Mount Kilcoy State School
Queensland State School Reporting
2013 School Annual Report
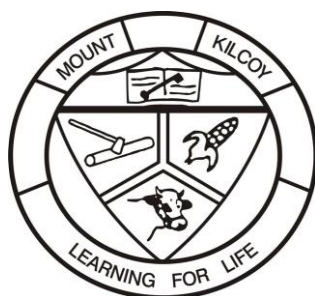
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Our school at a glance

Principal's foreword

Introduction

Mount Kilcoy State School is situated in the Kilcoy Shire, in a rural setting ten kilometres North of the Kilcoy Township. 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 2013

At Mount Kilcoy State School, students have been given a vast range of opportunities to be challenged, achieve success and feel valued. This is evident in the consistent high achievement of our students both academically and on the sporting field. Some of our achievements this year include:
 - Outstanding results in the National Literacy and Numeracy tests with approx. 50% of students in year 5 and 7 in the highest Two Bandings in all 5 areas of NAPLAN.
 - Students received a range of awards from high distinction to credit and participation in the University of New South Wales and Australian maths competition external testings.
 - Junior, Senior and Overall Champions at the Inaugural Valley Schools' Spelling Bee.
 - Senior Champions at the Cluster Mathematics Tournament at Kilcoy State School.
 - 6/7 and Overall Valley Champion in Netball.
 - 6/7 Robotics team made it through to the National Championships held in Sydney.

Our school at a glance

Mount Kilcoy State School has also shown major success on the sporting field at cluster, district, regional, state and national levels, with one of our students winning the National AWD Cross Country Championships in Tasmania in 2013. Students at Mount Kilcoy have achieved amazing accolades, both academically and in the sporting arena in 2013.

Mount Kilcoy State School continued its strong focus on Literacy, Numeracy and ICT's. A review of previous school data indicated Mount Kilcoy's reading and spelling programs needed review. Through the 'Empowering Public Schools Grant', a Spelling Coach and a Reading Coach were employed during specific terms to target these programs. Teaching and learning of reading and spelling at Mount Kilcoy was reviewed and it is anticipated that programs will be completed by term 3, 2014. The focus on these areas has resulted in considerable improvements in Mount Kilcoy's NAPLAN relative gain data. Spelling and Reading, from 2011-2013 in years 3-5 and 5-7, are well above national targets.

The 'Flying Start' Year 7 to High School initiative was also a major focus for Mount Kilcoy. Strong partnerships were forged with both Kilcoy State High School and Kilcoy Primary School throughout 2013. The 'Kilcoy Cluster' worked together to host a variety of events and extension activities to support all students within the Mount Kilcoy and Kilcoy community. This initiative will continue and grow in 2014, with year 7s starting high school at the commencement of 2015.

Future outlook

As outlined in the Annual Implementation Plan, Mount Kilcoy State School will continue to work towards the high performance of literacy, numeracy and ICT 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 the context. An audit of school's behaviour management processes to ensure students are ready to learn, will be on the agenda in 2014. Teachers will participate in systemic testing and assessment moderation to ensure students are meeting national standards. 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 2014, Mount Kilcoy will continue to develop the spelling and reading program. The appointment of the Curriculum Coach will continue to strengthen community engagement, support the delivery of the National Curriculum and help drive the improvement agenda. The focus of this initiative is to ensure consistent improvement of student learning outcomes by responding to data, demonstrating explicit teaching skills, sourcing resources and providing professional development in the targeted areas.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013:   **Prep Year - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	94	49	45	95%
2012	91	46	45	92%
2013	102	51	51	91%

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 2013, >1% of students enrolled were identified ESL and approximately 8% of students were identified as Indigenous or Torres Strait Island.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	17	19
Year 4 – Year 7 Primary	26	22	18
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	1	8
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Mount Kilcoy State School offers a rich curriculum which focuses heavily on numeracy and literacy as central components of all learning areas. 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 maximise 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
- History
- Geography
- Art

The following areas are delivered by specialist teachers:
- Heath and Physical Education
- Music
- LOTE – Japanese
- Library

Mount Kilcoy also offers a variety of individual support and extension programs e.g. Morning Reading Program, Cog Med Cognitive Memory Training, Robotics, Science Extension Group, Debating Group, Upper 2 Bands Mathematics Program.

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 academic, sporting and recreational events and activities. Our school offers the following extra curricula activities:
School Choir
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
Science Extension Program
Debating Group
Intraschool and Interschool Spelling Bee
Spellathon
Mathematics Tournament
Upper 2 Bands Mathematics Program
Robotics
Annual Fancy Dress Ball

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.

There is a computer lab in the science room and two pods of computers in the library for student use. Fourteen IPad's have also been purchased and are utilised 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. Through funding by the P&C, students are able The students were funded through the P&C to access Mathletics from Prep - Year 7 and to utilise the on-line Accelerated Reader program for students in years 2-7 to track reading comprehension.

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 2013 School Opinion Survey results, with 93% 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.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Parent, student and staff satisfaction with the school

2013 School Opinion Survey results demonstrated that 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 more than 95% of parents satisfied. Our student data indicates 100% of students feel safe at our school and feel they are getting a good education. Staff data results are consistently 100%, indicating that staff members are satisfied with morale and working conditions at the school. This positive survey data is the result of the entire school community working together to provide the best possible opportunities for students at Mount Kilcoy.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	93%
this is a good school (S2035)	96%	100%
their child likes being at this school* (S2001)	96%	96%
their child feels safe at this school* (S2002)	100%	96%
their child's learning needs are being met at this school* (S2003)	96%	96%
their child is making good progress at this school* (S2004)	96%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	93%
teachers at this school motivate their child to learn* (S2007)	96%	96%
teachers at this school treat students fairly* (S2008)	100%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%
this school works with them to support their child's learning* (S2010)	92%	96%
this school takes parents' opinions seriously* (S2011)	96%	92%
student behaviour is well managed at this school* (S2012)	100%	93%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	89%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	94%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%

teachers treat students fairly at their school* (S2041)	74%	100%
they can talk to their teachers about their concerns* (S2042)	89%	98%
their school takes students' opinions seriously* (S2043)	84%	98%
student behaviour is well managed at their school* (S2044)	100%	98%
their school looks for ways to improve* (S2045)	95%	98%
their school is well maintained* (S2046)	95%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	95%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

Our school at a glance

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

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 in an effort to 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
2010-2011	37,513	0
2011-2012	50,677	0
2012-2013	45,646	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
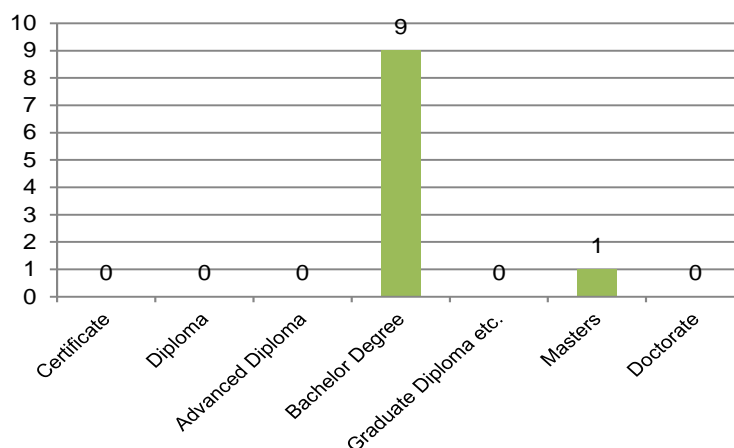
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	11	7	0
Full-time equivalents	7	5	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	9
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	**10**

* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

Our staff profile

The total funds expended on teacher professional development in 2013 were $ 4 463.42.

The major professional development initiatives are as follows:

Australian Curriculum

Catering For Differentiation

Catering For students with disabilities

Oneschool

Art of Science of Teaching

Teaching Reading

Teaching Spelling

The proportion of the teaching staff involved in professional development activities during 2013 was   %. 100

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 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.**

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.
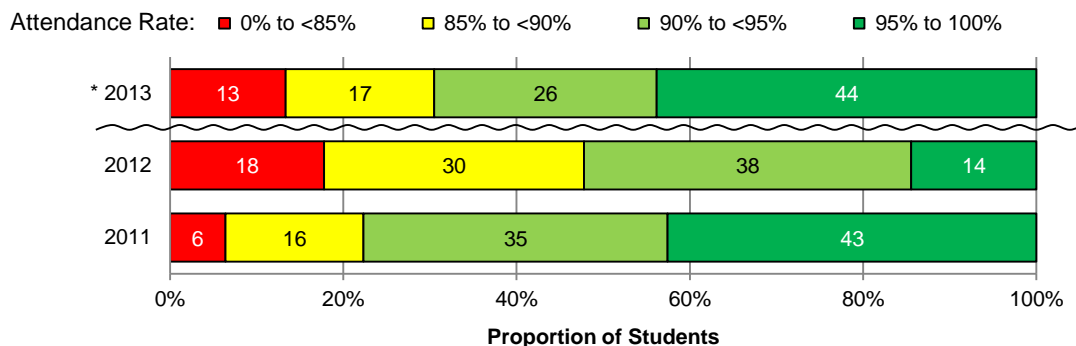
Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	89%	91%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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
2011	90%	93%	97%	95%	95%	93%	95%					
2012	89%	87%	87%	92%	90%	91%	91%					
2013	88%	89%	91%	94%	92%	92%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

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

* 2013: 13 | 17 | 26 | 44
2012: 18 | 30 | 38 | 14
2011: 6 | 16 | 35 | 43

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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, 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.**

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 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.

Performance of our students

Achievement – Closing the Gap

In 2013 at Mount Kilcoy State School, there was no gap between Indigenous and Non Indigenous performance, retention or attendance. 100% of students who 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.