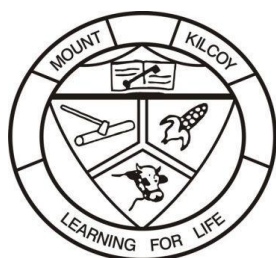


Mount Kilcoy State School

Queensland State School Reporting

2015 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!" As our vision suggests, our school is the learning hub of our community. We have a small school environment with caring and supportive staff, students, parents and community members. We believe that learning is a life-long process and occurs best within a supportive, stimulating and challenging environment which develops self-esteem, and recognises students individual needs and abilities. Productive partnerships involving honest communication and constructive feedback between the home, teachers and students, are essential to quality learning outcomes. These values are captured in our school motto, 'Learning for Life.'

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 the 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 2015

In 2015, Mount Kilcoy State School's Annual Improvement Plan (AIP) clearly articulated a focus on our three explicit improvement areas of Reading, Upper Two Bands and Attendance. The following strategies from the school's AIP were implemented :

- Upskilled new teaching staff in our shared understanding of teaching reading at Mount Kilcoy State School.
- Utilised the North Coast diagnostic numeracy testing to inform teaching and learning.
- Vertically timetable teaching episodes based on student ability in the number stand of mathematics using student diagnostic results.
- Implemented strategies to support gifted and talented students e.g. Maths and Science extensions programs, debating, spelling bee and robotics.
- Utilised "Great Results Guaranteed" funding to implement a variety of support strategies and programs to target individual student needs e.g. Cogmed, Speech language programs, reading support, teacher aides support.
- Implemented the school's Attendance Plan to maintain high attendance rates.

- Improvement in disability access to school grounds, including new disability toilet, covered ramp way and disability parking.
- Redevelopment of school oval, enlarging playing area and resurfacing. This project was supported by the "Gambling Community Benefit Funding Grant".

Students at Mount Kilcoy State School 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 2015 include:

- Continued high results in the National Literacy and Numeracy tests with students scoring higher than the nation mean in year 3 reading and year 5 reading, grammar and punctuation and numeracy. A continued improvement was evident in the achievement of students in year 3 in all 5 areas of NAPLAN tests. 100% of students were at or above national minimum standards in 7 out of the 10 NAPLAN test areas.
- 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.
- 3/4 Valley Champions in Netball and second overall
- Two Robotics Teams competed at the District Robotics League. One team won the District Championships and made it through to the National Championships held in Sydney.
- Representation in school sports at District, Regional, State and National Level.
- Attendance rate of 92.3%

Strong partnerships continued to be 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 2016, with schools combining for a variety of learning opportunities and events.

In 2015, Mount Kilcoy State School participated in the School Review Process. Key findings from the review are presented below:

- *All key stakeholders speak with passion and pride about their local school. Staff and students genuinely enjoy their schooling experience at Mount Kilcoy State School. Warm and caring relationships are evident throughout the school. All students feel that their teachers care about them and help them to do their best.*
- *There is evidence that the school views reliable and timely student data as essential to effective leadership and the school improvement agenda. There is a documented school plan and timetable for the systematic collection of achievement data. There is strong evidence that the school team has taken collective responsibility for the implementation of a comprehensive collection of a range of student achievement data. The school articulates attendance, reading and numeracy as key components of a clear and focused improvement agenda.*
- *Staff articulate a commitment to the ongoing development of their teaching capability. The majority of staff report high levels of confidence in their ability to coordinate teaching and learning experiences in-line with the school's priority areas and general curriculum delivery. Whilst a process for collegial observations is in place, there is an identified need to move towards formal processes for observations, feedback and coaching.*
- *The school has identified the need to review the existing pedagogical framework. The school has a pedagogical framework based on the Art and Science of Teaching¹ (ASoT) and has adopted elements of an Explicit Instruction (EI) approach. Effectiveness of this framework and its relevance to the Mount Kilcoy State School setting is under consideration.*
- *Expectations relating to the provision of quality feedback to students are unclear. Provision of regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress is an area for development within the school.*
- *The school is yet to establish strong partnerships with local early childhood providers.*

An opportunity exists to establish mutually beneficial partnerships with local early childhood providers to enhance transition programs, curriculum and professional development links.

From this review, a four year Strategic Plan was written and endorsed by the P&C committee and Assistant Regional Director. The Strategic Plan will be implemented from 2016 to 2019.

Future outlook

Key improvement strategies were outlined as part of the 2015 School Review process. These improvement strategies are:

- *Embed approaches to coaching, mentoring, targeted and formal observations and feedback with a focus on capability development for all staff.*
- *Embed a school-wide approach to the provision of quality feedback to students with appropriate strategies to achieve individualised learning goals.*
- *Review the existing pedagogical framework to ascertain relevance to the schools identified needs and capability.*
- *Articulate expectations relating to the schools approach to explicit instruction and embed this practice across the school with a focus on key areas of literacy and numeracy.*
- *Establish meaningful partnerships with local Early Childhood Education Centres (ECEC).*

These improvement strategies have been a crucial components in develop the schools Strategic Plan for the next four years and the 2016 AIP.

As outlined in the Annual Implementation Plan, Mount Kilcoy State School will continue to work towards the high performance of literacy, numeracy and attendance 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. 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 2016, Mount Kilcoy will continue to utilise 'Investing For Schools' 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

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	102	51	51	9	91%
2014	111	56	55	8	90%
2015	116	59	57	5	93%

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

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

In 2015, there were no students enrolled in a Pre-Prep program.*

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

Characteristics of the student body:

Mount Kilcoy's Index of Community Socio-Educational Advantage value is 966. This is slightly below the average of 1000 with a percentile of 30. A large percentage of our students come from farming/property backgrounds, with smaller numbers travelling in from the township of Kilcoy. During 2015, >1% of students enrolled were identified ESL and approximately 5% of students were identified as Indigenous or Torres Strait Island.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	21	17
Year 4 – Year 7 Primary	18	17	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	8	5	6

Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum delivery

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
- Technology
- History
- Geography
- The Arts

The following areas are delivered by specialist teachers:

- Health
- 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, Sporting teams (Netball, Rugby League).

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/Valley Champions
- 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 improve 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 iPads 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 and Accelerated reader from prep to year seven. These programs consolidate classroom teaching and learning and offer opportunities for extension and support to suit individual needs.

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 this explicitly, as well as practising problem solving skills. Our school's social climate is reflected in our 2015 School Opinion Survey results, with results continuing to be above state averages in parent, student and staff responses.

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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	93%	95%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	96%	95%	100%
their child feels safe at this school (S2002)	96%	95%	100%
their child's learning needs are being met at this school (S2003)	96%	89%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is making good progress at this school (S2004)	96%	95%	100%
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)	93%	84%	100%
teachers at this school motivate their child to learn (S2007)	96%	95%	100%
teachers at this school treat students fairly (S2008)	96%	95%	100%
they can talk to their child's teachers about their concerns (S2009)	96%	100%	100%
this school works with them to support their child's learning (S2010)	96%	89%	100%
this school takes parents' opinions seriously (S2011)	92%	95%	100%
student behaviour is well managed at this school (S2012)	93%	89%	100%
this school looks for ways to improve (S2013)	100%	100%	93%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	98%	98%
they like being at their school (S2036)	100%	98%	98%
they feel safe at their school (S2037)	100%	100%	98%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	95%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	98%	100%
teachers treat students fairly at their school (S2041)	100%	95%	100%
they can talk to their teachers about their concerns (S2042)	98%	100%	95%
their school takes students' opinions seriously (S2043)	98%	88%	95%
student behaviour is well managed at their school (S2044)	98%	90%	93%
their school looks for ways to improve (S2045)	98%	95%	100%
their school is well maintained (S2046)	98%	98%	95%
their school gives them opportunities to do interesting things (S2047)	95%	100%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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. Listed below are 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 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
2012-2013	45,646	0
2013-2014	35,679	0

2014-2015

24,458

*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.

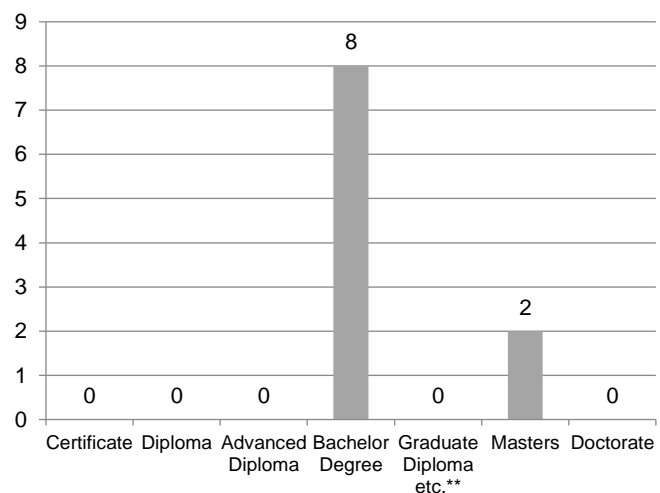
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	10	9	0
Full-time equivalents	7	5	0

Qualification of all

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 2015 were \$7595.99.

The major professional development initiatives are as follows:

- Building teacher capability in the Australian Curriculum
- Catering For Differentiation
- Catering For students with disabilities
- Oneschool
- Finance
- Art of Science of Teaching
- Teaching Reading
- Teaching
- First Aide Training
- Developing beginning teachers and mentoring program
- Behaviour Management
- Non-Violent Crisis Intervention Training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	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 2015 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

GO

Sector:

Government

Non-government

SEARCH

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	92%	91%

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

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

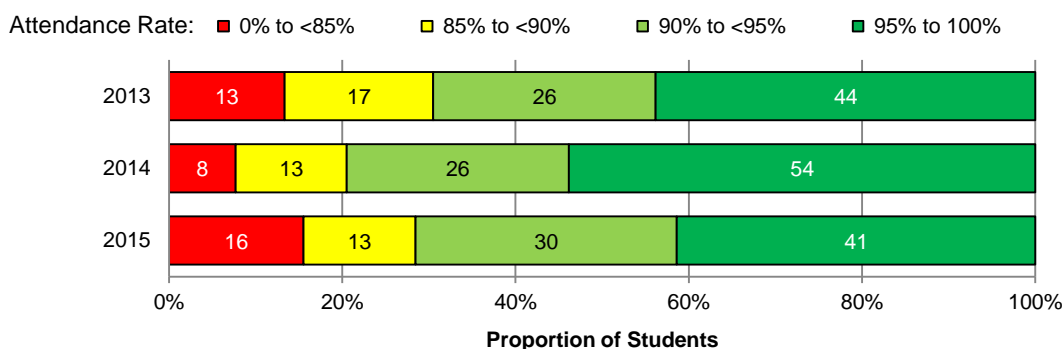
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	88%	89%	91%	94%	92%	92%	92%					
2014	92%	93%	93%	95%	95%	94%	95%	95%					
2015	95%	91%	92%	92%	94%	93%	89%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

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

Sector:

Government

Non-government

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

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