Kingaroy State High School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	PO Box 356 Kingaroy 4610
Phone	(07) 4160 0666
Fax	(07) 4160 0600
Email	principal@kingaroyshs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Mr Ashley Roediger

From the Principal

School overview

Kingaroy State High School is a co-educational state high school, officially opening on 8 August 1959. It offers Years 7 to 12. Students are prepared for life by being involved in a diverse range of co-curricular and community activities. These include instrumental music ensembles, sport, public speaking, debating, Duke of Edinburgh, choir, show cattle teams, agriculture and sister school exchanges to Japan. Staff are active in professional development, with every staff member participating. Parents are heavily involved in the school and support the work of staff. The school expects to grow gradually in its enrolment in the future. This is exciting as it will open up further opportunities for students, staff and parents. In recent years the school has seen the construction of many new buildings, the most recent being the Kingaroy Performing Arts Centre (KPAC.). Kingaroy SHS offers an extensive range of VET and academic pathways for students in the senior phase of learning.

School progress towards its goals in 2018

The focus areas for 2018 were:
1. Explicit Teaching of Literacy (Reading and Writing.)
2. Coaching and Feedback.
3. Conditions for Learning (PBL; Attendance; Classroom Profiling).
4. Parent and community engagement.

Future outlook

These priorities will continue to be our focus for 2019 and beyond.

1. Explicit Teaching of Literacy (Reading and Writing.)
2. Coaching and Feedback.
3. Conditions for Learning (PBL; Attendance; Classroom Profiling).
4. Parent and community engagement.
5. ATAR and the New Senior Schooling QCE.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	995	971	999
Girls	476	480	497
Boys	519	491	502
Indigenous	91	106	128
Enrolment continuity (Feb. – Nov.)	89%	91%	90%

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

Overview

The school ICEAS is 938. This figure includes a diversity of students from Kingaroy and surrounding rural centres (including Kumbia, Coolabunia, Crawford, Wooroolon, Wondai and Murgon.) Socio-economically we serve a comparatively poor community. There are a number of families moving to the South Burnett region to access lower cost housing compared to urban and coastal regions. The school caters for an increasing enrolment of Indigenous students, many of whom travel from the surrounding towns.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	21	21
Year 11 – Year 12	19	17	16

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

Kingaroy State High School has adopted Explicit Teaching as the key strategy for pedagogy delivery. There is a direct line of sight between Australian Curriculum, Unit Plans and Lesson Plans. A significant amount of work has been undertaken to support pre and post testing, particularly within numeracy. In addition to Explicit Teaching, over 40% of staff are trained classroom profilers and Essential Skills for Classroom Management (ESCM) are implemented across Year 7 to 12.

A broad range of subjects are offered across all year levels, with Japanese and German the LOTE option. Students in Year 7, 8, 9 and 10 Study: English, Mathematics, Science, Social Science and HPE as core subjects with a range of electives being offered. These electives include: Business, Dance, Art, Music, Japanese, Agricultural Science, Home Economics, Manual Arts, Multimedia and Technology.

In Year 11 and 12 students are able to study six subjects across 48 different electives. English and Mathematics are compulsory with students being able to select 4 additional subjects. These electives include Chemistry, Biology, Physics, Earth Science, Mathematics C, Business, Dance, Art, Music, Japanese, Agricultural Science, Home Economics, Manual Arts, Multimedia and Technology. A significant range of VET

courses are also available including Hospitality, IDMT – Computing, Vocational Pathways, Engineering, Childcare, Construction. Students in Year 10, 11 and 12 also access TAFE to study Hair and Beauty, Hospitality, Aged Care and Agriculture.

Co-curricular activities

Kingaroy State High School offers students a broad range of activities with particular strengths in Instrumental Music and Sport.

The school boasts 4 bands with over 120 students being involved. Students are encouraged to participate in sporting teams such as Netball; Rugby League, Football, Cricket, Tennis, Basketball, Futsal, Lawn Bowls and Equestrian. Debating, Mooting and Public Speaking competitions provide opportunities to develop communication skills. The Active Citizen's program gives students in Year 11 and 12 the experience of working in a wide variety of community service organisations including Meals on Wheels, Community Dinners, Blue Care and Rotary.

Other extracurricular activities include Duke of Edinburgh, Cattle Team, Choir, Dance Krew, Indigenous Dance, Geogroup.

Oversea exchanges with our sister school, Fudooka High School in Japan. Students also have the opportunity to travel to Canberra and the Snowy Mountains every two years.

How information and communication technologies are used to assist learning

The use of computers at Kingaroy State High School assists learning in many ways. Individualised learning is greatly enhanced which increase independence and self-initiated learning for all students and staff. This learning extends well beyond the classroom where their ability to access information is much more flexible, not restricted to school hours or classes. Further learning through the use of computers also extends to sharing knowledge of issues with communities including parents, siblings and peers. This ability to be confident in using computers enables more global communication for our students and their ability to collaborate on current knowledge from a constantly changing technological world. All students are strongly encouraged to participate in the Bring Your Own Device option. The school supports students with 5 computer labs and access to mobile banks of laptops.

Social climate

Overview

Kingaroy State High School is a Positive Behaviour for Learning school. Classroom Profiling and adherence to Essential Skills for Classroom Management is a key focus area for teachers. There are a number of key personnel to assist students with social and emotional wellbeing. These staff include:
- Deputy Principals (Student Welfare.)
- Year Coordinators.
- Form Teachers.
- Fulltime Guidance Officer.
- Chaplain.
- School Health Nurse.
- Community Education Counsellor.
- Clontarf Program (for Indigenous boys)
- A comprehensive Life Skills program.
- Stymie (Stymie.com.au) is the online anti-bullying reporting system that is used to report anti-social behaviours.
- Vivos (vivomiles.com.au) are used to reward students for positive behaviours.
- The Parents and Citizens Association have endorsed the school's Responsible Behaviour Plan for Students.

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)	86%	90%	93%
• this is a good school (S2035)	91%	88%	93%
• their child likes being at this school* (S2001)	86%	94%	84%
• their child feels safe at this school* (S2002)	95%	93%	88%
• their child's learning needs are being met at this school* (S2003)	73%	87%	93%
• their child is making good progress at this school* (S2004)	84%	93%	91%
• teachers at this school expect their child to do his or her best* (S2005)	93%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	77%	86%	84%
• teachers at this school motivate their child to learn* (S2007)	75%	86%	79%
• teachers at this school treat students fairly* (S2008)	79%	79%	75%
• they can talk to their child's teachers about their concerns* (S2009)	91%	90%	85%
• this school works with them to support their child's learning* (S2010)	86%	87%	79%
• this school takes parents' opinions seriously* (S2011)	84%	78%	77%
• student behaviour is well managed at this school* (S2012)	75%	75%	67%
• this school looks for ways to improve* (S2013)	84%	92%	93%
• this school is well maintained* (S2014)	93%	93%	87%

* 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)	92%	85%	92%
• they like being at their school* (S2036)	83%	80%	85%
• they feel safe at their school* (S2037)	83%	87%	86%
• their teachers motivate them to learn* (S2038)	84%	80%	87%
• their teachers expect them to do their best* (S2039)	92%	93%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	83%	82%	87%
• teachers treat students fairly at their school* (S2041)	63%	62%	69%
• they can talk to their teachers about their concerns* (S2042)	62%	58%	71%
• their school takes students' opinions seriously* (S2043)	67%	63%	69%
• student behaviour is well managed at their school* (S2044)	59%	49%	65%
• their school looks for ways to improve* (S2045)	84%	81%	91%
• their school is well maintained* (S2046)	77%	83%	86%
• their school gives them opportunities to do interesting things* (S2047)	86%	88%	90%

Percentage of students who agree# that:	2016	2017	2018

* 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)	93%	92%	93%
• they feel that their school is a safe place in which to work (S2070)	95%	90%	93%
• they receive useful feedback about their work at their school (S2071)	90%	90%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	84%	85%
• students are encouraged to do their best at their school (S2072)	96%	95%	93%
• students are treated fairly at their school (S2073)	94%	89%	90%
• student behaviour is well managed at their school (S2074)	81%	77%	82%
• staff are well supported at their school (S2075)	85%	81%	85%
• their school takes staff opinions seriously (S2076)	82%	79%	80%
• their school looks for ways to improve (S2077)	98%	92%	93%
• their school is well maintained (S2078)	90%	86%	87%
• their school gives them opportunities to do interesting things (S2079)	94%	86%	88%

* 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

Kingaroy State High School acknowledges the importance of creating a 3 way team between the school, parents and the students. Key strategies for involving parents in this communication process includes:
- Two parent teacher interview evenings are hosted each year.
- Regular information evenings for parents.
- A Year 12 Formal is hosted at the end of the year.
- The School Charter acknowledges the importance of regular school-parent contact.
- Speech Night is hosted annually in October.
- Sports Night is hosted annually in October to recognise outstanding sporting achievements.
- Showcases in Music, Art, Drama and Choir are hosted annually in Term 4 to promote student successes.

Respectful relationships education programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. This program is taught weekly as a Life Skills lesson and includes a wide range of topics. The school's values of Respect, Resilience and Responsibility are taught in many forums. In addition, guest speakers are invited to the school to talk with students and staff.

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	209	232	279
Long suspensions – 11 to 20 days	6	12	6
Exclusions	3	4	4
Cancellations of enrolment	15	7	7

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

The school makes use of rainwater tanks in order to reduce the amount of town water consumed. Automatic shut off for all computers have been installed in the school so no machine is left on standby. All paper and cardboard, where possible, is recycled through the local recycling company.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	389,597	418,636	407,430
Water (kL)	5,107		

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* 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.

*OneSchool 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* 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
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 '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	99	51	6
Full-time equivalents	91	37	<5

*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
Doctorate	0
Masters	4
Graduate Diploma etc.*	12
Bachelor degree	83
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $62, 092.

The major professional development initiatives are as follows:

- Adherence to QCAA policy and procedures.
- Classroom Profiling.
- Mind Matters – Student and Staff Wellbeing
- Explicit Teaching.
- Coaching and Feedback.

- 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%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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 Secondary schools was 89%.

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	90%	91%	89%
Attendance rate for Indigenous** students at this school	85%	85%	85%

* 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

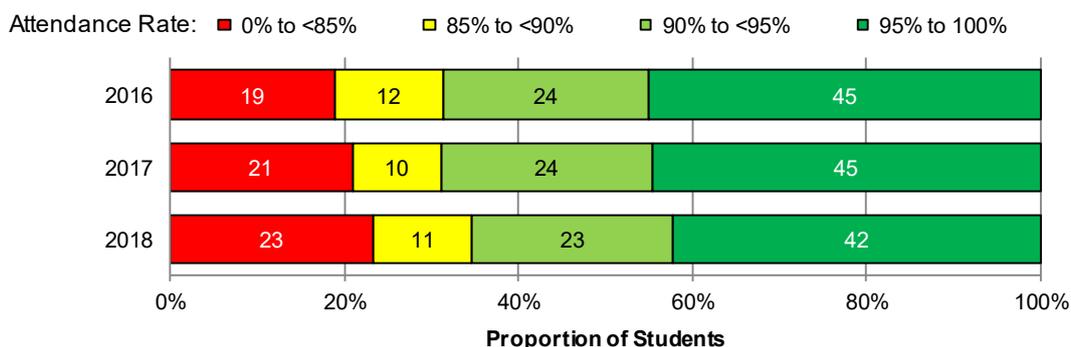| Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2016	2017	2018
Year 7	92%	92%	90%
Year 8	91%	90%	88%
Year 9	85%	90%	88%
Year 10	90%	87%	89%
Year 11	89%	90%	88%
Year 12	93%	94%	93%

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

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	19	12	24	45
2017	21	10	24	45
2018	23	11	23	42

Proportion of Students

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.

Staff	Actions
Form Teachers	• Mark rolls • Monitor attendance • Use attendance charts in Form rooms • Connect with students with poor attendance to establish possible reasons • Liaise with support personnel • If no improvement refer students to Attendance Officer for further investigation
Roll Supervisor	• Text messages sent out daily for absences • Assist with phone calls after 3 day consecutive absence (time available in 2018 once rolls done online) • Manage data in ID Attend
Engagement Officer	• Monitor attendance in ID Attend • Produce student attendance reports for DP, YLC, CEC, Clontarf • Phone calls after 3 day consecutive absences • Send letters home for unexplained absences each month – information entered by Admin staff • Send home Failure to Attend letters and monitor return • Monitor return of letters and follow up action where needed • Ensure data is updated regularly with cover notes added daily
Year Level Coordinators	• Monitor attendance • Review data from Attendance Officer • Case manage students • Work with families to improve attendance • Promote attendance and rewards eg. 100%; over 95%; most improved each term
Deputy Principal	• Meet weekly with Attendance Officer to monitor student data, monitor cover note process and OneSchool records • Meet fortnightly with YLCs to review case management • Work with families to improve attendance

	• Liaise with support personnel to ensure full case management is actioned • Action managed attendance in consultation with YLCs and Principal • Oversee information input in OneSchool Student Plan – Personalised Learning Plans • Regular items in Newsletter / e-Newsletter on importance of attendance • Ensure information given to parents on importance of attendance through Prospectus, parent nights, information packs for enrolment interviews • Promote rewards
Guidance Officer	• Support students and their families to improve attendance • Meet with families to consider options
Chaplain	• Support students and their families to improve attendance • Call home when continued absences noted in Chaplain role
Indigenous Liaison Officer	• Support students and their families to improve attendance • Call home when continued absences noted in ILO role • Make connections with Indigenous families to improve relationships with school
Clontarf Academy	• Support students and their families to improve attendance • Call home when continued absences noted in Clontarf role • Use Clontarf strategies to keep students engaged and attending school
CTC	• Work with school to maximise attendance of students in their care
Principal	• Liaise with DP and Attendance Officer to review data and case management results monthly • Liaise with DP and Attendance Officer to establish where added processes / protocols are needed • Promote rewards

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.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	150	147	140
Number of students awarded a QCIA	5	9	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	144	137	135
Percentage of Indigenous students awarded a QCE at the end of Year 12	90%	100%	100%
Number of students who received an OP	57	67	60
Percentage of Indigenous students who received an OP	30%	30%	25%
Number of students awarded one or more VET qualifications (including SAT)	99	93	91
Number of students awarded a VET Certificate II or above	77	85	86
Number of students who were completing/continuing a SAT	16	17	16
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	82%	70%	92%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97%	96%	99%
Percentage of QTAC applicants who received a tertiary offer.	96%	98%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	11	8	14
6-10	14	17	22
11-15	22	22	19
16-20	9	19	5
21-25	1	1	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	68	46	37
Certificate II	76	82	79
Certificate III or above	5	6	15

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Students work towards a range of VET qualifications including:
- Certificate 2 in Hospitality.
- Certificate 2 in Information Technology.
- Certificate 2 in Engineering Pathways.
- Certificate 1 in Construction.
- Certificate 2 in Workplace Practices.

Many students also complete school-based traineeships and apprenticeships in a variety of fields. In 2018, 65 students completed additional VET qualifications at TAFE.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	71%	68%	72%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	56%	69%	68%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

All Year 10 students complete a SET plan to track career goals and future pathways.   On occasion, students leave school prior to completing Year 12.   These students have access to support agencies including:

*TAFE South Burnett
*School Youth Support Coordinator
*DDSW Regional Youth Support Coordinator

*School Guidance Officer
*CTC

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.kingaroyshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx