the needs of all students.

Numeracy

Problem Solving will be a focus for 2014 with the teacher development sessions and the implementation of Polya's methodology being used across all Years 1-7. Resources will also be sourced and designed and stored for ease of access by all teaching staff.

Warm Ups to develop long term memory of essential Maths concepts will be further implemented across all year levels.

Caring Culture

Whole staff professional development and the continuing implementation of the "You Can Do It" program will occur in 2014 and the Student of the Week awards will have a common focus across Year 1-7 each week. Continuing professional development in the Kids Matter framework will occur as we refine and further build our school's "Caring for the Whole Child" culture.

Explicit teaching

Teaching staff will continue to build on explicit teaching as we implement our school's Pedagogical Framework. Further implementation of Warm Ups in Numeracy, feedback and the inclusion of Archer's explicit teaching model will be a focus for consistent practice across all year levels.

Teachers will engage in peer observations of the explicit teaching sequence to build a shared understanding and collaboratively build professional practice.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	359	176	183	96%
2012	402	195	207	94%
2013	422	195	227	95%

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 currently have the capacity to only enrol students from within our catchment area.

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 area, 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 have five classes in our upper school of which three are multi-age.

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 highly value education and are supportive of state schooling.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	22	22
Year 4 – Year 7 Primary	26	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	1	2	8
Long Suspensions - 6 to 20 days	0	0	5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

At Kedron State School we have a range of curriculum offerings that enhance and support the “Whole Child”.

- Differentiating the curriculum to provide opportunities to maximize student achievement
- You Can Do It! Social Skills Program
- Friends Program in Year 2
- 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

Our school at a glance

- Camp – Year 6 and 7 (annual)
- Active School Travel (established 2009)

Our school at a glance

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 2013, each classroom had a set of computers appropriate to Education Queensland's recommendations for student/computer ratio and all classrooms including the library and music room have interactive whiteboards.

In 2013, the STLaN and AVTs for Students with Special Needs, continued to incorporate 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, organisation, 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. These programs were supported by the class teacher and parents.

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. A quiet room is also offered at first break to accommodate those students who require less noisy and more structured playtime.

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

The vast majority of our students enjoy coming to Kedron State School feel they are safe, and treated fairly. All of the parents surveyed believed that their child/ren were happy to come to school, treated the students fairly and they could talk to their child's teacher about any concerns. However our data showed both an increase in school disciplinary absences and a decline in the satisfaction levels relating to managing behaviour. As we highly value the safety of our students, staff and parents, and the perceptions of safety in our school, we will address the decline in this area of data by teaching explicit lessons in both bullying and cyberbullying in 2014. Occasions such as Harmony Day and NAIDOC will also be incorporated into the school calendar to recognise and celebrate our different cultures.

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 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 2013.

Parents – The parents overall level of satisfaction was above the state average range in 2013.

Students - The students overall level of satisfaction was above the state average range in 2013.

It is pleasing to note that there was greater satisfaction of our students for 'their school gives them opportunities to do interest' which rose above 90% in 2013.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	100%
this is a good school (S2035)	97%	100%
their child likes being at this school* (S2001)	97%	100%
their child feels safe at this school* (S2002)	100%	100%

Our school at a glance

their child's learning needs are being met at this school* (S2003)	97%	100%
their child is making good progress at this school* (S2004)	97%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	97%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	91%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	94%	96%
this school takes parents' opinions seriously* (S2011)	91%	96%
student behaviour is well managed at this school* (S2012)	100%	93%
this school looks for ways to improve* (S2013)	94%	97%
this school is well maintained* (S2014)	100%	100%

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	100%
they like being at their school* (S2036)	98%	100%
they feel safe at their school* (S2037)	100%	92%
their teachers motivate them to learn* (S2038)	98%	98%
their teachers expect them to do their best* (S2039)	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%
teachers treat students fairly at their school* (S2041)	95%	94%
they can talk to their teachers about their concerns* (S2042)	94%	95%
their school takes students' opinions seriously* (S2043)	96%	94%
student behaviour is well managed at their school* (S2044)	96%	91%
their school looks for ways to improve* (S2045)	93%	95%
their school is well maintained* (S2046)	93%	98%
their school gives them opportunities to do interesting things* (S2047)	85%	91%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	93%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	96%

Our school at a glance

students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	89%
their school takes staff opinions seriously (S2076)	92%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	92%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 2013, a dedicated group of approximately 15 parents attended 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 it a better place for students. The school encourages parents to become active participants in their child's 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 to parents to join with them in celebrating the learning that has occurred in the classroom that term. Our teachers send home and place on the website a class letter and timetable 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, Sporting events – Cross Country, Athletics and swimming carnivals, Information sessions, Parent training sessions and Open days.

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

Reducing the school's environmental footprint

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
2010-2011	136,208	1,692
2011-2012	126,640	1,310
2012-2013	131,724	2,334

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

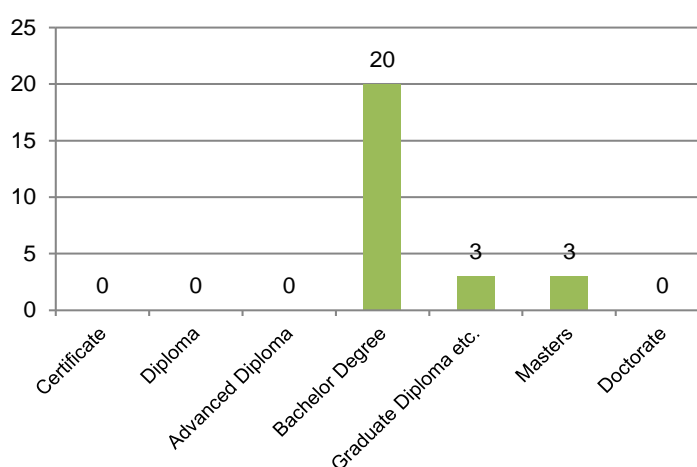
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	26	17	0
Full-time equivalents	23	11	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.	3
Masters	3
Doctorate	0
Total	26



* 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 2013 were \$ 27,402. The major professional development initiatives are as follows:

- Development of the school's Pedagogical framework
- Building a coaching and feedback culture
- Mentoring and modelling the Year3-7 Reading to Learn program
- Kids Matter information sessions
- Whole year level team planning sessions of C2C units and ongoing support for the continuing roll out of the Australian curriculum.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

Our staff profile

School income broken down by funding source is available via the *My School* website at

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

GO

Search by suburb, town or postcode

Sector ☒ Government
☐ Non-government

SEARCH

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

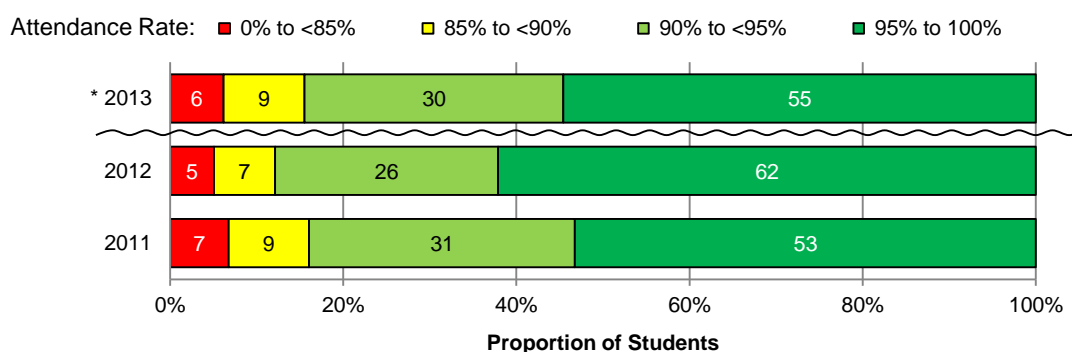
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	94%	95%	95%	94%	93%	92%					
2012	94%	95%	96%	96%	94%	96%	95%					
2013	93%	94%	94%	95%	92%	94%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

Performance of our students

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and an orange "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 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 7% of the school population at Kedron State School in 2013 were indigenous. Student attendance for this cohort was at 91.2% and all students were retained with the addition of some further families who joined our community during 2013. 86.1% of our Indigenous students achieved at a C standard or above.

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 are 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 teacher and timetabled by the STLaN (Support Teacher Literacy and Numeracy). Support is given in Numeracy and English, in particular reading and its associated comprehension strategies.

Identified students in Year 5 also participated in the extension program 'Solid Pathways' in 4th term.