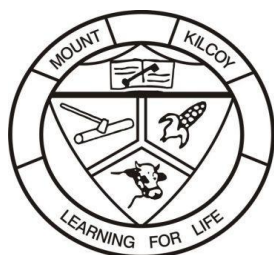


Mount Kilcoy State School

Queensland State School Reporting

2014 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 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 2014

In 2014, Mount Kilcoy State School implemented the following strategies from the school's improvement plan:

- Upskilled staff and developed a shared understanding of reading, writing and spelling practices by engaging in selected professional development.
- Implemented the Mount Kilcoy State School Reading Framework across all year levels.
- Implemented the North Coast Region diagnostic numeracy testing to inform teaching and learning
- Implemented targeted strategies to support gifted and talented students e.g. Maths and Science extension programs, interschool debating, spelling bee and robotics
- Used our 'Great Results' funding to trial CogMed to support students with learning difficulties and allocated extra teacher aide support in classrooms.
- Collaboratively developed programs with feeder secondary schools to support year 6 and year 7 students to transition to high school.
- Implemented an Attendance Improvement Plan resulting in improved attendance from 90.9 in 2013 to 93.9 in 2014.

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 in 2014 include:

- Continued high results in the National Literacy and Numeracy tests with students in years 3, 5 and 7 scoring at or above the nation in reading, writing and numeracy. A significant improvement was also evident in the achievement of student in year 3 in all 5 areas of NAPLAN tests.
- Students received a range of awards from high distinction to credit and participation in the University of New South Wales and Australian Mathematics Competition external testings.
- Senior Champions at the Annual Valley Schools' Spelling Bee.
- Winning several debating matches in the Interschool Debating Competition.
- 4/5 Valley Champions in Netball.
- 6/7 Robotics District Champions and made it through to the National Championships held in Sydney.
- Representation at in school sports at District, Regional, State and National Level.
- Attendance rate of 93.9%

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 programs were introduced in 2014. The focus on these areas has resulted in considerable improvements in Mount Kilcoy's data.

The 'Flying Start' Year 7 to High School initiative was also a major focus for Mount Kilcoy in 2014. Strong partnerships were forged with both Kilcoy State High School and Kilcoy Primary School. 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 2015, with schools combining for a variety of learning opportunities and events.

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. In 2015, the school will engage in a full school audit of teaching and learning. Recommendations from this audit will help identify the school's strategic direction across the next 4 years. 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 2015, Mount Kilcoy will continue to utilise 'Great Results' funding to support students' learning by continuing extension/learning support programs, increasing support time in classrooms and targeted resourcing.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	91	46	45	92%
2013	102	51	51	91%
2014	111	56	55	90%

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 966. 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 2014, >1% of students enrolled were identified ESL and approximately 6% of students were identified as Indigenous or Torres Strait Island.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	17	19	21
Year 4 – Year 7 Primary	22	18	17
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	8	5
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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:

- Health 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.

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
 Robotics
 Morning Reading Program
 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. 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 1-7 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 2014 School Opinion Survey results, with results continuing to be above state averages.

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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	93%	95%
this is a good school (S2035)	96%	100%	100%
their child likes being at this school* (S2001)	96%	96%	95%
their child feels safe at this school* (S2002)	100%	96%	95%
their child's learning needs are being met at this school* (S2003)	96%	96%	89%
their child is making good progress at this school* (S2004)	96%	96%	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)	96%	93%	84%
teachers at this school motivate their child to learn* (S2007)	96%	96%	95%
teachers at this school treat students fairly* (S2008)	100%	96%	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)	92%	96%	89%
this school takes parents' opinions seriously* (S2011)	96%	92%	95%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
student behaviour is well managed at this school* (S2012)	100%	93%	89%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school* (S2036)	89%	100%	98%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	94%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	98%
teachers treat students fairly at their school* (S2041)	74%	100%	95%
they can talk to their teachers about their concerns* (S2042)	89%	98%	100%
their school takes students' opinions seriously* (S2043)	84%	98%	88%
student behaviour is well managed at their school* (S2044)	100%	98%	90%
their school looks for ways to improve* (S2045)	95%	98%	95%
their school is well maintained* (S2046)	95%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	95%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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.

DW = Data withheld to ensure confidentiality.

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/Events
- Sports Events
- Book Fair
- P&C meetings
- Tuckshop
- Stalls

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	50,677	0
2012-2013	45,646	0
2013-2014	35,679	0

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.

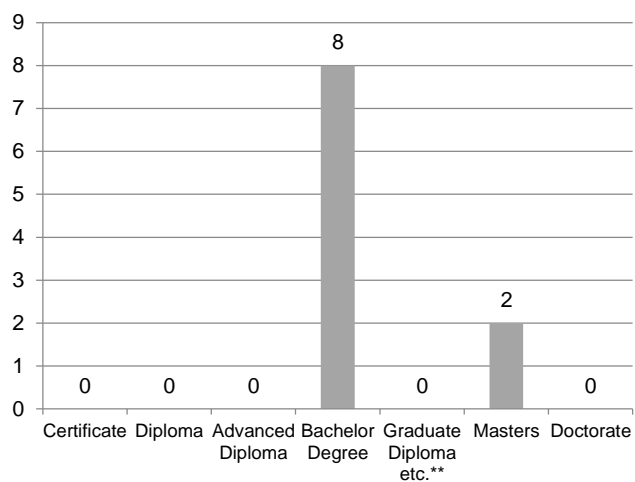
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	10	8	0
Full-time equivalents	7	5	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	0
Masters	2
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

The total funds expended on teacher professional development in 2014 were \$ 8581.76

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 Writing

The proportion of the teaching staff involved in professional development activities during 2014 was %. 100

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	91%	94%

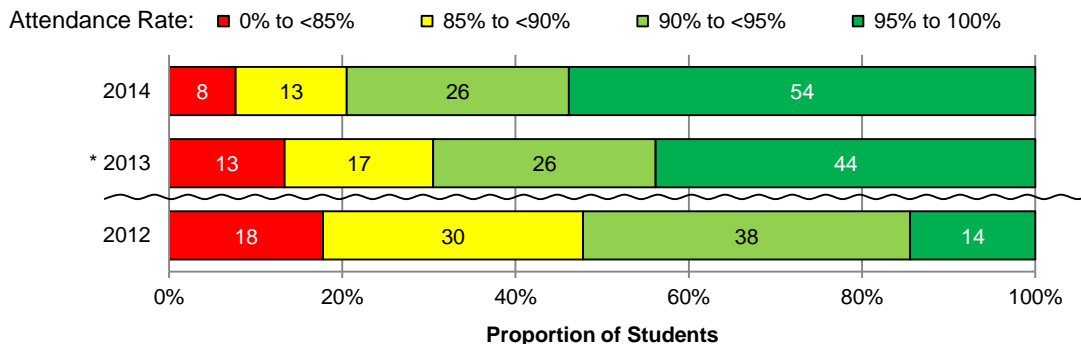
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	89%	87%	87%	92%	90%	91%	91%					
2013	88%	89%	91%	94%	92%	92%	92%					
2014	93%	93%	95%	95%	94%	95%	95%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 2014 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.