



Kingaroy State High School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training



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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, including Inclusive Education and an alternative education program. Students are prepared for life by being involved in a huge range of co-curricular and community activities. These include instrumental music ensembles, sport, public speaking, debating, an Active Citizens program, Duke of Edinburgh, choir, show cattle teams, sister school exchange to Japan, regular tours to New Zealand and also Canberra and the snow. 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. The school will officially open a state of the art Multi-purpose Performing Arts Centre in November 2017. This building will add to other impressive facilities at the school. In addition, to world-class facilities and high quality teaching experiences, students exhibit the values of respect, resilience and responsibility.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

The key focus areas in 2016 were:

- Conditions for Learning (Attendance; Positive Behaviour for Learning; Classroom Profiling) and
- Improving Teaching Quality (Explicit Teaching; Essential Skills for Classroom Management; Coaching and Feedback.)

Future Outlook

Key priorities for 2017 will be:

- To further improve student attendance rates and decrease student suspensions.
- To ensure every student in Year 12 achieves a Queensland Certificate of Education.
- To embed Explicit Teaching in every class with a key focus on improving the literacy skills of every student.
- To ensure quality teaching practices are evident in every classroom from year 7 to year 12.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	982	496	486	62	88%
2015*	1066	529	537	89	89%
2016	995	476	519	91	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The school ICEAS is 944. This figure includes a diversity of students from Kingaroy and surrounding rural centres (including Kumbia, Coolabunia, Crawford, Wooroolin, 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	21	21
Year 11 – Year 12	18	19	19

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 ACARA, 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 35% 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 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 (as part of the Netball Excellence program); 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.

Overseas exchanges with our sister school, Fudooka High School in Japan and a tour to New Zealand occur every two years. 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 increases 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. Students in Year 11 and 12 have access to a 1 to 1 laptop program. Students in Years 7, 8, 9 and 10 have access to various computer rooms throughout the school.

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 – linked to Beyond Blue – senseability.
- 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	89%	97%	86%
this is a good school (S2035)	84%	89%	91%
their child likes being at this school* (S2001)	91%	91%	86%
their child feels safe at this school* (S2002)	96%	95%	95%
their child's learning needs are being met at this school* (S2003)	80%	91%	73%
their child is making good progress at this school* (S2004)	87%	97%	84%
teachers at this school expect their child to do his or her best* (S2005)	93%	95%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	76%	89%	77%
teachers at this school motivate their child to learn* (S2007)	72%	89%	75%
teachers at this school treat students fairly* (S2008)	67%	88%	79%
they can talk to their child's teachers about their concerns* (S2009)	87%	95%	91%
this school works with them to support their child's learning* (S2010)	82%	88%	86%
this school takes parents' opinions seriously* (S2011)	69%	83%	84%
student behaviour is well managed at this school* (S2012)	62%	77%	75%
this school looks for ways to improve* (S2013)	84%	95%	84%
this school is well maintained* (S2014)	93%	92%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	87%	92%
they like being at their school* (S2036)	86%	89%	83%
they feel safe at their school* (S2037)	90%	83%	83%
their teachers motivate them to learn* (S2038)	88%	76%	84%
their teachers expect them to do their best* (S2039)	95%	90%	92%
their teachers provide them with useful feedback about their school work* (S2040)	87%	89%	83%
teachers treat students fairly at their school* (S2041)	71%	64%	63%
they can talk to their teachers about their concerns* (S2042)	78%	67%	62%
their school takes students' opinions seriously* (S2043)	61%	57%	67%
student behaviour is well managed at their school* (S2044)	70%	65%	59%
their school looks for ways to improve* (S2045)	85%	80%	84%
their school is well maintained* (S2046)	89%	83%	77%
their school gives them opportunities to do interesting things* (S2047)	94%	88%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	87%	98%	93%
they feel that their school is a safe place in which to work (S2070)	94%	95%	95%
they receive useful feedback about their work at their school (S2071)	82%	89%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	82%	82%
students are encouraged to do their best at their school (S2072)	90%	98%	96%
students are treated fairly at their school (S2073)	84%	94%	94%
student behaviour is well managed at their school (S2074)	73%	89%	81%
staff are well supported at their school (S2075)	70%	85%	85%
their school takes staff opinions seriously (S2076)	68%	75%	82%
their school looks for ways to improve (S2077)	79%	94%	98%
their school is well maintained (S2078)	90%	89%	90%
their school gives them opportunities to do interesting things (S2079)	83%	88%	94%

* 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:

- Three 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 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	185	292	209
Long Suspensions – 6 to 20 days	0	13	6
Exclusions	1	3	3
Cancellations of Enrolment	18	14	15

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	399,766	6,435
2014-2015	464,013	3,829
2015-2016	389,597	5,107

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

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 <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	95	48	<5
Full-time Equivalents	87	34	<5

Qualification of all teachers.

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	13
Bachelor degree	74
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$57250

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 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	80%	85%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

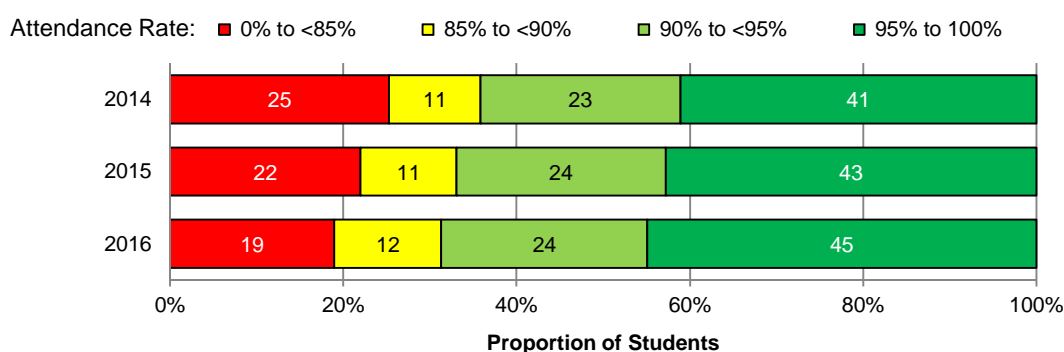
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									92%	88%	87%	88%	89%
2015								91%	88%	90%	86%	88%	92%
2016								92%	91%	85%	90%	89%	93%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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. ID Attend is used to mark rolls every lesson and processes are in place to follow up on absenteeism. These processes are aligned to key personnel and include:

Staff	Actions
Form Teachers	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Text messages sent out daily for absences • Assist with phone calls after 3 day consecutive absence (time available in 2017 once rolls done online) • Manage data in ID Attend
Engagement Officer	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<p>management is actioned</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Support students and their families to improve attendance • Meet with families to consider options
Chaplain	<ul style="list-style-type: none"> • Support students and their families to improve attendance • Call home when continued absences noted in Chaplain role
Indigenous Liaison Officer	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Work with school to maximise attendance of students in their care
Principal	<ul style="list-style-type: none"> • 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 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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	145	169	150
Number of students awarded a Queensland Certificate of Individual Achievement.	2	7	5
Number of students receiving an Overall Position (OP)	68	77	57
Percentage of Indigenous students receiving an Overall Position (OP)	20%	43%	30%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	22	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	80	109	99
Number of students awarded an Australian Qualification Framework Certificate II or above.	46	88	77
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	108	151	144
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	40%	86%	90%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	79%	84%	82%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	90%	98%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	95%	96%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	14	16	24	14	0
2015	9	29	27	12	0
2016	11	14	22	9	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	69	45	6
2015	71	81	13
2016	68	76	5

As at 3rd February 2017. The above values exclude VISA students.

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 2016, 91 students completed additional VET qualifications at TAFE.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	74%	71%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	62%	35%	56%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September each year.

The report will be available at:

<http://www.kingaroyshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leaver's information

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

Where possible the school engages with external employers and support students into employment. This success is evident in the "Next Step" report:

<http://www.kingaroyshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

