



Kilcoy State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

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From the Principal

School overview

Kilcoy State School, established in 1892, is located in the northern section of the Somerset Shire in Queensland. It is located close to the centre of town in the heart of a rapidly changing rural area, with several established and budding industries. Kilcoy is a Band 7 school with an enrolment of approximately 310 students from Prep to Year 6. Currently there are thirteen classroom teachers and a wide range of support personnel at Kilcoy State School. This composition operates as a team to provide the best possible environment for our students. The enthusiasm and open friendliness of the children provide an excellent platform upon which positive relationships have been founded. Kilcoy State School has a fine tradition of academic achievement and sporting, cultural and citizenship recognition. All curriculum studies are undertaken on campus with support learning experiences organised in the local and extended community. A clear focus in the school is the provision of a green and healthy environment. The Language Other than English undertaken in the school is Japanese. It is our aim to provide a study program that addresses the identified needs of our students. Support from the wider community is very encouraging. There are a number of active parents who run the Parents and Citizens Association. The school vision statement is that:

“Kilcoy State School will continue to be a caring, supportive school with happy, motivated students. Every student will be offered the opportunity to thrive and participate fully in the learning process. The school will continue to take an active role in the community. As it grows and develops, Kilcoy State School will embrace innovation and creativity whilst maintaining its unique rural atmosphere. We will always strive for excellence in every area.”

Construction of a modern resource centre and multipurpose hall was completed in mid 2010. It now provides a wonderful learning environment for all of Kilcoy's students and the community at large.

School progress towards its goals in 2018

In 2018 Kilcoy State School continued to focus on student achieving in Reading, Writing and Health and Wellbeing.

Priority Area		Progress towards priorities
Reading	<p>Develop an evidence-based Whole School Literacy Framework explicitly demonstrating connections between building reading, writing and oral language skills.</p> <p>Engage regional staff to support the improvement agenda including best practice reading pedagogy, using data to inform teaching of reading, and school-community engagement in the reading agenda.</p> <p>Strong and ongoing focus on systematic curriculum delivery including embedded reading demands</p>	<p>Implemented and continuing to develop targeted programs.</p> <p>Implemented and continual use.</p> <p>Embedded in staff planning and continuing to review and refine.</p>
Writing	<p>Develop an evidence-based Whole School Literacy Framework explicitly demonstrating connections between building reading, writing and oral language skills.</p> <p>Engage regional staff to support the improvement agenda including best practice reading pedagogy, using data to inform teaching of writing, and school-community engagement in the writing agenda.</p> <p>Strong and ongoing focus on systematic curriculum delivery including embedded writing demands</p>	<p>Implemented and continuing to develop targeted programs.</p> <p>Implemented and continual use.</p> <p>Embedded in staff planning and continuing to review and refine.</p>

Health and Wellbeing	<p>Develop systems to build a deep knowledge of the Australian Curriculum in every teacher, including deep understanding of the achievement standards and the Personal and Social Capability demands thus providing P&S-building opportunities within all curriculum areas.</p> <p>Empower individual students, their peers, and parents to play their key roles in creating an environment for all children to learn and thrive – through deeper understanding of the evidence-base supporting social-emotional skill-building as a lever to enhance academic performance.</p>	<p>Designed and continuing to review opportunities for Personal and Social Capability.</p> <p>Designing and trialling initiatives.</p>
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Future outlook

In 2019 Kilcoy State School will continue to develop Whole School Programs that develop the capability for all students to achieve.

- 1) Reading – Extending Upper 2 Band student’s variety of text and vocab.
- 2) Writing – Vocabulary, Paragraphing and Grammar and Punctuation.
- 3) Numeracy – Extending Upper 2 Bands and working school wide in problem solving.

The school will continue to analyse data to ensure progress is monitored and used to inform the future teaching and learning opportunities for all students. Kilcoy State School has engaged regional support to further develop whole school pedagogy and planning processes that include regular pre and post moderation of assessment both internally and externally.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	288	312	304
Girls	139	155	151
Boys	149	157	153
Indigenous	24	21	18
Enrolment continuity (Feb. – Nov.)	88%	94%	93%

Notes:

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

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

Characteristics of the student body

Overview

We have approximately 310 students with 6% of students identifying as Indigenous or Torres Strait Islander background, 30% whose first language is not English (including students from the Philippines, Samoa, NZ, and Asia), and about 3% of students with disabilities. We have a wonderfully inclusive and harmonious group of students. The majority of students live in the local estates with some students residing on local farming properties. Families have continued to migrate to Kilcoy for lifestyle and work reasons. A small percentage of the school population is transient due to local employment opportunities and housing availability.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	20
Year 4 – Year 6	26	27	22
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

Regular and purposeful collection of data about student academic progress.

- Whole school curriculum plan to ensure systematic curriculum delivery.
- Whole school reporting and assessment framework.
- We utilise a range of formative/diagnostic testing tools to inform teaching and learning practices in the school.
- Assessment folios have been trialled in classrooms as a communication tool for parents and students.
- Kilcoy offers all 8 Key Learning Areas. The Language Other Than English is Japanese and is offered to students in Years 5 and 6.
- Instrumental Music is offered to students in Years 4 – 6. Students have an opportunity to participate in Instrumental Band as well as a Junior and Senior Choir.
- Kilcoy State School conducts an Early Intervention Speech Program in all Prep classes.
- Kilcoy State School participates in the QUT Robotics Program for middle school students.
- The school offers the Accelerated Reader program from Year 2 – Year 6. This is a computer based independent reading comprehension program which allows teachers to track individual student reading competencies.

Co-curricular activities

- We extend our students through interschool spelling bee, debating, mathematics competition, band workshops, and also through our robotics program, and ICAS Mathematics, Science, English, and Spelling competitions.
- We have a range of clubs including: the Photography, Skipping, Lego, Robotics, Indigenous Art, Art, Netball, and Cricket clubs, plus NRL Gala days and AFL Auskick programs.
- Kilcoy offers a quality Sports Program to its students. The Valley Champions Interschool Sport Competition has been running strongly for years with Kilcoy excelling in swimming, rugby league, and netball.
- Kilcoy participates in the Yowie Cup.
- The school also runs its own inter-house sports competition which demonstrate student's abilities in Swimming, Cross Country, and Athletics. Whole school participation is encouraged in these competitions and they are extremely positive days.
- Swimming Squad is offered to advanced swimmers.

How information and communication technologies are used to assist learning

ICTs play a significant role in the learning environment at Kilcoy State School. All classes have several networked computers and we have a computer lab with 28 computers for whole class use. Classes use the computers in the lab for technology assisted learning, internet research, encyclopaedia research, power point presentations, computer art activities, web searches and engagement with our online reading programs. A second large group of computers is located in the school Library and is fully utilised each lesson and at break times. Each teaching block has a bank of 10 – 20 laptops to assist with learning experiences in the classroom. The Teacher/Librarian strongly supports students in the development of ICT skills. The school uses digital whiteboards across most classrooms. Classes have access to digital cameras and a range of technologies including a class set of iPads and a trolleys of laptops. ICTs are used in all classrooms from Prep to Year 6.

Social climate

Overview

Kilcoy State School maintains a supportive and inclusive learning environment for all students. Students follow the RACER (respect, action, cooperation, effort, responsibility) rules in order to maintain a safe and supportive learning environment. We follow our school's 'Responsible Behaviour Plan' to manage behaviours outside of the expected behaviours at Kilcoy State School. We have a whole-school approach to inclusive education and we maintain a high standard of pastoral care through every staff member and our school Chaplain. Parents tell us that their children's learning needs are being met at our school and that their children like being at our school and they feel safe.

To encourage children throughout the year to give their best, the school operates a Good Behaviour Rewards Program. To assist children experiencing difficulties the school operates a Solutions Room. Another significant program which operates within the school is the Year 6 Leadership Program.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	96%	96%
• this is a good school (S2035)	94%	96%	85%
• their child likes being at this school* (S2001)	100%	100%	96%
• their child feels safe at this school* (S2002)	100%	100%	92%
• their child's learning needs are being met at this school* (S2003)	100%	96%	96%
• their child is making good progress at this school* (S2004)	95%	98%	96%
• teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	91%	92%
• teachers at this school motivate their child to learn* (S2007)	95%	98%	92%
• teachers at this school treat students fairly* (S2008)	95%	94%	88%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	96%
• this school works with them to support their child's learning* (S2010)	95%	98%	88%
• this school takes parents' opinions seriously* (S2011)	79%	94%	83%
• student behaviour is well managed at this school* (S2012)	79%	96%	84%
• this school looks for ways to improve* (S2013)	89%	98%	92%
• this school is well maintained* (S2014)	95%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	96%	98%
• they like being at their school* (S2036)	91%	95%	94%
• they feel safe at their school* (S2037)	94%	94%	94%
• their teachers motivate them to learn* (S2038)	96%	96%	99%
• their teachers expect them to do their best* (S2039)	97%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	95%
• teachers treat students fairly at their school* (S2041)	90%	93%	94%
• they can talk to their teachers about their concerns* (S2042)	89%	97%	90%
• their school takes students' opinions seriously* (S2043)	89%	93%	90%
• student behaviour is well managed at their school* (S2044)	83%	85%	79%
• their school looks for ways to improve* (S2045)	96%	97%	95%
• their school is well maintained* (S2046)	94%	95%	98%
• their school gives them opportunities to do interesting things* (S2047)	91%	95%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	83%	95%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	95%	100%
• students are encouraged to do their best at their school (S2072)	96%	100%	100%
• students are treated fairly at their school (S2073)	90%	100%	97%
• student behaviour is well managed at their school (S2074)	90%	93%	100%
• staff are well supported at their school (S2075)	75%	98%	89%
• their school takes staff opinions seriously (S2076)	79%	95%	92%
• their school looks for ways to improve (S2077)	97%	100%	95%
• their school is well maintained (S2078)	93%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	89%	98%	95%

Percentage of school staff who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Kilcoy State School we encourage parents to become heavily involved in their child's education. At the beginning of each year Parent Information sessions are organised by all class teachers where each class program is outlined and parent questions answered. Parents are encouraged to participate in school and class activities. Information sessions are organised to explain homework procedures and current educational strategies focussed on Reading, Writing and Numeracy.

Teachers send student portfolios with current academic units and class activities home each term. Families are encouraged to come along to appreciate student successes and achievements at special parades, student performances, sporting carnivals, awards ceremonies, and weekly parades. Kilcoy State School translates important information for the parents who are from a non-English speaking background. For students with disabilities and/or high level needs we have parent/support team meetings to set goals and to check discuss ongoing progress. The school issues comprehensive student reports twice per year. We have an active and highly supportive Parents and Citizens Association.

Respectful relationships education programs

The school has developed and implemented programs in both personal development and health that focus on appropriate, respectful and healthy relationships. This is reinforced through our RACER rules and Solutions Room operations.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	18	18	12
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Kilcoy State School is continually reviewing the quantity of resources that are consumed. Staff and students awareness is continually focused due to the school's proximity to Somerset Dam and its catchment. The school completed the installation of power and water saving devices.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	102,232	114,922	109,250
Water (kL)	1,215	2,333	864

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	28	21	<5
Full-time equivalents	20	11	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	6
Bachelor degree	21
Diploma	1
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 58 739.00

The major professional development initiatives are as follows:

- Continued development of Teacher Aides in strategies that support Reading and Writing with the classroom.
- Teacher planning and pre moderation.
- Anita Archer writing
- Prep reading and writing PD.
- Diverse learners and Inclusion conference.
- Words their Way
- Understanding Poverty Train the Trainer PD

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018. Some staff applied and received transfers to their preferred location.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	93%
Attendance rate for Indigenous** students at this school	89%	92%	90%

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

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

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

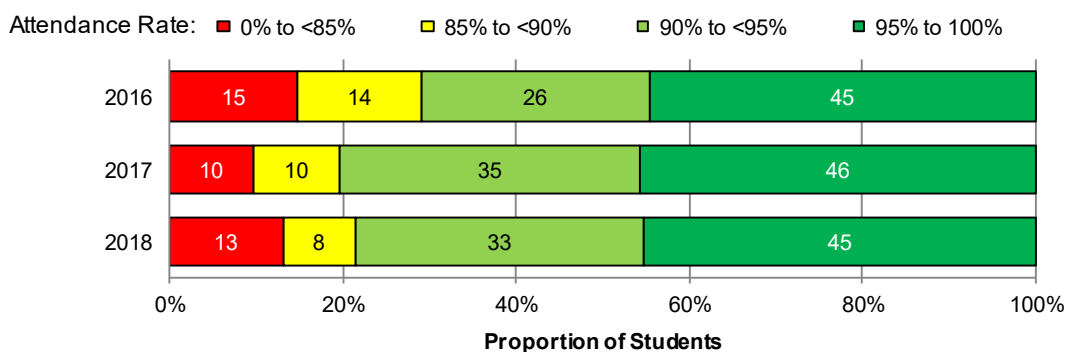
Year level	2016	2017	2018
Prep	90%	93%	92%
Year 1	91%	92%	91%
Year 2	92%	94%	93%
Year 3	93%	93%	93%
Year 4	93%	93%	94%
Year 5	94%	93%	92%
Year 6	92%	95%	93%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Our attendance rates have remained steady. Kilcoy is a child centred school; it offers great teachers and exciting programs in class time as well as many extra-curricular activities and this creates an environment where children want to come to school.

Rolls are marked on a daily basis. Any student failing to attend school 3 consecutive days and parents haven't advised us of special circumstances, the school contacts families to check on the children's welfare. Unexplained absences are followed-up. Students regularly absent without an appropriate reason are referred to the Principal/and or Guidance Officer.

NAPLAN

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

How to access our NAPLAN results

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

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