



Kilcoy State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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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 320 students from Prep to Year 7. Currently there are about fourteen 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 good academic achievements and sporting, cultural and citizenship achievements. All curriculum studies are undertaken on campus. 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. The school offers outstanding sports, performing arts and reading programs and has recently introduced before school tutorials and a homework centre. 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.

Principal's Foreword

Introduction

The 2016 Kilcoy State School annual report is designed to provide readers with the information required in choosing a school for your child's education. This report contains a snapshot of the school's 2016 goals and performance, its ways of working, demographics of the school, and information about our staff and students. It also includes satisfaction surveys from students, staff, and parents. Kilcoy State School is a wonderful school within an historic and vibrant community with effervescent students who aspire to be the best they can.

School Progress towards its goals in 2016

Priority Area	Progress in this priority in 2016	Partial or full completion
Reading	Consistent pedagogical approach to guided reading	Partial completion
	Implementation of the Sheena Cameron strategies for supporting comprehension skills and Jolly Phonics	Full completion
	90% of students to reach school reading targets	Partial completion
	Teachers and students to collaboratively and regularly set learning goals regarding reading	Partial completion
	NAPLAN Data on reading gains, U2B, Indigenous etc.	Improvements in all areas
Numeracy	Engage the expertise of a numeracy PEA-AC to support our improvement agenda	Full completion
	Design and implement of a whole school approach to displaying success criteria in mathematics	Full completion
	Whole school mathematics data collection using PAT-M, including data analysis to inform teaching	Partial completion
	Use pre-test diagnostics to inform teaching and learning. Post-test to review teaching and learning.	Full completion
	NAPLAN data	Improvements in most areas

Future Outlook

Our 2017 explicit improvement agenda will be focussed on Reading and 'Learning and Wellbeing'. Our Reading program will see the introduction of the Home Reading program to ensure our P-2 students get off to a great start. Our reading targets are to be published on our website (click on the "Investing for Success 2017" link on the home page).

Our "Learning and Wellbeing" goal is to build a measurable increase in student wellbeing assets including resilience, social-emotional skills, sense of belonging, and hope. The target is to lift levels to above that of national averages for each of these assets by the end of 2017.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	378	192	186	21	94%
2015*	327	164	163	17	88%
2016	288	139	149	24	88%

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

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

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

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

Characteristics of the Student Body

Overview

We have approximately 300 students with 6% of students identifying as Indigenous or Torres Strait Islander background, 20% 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	23
Year 4 – Year 7	26	29	26
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

- 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 trialed 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, Athletics and Ball Games. 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, encyclopedia 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. The Teacher/Librarian strongly supports students in the development of ICT skills.

The school uses digital white boards across most classrooms. Classes have access to digital cameras and a range of technologies including a class set of iPADS and a trolley 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. The school introduced the Behaviour Focus Group (BFG) for student returning from suspension to help with a positive transition back into the school and for students who seek a quite friendly atmosphere in which to talk and play. Another significant program which operates within the school is the Year 6 Leadership Program.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	92%	89%
this is a good school (S2035)	89%	83%	94%
their child likes being at this school* (S2001)	100%	96%	100%
their child feels safe at this school* (S2002)	94%	96%	100%
their child's learning needs are being met at this school* (S2003)	100%	92%	100%
their child is making good progress at this school* (S2004)	100%	92%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	91%	95%
teachers at this school motivate their child to learn* (S2007)	100%	96%	95%
teachers at this school treat students fairly* (S2008)	89%	78%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	100%
this school works with them to support their child's learning* (S2010)	78%	83%	95%
this school takes parents' opinions seriously* (S2011)	71%	58%	79%
student behaviour is well managed at this school* (S2012)	67%	63%	79%
this school looks for ways to improve* (S2013)	83%	65%	89%
this school is well maintained* (S2014)	100%	96%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	96%	94%
they like being at their school* (S2036)	95%	91%	91%
they feel safe at their school* (S2037)	90%	95%	94%
their teachers motivate them to learn* (S2038)	90%	95%	96%
their teachers expect them to do their best* (S2039)	98%	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	95%	96%
teachers treat students fairly at their school* (S2041)	89%	90%	90%
they can talk to their teachers about their concerns* (S2042)	88%	94%	89%
their school takes students' opinions seriously* (S2043)	81%	86%	89%
student behaviour is well managed at their school* (S2044)	82%	76%	83%
their school looks for ways to improve* (S2045)	93%	96%	96%
their school is well maintained* (S2046)	90%	96%	94%
their school gives them opportunities to do interesting things* (S2047)	94%	96%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	97%	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)	80%	78%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	82%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	93%	78%	90%
student behaviour is well managed at their school (S2074)	90%	81%	90%
staff are well supported at their school (S2075)	80%	75%	75%
their school takes staff opinions seriously (S2076)	82%	72%	79%
their school looks for ways to improve (S2077)	98%	94%	97%
their school is well maintained (S2078)	98%	100%	93%
their school gives them opportunities to do interesting things (S2079)	83%	88%	89%

* 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 information sheets regarding current academic units and class activities home regularly. 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 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

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	24	42	18
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

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

Environmental Footprint

Reducing the school's environmental footprint

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. As the school population continues to grow the school will need to continue to monitor its resource consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	78,702	1,672
2014-2015	77,656	1,108
2015-2016	102,232	1,215

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	24	21	<5
Full-time Equivalent	20	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	5
Bachelor degree	15
Diploma	1
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$21,115.

The major professional development initiatives are as follows: Jolly Phonics, Words Their Way, and Numeracy.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	85%	89%

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

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

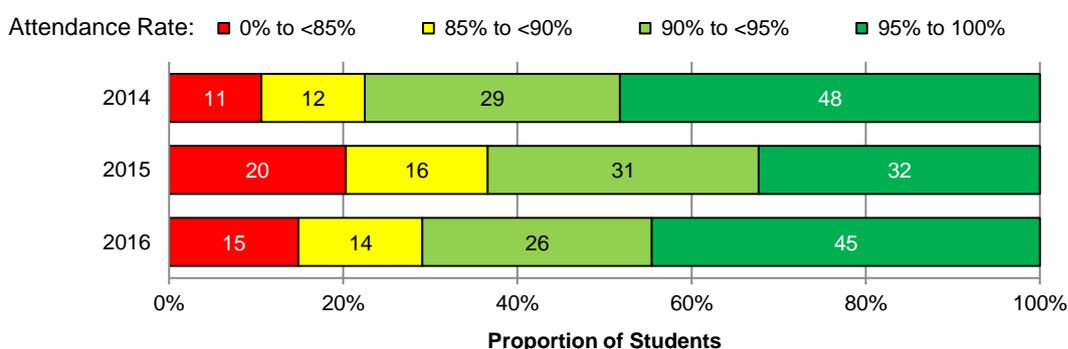
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	93%	95%	95%	91%	94%	94%					
2015	90%	90%	91%	92%	92%	90%	89%						
2016	90%	91%	92%	93%	93%	94%	92%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

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