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## Principal's foreword

### Introduction

In 2011 Kilcoy State School continued to develop its various programs, both academic and extra curricula. The school continued to improve in a number of areas. Highlights through the year were the Melbourne excursion, multi-age days, sporting events and our interschool mathematics tournament.

As the year proceeded the number of enrolments steadily increased and finished the year with a higher enrolment than stated in this report. This was due to the changing workforce within the local community.

Overall the year produced many highlights and showed great prospects for the 2012 school year.

### School progress towards its goals in 2011

In 2011, Kilcoy continued to develop its Early Years program. The Curriculum Framework was enacted and the Assessment and Reporting Framework was updated. The school's Values program was finalised and we continued with a number of the "Closing The Gap" initiatives. Students identified below National Benchmark were targeted for extra support. Indigenous students received individual education plan. Additional diagnostic materials were purchased to assist with our differentiated programs.

Professional development opportunities were delivered in our new resource centre and team meetings were scheduled in all four terms. Some teachers attended off campus professional development and shared this information in whole staff meetings.

Laptops for teachers were upgraded and a number of laptops were purchased for student use. An English as a Second Language (ESL) Teacher was employed and her team expanded the school's ESL program

A review of NAPLAN data identified future foci and school based targets were set. The focus throughout the year was a differentiated curriculum to support every student. Highlights through the year were the Melbourne excursion, multi-age days, sporting events and our interschool mathematics tournament.

## Future outlook

Education Queensland has set impressive targets for every school in Queensland to achieve. Kilcoy is working hard to continue to improve its results of indigenous students. Our NAPLAN results do not show the true ability of our students; our expectations are that the children can do better with reading. The children can access a wide range of readers and the Accelerated Reader Program allows us to track student progress and improvement.

Teachers are looking to increase guided reading activities in class. In 2011 the school established reading coaches to support teachers. The school conducted an internal review of spellings and introduced a new spelling program in 2011. There was an increase in timetabling of spelling activities and lessons. Though our results in writing in 2010 were reasonable we believe we can improve more. We are sampling writing across the school but will start the process of adopting the National Curriculum for implementation in 2012.

Across the school we have recognised that the children need to be prepared earlier so the school is revising programs to introduce concepts to Prep – Year 3 students at least 6 months earlier than before in areas such as reading and spelling.

The school introduced Before School Tutorials in 2010 and Homework Centre after school. As well parents were given more information on how best to support their child's learning. This continued into 2011.

Teachers are making greater use of the Learning Networks, OneSchool and QSA websites to support their unit planning. They are taking more time to differentiate their lessons to include and extend all children. The school worked closely with the high school to make the transition to Year 8 smooth. The Kilcoy Cluster Learning Community is working hard to provide the best possible education to the children in the wider Kilcoy community.

We anticipate increased enrolments in 2012 at the same time as the retirement of a number of senior teachers. The school has a change management plan in place to replace these teachers with quality teachers – graduates and experienced teachers.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
337	164	173	93%

## Characteristics of the student body:

The school features single and multi-age classes which vary in size between 18 and 28. A small number of students reside on rural properties. The majority of students live in the local estates and in town. Approximately 5% of the students have an indigenous background but none are from the local tribes. Our percentage of students with disabilities has remained stable. Families are migrating to Kilcoy for lifestyle choices. The small percentage of the school population is transient due to local employment opportunities and housing availability. The new housing estates and the opportunities for employment at Kilcoy Pastoral Company are contributing to enrolment increases.

## Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	21.8
Year 4 – Year 10	27.8
Year 11 – Year 12	
All Classes	24.1

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations o Enrolment	0

## Curriculum offerings

### Our distinctive curriculum offerings

- Kilcoy offers all 8 Key Learning Areas. The Language Other Than English is Japanese and is offered to students from Year 5 – Year 7.
- Instrumental Music is provided for students in Years 5 – 7. The school has an Instrumental Band as well as a Choir.
- Our school has been running an early Intervention Speech Program in the Prep.
- A Whole School Literacy Block of 4 weeks each term where students are ability grouped to study literacy topics – Spelling, Reading, Writing and Speaking and Listening.
- The school introduced a trial of a Numeracy Block in 2006 which was continued successfully from 2007 to 2011.
- The school has been running Literacy Week activities each year for the past 12 years. The week culminates with the presentation of writer's awards for the best writers in every class.
- Writers Groups continued in Year 4-5 and Year 6-7 in 2011. Advanced writers in each year level participated in weekly writing projects. Student work was published in the school newsletter.
- Kilcoy has been running a Robotics Program in the middle school.
- Dance Troupe.
- Interschool Maths competition.
- Each year Kilcoy runs a series of multi-age days in which children from all 8 year levels combine into multi-age groups studying a theme and presenting their findings. Results/performances are often outstanding.
- The school runs the Accelerated Reader program from Year 1 – Year 7. This is a computer based reading comprehension program which allows teachers to diagnose individual student reading competencies and to track their progress through the year levels.
- The school also runs Support-A-Reader and Talker programs.

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### Extra curricula activities

- Extension Groups participate in a Gifted and Talented Program
  - The school also runs a variety of lunch-time activity programs in the Resource Centre which include Lego, Puzzles, Art and Craft.
  - A photography club.
  - Three times a year the school runs BMX Days which teaches children BMX skills over a specifically designed school course. Students are given an opportunity to show off their talents in special displays. Hundreds of children participate in this unique activity.
  - Kilcoy offers a quality Sports Program to its students. Over the past 7 years the school has added significantly to its sports programs within the school and outside of the school. The Valley Champions interschool sport competition has been running strongly for 7 years with Kilcoy featuring strongly in swimming and rugby/netball.
  - Kilcoy also participated in the Yowie Cup, ARL Foundation Day and AFL Auskick. The school also runs its own inter-house sports competition which covers Cross Country, Athletics and Ball Games. The whole school participates in these competitions and are extremely positive days.
  - Swimming Squad for advanced swimmers has been running successfully for 5 years.
  - In 2010 the school introduced Before School Tutorials and Homework Centre twice a week.
  - In 2011 students travelled to Melbourne and Canberra.
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## How Information and Communication Technologies are used to assist learning

ICT's play a significant role in the learning environment at Kilcoy State School. All classes have at least 3 networked computers. A computer lab has been in operation for 10 years catering for whole classes at a time. All classes access the lab weekly for up to 2.5 hours according to a set timetable. Classes can negotiate for additional hours/time. Classes use the computers in the lab to complete Accelerated Reader quizzes, for computer assisted learning, internet research, encyclopaedia research, power point presentations, computer art activities, web searches and chat rooms.

The school uses digital white boards, They are an outstanding teaching tool which captivate and enable students. Learning objects are a favourite with all classes. Classes are also provided with digital cameras, MP-3 players, Laptops, palm pilots and GPS units and these were used consistently in 2009. Kilcoy operates a Lego Robotics Program and Movie Maker in Year 6-7 extension activities. Students find these activities extremely stimulating. ICT's are used from Prep to Year 7.

## Social climate

There is a strong sense of community at Kilcoy State School. We encourage students to feel as though they are part of the Kilcoy State School community. Everybody is important. Everybody has their place. The basis of how children behave is the school's behaviour management program. Central to this is the school's

Code of Conduct which is embedded in our Responsible Behaviour Plan.

- Be courteous and considerate towards others
- Respect the rights and feelings of others
- Respect my own property and that belonging to others
- Care for and respect my school environment
- Accept responsibility for my own actions, decisions and dress
- Give of my best at all times and as a result enhance the good reputation of my school and myself

Classroom rules reflect these expectations. Students whose behaviour consistently does not reflect these values will incur penalties depending on the severity of the behaviour. The school undertook a review of its Behaviour Management Program to ensure it focuses on positive behaviour. It is important that teachers develop student's social skills within the classroom setting and that they understand they have the power to make positive changes and more appropriate choices in their actions and attitude. 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. Other significant programs which operate within the school include the Year 6/7 Leadership Program and the Prep.

In 2010 the school developed a Values Program based on the Values for Australian Schooling. It was implemented in 2011 and linked into all school activities.

The School Responsible Behaviour Plan has a very thorough section on preventing bullying including Cyber-Bullying. The school has 2 focus weeks in Term 1 and Term 3 where classes discuss ways of preventing bullying. The new Values Program has given us the school wide language like Care and Compassion and Fair Go.

## Parent, student and teacher satisfaction with the school

Students at Kilcoy have a very positive view of the school. They are proud of their school and their achievements. They recognise the school and their teachers are working very hard to give them the best education possible.

The majority of Kilcoy parents are very supportive of the school. They recognise we want the best for the children. There is very little conflict in the school between parents and staff and the staff work hard to maintain a positive atmosphere. We do work hard to resolve any differences.

Our staff are extremely hard working. They go the extra mile for their school and students. There is a good blend of youth and experience.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	91%
Percentage of students satisfied that they are getting a good education at school	86%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	85%

DW – Data withheld

## Involving parents in their child's education

At Kilcoy State School we encourage parents to become heavily involved in their child's education. At the start of the year Parent Information sessions are organised by all class teachers where the class programs are outlined and parent questions answered. Parents are encouraged to participate in school and class activities. Sessions are organised to explain homework procedures and current educational strategies.

Parent information sheets are sent home regularly. Parents are invited to set the direction of school programs through the Parents and Citizens Association. Parents are encouraged to come along to appreciate student successes and achievements at special parades, student performances, sporting carnivals, awards ceremonies and the Performing Arts Festival.

The school issues comprehensive student reports twice per year.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Kilcoy State School is continually reviewing the quantity of resources that are consumed. Staff and students awareness is continually focussed due to location of the school in the Somerset Dam catchment. Confirmation of a successful Federal Government grant as part of the NSSP program meant that solar panels were installed and energy efficient items have been placed in some school buildings. Installation of more rainwater tanks has been identified to complete the programs requirements. As our school population continues to grow the school will need to continue to monitor it resource consumption.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	116,886	1,179
2010	132,235	649
% change 10 - 11	-12%	82%

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$12 394.

The major professional development initiatives are as follows:

Literacy

Numeracy

Science

Australian Curriculum

Gifted and Talented

The school provides funds for all teachers to attend workshops that match school and individual priorities.

We encourage our teachers to go to the Learning Place to participate in on-line Professional Development.

As well we organise 2 Shared Learning afternoons per term where teachers teach teachers. Teachers attended workshops across the region, in the cluster area and even at our own school. With the construction of our new hall and resource centre we are requesting that workshops private and education Queensland be run locally.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

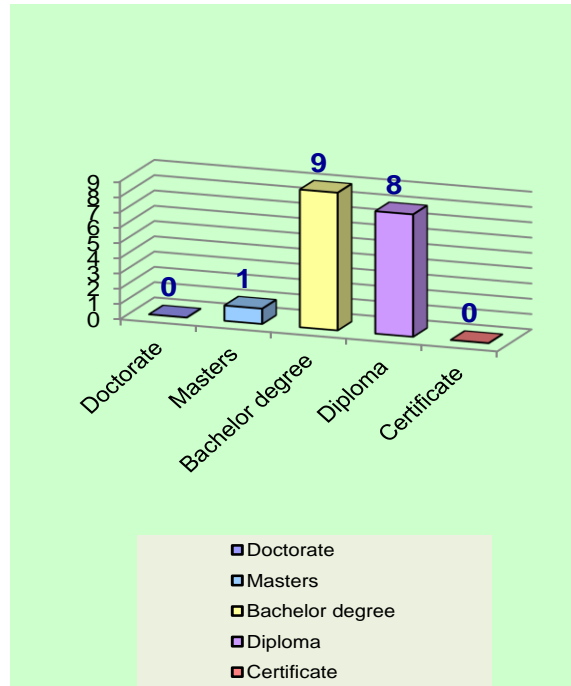
For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2011 school year.

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	9
Diploma	8
Certificate	0



### Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	24	17	0
Full-time equivalents	19	9	0

### School income broken down by funding source

School income 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**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

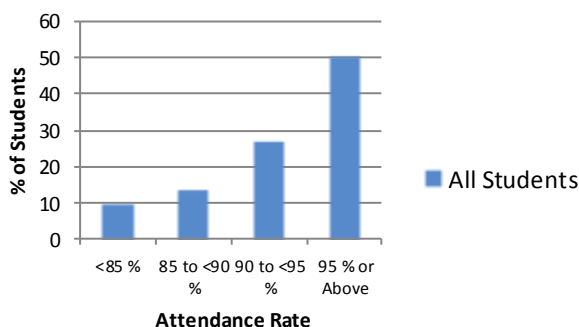
The overall attendance rate for all Queensland state Primary schools over the same period was 92%

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94%	92%	94%	93%	95%	93%	92%					

The proportions of students by attendance range.

### Student Attendance Distribution



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Our attendance rates continue to improve each year. Kilcoy is a child centred school it offers great teachers and exciting programs in class time as well as extra curricular activities. As a result the children want to come to school.

Rolls are marked on a daily basis. If any student fails to attend school 3 days in a row and parents haven't advised us of special circumstances the admin team will ring families to check on the children's welfare.

Students are regularly absent without an appropriate reason are referred to the Principal/and or Guidance Officer.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

The Closing the Gap Coordinator Mrs Leanne Morris completed a school audit. Teachers were asked to complete personal audits. Profiles were developed for each student as well as Education plans – in consultation with teachers. Indigenous student data was carefully analysed and teaching recommendations made. Opportunities to use the Indigenous Community Advisor were limited because she was on leave and then took up another position. Contact was made with a new advisor but she only worked 25 hrs per week and had a large area to travel. She was able to provide local historical Indigenous information which was very helpful. Teachers took on Indigenous perspectives in all unit development. The school celebrated and recognised a number of indigenous events including Reconciliation Day and NAIDOC Day.

School attendance remains high for indigenous and non indigenous students. Indigenous students made slight improvements across all levels of testing. Our indigenous group is quite stable with little movement out.

The majority of indigenous students out performed non indigenous students in most areas of NAPLAN.