Mount Kilcoy State School (1166)

Queensland State School Reporting

2012 School Annual Report

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Principal's foreword

Introduction

Mount Kilcoy State School is situated in the Kilcoy Shire, in a rural setting ten kilometres from Kilcoy. The school boasts a magnificent view; hence our vision is "The School with a View to the Future!"

This Annual School Report is a formal report required for systemic accountability and improvement purposes. The report provides information for Education Queensland on the achievement of its declared priorities for that year. The Report is a public document that provides output and outcome information on the achievement of the goals in the school's Annual Operation Plan. It highlights the school's strengths and also sets out targets for improvement during following years. To gain maximum benefit from this Annual School Report, it should be read alongside other information such as school reports for your child and school newsletters.

School progress towards its goals in 2012

Mount Kilcoy State School continued to focus strongly on Literacy and Numeracy in 2012, with the added focus of engaging students through ICT's. Our vast range of learning experiences and best-practice teaching pedagogy continues to reflect high performance in the systemic testing program. Our NAPLAN results for 2012 were fantastic, with 100% of students at, or above the National Minimum Standard in 9 OUT of the 15 domains. 100% of our year 7 students achieved at, or above the National Minimum Standard in all 5 domains. Our students, staff and community should be congratulated on the continued high performance attained by Mount Kilcoy State School. These results are reflective of the hard work and determination of our team. We aim to maintain these high standards for the future.

In 2012, Mount Kilcoy Staff and community undertook the Triennial School Review process. Through this process, stakeholders including staff, parents and community reviewed the schools achievements over the past three years and set target goals for the next 4 years. A strategic plan was then developed and presented to the Assistant Regional Director and was verified.

Our students, staff and community have engaged in some amazing learning experiences this year. Our students were funded through the P&C to access Mathletics from Prep -Year 7 and we are continuing to utilise the on-line Accelerated Reader program for students in years 2-7. We have also participated in sports carnivals, swimming lessons, ARL Gala Day, Valley Championship Days, school camp, Under Eight's Day and show case days to name a few. Our students thrive on the opportunity to learn through a variety of modes and we will continue to encourage a hands-on, authentic approach to teaching and learning.

ANZAC Day March

Athletics Day

Book Week

Monster Truck Visit

QUT University Visit

Tree Planting Day

School Camp

Fancy Dress Ball

University Robotics Competition

Future outlook

As outlined in our Annual Implementation Plan, Mount Kilcoy State School will continue to work towards the high performance of literacy, numeracy and ICT's outcomes, targeted intervention for students not achieving school benchmarks and strong community-school relationships. Staff will be continuing to participate in professional development on the new Australian Curriculum and implementing the C2C units of work to suit our context. We will be auditing and reviewing our current curriculum documents to ensure they align with the new Australian Curriculum. Our teachers will participate in systemic testing and assessment moderation to ensure our students are meeting national standards. Our teachers will continue to provide engaging, 'real life' learning experiences, which relate to our students and our community and continue to promote and utilise the benefits of our small, multi-age setting.

In 2013, Mount Kilcoy will be focusing specifically on spelling and reading. A Curriculum Coach will be appointed to strengthen community engagements and support the delivery of the national curriculum. The Coach will help drive our improvement agenda and improve student learning outcomes by collecting data, demonstrating explicit teaching skills, sourcing resources and providing professional development in the targeted areas.

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2012:   **Prep - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	87	47	40	94%
2011	94	49	45	95%
2012	91	46	45	92%

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

Characteristics of the student body:

Mount Kilcoy's *Index of Community Socio-Educational Advantage* value is 959. This is slightly below the average of 1000. A large percentage of our students come from farming/property backgrounds, with smaller numbers travelling in from the township of Kilcoy. During 2012, 0% of students enrolled were identified ESL and 3% of students were identified as Indigenous or Torres Strait Island.

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	23	22	17
Year 4 – Year 10	23	26	22
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days			1
Long Suspensions - 6 to 20 days			0
Exclusions			0
Cancellations of Enrolment			0

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Curriculum offerings

Our distinctive curriculum offerings

Mount Kilcoy State School offers a curriculum which focuses heavily on both numeracy and literacy. The curriculum is delivered in an authentic and meaningful way and promotes skill development through real life and life-like investigations and experiences. Multi-age classrooms allow for individual, tailored programs and student orientated teaching and learning. We individualise supportive, but challenging learning plans for students to maximize their talent and provide opportunities for them to develop their skills. Mount Kilcoy State School has a strong emphasis on information technologies and these are embedded in the school curriculum plan. Our Curriculum areas are listed below:

- English
- Mathematics
- Science
- Studies of Society and Environment
- Technology
- Art

The following areas are delivered by specialist teachers:

- Health and Physical Education
- Music
- LOTE – Japanese
- Library

Extra curricula activities

Mount Kilcoy State School has a strong sense of tradition and community. Each year students, staff and community play an important role in the Kilcoy Anzac Day Service. Throughout the year, the school proudly participates in a variety of sporting and physical activities. Our school offers the following extra curricula activities:

School Choir on ANZAC Day
Small schools Sports Day
Gala Day/ ARL/NRL
Interschool Netball and Rugby League competition – Yowie Cup
Lunchtime Football/Netball coaching
Tennis coaching after school
Leadership camp
Valley Champions Swimming Carnival
Showcase days
Robotics

How Information and Communication Technologies are used to assist learning

Information and communication technologies enhance our learning experiences at Mount Kilcoy State School. All classrooms are equipped with approximately 10 computers and an interactive digital whiteboard. We have a computer lab in our science room and two pods of computers in the library for student use. We have also purchased twelve i Pads to utilise in classrooms and in small group activities throughout the school. All students are taught to save and retrieve information from their own digital portfolios and make use of computer technology to prepare and present information for assessment purposes. Students have frequent access to computers. For younger students, this may involve reading and responding to stories, writing stories, creating digital images, using digital photography, using simple versions of word processing, spread sheets, and PowerPoint presentations, as well as using CDs for literacy and numeracy skill development. Older students are involved with the above, but also use the Internet, web forums, and electronic encyclopaedias for research. Older students may also be involved in a robotics and computer programming units. Our staff will continue to integrate ICT into their teaching and to refine their own skills in line with the Professional Development Framework.

Social climate

Mount Kilcoy State School students enjoy a close and supportive community atmosphere where all members are encouraged to become involved in the school and the learning process. This enables a constructive and positive approach and is part of our school direction. Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place. Staff and parents work collectively to ensure that all children can learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching. We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly, and practising problem solving skills. Our school's social climate is reflected in our 2012 School Opinion Survey results with 100% of parents satisfied that *student behaviour is well managed at this school*.

Mount Kilcoy developed the Responsible Behaviour Plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, newsletters and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process. The Plan was endorsed by the Principal, the President of the P&C and the Executive Director Schools and is reviewed annually.

Parent, student and staff satisfaction with the school

2012 School Opinion Survey results demonstrated that our teachers, parents and students rate above state benchmarks in all areas of the survey. Parent questions regarding student behaviour, child wellbeing and recommending our school were very pleasing with 100% of parents satisfied. Our student data indicates 100% of students feel safe at our school and feel they are getting a good education. Whilst our staff data results are consistently above 90%, indicating that the majority are satisfied with staff morale and working conditions at this school. Our positive survey data is the result of the entire school community working together to provide the best possible opportunities for students at Mount Kilcoy.

Our school at a glance

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	96.0%
this is a good school	96.2%
their child likes being at this school*	96.2%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	96.2%
their child is making good progress at this school*	96.2%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	96.2%
teachers at this school motivate their child to learn*	96.2%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	92.3%
this school takes parents' opinions seriously*	96.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	100.0%
they like being at their school*	89.5%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	94.4%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	73.7%
they can talk to their teachers about their concerns*	89.5%
their school takes students' opinions seriously*	84.2%

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student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	94.7%
their school is well maintained*	94.7%
their school gives them opportunities to do interesting things*	94.7%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012#
that they have good access to quality professional development	93.3%
with the individual staff morale items	93.8%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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Involving parents in their child's education

Parents are vital to their child's education. Our school encourages parents and community members to become involved in the daily routines and operations of the school. Parents often volunteer their time to help with activities such as daily reading and group rotations. Parents also have many opportunities to have daily informal conversations with staff, and to follow their child's progress. Our school prides itself on encouraging parents to be involved. Below is a list of some of the ways we involve parents in their child's education:

- Beginning of year P&C Welcome Evening BBQ
- Open evening and information sessions
- Parent teacher interviews
- Parent volunteers in the classroom
- End of term positive calls
- Fortnightly newsletters
- Weekly parade
- Parent volunteers awards and morning teas
- Fancy Dress Ball
- Showcase Days
- P&C meetings
- Tuckshop

Reducing the school's environmental footprint

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

Our school community is very proud of the work achieved by students and staff to ensure we foster magnificent biodiversity within the school grounds. Our hard working school community holds regular working bees to improve and maintain the grounds for our students. Our school grounds boast beautiful mountain views with manicured gardens and lush sloping grassy areas for students to play. Our lush environment also plays host to a variety of Australian flora and fauna. Data is sourced from our school's annual utilities return and is reliant on the accuracy of these returns. Our school relies solely on filtered tank water to use as drinking water and we use bore water with a treatment plant for our toilets. We have a current 'Sustainable Environmental Management Plan' which identifies strategies to reduce our environmental footprint. We had solar panels fitted to try and reduce our power usage. Our school actively plants trees and shrubs each year, as part of National Tree Day.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	57,136	0
2010-2011	37,513	0
2011-2012	50,677	0

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Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	10	7	0
Full-time equivalents	5.2	3.8	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	10
Diploma	0
Certificate	0
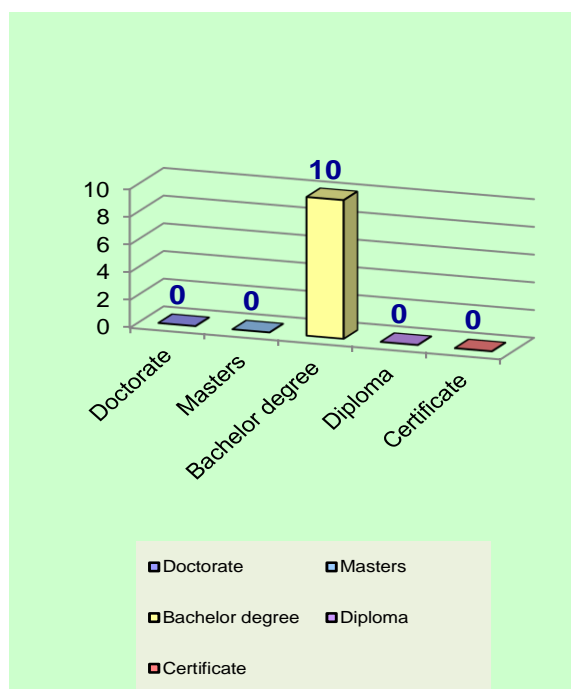
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $3800.

The major professional development initiatives are as follows:

Australian Curriculum

First Steps in Maths refresher

Reading

ICT's

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Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.4%	97.5%	97.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80.8% of staff was retained by the school for the entire 2012 school year.

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 source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	93%	89%

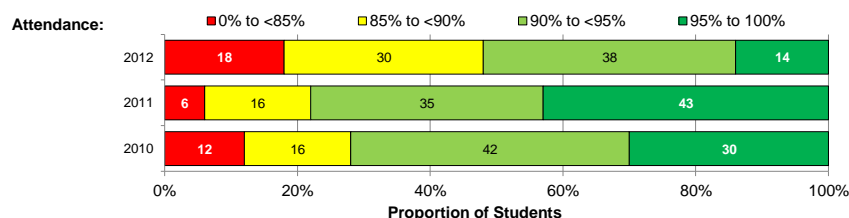The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	83%	93%	94%	93%	93%	94%	89%					
2011	90%	93%	97%	95%	95%	93%	95%					
2012	89%	87%	87%	92%	90%	91%	91%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2012	18	30	38	14
2011	6	16	35	43
2010	12	16	42	30

Proportion of Students

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.

Class teachers mark attendance rolls twice daily through the One School application. Parents/caregivers must provide written or verbal description of student absences to the school office. If this is not provided, a letter is sent home to parents, asking them to explain the absence. Attendance rates and targets are reported in the school newsletter and supported by articles informing families about the relationship of student attendance and student achievement. Attendance awards are presented at the end of each term at school parades. School attendance targets are set through both the Annual Implementation Process and Strategic School Review Process.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 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

In 2012 at Mount Kilcoy State School, there was no gap between Indigenous and Non Indigenous performance, retention or attendance. 100% of students that identify as Indigenous or Torres Strait Islander have a current individual learning plan which identifies both areas of improvement and areas of extension. This enables teachers to cater learning experiences for individual students and continue to move our Indigenous students into higher learning bands.

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