

**KINGSTON
STATE
COLLEGE**



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ANNUAL REPORT

2021

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



**Queensland
Government**



Kingston State College

Queensland State School Reporting

2021 School Annual Report



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School overview

As Kingston State College celebrates 45 years since our official opening, we are proud of the excellent standard of secondary schooling across our two dynamic campuses - a 7 to 12 State High School and our Re-Engagement Centre - Kingston Learning College. This Re-Engagement Campus has an excellent reputation for success, using a quarterly model of enrolment and offering students the opportunity to complete one to three subjects and vocational educational training to transition from Years 9 to 12 and onto further pathways. Completion of the QLD Certificate of Education is a goal for each student at both campuses. This is combined with opportunities to complete an ATAR pathway aligned to QCAA guidelines also available at both campuses.



Our College is located in the suburb of Kingston in Logan City south of Brisbane, an expansive campus with recently renovated excellent facilities. The demographic make-up of our students include: A high population of immigrants whose first language is not English, including 40% of students from Pacific Islander background; 14.5% of students from Indigenous background; Refugee students from Africa and the Middle East; 14% of students in Special Education and increased numbers "in care" situations.

From 2018 - 2021 the College's Strategic Plan has focused on the core priorities of Reading and Writing: Teacher Capacity; a revised Whole School Curriculum, Assessment and Reporting Plan; and Student Wellbeing and Community Engagement. These priorities are underpinned by excellent teaching and learning practice aligned to our School Vision 'Nothing Left to Chance' and our pedagogical signature practices from the New Art and Science of Teaching (ASOT) and strategies from the 'Lyn Sharratt Clarity Framework'.

The commencement of the 2021 year saw the beginning of our journey to embrace a new Four Year Plan. Our Whole School Review feedback across the nine major domains strongly acknowledged our College Community improvement across our Teaching and Learning.

The resulting year long Priority Action Plan to ensure consistent quality assurance processes to lift the College's Teaching and Learning performance, was completed in March 2022. This involved a team of three staff from the Education Improvement Branch accompanied by our Assistant Regional Director (ARD) Brian Ragh. Our staff were congratulated and applauded for their meticulous attention to detail in the progress over the 12 month period. The College achieved the measurable outcomes as outlined in Phase One of the Plan of 2021, which included an increase in our A-E data Years 7 to 9 in Semester 2 Reporting Data.

The College will now move forward to develop the full Four Year Quadrennial School Review (QSR), maintaining that same sharp, narrow focus as we further target and unpack all of the Key Improvement Strategies from the original review in 2021. We are looking forward to engaging the extended Community as part of this Strategic Plan process.

Aligned with the Department of Education Policy platform 'Every Student Succeeding', Kingston State College's key partnerships including Universities, local and State Governments, Business and Industry have strengthened over the past year. Our three most recent partners include entry to the Queensland Minerals and Energy Academy (QMEA), Civil Geotechnical Consultants and PFi Aerospace. These dynamic partnerships have progressed the STEM and Digital Pedagogy learning and teaching agendas, reshaping curriculum in Science, Robotics and Coding Curriculum.

Civil Geotechnical Consultants Pty Ltd (CGC) have also delivered much needed resources to the College during the height of the Pandemic in 2020 providing the students with access to online learning with the donation of 45 iPads. The Australian Business Community Network also donated 90 Laptops to students at both Campuses. OPTUS, a member partner of ABCN further provided 12 month long pre-paid sim cards for student use. These two valuable partners provided essential learning tools for our students as they engaged with device-based online learning at home over the past 2 years.

The College also further extended its partnership with 'Education Perfect' - a project based on-line learning model allowing for a highly differentiated learning environment that individualises the learning of students. This is in line with the College's future orientated strategies which respond to the global technological climate in which we exist.

2021-2022 has continued to be an exciting and innovative time for Kingston State College as part of a network of 250 Independent Public Schools seeking innovative solutions to extend student learning. The key goals for Queensland Independent Schools are:

- to provide a critical mass for system wide improvement;
- to innovate, trial and share good practice across the state school system; and
- to provide greater accountability to their local community and the broader state school system through arrangements that value community participation.

Our story for 2022 will continue to be a year dedicated to enhancing student learning and opportunities across Academic Performance, the Arts and Sporting programs. Our innovative curriculum has included Coding and Robotics for all Year 7s and 8s in a specially resourced centre. Such innovation has been driven by the Digital Pedagogy and STEM Professional Learning Staff Teams. A further milestone for the College has been the development of the ACE Academic Program for high performing students, the Student Athlete Academy and the Programs of Excellence in Performing Arts.



Congratulations!
Meet our Senior Leaders & Student Council 2021

What we do know is that the skills we deliver in at Kingston State College over the next ten years will need to prepare students to be innovative global citizens. As educational leaders, and teachers, the very pertinent question is how do we develop an effective whole school approach, building a portfolio of critical thinking skills and effective pedagogical techniques to navigate this world of the 21st Century.

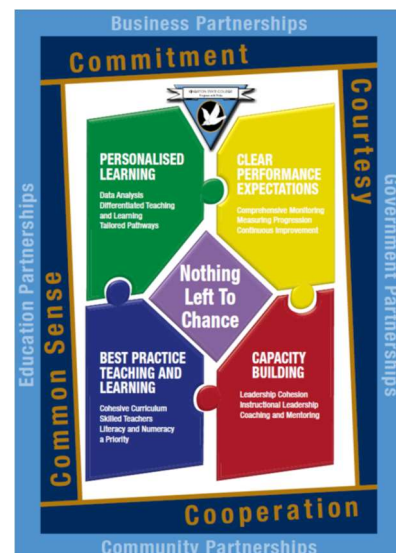
With the redesign of the Senior Syllabuses, teachers can make a daily impact on developing the emerging skills our students will require in the future job market – helping students to become creative citizens capable of solving complex problems with resilience, tolerance and flexibility.

College Vision – “Nothing Left To Chance”

The Kingston State College vision, “Nothing Left to Chance”, creates one school voice focusing on continuous improvement. Staff invest time to determine the learning needs of each student and the support they need to experience educational success. With the support of extended community, skilled and passionate staff assist students to navigate the challenging and wide ranging curriculum. A strong focus on literacy and numeracy results in the best learning, led by the best teaching.

College Values

Kingston State College is a multi-pathway campus involving two campuses that seeks to ensure that all students have the opportunity to reach their life potential. The College community is committed to the core values of Commitment, Cooperation, Courtesy and Common Sense and strives to ensure these core values shape the actions, interactions and experiences of all members of our community as we work together to shape our students’ futures.



Annual Implementation Plan 2021

Priorities

Improving performance through Reading and Writing / Teacher Capacity

Improvement Strategies:

Continue to implement and monitor a whole school approach to classroom reading and writing practices.

Align and Implement Pedagogical practices

- ASOT
- TTR/TTW
- CLARITY.

Success Indicators:

Students reflect on their learning by answering the 5 key questions

- What are you learning? Why?
- How are you doing?
- How do you know?
- How can you improve?
- Where do you go for help?

100% of teachers using school pedagogical practices and 'walk through' procedures.

Improvement in student academic data (A to E)

Development of Whole School Curriculum, Assessment and Reporting Plan

Improvement Strategies:

Develop, implement and maintain a system of moderation practices

Consolidation of teacher understanding of the Australian Curriculum

Success Indicators:

Increased teacher consistency in the implementation of the Australian Curriculum

The Australian Curriculum reflected in planning documents and lesson delivery

Student Wellbeing

Improvement Strategies:

Creation of a flexi-space to support student engagement

Success Indicators:

A program has been developed to meet the well-being needs of students.

School progress towards its goals in 2021

Key goals and outcomes achieved in the Annual Implementation Plan 2021 were fully aligned with the goals of the Quadrennial School Review commenced in January 2018.

Improvement Agenda

- The College has continued full implementation and PD for all teachers across both Tactical Teaching of Reading and Writing. Individual faculties are working with the 'Lead Literacy Teacher' to develop expertise across specialist strategies.
- The current status in the College is that almost 100% of teachers have been trained in these two programs.
- Reading and Writing improvement and explicit strategies using data to inform practice across the curriculum. Reading/Writing is "Everybody's Business".
- The College's involvement with Writer's Toolbox for 2022 will further enhance these skills.
- A focus on the core business of teaching and learning – Building teacher capacity. A differentiated and personal approach, aligning our pedagogical practice of ASOT within the College and using data to inform planning, practice and programs. 2021 also saw the continuation of Lyn Sharratt's work 'Clarity' on what matters in classroom practice utilising the '5 Key Questions' of practice for students and teachers.
- The Priority School Review of 2021 ensured consistent quality assurance processes to lift the College's Teaching and Learning performance. The focus was on 'Leaders Accountability' across our processes and teacher Case Management discussions contributing to an increase in students A-C results.
- Student wellbeing and community engagement – continued to focus on rigorous processes to increase student attendance, retention and engagement
- Developed a Whole School Curriculum and Assessment and Reporting Plan prioritising alignment to the junior school and focused transition to SATE. Our College completed the final design of this Whole School Curriculum and Assessment and Reporting plan for the EIB School Review in March 2021.
- Closing the Gap – continued to implement strategies to support our Indigenous students by investing in the Link Indigenous Centre at Kingston State College with qualified Indigenous staff to monitor student outcomes both school and systems based. Attendance of our Indigenous students is continually monitored by Student Engagement HODs. Indigenous Student Achievement Data is monitored by DP Inclusive Practices in 'the Principals Markbook'



2021 Success

Both the high school and the Kingston Learning College are to again be congratulated on the very significant contributions they have made to the education of Logan students and adults during 2021 and once again for the continued improvement in results in both the Vocational Sector and the Queensland Certificate of Education. With the implementation of the New QCE/ QCIA for the past two years the completion rate for 2021 was 100%. Our target for 2022 will once again be 100%. The number of students in both campuses who completed a VET Certificate II or higher was significantly better than the State mean. While this report will highlight the improvement in the results for our 7-12 campus, the column data for the Kingston Learning College does not reflect the outstanding results of students in the Kingston Learning College, where over a wide variety of curriculum offerings students achieved a 98% success rate for 2021.

Kingston State College graduates continue to be successful in their transition from school to employment, Traineeships, Apprenticeships and further education and training, with 100% of our students who applied for University or TAFE gaining successful entry.

Our academic and vocational curriculum is complemented by cultural, pastoral care, social and sporting programs. Kingston State College through its varied curriculum options and flexible timetabling provides the tuition, training and work experience to maximise students' individual talents and abilities. Career education is a key focus, with all students working with staff developing and revising individual Senior Education Training Plans mapping their future goals and more importantly ways to achieve them.

In 2021, the College was able to provide further support for students who had graduated to assist them to pursue further training options.



Director-General Visit

Independent Public School

Our unfolding story in the College's strategic direction has continued to develop with the College's involvement as an Independent Public School from 2016. This has allowed a specialised network of 250 schools across the State. It is the expectation that as a network we contribute to positive change and challenge ourselves to be the best through innovation, trialling and sharing of good practice, locally, and across the state. We forged a significant learning partnership with Crestmead SS who became an IPS School in 2017. This has involved Teaching and Learning in Science with Crestmead teachers across assessment and planning of units. This further expanded over the past four years, to developing Science Curriculum days with the Year 5 and 6 students and Primary Teachers, forging a strong STEM Partnership.

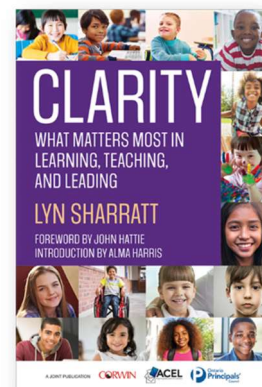
A further development with this partnership now includes Spanish across both schools. This has resulted in Spanish Curriculum Immersion days also linking our other main feeder primary school, Kingston State School.

This IPS Alliance of 250 schools across the state provides a great opportunity to connect, learn together and share successful 'practice'. We further celebrated an invited opportunity to share our innovative learnings and challenges faced around Building a Culture of Academic Excellence with our ACE – High capacity programs. This presentation in November 2021 was delivered by ACE – High Performance Coordinator, Miss Amy Johnson for the Term 4 Independent Public School's Professional day at the Brisbane Convention and Entertainment Centre.

Our School Council now in its fifth year monitors the school's strategic direction, approves and monitors plans, policies and other strategic school documents including the Annual Improvement Plan and Four Year Strategic Plan and advises the Principal about strategic matters. 2022 has seen the induction of a newly elected Council.

Targeted Literacy and Numeracy Improvement

2020 saw the formation of the Leading Learning Collaborative Learning Team (LLC) led by the Deputy Principal (Junior Secondary). This committee meets regularly with cross-curricular members to further strengthen the uptake of targeted strategies across all faculties. Using CLARITY as the main framework, the LLC focuses on case management and embedding literacy across the curriculum, as well as reflecting on TTR and TTW and their impact on literacy improvement. These instructional strategies are aligned to our ASOT Pedagogical Practice.



2021 – 2022 saw the Case Management approach rolled out to English and Maths teachers of Years 8 and 9. The Case Management cycle goes over a semester and includes building a data wall, choosing a marker student to use as the FACE of the data, collecting student samples and applying strategies suggested by Knowledgeable Others to improve the results of not only the marker students, but students at the same literacy level. This approach has been instrumental in the college exceeding its 15% improvement target in A – C data.

2022 also signalled the roll-out of *Writer's Toolbox* in English and Humanities. This online writing tool provides a platform for students to reinforce and extend their writing skills. Writer's Toolbox has been embedded into the Case Management process, as well as English and Humanities lesson plans and assessment tasks. A Writer's Toolbox program has been designed to enable this writing tool to slot into Curriculum Studies and Non-Sport lessons (thereby allowing every student not participating in interschool sport to improve their writing skills).



Tactical Teaching: Reading (TTR) and Tactical Teaching: Writing (TTW)

Kingston State College uses *Tactical Teaching Reading* (TTR) as the whole school reading and writing program. TTR focuses on equipping teachers in the development of diverse learning practices that support literacy and learning behaviours across all curriculum and learning areas. Implementation of such teaching and learning activities develops self-motivated, independent learners and improved student outcomes (Tactical Steps Education 2013). Trained TTR facilitators on staff provide the professional development required to maintain the target of having 100% of teachers trained in TTR. TTR activities are embedded in the delivery of lessons across all Junior Secondary curriculum teaching areas.

To complement TTR, 75% of teachers from across faculty areas are also trained in *Tactical Teaching Writing* which has the same underlying principles. There are currently three trained TTW facilitators across two faculty areas working towards the aim of having 100% of teachers trained in the program. The explicit teaching of TTW strategies occurs in faculty and full staff meetings, with the aim of having TTW activities embedded in the delivery of all Junior Secondary curriculum teaching areas.

The Art and Science of Teaching

In 2021 the College continued to roll out 'The Art and Science of Teaching' (ASOT) utilising Signature Strategies and aligned this framework with the Schools Vision and Learning Framework of 'Nothing Left to Chance'. It is our clear expectation that all teaching staff will have a strong understanding of this dynamic teaching and learning approach as to lift the whole school student outcomes and performance. These strategies focus on teaching quality and a common language of instruction which will enhance the performance of all teachers and the learning outcomes of our students.

In addition, the school has continued its involvement in the Leading Learning Collaborative (LLC) across the region and undertaken professional development to support the alignment of pedagogical practices and literacy strategies across the college. Using CLARITY as the main framework, the LLC focuses on case management and embedding literacy across the curriculum as well as reflecting on TTR and TTW and its impact on literacy improvement. It also focuses on tracking students' progress through reflection on their learning using learning goals and success criteria which aligns with practices in ASOT.

Actions for Implementation 2021

- The College's observation and feedback schedule continued with walkthroughs and formal observations and has provided an opportunity for all leaders and middle leaders to observe teachers implementing instructional strategies from ASOT and CLARITY.
- Whole school strategies including, common entry procedures, structured starts to lessons and feedback continued throughout the school.
- All faculties participated in the creation of data walls each semester to analyse student academic data which demonstrate where students are in relation to the cohort.
- Case management cycles were embedded in English and Maths with teachers of year 8 and 9 to analyse the academic data of students and provide strategies for the improvement in student achievement.

STEM in 2021

- Civil Geotechnical Consultants partnership
 - Mentoring program for year 10 and 11 students commenced. 9 students participating in fortnightly sessions on goal setting, career mapping and work preparation skills
 - Work experience opportunities for 2 KSC students in 2021
 - Providing opportunities and connections with outside businesses and programs
 - Continuing drone mapping workshops
- HAILI Rocket STEM program
 - STEM Club students attended an excursion to PFI Aerospace in Term 1
 - Mr Peter Withers attended PFI Aerospace PD for rocket motor firing
 - Students completing Science of Rockets curriculum program
 - Test firing of rocket motor Term 3
- STEM Club
 - Meeting weekly on Tuesdays and Thursdays
 - Entered into Young ICT Explorers competition 2021
 - Developing VR content using Vortals for classroom use across multiple curriculum areas
 - Students developing 360° video tour of school campus
 - VR testing
 - Bridge building
 - Tensegrity object
 - Development of design thinking skills
 - Teacher led workshops in CAD, 3D design, laser CNC & 3D printing
- Enable - STEAM into STEM
 - 4 staff attending STEAM into STEM teacher PD Term 2
 - Students projects being entered into STEAM into STEM Term 3
- Young ICT Explorers competition
 - Third year competing. Year 8 submission awarded 2nd Place in South-East QLD
- M in STEM group developed, led by Ms Angila Chandra
 - Students meeting each Tuesday P4
- Planning of STEM based unit across multiple curriculum areas



STEM in 2022

- Civil Geotechnical Consultants partnership
 - Mentoring program for year 10 and 11 students continuing. Students participating in fortnightly sessions on goal setting, career mapping and work preparation skills
 - Student support fund developed to increase student access to resources, devices, excursions and opportunities
 - Scholarship being offered to a senior student to support tertiary study
 - Work experience/industry opportunities available for KSC students
 - Providing opportunities and connections with outside businesses and programs
 - Continuing drone mapping workshops
- HAILI Rocket STEM program
 - Continued HAILI program from 2021
 - Students completing Science of Rockets curriculum program
 - Student excursion and test firing of rocket motor TBA
- STEM elective subject
 - Initial offering of a standalone STEM subject for year 9 students
 - Student projects entered into Young ICT Explorers competition 2022
 - Aimed to grow in 2023 and introduce a follow-on year 10 elective
- STEM Club
 - Meeting weekly on Tuesdays and Thursdays
 - Hands-on lessons targeted at increasing student engagement and achievement across Maths/Science/Technology
 - Further exploring VR content using Vortals for classroom use across multiple curriculum areas
 - Students developing 360° video tour of school campus
 - Bridge building
 - Tensegrity object
 - Development of design thinking skills
 - Teacher led workshops in CAD, 3D design, laser CNC & 3D printing
- Primary Connections
 - STEM activities during Kingston SS & Berrinba East SS Year 6 visits to KSC
 - Initiative to visit primary schools and deliver in-class STEM workshops/lessons. Starting Term 2 at Berrinba East SS
 - Annual Primary Connection STEM Challenge scheduled for Term 3
- Enable - STEAM into STEM
 - Students projects being entered into STEAM into STEM Term 3
 - Students entering the bridge building competition
- Griffith University/Rotary Science and Engineering Challenge
 - KSC students to participate

Showcase Success Commendations!

Our STEM program has been highly commended receiving back to back South East Region Commendation Awards for 2020 and 2021. Congratulations to Mr Carlos Lopez (now HOD at Bracken Ridge SHS) and Mr Peter Withers our current STEM Coordinator.



College Partnerships

Throughout 2021 the College's continued goal to further drive public optimism and future high expectations continued to be greatly assisted by university, government, business and school partners working collaboratively.

Our partnerships continue to play a vital role in developing new student mindsets towards learning, self-challenge and mastering new skills and knowledge. They likewise are valuable options for our high achieving students.



Australian Business and Community Network (ABCN)

Kingston State College has been very fortunate to be able to work with ABCN for the last 14 years. ABCN is a not-for-profit organisation that brings businesses and schools together to address educational disadvantage. Each year ABCN offers a number of programs to Kingston State College. In 2021 Kingston State College was able to participate in GOALS, i2i and Innovate.

Goals

Goals is a mentoring program for Year 9 students that encourages the completion of Year 12 and further study with a focus on goal setting, self-management and critical thinking.

i2i

i2i is a 1-day interview skills workshop, where students learn how to succeed in an interview by experiencing realistic interview scenarios in a corporate environment.

Innovate

Develops links between STEM subjects and careers. This program is ideal for students interested in STEM subjects and careers.

University of Queensland



Young Achievers Program (YAP)

The College has been fortunate to be partnered with the UQ YAP initiative for the last 10 years. YAP is an exciting initiative which aims to support the tertiary study and career aspirations of students who might not otherwise have access to University as a post-school option. The program provides a significant financial scholarship to successful students, totalling \$30,000 for 2022. Apart from the financial support, YAP also nurtures and inspires the students with mentoring from current UQ students, and 2 5-day residential camps at UQ St Lucia campus. The first camp is at the start of Year 11 and the second is during the Winter holidays of Year 12.



ENABLE

With changed agendas for 2021, fifteen schools involved in the ENABLE coalition have continued to provide a collegial base of Principal support and DP, HOD and Staff networks to deliver the strategic targets of improvement required by State and National goals. At the end of 2021, the ENABLE schools once again prioritised our core priorities across four main portfolios of Leadership; Key Partnerships, Innovation, Building Capacity and Advocacy. The opportunity for all Principals to meet for two days at O'Reilly's Guest house at the end of 2020 & 2021 provided targeted professional development and further time to set the agendas for the following years. Another highlight, has once again been the '50 000 Futures' Professional Conference at Griffith University to showcase our talented staff and programs of best practice.

QMEA - Queensland Minerals & Energy Academy

The QLD Minerals and Energy Academy and resource companies are creating exciting new academic and future employment opportunities for the College's Year 7-12 students.

The partnership was created when the Queensland Minerals and Energy Academy (QMEA) selected the College to be the first Logan school to be involved in pathway opportunities into the resources sector and STEM-related (Science, Technology, Engineering, Maths) industries. This involves sixty schools throughout QLD.

Students at Kingston State College have worked alongside visiting resources sector professionals to complete STEM-related tasks that are linked to the school curriculum and the real world of work. STEM skills are critical for the next generation to develop a career not only in the Mining Industry but in the world of work. The QMEA partnership also gives our students an insight into the working life of a trade person and what they need to study to step into a trade career pathway which is becoming ever more technology based. The College is looking towards further offsite opportunities to expand our students' horizons.

With future technology changing the face of resources sector work, it is important that students learn how to problem solve, collaborate and have the basic academic tools to succeed in these careers. At the beginning of this year, three of our Year 12 students attended the Careers' focused annual breakfast and Professional development day celebrating women in STEM related careers and very importantly celebrating International Women's Day on 8 March.



2021 – Civil Geotechnical Consultants

We were delighted in 2021 to commence a new partnership with CGC. The aim of this partnership is for CGC to help improve the access and opportunities for the students of Kingston State College to engage in thought provoking, innovative, interactive education with a focus on STEM.

CGC will work with KSC to develop a partnership plan that incorporates the needs of the KSC students, the initiatives of the school and the resources of CGC. Where possible the impact of the initiatives, in this plan will be measured by information shared between CGC and KSC. The type of support CGC is able to provide may include, financial, volunteering, mentoring, knowledge sharing, expertise and business/industry links.

CGC has been able to commit to help the school meet the immediate and urgent need of providing students of Kingston State College with access to online learning during the current COVID-19 pandemic. CGC purchased iPads to the value of \$20,000 and donated them to KSC. These devices have been a valuable asset to be utilised by the STEM learning area.

In 2022, the growth and further development of Kingston State College's partnership with CGC has produced even greater support for KSC students across a variety of avenues. Further financial support is being provided to KSC in the form of an ongoing support fund to improve student access to excursions, resources, activities and events. Additionally, a scholarship will support senior students in their transition towards tertiary study. Workshops, mentoring and access to work experience and industry contacts is continuing and further programs are in development. Term 4 will see the introduction of 'STEM for Everyone', a new initiative created in conjunction with the University of Queensland. KSC students will have access to the UQ Engineering Maker Space and CGC and UQ professionals and students while engaging with hands-on

STEM workshops. This support is in addition to the ongoing financial assistance, mentoring, knowledge sharing and access to industry links.

PFi Aerospace

Our latest industry partnership – PFi Aerospace, in conjunction with industry heavyweight Northrop Grumman have brought us 'HAILI' the Hybrid All-Inclusive Learning Instrument to help students develop transferable 21st Century skills, by experimenting with a fully-functioning hybrid rocket motor.

As the space industry in Australia begins to emerge, the search for the leaders of tomorrow begins in earnest. KSC is proud to be part of a select group of schools involved with the HAILI 'Science of Rockets' program, which aims to engage, excite and inspire a new generation space workforce.

The program will encourage creative thinking, problem solving and working as a team. It will also teach digital and programming skills, automation and AI, as well as advanced manufacturing principles. Other benefits of the HAILI rocket program include improvements in confidence and overcoming fear of failure, by allowing students to realise that it is more about developing skills than developing grades. The nature of the system encourages learning through investigation, experimentation - and even play - through real-world human contexts using the Design Cycle with links to the United Nations Sustainable Development Goals.

Kingston State College looks forward to another great year of STEM learning and a fruitful collaboration with PFi Aerospace.

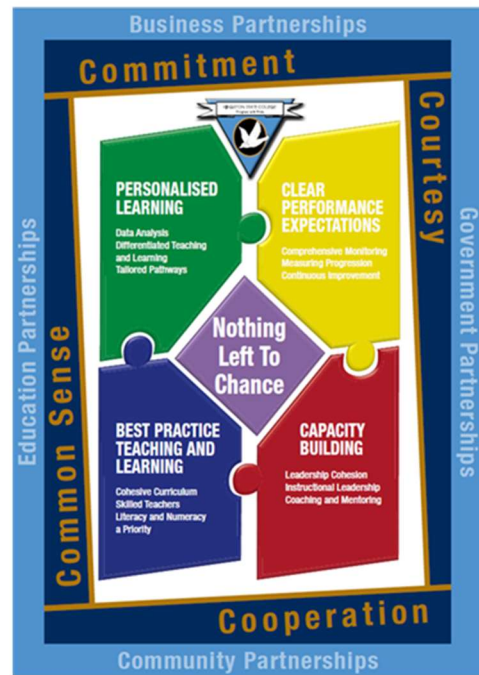


Future Outlook

Strategic Plan 2018 – 2021

Our Priorities

Student Wellbeing and Community Engagement Student Support Student Capacity Community Partnerships	Reading and Writing Whole School Reading and Writing Strategy Focused Learning
Curriculum, Assessment and Reporting Transition to SATE Junior Curriculum	Teacher Capacity Pedagogy Professional Learning



Annual Implementation Plan 2022

Priorities

Improving performance through Reading and Writing / Teacher Capacity

Improvement Strategies:

Continue to implement and monitor a whole school approach to classroom reading and writing practices.

Implement and refine signature pedagogical practices.

Engage in case management meetings (English and Maths).

Success Indicators:

Students reflect on their learning by answering the 5 key questions

- What are you learning? Why?
- How are you doing?
- How do you know?
- How can you improve?
- Where do you go for help?

100% of teachers using signature pedagogical practices.

Improvement in student academic data (A to E).

Development of Whole School Curriculum, Assessment and Reporting *Junior Success in the Australian Curriculum*

Improvement Strategies:

Maintain a system of moderation practices.

Consolidation of teacher understanding of the Australian Curriculum.

Success Indicators:

Increased teacher consistency in the implementation of the Australian Curriculum.

The Australian Curriculum reflected in planning documents and lesson delivery.

Student Wellbeing

Improvement Strategies:

Utilise the flexi-space and the wellbeing program to support student engagement.

Success Indicators:

Improvement in student academic, behaviour and attendance data.

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Year 7 - Year 12
Webpages	Additional information about Queensland state schools is located on the: <ul style="list-style-type: none">• My School website• Queensland Government data website<ul style="list-style-type: none">• Queensland Government schools directory website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2019	2020	2021	2019	2020	2021
Year 7	161	156	151	161	156	147
Year 8	165	152	152	157	152	143
Year 9	145	147	158	152	149	153
Year 10	191	198	198	164	188	179
Year 11	125	110	114	110	103	96
Year 12	172	199	222	169	203	210
Total	959	962	995	913	951	928

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2019	2020	2021
Year 7 – Year 10	20	20	20
Year 11 – Year 12	14	15	16

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Characteristics of the student body

Overview

Kingston State College with its dedicated staff understands and responds to the ever-changing needs of its students and the environment. Students at the College are provided with “hands on” opportunities to ensure relevant, high quality learning. They “Progress with Pride” towards their personal best through wide ranging opportunities, flexible pathways, lifelong learning, care and respect and valuing of individuals.

Kingston State College is a co-educational State Secondary school for students in Years 7 to 12. The College also incorporates a second campus, called Kingston Learning College, catering for students from 15 years to adults who wish to complete their secondary education and gain QCAA credentials and certificates. This centre provides a stepping stone to employment, tertiary education, further training and a variety of Vocational Education qualifications as well as personal fulfilment and enriched relationships.

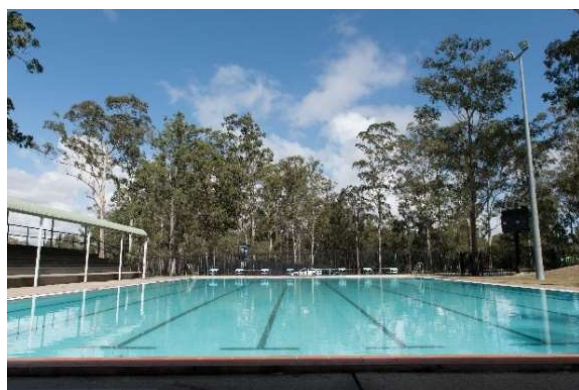
The College is located centrally in the suburb of Kingston Located in Logan City. Logan City is characterised by several complex factors that interact with each other and impact on the engagement and achievement of some students. Statistics show Kingston as a low socio-economic area including:

- a high population of single parent families;
- immigrants whose first language is not English;
- 40% of students from Pacific Islander background;
- 14.5% of students from Indigenous background;
- high proportion of students in ‘care’ situations;
- or simply living with other families on Independent status
- increasing numbers of refugee;
- 14% of students supported in our Special Education Programs.

The College features a natural woodland environment. The school boasts ample playing fields and courts, a refurbished gymnasium, its own swimming pool, community hall and Trade Training Centre. With the successful allocation of a Government Gaming Grant, new basketball courts were installed in the grounds of Kingston Learning College in mid-2021.

Extensive funding from the State level has provided an opportunity to redevelop the facilities aligned to student learning outcomes in Science, Hospitality, Senior Schooling and Vocational Education including a ‘State of the Art’ Trade Training Centre and more recently completed refurbishment of the Performing Arts Centre and Math Learning Block. 2022 has finally seen the completion of the installation of the Solar panels on the roof of the Community Hall for the College to be a ‘Solar School’.

The complete demolition and subsequent refurbishment of the School Administration block which commenced in 2021 was completed for the commencement of the 2022 school year. Likewise, the College was included in the extended rollout of the Flexi Share Building Program to support re-engagement. This construction of our new Flexi Centre was completed and operational by mid 2021.



Curriculum Delivery

Curriculum across Junior Secondary is tightly aligned to the Australian Curriculum and works to provide students with authentic and challenging learning experiences across the eight Learning Areas (English, Mathematics, Science, Humanities, Health and Physical Education, Technologies, The Arts and Languages). Our teachers analyse all available data sets to target the delivery of the curriculum to ensure the individual learning needs of each student is catered for. The teaching of literacy and numeracy skills across the curriculum is highly prioritised with all staff trained in the *Tactical Teaching of Reading and Writing*. Our school's Pedagogical framework is underpinned by the *Art and Science of Teaching* and a selection of pedagogical strategies from Lyn Sharratt's 'Clarity'. This provides our teachers with a comprehensive framework for effective and engaging instruction. Learning across all classes is supported by our Positive Behaviour for Learning philosophy (PBL) and helps to foster a safe and supportive learning environment for all students.

Our Distinctive Curriculum Offerings:

- ACE – High Performance Year 7 to 10 classes in English, Maths and Science;
- High Capacity Classes – Years 7 to 10;
- Year 7 & 8 students completing Spanish as the selected LOTE;
- Special Education Support Unit supports students with special needs in tailored curriculum Years 7-12;
- Year 7/8 Music Excellence Program;
- Year 7-9 Touch Academy;
- Years 7 and 8 – Foster creativity through a comprehensive Creative Industries program including Music, Dance, Drama and Visual Art program commencing at the Year 7 level. These highly specialised programs are supported by highly skilled staff and excellent facilities to provide the best outcomes for our students;
- Years 9 and 10 – High Performance HPE prepares students for the rigour of Senior PE studies in Years 11 and 12;
- STEM Science coordinator appointed to involve selected students in high performance programs organised by Department of Education and other partners including UQ Griffith, QMEA Civil Geotechnical Consultants and our latest partner PFi Aerospace;
- A curriculum class in STEM / Robotics / Coding commenced in 2017 – Years 7-9; Robotics is also delivered in Year 9; A STEM curriculum class in Year 9 has been offered in 2022;
- We continue to forge closer ties this year with our local feeder schools through our Junior Secondary Schooling initiatives with programs such as continued Science Days of Excellence and with ICT 'Excellence' programs. Staff have also taken the opportunity to share their professional learning across primary campuses in Science. Students in Year 12 Recreation provide school site support at Kingston State School weekly for HPE, Sports' Days, Athletics Carnivals and School Camps;
- Years 11 and 12 – QCAA General Subjects, that may contribute to ATAR eligibility: Dance, Drama, Biology, English, Literature, General Mathematics, Math Methods, Legal Studies, Music, Music Extension, Physical Education, Psychology, Chemistry and Physics;
- Years 11 and 12 - QCAA Applied Subjects: Essential English, Essential Mathematics, Dance in Practice, Drama in Practice, Early Childhood Studies, Engineering Studies, Hospitality Studies, Industrial Graphics, Media Arts in Practice, Music in Practice, Social and Community Studies, Sport and Recreation, Visual Art in Practice;
- Vocational Education and Training:
 - Cert I in Financial Literature – Cert I Metal Work (Yr 10)
 - Cert I in Construction/Cert II Furniture Making Pathways
 - Cert II in Sport and Recreation/Cert III Fitness

Cert II Automotive (KLC – outside RTO)

Cert II in Skills for Work and Vocational Pathways (introduced in 2019)

Cert II in Creative Industries

Cert II Logistics (KLC - outside RTO)

Cert II Health KLC

Cert III in Music Industry (Introduced 2019);

- Our flexible senior pathways program supports students undertaking Structured Industry Placement during Years 10-12, encouraging students to complete school VET certificates, School Based Traineeships and Apprenticeships. This has included TAFE partnerships and students in Years 11 and 12 completing Cert II in Health Support at Mabel Park SHS and KLC, Cert II in Tourism and Logistics at KLC;
- School based VET has further expanded with all Year 12 students completing 1-4 certificates at various levels;
- Students have the opportunity to study Vocational courses up to Certificate IV level at TAFE Colleges;
- UQ Partnership – The University of Queensland continue to forge a differentiation approach with our top students involved in extension Science days in Engineering, camps and attracting some of our best students in the 'UQ Scholars program'. For the twelfth year, accessing UQs Young Achievers Program, students from Years 10, 11, 12 have gained a Scholarship to the individual value of \$35,000 over the university undergraduate degree period;
- Many of our students have studied short courses at Logan TAFE and our Year 12 students work closely with Griffith University Logan Campus UNI REACH program where as a 'partner school' we have provided access to special entry for our students and opportunities to gain excellent scholarships;
- The Griffith University Partnership has provided valuable support for students from Years 7-12. Programs include: Uni-Reach Drama, Griffith Uni-Reach On-Campus Experience, Uni-Reach School-Based Experience, Science-on-the-Go, True Colours Careers Workshop, QTAC Application Fee Relief Scheme, REACH Awards, Year 10 Careers Workshop, TEE/Uni-Vision for students with Disabilities and Pacific Islander Outreach Program (LEAD).



Future Teachers Club



Kingston State College Academy Programs

Kingston State College Academy Programs provide our students with the opportunity to pursue unique programs which will build on their individual areas of excellence.

- Touch Football / Volleyball / Football Excellence sports
- Academic Class of Excellence – ACE
- Music Excellence Academy

Touch Football

In 2021, Kingston State College continued the Touch Football Academy. The Academy provided selected students access to the best facilities for sports/athletic development in any State School in Queensland as well as the best coaching available in these sports. Our current staff include Queensland and Met East Schools Rugby Union Coaches, and Australian Touch representatives in the school's HPE department. The culmination of the Touch Program is the 'All Schools' State Competition held in October.

A review of the College's Touch program was conducted during 2021. As a result of a review of the broader student outcomes of the current program, changes in Education Queensland policy and consideration of the long-term athlete development research a number of changes were made for the 2020/2021 Excellence program. It is hoped that these changes will continue the great on-field results that the programs have achieved and encourage their long-term participation while improving the student's focus on their educational outcomes and meeting of behavioral expectations.



Year 9 Touch Football Finals

Excellence Programs

In 2021, Kingston State College has continued to refine the focus of its in-curriculum Excellence program to the sport of Touch due to the wider-popularity of this sport with its all-year-round competitive opportunities for both genders. 2021 also saw the further expansion of the Excellence Programs into Volleyball and Football (soccer). A specially designed Training Shirt for the three key sports is available to purchase from the Uniform Shop for 2022. For the first time, Kingston State College participated in the Senior Volleyball Schools Cup competitions which were held at Coomera and Calamvale. To the delight of the College, the Year 11 Girls team played off for the bronze medal securing fourth place.



Student Athlete Academy

The Student Athlete Academy is providing support for eligible students from all year levels and a range of sporting interests. The main goal of the Academy is to continue to develop students' physical capabilities through the use of the College's fitness centre in extra-curricular time. The students also receive sporting and academic mentoring from Academy staff.

It is expected that members of the Academy maintain active citizenship within and beyond our school community in line with our values of courtesy, cooperation, commitment and common sense. These students who meet these expectations have been offered comprehensive scholarships to cover the Student Resources Scheme and additional full sporting participation costs. This includes an Athlete Academy polo for students maintaining the necessary high standards. Presently in 2021, there are 33 students involved in the Academy across all year levels.



ACE Program 2021

Throughout 2021, the Kingston State College ACE Program continued to grow and thrive. Maintaining the three key components of the program – ACE Classes, High Capacity Program and co-curricular opportunities – has been the responsibility of the ACE Coordinator, with the support of teachers assigned to ACE Classes and cocurricular activity coaches. ACE classes, which operate across English, Mathematics and Science for students in Years 7-10, have maintained their high standards, and the application process has seen a number of previously unrecognised students flourish. Focusing on creation of environments where rigour, engagement and motivation to learn are the foundation, students have enjoyed working with like-minded peers who support them as they strive to achieve excellence. Teachers are supported in establishing these parameters with regular meetings and professional development opportunities. The ability to work closely with teachers from other disciplines who are supporting the same students, and to encourage parental engagement, are two significant benefits of the program. Students also enrich their learning through participation in a range of competitions, excursions and incursions, such as the Australian History and Geography Competitions and ICAS. These allow development of real-world skills and understandings and strengthens connections within and beyond our local community.

2020 marked a landmark achievement for ACE as it incorporated universal screening for all incoming enrolments, which continued into 2021. Using primary school data and SAGES testing, we are able to identify students who have abilities far above their expected age-level and invite them into the program. Kingston State College's motto is 'Nothing Left to Chance', and never is that more evident than in the work of the ACE program and teachers who have put in tireless efforts to identify gifted students and provide them with opportunities to develop. This led to the formation of the High Capacity class in which students are challenged to reflect on their strengths and weaknesses and develop strategies to unlock their academic and personal potential. High Capacity challenges students create innovative projects in year 7 and 8, while in year 9 and 10 focusing on more challenging topics such as philosophy, ethics, and the metacognitive skills required to enhance their understanding of complex ideas.

ACE has grown every year with a clear goal to establish a program at Kingston State College that is challenging, and valuable.

Kingston State College strongly believes that opportunities for further academic enrichment and extension add significant value to our college and contribute to students' outcomes.

The purpose of the ACE Program is to:

- *Target high performing and high capacity students to maximise their potential*
 - *Provide challenges outside regular curriculum*
 - *Give opportunities to pursue excellence*
 - *Raise expectations and aspirations*

The activities offered aim to support students by:

- *Providing extra opportunities for higher order thinking*
- *Promoting deep engagement in academically rigorous tasks*
- *Encouraging interaction and collaboration with like-minded peers*
 - *Fostering a positive academic culture*
 - *Broadening horizons beyond the school setting*
 - *Raising aspirations*
 - *Enhancing self-belief and confidence*

Much like the unprecedented 2020, in 2021 we had to extend our students with unconventional programs. With many excursion opportunities being postponed, Kingston engaged in several online learning programs, such as IMPACT with the University of Queensland, as well as using in-house staff for extension opportunities.

With 2021 winding down our attention turned to 2022, our incoming enrolments, and plans to further extend our gifted students. With this in mind, a specific learning space has been developed for our ACE classes – the ACE Space.

The ACE Space is designed to offer our students a flexible learning environment in which they can participate in rigorous and creative tasks. In a world where critical and creative thinking is paramount, we insist on providing our students a space that channels their labile thinking and allows them to work in a variety of ways.

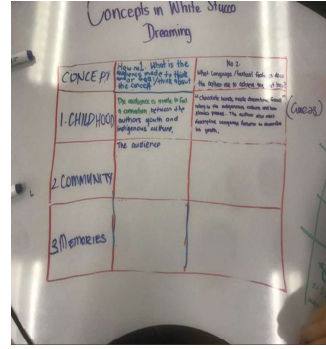
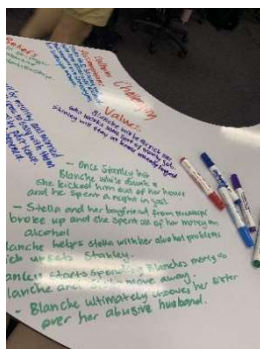
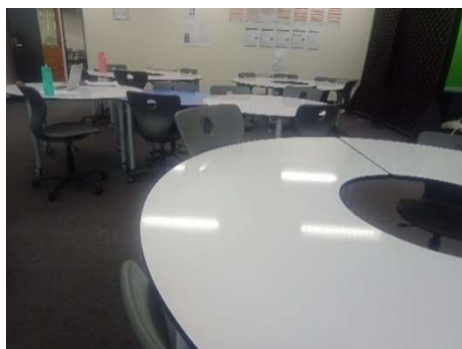
Each tabletop is equipped with a whiteboard that allows students to take notes on their desks as they use their devices. Research suggests that this tactile note-taking is valuable for students as they begin to create more links between concepts in their mind. A visual representation allows them to de-burden their working memory in some respects, and allows them to chunk new information more easily. The ephemeral nature of the desks also alleviates any concerns of perfectionism that often causes anxiety in some of our high performing students. Discussions with students who have used the ACE Space have revealed that they feel a lot more comfortable recording ideas and taking academic risks when they are able to erase faulty working at any time.

The collaborative nature of the ACE Space has seen an uptick in the socio-emotional maturity of some of our students. With a moveable space all kinds of variations of student groups can be created. As students are able to move around the room with ease, we have seen more collaboration between students who wouldn't usually work together. As a core tenet of the ACE program is to have our students working with like-minded individuals, this is proving most valuable as students' are able to build on one another's knowledge. If one statement sums this up it is this comment from one of our year 9 ACE students when seeking feedback on collaboration strategies used in our classes.

"Thank you for making me work with someone I didn't know, not only are they really smart, but I made a new friend!"

As well as the exciting new furniture, the ACE Space is also equipped with a mini film studio where our Kingston College News (KCN) program is filmed. Many ACE students are part of this program and it is valuable in providing them media skills and building further on their ICT capabilities and 21st century skills. In 2021, the room was equipped with its own class set of iPads with keyboards and headphones. Every lesson in the ACE Space will be using and integrating technology to further enrich the learning of our students. For the moment this space is working with our High Capacity and English classes from years 7-10 with a focus on literacy and writing skills. But in 2021, a second ACE Space began taking shape in our Science Block to develop our extension opportunities for ACE students in multiple disciplines.

At Kingston State College we believe that all students deserve to be extended regardless of their ability, and we are proud to state that we provide a challenging environment for some of our brightest thinkers with broad extra-curricular activities and rigorous classroom instruction.



ENABLE Debating

The ENABLE debating program resumed in full in 2021, and Kingston's teams were stronger than ever. While our junior teams narrowly missed out on the semi-finals, our two senior teams went head to head in a semi-final. Our Year 11 team went on to beat Marsden State High School in the grand final and retain our undefeated status.



The Arts

The Arts provides students with the opportunity to develop creative and critical thinking skills whilst exploring arts' practices across a range of cultures and places. In 2021, Kingston students have showcased their talents in Music, Dance and Visual Art across a range of opportunities from Creative Generations: State Schools on Stage to Logan Artwaves. Our choir group Decasonic have continued to build on their success of previous years and have taken out South East Region Choral Fanfare as well as being invited to perform at a number of community events including Logan's Queensland Day awards ceremony. This year, a dedicated group of Drama students had the opportunity to create their own performance with a professional mentor as part of Queensland Theatre Company's Scene Project. Countless hours of rehearsals from these students culminated in a performance in front of other schools at QTC's Billy Brown Theatre in South Brisbane. Dance students from Years 8-12 were lucky enough to be able to participate in a series of free workshops from Queensland Ballet where students were taught the history of ballet and repertoire from Cloudland and Dracula. In 2022, students in Years 7, 8 and 9 will have the opportunity to audition for both Drama and Music Excellence programs which will provide students with 70 minute lesson each week to focus on rehearsing and refining their performance skills.

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Extra Curricula Activities

- House System Program – Active across campus;
- Vertical style leadership program for Years 7- 12;
- Year 12 leader participation in YLead Camp;
- Proactive Student Council body Years 7-12 under guidance of Heather Ovens 2021;
- Logan City Council Year 12 Leadership Network; ENABLE Leadership for Student Leaders;
- Wide range of sporting options at District, Regional and State levels including Cross Country, Touch Football, Athletics, AFL, Basketball, Volleyball, High Performance Sporting program in Touch, Athletics and Volleyball. Students can represent in District competitions in all sports available in QLD school sport;
- Excellence in Touch 'All Schools' competition at Whites Hill;
- Opportunities to compete at District, State and National level;
- Participation in Queensland State Volleyball Cup for years 11 & 12 – Senior division;
- Cultural experiences including Creative Generation State Schools on Stage, Choir, Artistic Impressions and cultural and sporting activities organised by our Indigenous Cultural unit;
- Music program, Vocal Ensemble, Strings program, School Band, Instrumental Music program, Concerts and Performances, Vocal and Dance Eisteddfods, Acapella, vocal group 'Decasonic', Logan Idol, Bangarra Rekindling project, Drama club and TheatreSports;
- Indigenous partnership with South East Region Department of Education – to monitor Indigenous student performance and outcomes;
- Year 12 Senior Formal at outside venue;
- Hospitality functions by Year 10-12 students;
- A high performance/enrichment program involving ICAS testing, Reading Challenge, Debating, Logan Maths Challenge, Bio Futures Camp, Chess competitions, STEM Challenge, Impact Centre Project;
- Guest speakers on topical issues e.g. social justice, life skills, safe driving;
- Forums and discussions organised by School Based Health Nurse and HODs of Student Engagement Years 7-12.



Kingston Learning College

School of Excellence in Re-engagement

Kingston Learning College has a proven reputation as a destination school of “Excellence in Re-engagement”. As both a School of Re-engagement and an Education Queensland Mature Age Secondary School, we are responsible for continually growing the strength and integrity of our College for a wide range of students. To facilitate this, we offer a supportive and nurturing environment, while maintaining a clear and respectful adult ethos.

The College continues to embrace many new opportunities whilst broadening the pathways we offer our students.

Vision

KLC gives all individuals a second chance to strengthen and grow into creative, empowered, resilient people who step-up, show compassion, and strive for on-going success and happiness.

Curriculum and Pedagogy

KLC delivers high quality learning opportunities and is aligned with the P-10 Australian Curriculum and with the Queensland Curriculum and Assessment Authority (QCAA) for senior curriculum offerings. Areas of strength include:

- Focus on core subjects (English, Mathematics and Vocational Education and Training (VET) qualifications) to enable students to balance life, family and work commitments
- Senior subjects: A range of QCAA General and Essential subjects and VET qualifications are offered including General English, Essential English, General Mathematics, Essential Mathematics, Psychology, Certificate II in Skills for Work and Vocational Pathways, and a wide range of VETis funded Certificate II qualifications
- Junior subjects: English, Mathematics, Kickstart (pre Year 10), and Certificate II in Skills for Work and Vocational Pathways
- Beginner English class for students with English as a second language or dialect
- Fast-tracked courses allowing students to quickly gain qualifications necessary to obtain employment or enter further study
- Individualised pathways of learning for students aged 15+ with personalised support
- Quality professional development to enhance learning outcomes for all students. This includes a common framework for teaching and learning (The Art and Science of Teaching)
- Teachers use a range of strategies specifically designed to support students **re-engaging** with education, which include:
 - Focus on student wellbeing
 - Longer lessons, smaller classes, higher proportion of teaching support staff
 - Regular movement for students
 - Targeted use of flexible learning spaces
 - Outdoor spaces
 - Hands-on, project-based learning
 - Structured and supported peer collaboration
- Clear establishment and communication of learning goals and the criteria for success
- How, What and Why model. At the heart of all our curriculum offerings we encourage students to at all times understand ‘How’ and ‘What’ they are learning and most importantly ‘Why’ they are learning about each topic they study.

Relatedness – We Know our Students

2021 – Approximately 300 students enrolled over 4 separate term intakes. The key to our re-engagement is relatedness. We ensure relatedness by:

- Knowing our students by acknowledging individual strengths and rewarding ‘Gritty Strengths’ (Growth, Goals & Guts, Relatedness & Respect, Industry & Integrity, and Tenacity & Truth)
- Planning for differentiated lessons, designed to cater for individual student needs.

Plans and Innovations for 2022

We continue to implement innovations from both staff and students in order to engage our clientele in the life of our College and support their long-term success.

- Further development and refinement of KLC’s new Beginner English Program for students with English as an additional language or dialect
- Deeper engagement with Link and Launch – this program helps young people weigh up their options and realise their dreams. Year 12 school leavers have been encouraged to work with Link and Launch to secure their post school pathway into employment or further training.
- Continued engagement with MAS Experience – Glenda Jones, Career Development Consultant from MAS Experience has been working with our students on presentations pertaining to employment skills and Harrison’s Career Assessments developing confidence in our students and the suitability of their chosen pathways.

Highlights for 2021

- Increase in number of students attaining a Queensland Certificate of Education (QCE)
- Yourtown is an organisation with a wealth of expertise and support for young people in our community. KLC partnered with Yourtown to further support our students through the delivery of specialist programs and additional youth support hours.
- Visits and presentations from a range of organisations who offer ongoing support to young people in our community
- Physical activities for students to participate in during breaks including the new half basketball court which has been a huge success
- Gardening and catering projects embedded in, and delivered through the curriculum.
- Continued implementation and enhancement of subject offerings pertaining to the new QCE
- Enhancement of student agency – students encouraged to own their learning
- Increased number of digital devices purchased and utilised in the classroom
- Introduction of additional VETis funded vocational qualifications
- Additional services to promote and improve student wellbeing

Data, Analysis & Interventions

Data collection and analysis is of great importance at Kingston Learning College. We use data to improve learning opportunities for students. Examples of data collected include:

- Well-being and engagement
- Learning outcomes (before, during and after joining KLC)
- Set plans (flexible timetable, uniquely tailored)
- Attendance / punctuality
- Academic ‘Personal Bests’
- Future pathways

Subject	Number of students with result of C or higher	% achieving C or higher	% of cohort achieving an A or B result
English	14/16	89%	50%
General Maths	7/8	88%	25%
Psychology	2/2	100%	-
Essential English	43/51	84%	37%
Essential Maths	44/56	79%	23%
19 students (25%) attained a QCE in 2021			

Information and Communication Technologies are used to assist learning, and keep parents and students informed

Information and Communication Technologies are made integral to everyday practice through the selection of school technologies, digital pedagogy and school digital champions to assist students and staff.

Information technology has entered into our curriculum in many ways through the efforts of staff and digital champions in order to create an agile and flexible education approach. English will develop the use of nearpod to reach out to students, whilst the school will be making heavy use of our YouTube channel with directed teaching videos to students as an alternate platform to deliver video content in tandem with the One Notes, the Education Perfect system and email of OneDrive links. Microsoft Teams has been introduced throughout each class as a connecting platform of the various office 365 apps the school has been leveraging.



To increase communication, school notices will continue to develop as the Kingston College News (KCN) hosted on our student portal SharePoint – which in itself will become a hub of information for students and access – to better digitally communicate key information to students whilst also providing opportunity for students to experience digital communication production.

This is further supported by our school external website (newly updated with key BYOD information), Facebook site (secure and monitored) and our electronic newsletter, emailed out to all parents. Parents are encouraged to sign up to the QParents App upon request to the school for registration which provides parents with valuable information of student timetables, reporting and financial balances. Parents can also update student absence details, medical conditions and make payments.

The school *Digital Pedagogy Team* is working diligently to connect curriculum and technology, finding opportunities for staff through delivery of professional development.

All students with BYOD devices have access via the school Wi-Fi network, the student portal SharePoint hub, printing, library resources and educational apps.



To supplement this program and provide unique opportunities through education apps, the school will make use of a set of iPads for each department within the school. The digital pedagogy team will provide professional development on best integrating this technology such as the use of the “Apple Classroom” software to manage the devices in class, deliver curriculum and make use of the unique app opportunities that then support our SAMR pedagogy. This team will also provide iPad camp training for students completing the NAPLAN Online test, familiarizing them with iPad operation and functions including digital literacy.

ICT is to be further embedded across the school through Virtual Reality in science, Augmented Reality via merge cubes and iPad, projectors in every classroom and specialist computer labs such as the Graphics computer lab (CAD), Arts mac lab and STEM lab.

Our STEM lab in particular plans to be well utilized through laser-cutting, 3D-printing products, coding Arduino robotics for both complex and simpler robots, circuit boards and even building their own arcade machine. This will be further assisted by the development of our Digital Technologies program working in close association with the school Trade Training Centre (TTC) of industrial design.



Education Perfect Summary

Purpose: Education Perfect is a Learning Program that empowers teachers through engaging, curriculum aligned and customisable content on one innovative platform. It can act as an enhancement of curriculum, as a form of digital textbook, a homework centre and learning solution.

Vision: Scaffolded Smart Lessons are designed for students to complete at their own pace, and empower students to take control of their own learning journey. The platform allows for differentiated and targeted instruction to support students in their individual learning journeys. Staff are able to track student progress with precision in order to continue supporting students.

Education Perfect also allows for fully integrated learning, revision and consolidation tools to cement students’ understanding of concepts. Students are further engaged through acclaimed gamified learning tasks in Dash to increase motivation and enjoyment. Furthermore, students at Kingston State College are able to develop their skills in ICT to prepare them for life in the 21st century.

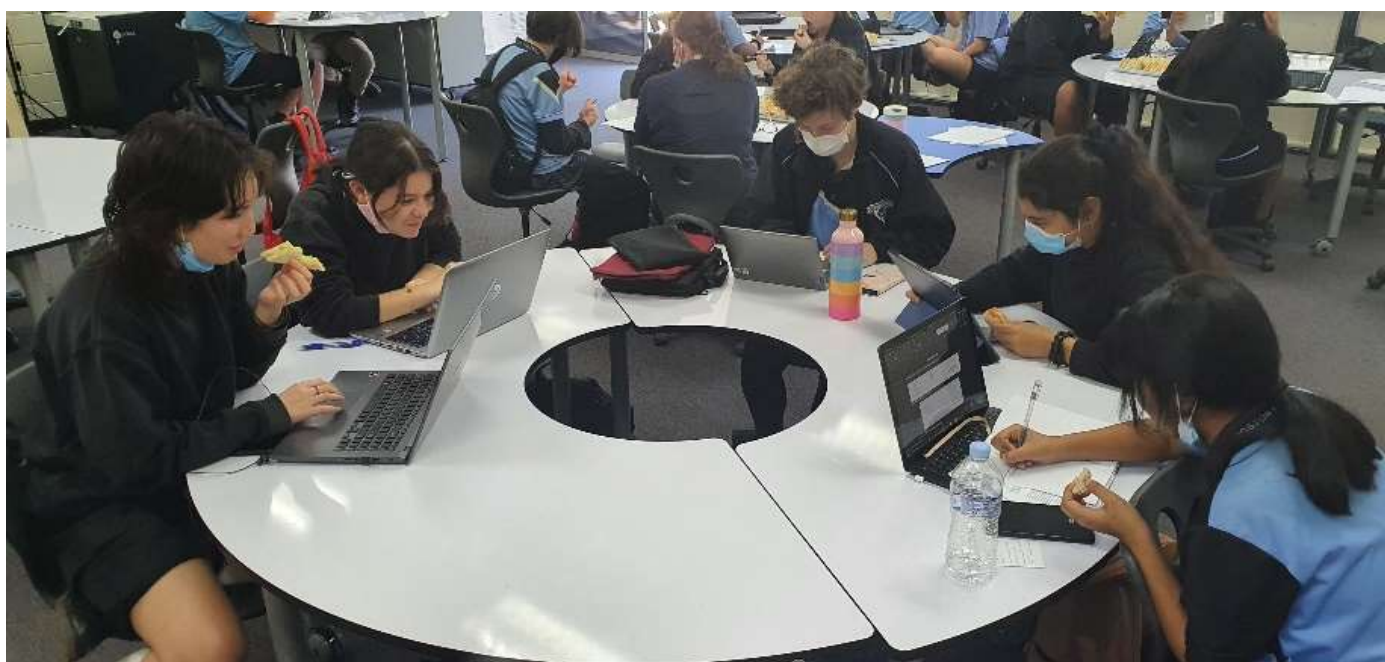
Actions so far: Education Perfect has been rolled out to staff and students with specific PD targeted to their needs. Education Perfect has proven to be instrumental in maintaining and expanding student engagement during the Covid-19 pandemic, including in 2021. In 2021, students continued to use the platform to stay connected to their teachers and to their education.

Homework Centre

In 2021, with funding from the Department of Education, the College was able to reinvigorate the Homework Centre.

The goal of our Homework Centre is to provide access to school facilities in 'out of school' time at the end of the day. This will allow our students to also have access to one on one teacher and teacher-aid support in a safe, comfortable well resourced centre.

The extra funding to support afternoon tea has provided an extra incentive for our students. The Homework Centre operates from Monday to Thursday from 3pm to 5pm in our Resources Centre.



Social Climate

Kingston State College operates under the values of Commitment, Courtesy, Cooperation and Common Sense. These values, known as the “4 Cs”, are integral to our Positive Behaviour for Learning (PBL) behaviour framework, as we aim to ensure all students and staff are able to operate in a safe, supportive and disciplined learning environment. The 4Cs are taught, modelled and reinforced across all aspects of the College – in the classroom, in the playground, during outside lessons, during assemblies and even when transitioning between classes. A focus behaviour is selected after analysis of behaviour referral data at the PBL meetings and the expected behaviour is taught explicitly in lessons and incidentally throughout the day.

Students demonstrating the expected behaviours under the 4C’s are rewarded with “VIVO” points. Students accumulated “VIVO” points which can then be used to purchase rewards from an “online” store. The points are also used at the end of each term to participate in special events.

The House system has further developed under the management of the House System Coordinator. Roll Classes are organised in Houses, and on Full School Parades students sit in their house groups. House parades occur on a fortnightly rotation, 2 Houses each Thursday morning during Roll Class time. These are led by the House Leaders to encourage spirit and team pride, along with House Games occurring on a fortnightly basis. Games are both practical sport type games and also intellectual with spelling and trivia games and are planned every fortnight. The four houses are Alinta, Koongarra, Larool and Yarri. House points are also earned through attendance, PBL Family Feud and sporting events including swimming carnival and athletics.

Our junior students have been participating in a Resilience program led by HOD Student Services and have a designated period during the week where resilience activities are planned and implemented.

A variety of positive lunch programs are available to support student interest and wellbeing across the school including; Chess Club, Online E Learning/Robotics and House Games. In addition Wellbeing events are led by our Guidance Officers and YFS Coordinator. The Homework Centre is also open from 3-5pm Monday to Thursday afternoon in the Library where students have access to resources, computers and teacher support.

Students are also able to be involved across a myriad of extra-curricular activities including: Drama clubs, fitness training, inter-school debating, Chess tournaments, and STEM activities. Selected students are invited to participate in several ABCN (Australian Business Community Network) programs: GOALS (Year 9), Focus (Year 11), Aspirations (Year 12) and i2i (Year 10).

The Student Representative Council with representatives from each year level, worked hard all year to fundraise to purchase resources including Bubblers for the oval.



College House System

The House System at Kingston State College continues to expand after a significant rejuvenation from 2018. Student House Captains are selected as part of the school’s leadership team and given a range of responsibilities, including leading house parades and full school parades, checking in on the participation and wellbeing of junior classes, selecting and running house games, and preparing chants, banners, and costumes for major events. House games provide opportunities for the whole school to engage in team-building activities, sports and games, and competitions that cater to all abilities, all while being delivered by student House Captains.



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House points are awarded across the full scope of the College's curricular and extracurricular activities. As well as the major events hosted within the school, house points are more frequently earned through house games, attendance data, bottle and can recycling efforts, VIVO points awarded for demonstrating positive behaviour, engaging in online learning platform Education Perfect, and exemplifying leadership within the school. House captains are responsible for presenting the point tallies and fortnightly house updates during full school parades in the form of an engaging skit designed by the students themselves. All of these efforts culminate in the House Cup, which is awarded at the Year 12 Graduation Ceremony to the house that has accrued the most points.

The role of Head of House was created so House Captains had a staff member within their house to support and guide them. Heads of House continue to lead as Year 12 roll class teachers in order to regularly plan and check in with House Captains as well as involving many other senior students in the process. All staff at the College demonstrate their house spirit with vibrantly coloured house shirts that represent each house, along with regular opportunities to earn house points in staff-only events and teacher vs. student challenges.

House games and house parades are implemented to improve student attendance by providing opportunities to build connections with students within their house across several grades and feel a sense of belonging. This has proven to be highly successful, particularly in reengaging disengaged students who don't find the sense of belonging in other school environments. The students respond particularly well to being led by their peers rather than staff, and the house captains have risen to the occasion with enthusiasm and passion. In 2022, the school installed large house signs in the school hall, representing the colours and themes of the house which are then used for assemblies and house games, further enhancing the feeling of belonging to a team.

The House System will further expand in future years as more innovative ideas are implemented. As part of the continuous growth and visibility of the house system, more house branding and representation throughout the school environment, such as noticeboards, banners, further signage, and opportunities for younger students to take on leadership roles will be applied. The House System is the perfect format to retain the interest and engagement of the students, which is essential to enhance Whole School Culture.

The College proudly saw the installation of our House Banners in the College Community Hall at the end of the School year in 2021, ready for the commencement of the 2022 school year.



Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 health emergency, the annual school opinion surveys of students, teachers and staff were not administered in 2020. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2019	2020	2021
This is a good school.	100.0%		88.5%
My child likes being at this school. ²	91.7%		83.5%
My child feels safe at this school. ²	100.0%		81.3%
My child's learning needs are being met at this school. ²	75.0%		85.7%
My child is making good progress at this school. ²	83.3%		81.8%
Teachers at this school expect my child to do his or her best. ²	100.0%		93.4%
Teachers at this school provide my child with useful feedback about his or her schoolwork. ²	91.7%		82.7%
Teachers at this school motivate my child to learn. ²	83.3%		84.4%
Teachers at this school treat students fairly. ²	58.3%		81.0%
I can talk to my child's teachers about my concerns. ²	81.8%		84.2%
This school works with me to support my child's learning. ²	81.8%		85.7%
This school takes parents' opinions seriously. ²	80.0%		78.3%
Student behaviour is well managed at this school. ²	66.7%		75.6%
This school looks for ways to improve. ²	90.9%		84.5%
This school is well maintained. ²	91.7%		87.7%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2019	2020	2021
I like being at my school. ²	84.2%		61.5%
I feel safe at my school. ²	88.1%		56.0%
My teachers motivate me to learn. ²	85.0%		88.5%
My teachers expect me to do my best. ²	95.8%		96.0%
My teachers provide me with useful feedback about my school work. ²	90.8%		88.0%
Teachers at my school treat students fairly. ²	81.5%		66.7%
I can talk to my teachers about my concerns. ²	72.9%		72.0%
My school takes students' opinions seriously. ²	78.4%		61.5%
Student behaviour is well managed at my school. ²	70.8%		34.6%
My school looks for ways to improve. ²	87.2%		57.7%
My school is well maintained. ²	78.8%		60.0%
My school gives me opportunities to do interesting things. ²	86.6%		73.1%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2019	2020	2021
I feel confident embedding Aboriginal and Torres Strait Islander perspective across the learning areas.	84.8%		88.4%
I enjoy working at this school. ²	84.8%		88.4%
I feel this school is a safe place in which to work. ²	81.8%		94.2%
I receive useful feedback about my work at this school. ²	72.7%		92.3%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.. ²	92.1%		78.6%
Students are treated fairly at this school. ²	78.5%		98.1%
Student behaviour is well managed at this school. ²	61.3%		93.1%
Staff are well supported at this school. ²	62.5%		75.5%
This school takes staff opinions seriously. ²	65.1%		82.5%
This school looks for ways to improve. school. ²²	73.0%		74.7%
This school is well maintained. ²	75.4%		93.3%
This school gives me opportunities to do interesting things. ²	84.8%		76.0%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.



Congratulations

KINGSTON STATE COLLEGE AWARDS CEREMONY 2021

Parent and community engagement

Involving parents in their child's education

Kingston State College recognises that parents are the primary educators of their children. Parents and the community are encouraged to be involved in the life of the College through review processes – Quadrennial School Review - New Strategic Plan; Mentoring programs; Student Educational Support Plans to map out their students' career paths; Parent/Teacher evenings; School Council; the Parents and Citizens Association and the Tuckshop; school celebrations e.g. Showcase, Awards Night, Graduation, Student Leaders Badge Ceremony, School Formal, Year 6-7 Expos, Year 7 Information BBQ, ACE Class Learning Evenings, Year 10 Information Nights on QCE, Education Week, sporting events, dance and performance events and cultural celebrations for Indigenous and Pacific Islander students.

Daily and weekly communication via text, telephone, email and one-on-one parent meetings with parents as to any specific learning issue is strongly encouraged. Parents/carers are kept in daily contact regarding students attendance as likewise outlined in this report.

Regular communication is provided through regular reports and updates at P&C meetings; newsletters; the publication of relevant information available on our website; media releases and promotion of student achievement, email and daily SMS messaging.

The College has successfully utilised social media to communicate to our community through our Facebook and Instagram pages.

All parents continue to be involved in ongoing monitoring interviews with the Deputy Principals, HOSES, HODs, Guidance Officers and the Principal to inform parents/carers/students of ongoing results in order to further improve performance.

As part of the College's Quadrennial School Review, School Improvement Review and New Strategic Plan 2018-2021 many parents/carers and community partners participated in the consultation process.

As an Independent Public School the College School Council in March 2017 was formed involving parents, community members and student leaders who meet once a term to monitor the strategic direction of the College. A new Council body was reelected to commence both the 2020 and 2022 school years. The process of reelecting a new council happens every two years.



Respectful Relationships Education Programs

Kingston State College runs programs to meet a variety of needs in our cohort including a focus on developing appropriate, respectful and healthy relationships. A long-term program that we have been running for 9 years is the *Love Bites* program. Love Bites is a program where support staff work collaboratively with the Regional School Based Health Nurse (SBHN), Centre Against Sexual Violence and PCYC, to deliver a program to our Year 11 cohort. The program educates students on the issues of domestic and family violence, gender-based violence, sexual assault and raises awareness about the support available in the community. *Junior Love Bites* is a modified Love Bites program appropriate for the junior cohort. The focus is on developing an understanding of what is a healthy relationship. We are running this modified program for our year 8 cohort.

Deadly Choices is a program for our indigenous students that is run through Queensland health covering the topics of smoking, substance abuse, respectful relationships and conflict resolution. *ImpaRa health* is a Headspace program that focusses on destigmatizing mental health concerns for our indigenous students and providing tools for those students to maintain their own mental health.

Deadly Teens is a program initiated by community organisations outside of Education QLD. It is a joint program of an Indigenous organisation GunyaMeta and Yourtown to support Year 7 – 9 students who are disengaged from school or at risk of disengagement. There are Youth support workers who attend to assist in delivering culturally appropriate topics for students. The students often have social, emotional and mental health concerns that may inhibit their engagement at school.

School to Work Program. This program is the Senior version of Deadly Teens. It is delivered by the Aboriginal organisation GunyaMeta who work with young people 15 years of age and older at High School to support them in obtaining a QCE. There is a male and female mentor to work with students and again deliver information in a culturally appropriate way. They also provide cultural opportunities for students who engage in the program which are often outside of school hours. Mentors also assist students with challenges they may have in obtaining information for certificates, learners' licence as well as helping students obtain any employment goals after Year 12.

Girls Group 2022. This is a Semester long program to support girls and cover topics that have cultural perspectives imbedded in the program but also support the girls with social and emotional support within a small group with Indigenous staff from the Linda Link Centre.

DrumBeat is a program designed to allow students to express emotions in a healthy way, build confidence and develop more effective social/emotional behaviours. We will be running this in Term 3. *LEAD* is a Pacifica focused program provided by Griffith University. It is designed to develop leadership skills and explore future career pathways as well as develop deeper connections to culture and self-esteem. *Men 4 Respect* is a program designed to mentor and educate our young men on developing skills for healthy relationships, this program is running until the end of term 1. Overall, our programs aim to provide for a wide range of needs that we have identified within our student body. Providing this guidance and learning for our students as they develop ensures that we give our students the best chance that we can for them to develop into young people capable of understanding when they are safe or unsafe, how to ask for assistance when needed and how to self-regulate as required.



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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2019	2020	2021
Short Suspension	441	422	468
Long Suspension	9	11	9
Exclusion	13	6	12
Cancellation	0	1	0
Total	463	440	489

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to other years.

Environmental Footprint

Reducing the school's environmental footprint

Continuing to monitor to reduce the ecological footprint of our school remains a focus for Kingston State College to have both better efficiencies of our resources and reduction of our carbon footprint.

Recycling to reduce our landfill impact and recover resources is part of our efforts to reduce our ecological footprint. Our paper and cardboard waste has been recycled annually since 1996. Although we are only required to report on our water and energy efficiencies we continue also to improve our recycling program to recover resources. We encourage our school community to rethink that most 'waste' be considered for recovery not landfill. Our SEP students and teachers patrol the school and visit the staffrooms collecting recyclables including paper, soft plastics, plastic bottles/containers and cans. In 2020 we purchased 6 recycling bottle/cans wheelie bins that have been placed around the school to encourage the recycling of these items. We then send them to Environbank for a 10c refund per item. The proceeds of this goes to the Student Council to purchase items for the school.

Kingston State College supports social enterprise YFS program Substation33 who provide us with a 660lt bin to collect e-waste.

Our school energy use has decreased due to less building works and the use of energy efficient LED lights.

We were successful in being chosen as a solar school to have 99kwh of solar panels installed under the Department of Education's Advancing Clean Energy Schools Program in June 2021 with work to commence January 2022. This will reduce our carbon footprint significantly.

Our water usage has increased due to a major leak in the pool that was undetected for a period of time. The pool was repaired at the beginning of 2022 which will result in lowering the usage of water in 2022 and beyond.

Increasing the biodiversity of our school grounds with an annual planting of fifty free native plants from the council helps decrease our carbon footprint. The contribution of the natural environment is difficult to measure but the ambience of the grounds is an asset to the school.

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2018–2019	2019–2020	2020–2021
Electricity (kWh)	436,868	342,164	265,014
Water (kL)	10,955	20,577	44,336

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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 standardised national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website.

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.

School sector

School type

State

1. Click on *View School Profile* to access the school's profile.

View School Profile

2. Click on *Finances* and select the appropriate year to view school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Staff Profile

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

The major professional development initiatives are as follows:

- ASOT utilising signature strategies from this Framework;
- Leading, Learning Collaborative – 'Clarity' Lyn Sharrat;
- Whole Staff PD - Preparation for the College's Whole School Review in March 2021;
- Ready Set Read Seminar;
- English Teachers Conference;
- Corrective Reading and Spelling PD;
- Tactical Teaching of Reading and Writing for all staff;

- IMPACT – Web Training / IMPACT – ‘Aspiring Thinkers’;
- Gifted Learning Conference;
- QMEA (Qld Minerals and Energy Academy) STEM Robotics, Mining Apprenticeships;
- Apple Applications for Classroom Learning;
- Education Perfect – Delivery;
- One Note Online Learning;
- PATR Reading, PatM Maths;
- Classroom observations and feedback, Learning Walks, Learning Framework;
- STEM Robotics and Coding / STEM DET Regional PD;
- In-service on NAPLAN data analysis and continued preparation for NAPLAN / NAPLAN Online;
- Strategies to pursue academic improvement in analysing data;
- ICTs – Continued forms in Digital Pedagogy as part of school E learning approach;
- Ongoing Positive Behaviour learning program;
- Pastoral care activities and multicultural awareness programs;
- Special Education Program PD opportunities – Autism;
- Essential Skills Behaviour Management for all new staff starting at the College;
- Student Protection/Code of Conduct and other mandatory EQ PD;
- Developing an Annual Performance Framework for every staff member;
- QCAA preparation for new syllabuses;
- QCAA information sessions, SATE, QCE;
- Senior Schooling VET initiatives;
- Certificate IV in Training and Assessment;
- TAE Accelerated Program / Cert 4 Training;
- Focus on learning within ENABLE networks – Principals, DPs, HODs, and teachers, Partner collaborations;
- ENABLE Principals Conference / ENABLE STEM PD / 50 000 Futures Conference;
- National Curriculum across Science, Maths, English, History and Geography, PE, LOTE and Performing Arts;
- IPS Network Collaboration of 250 schools;
- Cyber-school Conference;
- Professional Conference for Non-Teaching Staff;
- Wellbeing Conference - Insights Workshop;
- Understanding Traumatized Children Conference;
- Management Foundations 2022;
- First Aid and CPR Courses.

Spanish Excellence Days



Kingston State College, Wellbeing Committee 2020-2021

Throughout 2021 and 2022 the wellbeing committee has continued to prioritise the wellbeing of both staff and students at Kingston State College. With the complexities around COVID and natural disasters, it has been a challenging time for many members of the school community and so a variety of measures have been necessary to support people at this time. To ensure that there was a comprehensive approach to wellbeing, the principle objective of the committee this year was to finalise and implement a context appropriate framework based on the DoE Staff Wellbeing Framework and Student Wellbeing Framework. All five wellbeing dimensions were the focus for wellbeing initiatives across the staff at the College.

The Wellbeing Dimensions:



Physical



Psychological



Financial



Social and community engagement



Occupational

The DoE staff survey of wellbeing to which yielded the following improved results:

- The wellbeing of employees is a priority for this school 84.6 (↑ 18.5%)
- I enjoy working at this school (↑ 9.4%)
- The school looks for ways to improve (↑ 20.3%)

*Comparing 2019 to 2021 data. Limited data collected in 2020 due to pandemic.

The wellbeing committee continued with the most successful initiatives across the College:

- Weekly thank you's (shout outs) to staff who went above and beyond, each Friday;
- Mental health week activities;
- Staff Matters – social club, every fortnight;
- Staff access to the College gym;
- Financial advice and learning opportunities open to staff.

The wellbeing committee has also ensured that all dimensions of the wellbeing framework are being addressed:

- Roving Restaurant (staff rooms hosting lunch for their peers)
- Targeted professional development offered based on staff need
- Ongoing dissemination of information regarding wellbeing resources and support.

The outcomes from these initiatives were:

- DoE Wellbeing Framework has ensured a systematic approach to new initiatives and more effective use of resources as well as scope for improvement.
- Consultation with staff and students has been prioritised in the development of a 3-5 year action plan for improving wellbeing at KSC.

Staff Profile

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce Composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Headcount	95	93	94	47	45	46	6	6	<5
FTE	81	81	82	35	34	34	5	5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Teacher qualifications for classroom teachers and school leaders at this school

Highest level of Qualification	Number of Qualifications
Masters	14
Graduate Diploma	23
Bachelor Degree	57
Diploma	2

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and other years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2019	2020	2021
Overall attendance rate for students at this school	89%	87%	84%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2019	2020	2021
Year 7	90%	88%	86%
Year 8	88%	87%	81%
Year 9	88%	87%	82%
Year 10	87%	83%	82%
Year 11	91%	88%	87%
Year 12	93%	89%	91%
Ungraded		77%	

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.

Description of how non-attendance is managed

At Kingston State College student attendance and safety is our highest priority and continues to be **'Everybody's Business'**.

As an effective means of tracking and monitoring improved student attendance our school continues to use 'ID Attend', an electronic roll marking software system. This is 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.

Roll marking is recorded each lesson; five periods Monday to Thursday and four Periods on a Friday. Daily texts inform parents/carers of student absences from their Period One class where prior notice has not been received explaining the student's full day absence or lateness to school. Our focus is to improve student attendance and maintain rolls to accurately reflect the daily attendance of all students and provide precise data to staff with responsibilities for managing attendance and absenteeism.

Whilst attendance has continued to be everybody's business this initiative has seen every student take ownership for their school attendance. The 95 Club and 100% Platinum Club have proved to be a rewarding incentive strategy. Further incentives have included end of Term Pool party, trip to Movie World/Dream World/White Water World and Movie afternoons. These strategies have been maintained with students informed weekly on Monday/Tuesday of their accumulative attendance percentage as a means to improve attendance across all year levels.

Monitoring of student attendance starts with the classroom teacher. Reports are generated at the end of each school day and forwarded to all staff as a means of further monitoring and tracking of student attendance. Student attendance is monitored by a team of staff including the Principal, three Deputy Principals, four Student Services HODs, Attendance Officer and Truancy Engagement Officer. Attendance intervention measures in place utilise regular tracking and reporting of student attendance which is addressed in fortnightly Support Staff meetings between the key personnel stated above, Guidance Officer, Behaviour Advisory Teacher (BAT) and Youth Support Coordinator. A network of school-based and external services are implemented where required to further support the engagement of students at our school. The Attendance Officer manages data input and quality assurance, personalises contact with parents by phone, email, texts, and letters and school meetings as necessary to resolve unexplained absences and regular student non-attendance with parents.

*Our goal for 2021 being 90% attendance - We achieved 84%
Kingston State College's goal for 2022 will again be 90%*



Achievement – Closing the Gap

Kingston State College's Indigenous enrolment in 2021 represented 14.5% of total enrolments. Indigenous student's attendance in 2021 was 76.2% while Non-Indigenous attendance was at 85.3%.

The "Linda Link Centre" is a safe and supportive centre for Indigenous students where they can visit to build positive relationships with CEC, Aunty Margie Mills, and the Indigenous Teacher Aide, Aunty Zella Burt, and to develop their knowledge of their culture and heritage.

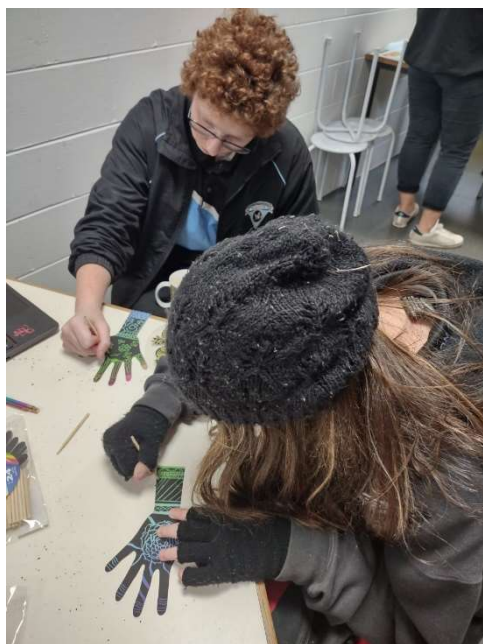
Aunty Margie plans regular community meetings with Elders, parents and Indigenous organisations. These focus on building relationships between the school and community, encouraging parent and student engagement and developing parent awareness of programs and support networks available to them.

Some of the programs that have operated in the school are Indigenous Health and Wellbeing programs that are conducted by Indigenous community health specialists, including Impara, Deadly Choices and Gunya Meta. Partnerships with school and post school opportunity providers including InspireU, University of Queensland and YourTown. Opportunities for school-based certificate courses are also provided to students in their senior years.

Students in Year 10 who are achieving attendance above 90% and grades across all curriculum subjects of "C" or above, are offered the opportunity to apply for a QATSIF Scholarship at the end of Year 10, which covers their educational fees for Year 11 and Year 12. In 2021, five of our Indigenous students were in receipt of QATSIF scholarships. School Captain, Dylan Thomas was a proud Indigenous student, representing the College at many events and ceremonies, alongside the Indigenous Captains Isabella Stuart and Brendan Williams.

NAIDOC and Reconciliation Week activities are planned and take place each year, with participation by all students across all year levels, and are led by our senior Indigenous students.





Indigenous Health and Wellbeing Programs:
*Impara
 Deadly Choices
 Gunya Meta*



EALD Support 2021

English as an Additional Language or Dialect Department: 2021 Experiences

Towards the end of 2021, EALD staff at Kingston State College (KSC) began to prepare for an influx of students from Afghanistan. More often than not, EALD students come to Australian schools owing to global events. In August 2021, Afghanistan citizens began, again, evacuating after the collapse of the central government due to the Taliban takeover. Reportedly, many of the Afghan arrivals are still to settle in homes in Logan City. With this knowledge, KSC have organised a program whereby, families with Beginner English can be catered for.

KSC EALD numbers are also determined by families relocating from other regions, the Pasifka region is just one example. These language backgrounds *rarely* come to KSC speaking at a beginner level; the focus for these students is writing.

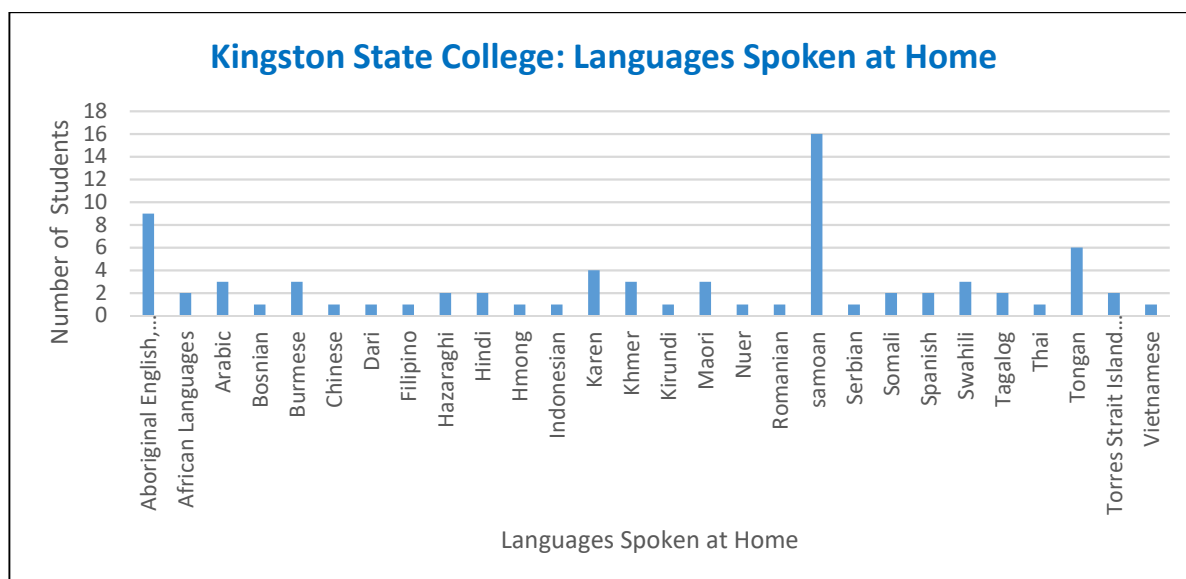
With this in mind, our support continues to target English language acquisition and genre literacy with lessons designed to focus on the Australian Curriculum and the four macro-skills (speaking, listening, reading and writing).

The language backgrounds of our students are reflected in the data below which is collated by the Australian Bureau of Statistics (ABS): Logan City, languages spoken at home. Note, the Logan data is from 2016; ABS collects data every five years, August 2021 being the last census date. Next is an estimation of KSC's languages spoken at home collated from Education Queensland's One School database.

Language spoken at home - Summary

Logan City - Total persons (Usual residence)	2016			2011			Change
Language summary	Number	%	South East Queensland %	Number	%	South East Queensland %	2011 to 2016
Speaks English only	236,055	77.8	79.7	228,531	82.2	83.4	+7,524
Non-English total	48,196	15.9	14.1	35,390	12.7	11.6	+12,806
Not stated	19,137	6.3	6.2	14,126	5.1	5.0	+5,011
Total Population	303,388	100.0	100.0	278,047	100.0	100.0	+25,341

Source: Australian Bureau of Statistics, [Census of Population and Housing](#) 2011 and 2016. Compiled and presented by .id (informed decisions).



Special Education Program 2021

2021 saw the Special Education Program continue to grow with Day 8 recording 127 students with a diagnosed disability enrolled, which equates to 14% of the whole school cohort.

Students in the Special Education Program are identified as eligible when assessed as meeting the criteria of one or more of the six EAP disability categories; Autism spectrum disorder (ASD), Hearing Impairment (HI), Intellectual Disability (ID), Physical Impairment (PI), Speech-language impairment (SLI) or Vision impairment (VI). The Special Education Program also supports students with severe learning disabilities, who do not quite meet the criteria for verification but still require significant support to be successful in learning.



The goal of the Special Education Program is to provide an inclusive education for all students with disabilities or learning difficulties within a safe, supportive, discrimination free environment, where they can participate in learning activities at a range of levels.

Students in the Special Education Program are supported through a 3 tier approach:

- Tier 1 - integrated into mainstream classes with support from teacher aides and curriculum adjustments that are planned by the classroom teacher, this equates to 20% of the SEP enrolments.
- Tier 2 - allocated to a supported class, taught by special education teachers, with teacher aide support and the curriculum is adjusted to a more achievable level with adjustments to assessment tasks and classroom tasks on daily basis. This equates to 62% of the SEP enrolments.
- Tier 3 – is a small group of students functioning academically at extremely low levels in comparison to age peers, and some may have significant, complex needs. This equates to 18% of the SEP cohort.

As they progress through the senior years of schooling, they participate in a Year 10 SETp interview in the same way as their peers, to map out their post school transition pathway, either ATAR, QCE/Vocational or QCIA (Qld Certificate Individual Achievement). Students are also given the opportunity to participate in school based traineeships and vocational courses. Our 2021 Year 12 cohort consisted of eleven students who were verified with an approved disability or learning difficulty. Of these eleven students, five graduated after completing a QCIA and vocational certificates, while the others all achieved QCE and some had additional vocational certificates.



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.

School sector

School type

State

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

View School Profile

2. Click on *NAPLAN* and select a year to view 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

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD)

program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes – Kingston State College Yr 12 – both campuses

*Refer to page 56 for 2021 Outcomes

Outcome	2019	2020	2021
Number of students who received a Senior Statement at the end of Year 12	145	182	160
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	7	7	5
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	50%	57%	66%
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	69%	82%	79%
Number of students awarded one or more VET qualifications (including SAT)	99	150	125
Number of students who were completing/continuing a SAT	22	47	21
Number of students awarded a VET Certificate I	64	92	64
Number of students awarded a VET Certificate II	65	121	108
Number of students awarded a VET Certificate II+	73	133	118
Number of students awarded a VET Certificate III+	16	49	34

Notes

1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.
4. Data for each year is the latest available.

Queensland Certificate of Education (QCE) 2021

Kingston State College began implementation of the New QCE system in 2019 led by the Deputy Principal Ms Jan Cunningham and Head of Senior Schooling Ms Judy Gallas. In 2021 despite another year interrupted by the pandemic, our second cohort graduated in the new system with results in General Subjects of a high standard and 100% of students graduating with a QCE or QCIA.

General Subjects are those that prepare students for tertiary study, further education, training and work. Studying at least four General Subjects may contribute to an Australian Tertiary Admission Rank (ATAR).

General Subjects require their summative internal assessments to be Endorsed by the QCAA prior to delivery and provisional results being quality assured through the process of Confirmation. After completing 100% Endorsed assessment, the Confirmation process saw only minimal movement in student results across General Subject results in 2021. This is a credit to the accuracy of marking by our teachers of senior subjects.

General subjects also require students to sit external examinations at the conclusion of their final unit of study. Student overall outcomes across General Subjects indicated Kingston State College staff prepared students in these subjects well. Results were of a high standard as indicated in the results data table provided.

At Kingston State College our focus in Year 11 and 12 has always been about student outcomes and pathways to success. As has always been the case, students chose from a range of Applied Subjects and Vocational Education and Training (VET) courses, with many students undertaking a Certificate III qualification or an Applied subject in combination with General subjects to maintain ATAR eligibility. Those students not wishing to gain an ATAR studied a combination of Applied, VET and less than four General Subjects. Many varied combinations of successfully completed subjects maintains a student's QCE eligibility.

QCE points accumulate in Student Learning Accounts from the commencement of Unit 1, so Kingston State College concentrated again in 2021 on its Senior student tracking and case management processes. This informed students, staff and parent/carers of continued ATAR and QCE eligibility, contributed to subject change discussions and/or intervention strategies, as well as informing post school decision making and planning.

Implementation of Physics, Physical Education and Legal Studies using Alternative Sequence syllabi allowing for Year 11 and 12 composite classes commenced in 2021 with the aim of maintaining a range of General subjects in what would otherwise be too small a class to run. This model does however mean Alternative Sequence subjects follow the same timelines as the Applied Subjects, each unit being one semester in duration. The General subject, Literature, was also offered for the first time.

SETP processes were again conducted in 2021 with restricted parental involvement due to the impact of Covid-19. Followed by the disrupted start to 2022 we are again turning to our close monitoring and case management approach to steer our students towards successful pathways.



2021 Cohort Summary

Kingston State College - Certification

Number of students who received a Senior Education Profile (SEP)	86
Number of students awarded a Queensland Certificate of Education (QCE)	81
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	5
Percentage of students receiving a QCE or QCIA	100%
Number of students awarded one or more VET qualifications	81
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	13
Number of students awarded a VET qualification:	
Certificate I	52
Certificate II	71
Certificate III	26
Certificate IV	1
Percentage of students receiving C or above for General Subjects	
Biology	100%
Chemistry	100%
English	100%
General Mathematics	76%
Legal Studies	100%
Music	100%
Mathematical Methods	100%
Psychology	100%
Physical Education	67%
Physics	100%



2021 Cohort Summary

Kingston Centre for Continuing Secondary Education - Certification

Number of students who received a Senior Education Profile (SEP)	75
Number of students awarded a Queensland Certificate of Education (QCE)	19
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	56
Number of students awarded one or more VET qualifications	42
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	5
Number of students awarded a VET qualification:	
Certificate I	12
Certificate II	37
Certificate III	6
Certificate IV	0
Diploma	1
Advanced Diploma	0

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

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations

The results of the 2022 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2021), will be uploaded to this school's website in September 2022.

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 <https://kingstonsc.eq.edu.au>.

Post-school destinations information is also available via the *My School* website.

Post School Destination Information

Early School Leaver information

At Kingston State College, close monitoring and tracking of every student, and provision of individualized attention to student progress, aspirations and goals is recorded. Students who are not achieving and succeeding, or are disengaging, are interviewed and intervention put in place. Interviews in the company of parents/carers occur before a situation is deemed critical and support systems from within the school and South East Region are utilized.

At these times we discuss possible solutions and strategies for re-engagement. Our aim is to provide students, some of whom will potentially have complex and challenging circumstances, with the supports and opportunities for success. In doing so we keep in mind that future success is often dependent on quality educational pathways and/or achieving meaningful qualifications.

Decisions for all students are made on a case-by-case basis and may involve participation in work experience and/or application for a school based traineeship or apprenticeship. Alternatively, it may involve the student transitioning to our Kingston Learning College campus. Students may also transfer from Kingston State College to other local state high schools to continue their education, while others may transition to alternative educational settings such as Eagleby Learning College, YMCA school, Centre Education Flexible Learning Centre or Busy Schools. Others transition to full or part time employment, full or part time traineeships or into TAFE prevocational programs. Students with Disabilities are linked to Disability Employment Services (DESEs) or provided details of National Disability Insurance Agencies (NDIAs).

The strength of the Kingston State College's tracking and monitoring processes was proven again in 2021, providing guidance, support and importantly, stability in another year of uncertainty for our school community.

Range of VET Qualifications completed by Students at Kingston State College:

Students at Kingston State College are encouraged to complete at least one Vocational Education and Training qualification while undertaking Years 10 – 12. Evidence that Vocational Education and Training has been the preferred pathway for many students towards their QCE attainment can be demonstrated in the following table:

20201 analysis of contributing QCE points earnt through VET.

This data has been calculated applying QCAA duplication of learning rules and excluding students on QCIA.

Number of QCE points from VET	Percentage of Students
15-20 QCE points	6.3%
10-14 QCE points	31.6%
8-9 QCE points	26.6%
6-7 QCE points	17.7%
2-4 QCE points	17.7%

Students may currently undertake offerings such as:

- Certificate I in Financial Services
- Certificate I in Information, Digital Media and Technology
- Certificate I in Skills for Vocational Pathways
- Certificate I in Manufacturing Pathways
- Certificate I in Construction
- Certificate II in Furniture Making Pathways
- Certificate II in Creative Industries
- Certificate II in Skills for Work and Vocational Pathways
- Certificate III in Music Industry
- Certificate III in Fitness

Students may also undertake Vocational Education and Training made available by external providers at their own campuses, or hosted by Kingston Learning College. In 2021, 17 additional students commenced School Based traineeships or apprenticeships.

Students are also provided opportunities to gain skillsets such as the Construction Industry White Card, Responsible Service of Alcohol (RSA), First aid and CPR.

Post Year 12 Monitoring

Kingston State College makes every effort to communicate with all graduates from the previous year. Students not yet undertaking a training or employment pathway are invited to the College to engage in further career and training research and networking opportunities, including referral to the South East Region Link and Launch initiative. Kingston State College also maintains a Year 13 mailing list and students are contacted regarding career and training opportunities as the school becomes aware of them. Feedback and news of student pathways informs future transition planning. In 2022, and amidst the nation's Covid-19 recovery, a large number of graduating students continued employment gained while still being students. An increased number have successfully entered higher education.

Conclusion

Kingston State College community can be very proud of the very talented teachers and support staff and parents who provide services to our community. We are a College with a growing history of stories that have shaped our good name and identity. We are also a College leading the way with innovative, diverse and engaging approaches to our curriculum and learning. We do this while maintaining a strong emphasis on the formation of 'Good Character' through the valuing of the College's Four Core Values of Commitment, Common Sense, Courtesy and Consideration. Above all we are a community that seeks to support each other across every dimension while embracing difference and diversity.

Our story throughout 2021 and into 2022 has been dedicated to enhancing student learning and providing an abundance of opportunities for both staff and student success, whether in academic pursuits or creative artistic and sporting endeavours. These successes and learnings inspire and empower our students to become life-long learners to build positive bright futures in a more complex and technological world.

Increasingly, the role of education is to help prepare students for the jobs of the future in a much more complex and technological world. While some jobs may be replaced, others will be created. These jobs will involve a different skill set: compromising problem-solving capability, deep expertise and strong interpersonal communication.

The challenge presented by the COVID Health Pandemic over the past more than two years has shown us that this new skill set must involve an ability to connect through active listening, flexible responses and an ability to continue to respond to new unexpected situations with a spirit of optimism, resilience and hope. Only then will these values, beliefs and new capabilities be able to guide our students throughout an ever changing world.

