



Kedron State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

Each year Education Queensland State Schools publish a *School Annual Report* of both student and whole school performance across a range of priorities and activities from the previous school year. This report is a summary of the Kedron State School journey for the 2018 school year and an opportunity to reflect on the progress made by the school against performance goals and targets.

Kedron State School boasts a strong tradition of community investment and productive partnerships with teaching teams. This collaboration has had a positive impact on student learning outcomes and a unified commitment to the school's vision – *Connecting every learner, every day in every way for success*

We are very proud of the work of our students, staff and community ensuring our daily focus remains on nurturing a true love of learning, developing confident and resilient young people who are well prepared for the next steps in their learning journey. We celebrate the success of the past and look with great optimism to the continued improvement and growth of our young learners.

This School Annual Report can be accessed on our school website (<https://kedronss.eq.edu.au>) or a hard copy is available on request from the school administration.

If you have any enquiries, please do not hesitate to contact the Principal at - the.principal@kedronss.eq.edu.au

Yours in Education

Mrs Susie Randel-Kneipp



School overview

Kedron State School has been proudly serving the community since 1926. The positive partnerships we share with our parent and extended community is highly valued. Parents and carers of our students take an active interest in the school as they understand their contributions make a difference to the positive culture of the school and ultimately the educational attainment of the students.

Kedron State School is committed to the systemic delivery of the Foundation to Year 6 Learning Areas of the Australian Curriculum - English, Mathematics, Science, History and Social Sciences, The Arts, Health and Physical Education, Japanese and Technology. Instruction is guided through highly effective signature pedagogies that are articulated within the **Kedron State School Pedagogical Framework**. These pedagogical choices promote high impact, high yield teaching strategies that focus on a differentiated and personalised approach to quality learning experiences.

Our teaching teams work collaboratively to design assessment and monitoring opportunities across the teaching year to ensure that individual learning progress is evidence based individual goal setting is targeted to each child's needs and shared with those closely connected to their learning journey.

The professional teams at Kedron State School, ably supported by our para-professional staff, are committed to an inclusive and equitable approach to education ensuring all students have access to their individual requirements and environment best suited for learning success. This is evidenced in our ongoing and frequent case management approach to learning that ensures attention is focused on intervention, extension of achievement, grounded in a firm belief that all students are provided with opportunities to extend their learning outcomes to meet their individual goals.

Kedron State School maintains a strong focus on the cross curriculum capabilities of Literacy and Numeracy and Information Communication Technology, prioritising these across all learning areas to ensure our students spend their primary school years strengthening skills and knowledge in these critical foundation abilities.

Kedron State School is discerning about the additional enrichment and cross curricular opportunities offered to students. We are particularly proud of our music program which caters for both Strings and Instrumental Music acquisition through both lessons and performance. The Kedron State School 'Engine Room' provides scope for students to engage in additional Science, Technology, Engineering and Maths investigations that are designed to challenge and attend to higher order thinking and inquiry based learning. This program aligns with the opportunities structured by the Gifted Education Team that work across the school to encourage additional experiences for identified students.

Our teachers are dedicated to developing their professional knowledge and skills. This commitment to continual learning speaks to a school culture that recognises the requirement to continue to learn and grow our knowledge to best support the learning required for a contemporary world and the children that will be our next leaders. We have invested time and energy into developing the school as a 'hub' in our community for students to access and engage in a range of fun and safe after school activities especially in the areas of The Arts and Physical Activity. Kedron State School proudly offers our community a dynamic, caring, safe and supportive environment to learn.



School progress towards its goals in 2018

In 2018 the school's Strategic Plan outlined a commitment to continue prioritising quality Teaching and Learning experiences for our students. This work, driven through the Kedron State School Pedagogical Framework, focuses on a whole school approach to systemic curriculum delivery, assessment and monitoring, teaching practices and priorities aligned to our school's signature high impact teaching strategies, judgments against a standards based curriculum and feedback processes in order to promote the individual improvement of every student.

The 2018 focus has been to continue to build quality professional practices that aligned to systemic curriculum delivery, highly effective pedagogical practices and a commitment to strengthening effective teaching teams. To this end delivering differentiated learning programs that prioritised student improvement across the school.

Kedron State School continued to encourage and value the partnerships with our parent community that are active supporters of the renewed Kedron State School vision - *Connecting every learner, every day in every way for success*, providing increased opportunities for active parent involvement and communication. Sharing with the community the priorities and agendas established to support and extend our young learners.

Partnerships are critical to Kedron State School. Across the last few years we have strengthened our interactions and increased opportunities for engagement with both our Early Childhood Education and Care providers and our 2 local Education Queensland High Schools to ensure quality transitions and pathways were established, promoting continuity and consistency of education at both the early years and junior secondary junctures of schooling. We continue to build on and expand these opportunities. 2018 saw more shared community events, cross juncture curriculum sharing and networking opportunities to continue to plan and value the learning from prior to school through to secondary education and beyond.

2018 also saw the commencement of a series of capital work projects that collectively are part of the *Kedron State School Master Plan of Improvement*. The most significant of these projects is the construction of the *Kedron Tree House* which is scheduled for completion at the end of the 2019 school year. This new facility will house a contemporary Administration Block and 2 levels of innovative indoor and outdoor learning spaces and a iConnect Lab (Information Technology Classroom). The current Administration Block will be reclaimed for purpose fit classroom and Instrumental Music rooms. The generosity of our P&C has also seen significant playground upgrades to compliment these new learning spaces.

Future outlook

In 2019 Kedron State School will continue to refine and consolidate the work of the previous year. Our Whole School Improvement Agenda maintains a sharp and narrow focus to –

- Improve student attainment, through a focus on **curriculum knowledge** and **pedagogical mastery** as described in the **Kedron State School Pedagogical Framework and supporting strategic documents**.
- Continue to develop **critical literacy skills** with a specific focus on the **technical aspects of reading and writing** –as described in the **Kedron State School Reading and Writing Frameworks**.
- Continue to prioritise **differentiation** through systemic **curriculum delivery, data analysis, effective pedagogical practice** and the development of **expert teaching teams**.
- Continue to prioritise **Student Wellbeing articulated through the Student Wellbeing Framework** that promotes the value statement – *connecting every learner, every day in every way for success*.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	404	432	432
Girls	172	195	201
Boys	232	237	231
Indigenous	26	29	22
Enrolment continuity (Feb. – Nov.)	98%	98%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Kedron State School is enrolment-managed. The enrolment management process ensures that the school's facilities continue to meet the needs of our local community. In accordance with Kedron State School's enrolment management policy we accept only students from within our identified catchment area or those that meet the exceptional circumstances outlined in our policy.

In recent years the demographics of the area have continued to change and evolve as Kedron's close proximity to the CBD continues to attract young professional families. Urban renewal and population density have increased with continued development of multifamily dwellings (units/apartments) in the area.

Along with the shift of professional families to the area, there has been an increase in students of cultural diversity within the school. We have an increasing number of families from diverse cultural backgrounds, some of which have English as a second language or dialect.



Approximately 7% of our student body identify as Aboriginal or Torres Strait Islander. We are fortunate to be supported by an active group of parents that assist the school to prioritise Indigenous Perspectives and culturally significant events across our school, building on a long tradition of cultural respect and cross generation education as we seek to provide leadership opportunities for our emerging elders.

The daily rate of student attendance continues to exceed those of like schools and disciplinary absences are minimal due to the high expectations established by the school and community. Our students are guided by the principles of being safe, responsible and respectful learners.

Kedron State School students come from families who value education that is delivered in a safe and supportive environment. Our families are supportive of state schooling and are active contributors in assisting the school to reach the goal of excellence in ensuring - *every learner is connected every day in every way for success*.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	26	24
Year 4 – Year 6	26	24	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

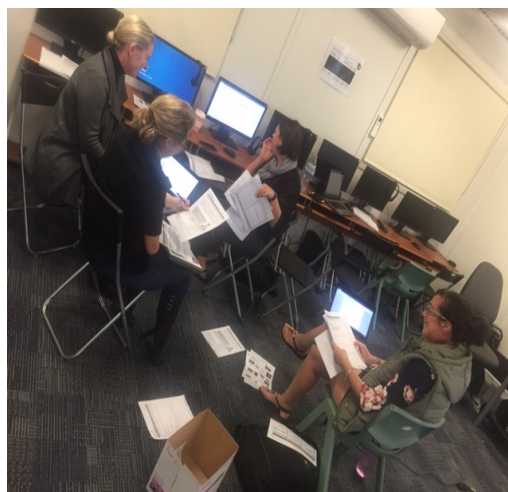
The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Kedron State School is focused on providing quality teaching and learning experiences that allow our students to experience, engage and attain the standards described by the Australian Curriculum in the learning of English, Mathematics, Science, History and Social Sciences, the Arts, Technology, Health and Physical Education and Languages (Japanese).

Kedron State School is committed to a culture of ongoing and timely assessment and monitoring, providing the 'check in' on student learning that best informs the next and most authentic teaching opportunities required to ensure every child is reaching their potential. Growing both assessment literate teachers and learners that have clarity of educational expectations through success criteria builds a common language that promotes self-efficacy and independence across our school. Education Queensland developed resources and assessments are used where appropriate to support the delivery of and provide evidence against the standards of the Australian Curriculum.



Kedron State School is proud of the evidenced based and developmentally appropriate learning experiences offered to students and references the Early Years Curriculum Guidelines and Age Appropriate Pedagogies in designing appropriate and contextually suited learning experiences for students articulated in our Kedron State School Pedagogical Framework.

Quality literacy and numeracy learning underpins all curriculum offerings. Establishing strong foundations in these cross curriculum capabilities is a whole school focus. Whole school reading, writing and numeracy guidelines support the parallel curriculum offerings from Prep – Year 6.

Differentiated and instructionally appropriate learning form the basis of designing quality learning experiences for all students. Adjusted curriculum or learning programs are planned based on individual student need and in consultation with families.

Additional learning opportunities include –

- Intervention and extension opportunities planned in consultation with class teachers
- Kedron State School 10 Positive Learning Behaviours that sit alongside the 'You Can Do IT',
Early Years Social Skill Program, Junior and Senior STEAM programs
- Facilitated and supported learning programs by Inclusive Education Leader,
Intensive Student Support Teacher, Gifted Education Mentor, Guidance Officer, Speech Language Pathologist

This process is guided by the school wide Student Wellbeing and learning Enrichment Committee and a structured Year Level Student Case Management Approach to collaborative practice.

- Music, Physical Education and Language Programs (Japanese LOTE) – delivered by specialist teachers
- Instrumental and Strings Music Programs delivered by specialist music teachers
- Gross and Fine Motor Perceptual Program – Early Years of Learning
- Special Education Program that caters for Students with Disabilities that reflects inclusive education practices with an instructionally suited literacy and numeracy skill development focus

- ICT learning in accordance with cross curriculum capabilities at year level appropriate junctures
- Kedron State School 'Engine Room' – STEM focus curriculum inquiry
- Religious Instruction delivered by local church volunteers
- Curriculum related incursions/excursions Prep- Year 6
- District, Intra School Sport – Gala Sports Days
- Whole school athletics carnivals – Track and Field and Ball Games
- Celebration of the Arts – Kedron State School Art Galleria
- Prep – Year 6 swimming carnivals
- Opportunities to engage in academic competition – ICAS Assessments, Readers Cup Challenge, Writers Festivals
- Community Events led by students – ANZAC DAY, Harmony Day and NAIDOC Week

Co-curricular Activities

- School Camps Year 5 and 6 - with a student social and emotional wellbeing and leadership focus
- School Community Garden linked to curriculum focus areas
- Leadership Learning experiences through the Kedron State School Student Leadership Initiative
- Education Queensland Instrumental Music Program Years 4 - 6 inclusive of concert band ensemble and performance opportunities
- Provision of opportunity Strings Program – supported by the P&C
- Junior and Senior Choir
- Student interest driven clubs – such as drama, Lego, comic development, writers clubs 'Ink Your Thinking' that operate on a rotational basis
- Swimming Lessons –served by independent provider
- Tennis Lessons - serviced by independent provider
- Kedron State School Debating Team
- Kedron State School Dance Troupe
- Lunchtime Playtime Club (run by Chaplaincy)
- Kedron State School Waste Warriors – champions of sustainable and wise waste management projects



How information and communication technologies are used to assist learning

Curriculum programs at Kedron State School place an emphasis on the integration of ICTs to enhance learning and engagement. The school's ICTs environment continues to evolve as our students engage with contemporary learning practices.

Kedron State School maintains the philosophy that the teacher is the most essential asset in student instruction and their discerning use of ICT as a tool for learning will best equip our students for success in an ever-evolving digital world. As such, developing teacher digital pedagogy has been a continued focus. Many of our classroom teachers hold 'Digital Pedagogical Licences' that recognise their expertise in using technology to enhance learning.

Kedron State School has a bank of mobile devices (iPads) that are utilised by classroom teachers in both whole class and small group instruction. Each learning space (including the Library, music room, multipurpose room and school hall) has an interactive whiteboard that can be used in conjunction with class and teacher laptops. Teachers are supported in the practical application of technologies by our on-site ICT Technician and Regional support personnel.

In 2018 Kedron State School added an iConnect Lab to our learning spaces. This environment is a purpose fit classroom with 30 desktop computers that enables whole class instruction and facilitates additional explicit ICT teaching opportunities. The iConnect lab was instrumental in the successful delivery of our inaugural delivery of NAPLAN Online which has significantly streamlines this particular assessment process.

Ongoing planned resourcing for desktop, laptop and mobile devices occurs to ensure the embedding of ICTs in all levels of planning, implementation and assessment is catered for. The *Curriculum into the Classroom* resources developed to support the Australian Curriculum also encourage the use of ICTs. Education Queensland shared platforms such as The Learning Place and One School have become an integral part of classroom and professional operations management.

Both staff and students see digital platforms as an essential component of their daily communication and certainly a vehicle for ongoing research, learning and information collection. Additional programs that assist in consolidating and enhancing student learning such as curriculum applications, Mathletics and Reading Eggs are also utilised in planned learning experiences.

Social climate

Overview

Kedron State School places a high priority on staff and student wellbeing. Our community acknowledges our commitment to the education of the 'whole child' as a point of difference for our school community. This is documented through the **Kedron State School Wellbeing Framework**, this framework forms part of the suite of key documents that guides practices and processes within the school. Teachers prioritise safe and supportive learning environments by building positive relationships with their students and involving parents as partners in the learning experience.

Kedron State School promotes the **Kedron State School 10 Positive Learning Behaviours** as a shared metalanguage to build self-efficacy in our students and provide all members of our community with a positive reference to what quality learning behaviours look like. This program and associated language forms the basis of our school expectations for learning and ensures our students are attending to behaviours that will assist them form positive habits in school and beyond. Our social skills program 'You Can Do It', continued to be the vehicle for learning the skill sets needed for building the foundation keys of Resilience, Getting Along, Confidence, Persistence and Organisation.

Our school Chaplain is instrumental in encouraging and assisting students to be successful in both their academic and social endeavours through these tenants. Students are acknowledged for their growing development and celebrated on whole school assemblies through the 'You can Do It' certificate of recognition system.

Kedron State School works from a positive behaviour reinforcement premise. Our teachers and support staff are trained in Restorative Justice approaches to facilitate conversations with students when they have made inadequate choices. If student behaviour requires redirection a member of the teaching or leadership team determine if time in the Reflection Room would benefit students, working with an experienced teacher to examine behaviour choices and scaffold decision making to allow for better choices in the future. A quiet room is also available for students at break time to accommodate those students who may enjoy a more structured environment.

Our student leaders take an active role in promoting the values that define our school and work across the year levels to ensure there is a 'buddy approach' to playing and learning. This is formalised through programs such as 'Playground and also Reading Rangers'.

2018's School Opinion Survey data demonstrates that Kedron State School students reported a high level of satisfaction with 93% of students identifying that they like being at school. 98% of students feel safe within their school environment. 88% of parents felt that Kedron SS was a good school and their children were receiving a good education.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	93%	91%
• this is a good school (S2035)	100%	93%	88%
• their child likes being at this school* (S2001)	98%	98%	94%
• their child feels safe at this school* (S2002)	100%	97%	99%
• their child's learning needs are being met at this school* (S2003)	97%	91%	86%
• their child is making good progress at this school* (S2004)	98%	93%	90%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	92%	91%
• teachers at this school motivate their child to learn* (S2007)	95%	92%	88%
• teachers at this school treat students fairly* (S2008)	95%	91%	88%
• they can talk to their child's teachers about their concerns* (S2009)	100%	95%	92%
• this school works with them to support their child's learning* (S2010)	98%	90%	91%
• this school takes parents' opinions seriously* (S2011)	90%	89%	86%
• student behaviour is well managed at this school* (S2012)	95%	90%	89%
• this school looks for ways to improve* (S2013)	95%	92%	92%
• this school is well maintained* (S2014)	98%	95%	86%

* 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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	99%	98%
• they like being at their school* (S2036)	98%	95%	93%
• they feel safe at their school* (S2037)	98%	97%	98%
• their teachers motivate them to learn* (S2038)	100%	100%	98%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	97%
• teachers treat students fairly at their school* (S2041)	95%	94%	89%
• they can talk to their teachers about their concerns* (S2042)	94%	97%	88%
• their school takes students' opinions seriously* (S2043)	94%	94%	87%
• student behaviour is well managed at their school* (S2044)	85%	92%	85%
• their school looks for ways to improve* (S2045)	97%	98%	99%
• their school is well maintained* (S2046)	95%	97%	94%
• their school gives them opportunities to do interesting things* (S2047)	93%	93%	94%

Percentage of students who agree [#] that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	96%	93%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
• they receive useful feedback about their work at their school (S2071)	96%	93%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	96%	100%	100%
• student behaviour is well managed at their school (S2074)	93%	96%	93%
• staff are well supported at their school (S2075)	96%	96%	96%
• their school takes staff opinions seriously (S2076)	92%	100%	96%
• their school looks for ways to improve (S2077)	100%	100%	96%
• their school is well maintained (S2078)	93%	96%	96%
• their school gives them opportunities to do interesting things (S2079)	93%	96%	96%

* 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

Kedron State School has a long and proud history of delivering quality education that is focused on the best possible outcomes for students. The school is supported by a motivated P&C invested in a partnership approach to education. This partnership strengthens the community feel that exists at Kedron State School.

The P&C and the parent body work collaboratively with the staff to maximise the learning experiences for all students. In 2018 the P&C actively sought to support the school with additional resources that directly improve the learning of each student. Among other contributions to the educational resources offered at Kedron State School was the upgrade to and extension of the Middle Years Playground.

Monthly P&C meetings allow for the P&C to be actively connected to school events and priorities allowing a unified approach to decision making and shared understandings. The Kedron State School newsletter is sent home weekly with summaries of school highlights and as a communication stream for school events and a sharing of important information. In the last 3 years a Parent Representative Program was also introduced to further encourage and promote quality communication. Each class has a Parent Representative that serves to maximise efficient and relevant communication for each class.

Parents are a welcome and valuable resource in our classrooms, supporting lesson delivery through small group or one on one interaction. In order to build parent confidence and a shared understanding of literacy and numeracy instruction parent workshops known as 'Parent Master Classes' are offered at various junctures throughout the year to assist parents in building the skills to best support young learners both at school and at home – sharing the language of learning.

Parents are provided with regular updates on student learning progress through formal and informal reporting processes. Written Report Cards accompany students home at the end of Semester 1 and 2 with informal parent

teacher interviews scheduled at the end of Term 1 and 3 or when the need for communication arises. Our teachers have an open communication philosophy and welcome conversations about our young learners. Parents are provided with information about how best to interpret academic reports to ensure a focus on the development of all aspects of learning is recognised.

Kedron State School acknowledges the critical role that parents play in the education of their child and ensure that opportunities to include parents in any conversation that focuses on individual learning goals, adjustments to curriculum programs and personalised planning meetings have the input and understanding of all stakeholders.

In order to connect families to the content, skills, knowledge and assessment students will engage in class newsletters and timetables are available on the school website and emailed home providing opportunities for parents to question and support the learning across each term.

Our parent community are strong advocates of all learning pursuits. This is evidenced at school events and assemblies where our parent body are active supporters.

Respectful relationships education programs

Kedron State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our school offers a series of social and emotional programs that aim to promote the skills and attributes that not only encourage successful and independent learners but also the strategies for participating successfully in life.

Kedron State School promotes a safe, tolerant and disciplined learning environment and students are taught explicit strategies to address and resolve any potential social difficulty through Restorative Justice Practices. The Kedron State School community is guided by 4 expectations of how we interact with each other – Be Respectful, Be Responsible, Be Safe and Be a Learner. The consistency of these expectations across the school ensures requirements outlined in the Responsible Behaviour Plan for students' is clear.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	8	1	9
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Kedron State School is conscious of operating our school and modelling behaviours for our students that promote sustainable and reflective practices that actively work to reduce our environmental impact. This is a commitment made by all members of the school team from ancillary staff, professional staff, parents and students.

Over the last year the school has sought to formalise some of these programs and initiatives in consultation and with the support of the P&C. The focus for our school in the next 12 months will be to effectively and efficiently manage the school waste streams and involve our students in this agenda to grow their global citizen education.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	130,071	134,202	128,400
Water (kL)	438	1,657	1,874

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*One School is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	31	14	0
Full-time equivalents	24	10	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	1 staff member undertaking a PHD	
Masters	4	
Graduate Diploma etc.*	7	
Bachelor degree	20	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 43 000

The major professional development initiatives are as follows:

- Curriculum Planning and Design Sessions (Year level teams) – All Learning Areas
- Development of School's Pedagogical Framework
- Professional Coaching, Modelling and Feedback
- Differentiated Teacher PD where required e.g. Mentoring Beginning Teachers and Growing Great Leaders
- Inclusive Education Agendas

The proportion of the teaching staff involved in professional development activities during 2018 was 100 %

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	94%
Attendance rate for Indigenous** students at this school	90%	88%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	95%	94%
Year 1	95%	96%	94%
Year 2	95%	94%	95%
Year 3	95%	95%	94%
Year 4	95%	95%	95%
Year 5	95%	95%	94%
Year 6	95%	96%	95%

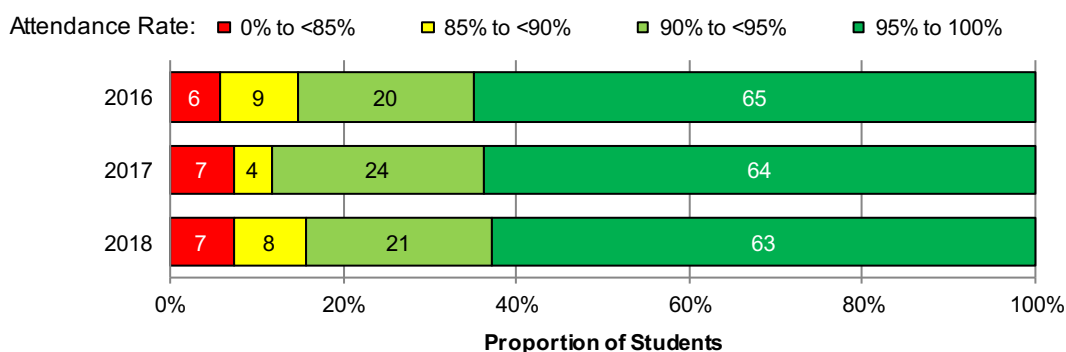
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Kedron State School is highly invested in the attendance of our students. In the last 12 months we have moved from the language 'everyday counts' to 'learning days lost' to signify the importance of children being present for instruction. The Leadership Team and Student Support Team inclusive of our Guidance Officer manage the attendance portfolio with a series of process in place to monitor and manage attendance of all students. This includes –

- Daily phone contact with families of absent children
- Formalised written communication of absenteeism data for students with irregular attendance
- Data analysis of attendance patterns to determine challenges for families
- Principal approved exemption for family holidays over 5 days
- Negotiation with families as to how best to continue learning programs in times of absence, inclusive of disciplinary absences)

Kedron State School implements electronic roll marking through the One School Platform.

Kedron State School has a managed attendance line for families to register absenteeism before 8:45am.

Parents of all children not in attendance at the commencement of the school without prior explanation are phoned by 9am.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

