

Mount Kilcoy State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

"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.' At Mount Kilcoy State School, we are committed to ensuring that individual development occurs through challenging and varied learning experiences, highlighting the core concepts and explicit teaching of literacy and numeracy. Our Curriculum Framework is designed around the Key Learning Areas, ensuring classroom programs are innovative, current and engaging. Our students are confident and responsible risk takers and life-long learners. We prepare our students to become active and informed citizens in a global community.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

In 2017, Mount Kilcoy State School's Annual Improvement Plan (AIP) clearly articulated in three specific areas for improvement: implementing a consistent pedagogical framework, building staff capabilities and establishing meaningful partnerships. The following strategies identified from the school's AIP were implemented in 2016:

Implemented a consistent pedagogical framework by:

- Providing professional development to increase understanding and embed the "Art and Science of Teaching" design questions.
- Continuing to deepen the practice of the coaching/feedback cycle for teachers.
- Continuing to develop teaching practices that provide quality feedback and achieve individualised learning goals for students.

Built capabilities by:

- Developing a formal induction program for staff
- Formalising an agreed approach to coaching, mentoring, observation and feedback for teachers.
- Accessing external curriculum providers to provide professional development and support to assist teachers in expanding their differentiation strategies.

Established meaningful relationships by:

- Strengthening relationships with the local pre-prep facilities.
- Focusing on transition from Pre- Prep to Prep with curriculum programs, education sessions and professional development.

Mount Kilcoy State School curriculum improvement focus in 2017 was to maintain our high results in reading and improve results in numeracy and attendance. The following strategies were implemented to support this focus:

- Continuation of participation in the development of the North Coast Numeracy testing to inform our teaching program.
- Provided extension programs to support students with extra needs eg debating, spelling bee, maths competition, robotics, extension programs in Maths, Science and English.
- Continuation of the development of the Reading Program across the school.
- Professional development focused on Writing.
- Utilised "Investing in Schools" funding to in cooperate a Speech Language program into the school, provide teachers with extra release time to focus on increasing their knowledge and skills in reading, extra aide hours and other resources to contribute to the area of Digital Technology.
- Continuation of the implement the school's Attendance Plan.

Students at Mount Kilcoy State School have a vast range of opportunities to be challenged, achieve success and feel valued. For a small school, our students and staff do an outstanding job of representing our community both academically and on the sporting field. Some of our achievements in 2017 include:

- Consistently scoring a mean similar to the nation in the National Literacy and Numeracy tests in the areas of Year 3 Reading and Numeracy as well as in Year 5 Writing and Spelling. The national mean score for Year 3 improved relative to the nation in Reading, Spelling and Numeracy.
- Winning a number of debating matches in the Interschool Debating Competition.
- Winning both the Junior and Senior Netball at The Valley Champs.
- Attendance remained steady at 92.5%
- Strong partnerships continued to develop within the Kilcoy Cluster Groups of Schools.
- Developed strong relationships with the other Band 6 schools in the region. This provided us with extra professional development and peer support from like schools.

Future Outlook

The 2018 Mount Kilcoy State School Explicated School Improvement Agenda focus is on the following improvement strategies:

- Extending our focus upon professional development that continues to provide opportunities to embed understanding of our Pedagogical Framework.
- Extending our collegial engagement to include writing practice and gaining more consistency across the school.
- Refocusing
- s on different forms of both written and oral feedback to students to support them in achieving their individual goals.
- Reviewing our Curriculum, Reporting and Assessment Framework to ensure our standards consistent with other schools in our region.
- Refocus and extend our use of data to inform teaching practices and school programs.
- Working more closely with our sister school Kilcoy State School to develop consistency, programing, moderation, improve professional development opportunities for teachers and provide additional avenues for our students to develop social skills outside of our community.
- Review our School Responsible Behaviour Plan to take into account new research on behaviours.

As outlined in the AIP, Mount Kilcoy 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 continue to modify C2C units to suit our context and enable our students to access the Australian Curriculum. 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 school.

In 2018, Mount Kilcoy will continue to utilise “Investing in Schools” funding to support students’ learning.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	116	59	57	5	93%
2016	127	59	68	8	90%
2017	129	62	67	7	90%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Mount Kilcoy State School partners with 'Save the Children' foundation to provide a playgroup every Thursday morning for children younger than school age. This program has been highly successful with up to 20 children regularly in attendance

Characteristics of the Student Body

Overview

Mount Kilcoy's Index of Community Socio-Educational Advantage value is 983. This is slightly below the average of 1000 with a percentile of 39. A large percentage of our students come from farming/property backgrounds, with smaller numbers travelling in from the township of Kilcoy. During 2017, >1% of students enrolled were identified ESL and approximately 5% of students were identified as Indigenous or Torres Strait Islander.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	18	21
Year 4 – Year 6	24	28	24
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Mount Kilcoy State School offers a rich curriculum that 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. 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. Robotics, Maths extension groups, Debating Group, Sporting teams (Netball, Rugby League).

Co-curricular 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 and the annual Kilcoy Show. Throughout the year, the school proudly participates in a variety of academic, sporting and recreational events and activities. Our school offers the following extra-curricular activities:

- School Choir
- Small Schools' Sports Day
- Gala Day/ ARL/NRL
- Interschool Netball and Rugby League competition – Valley Champions
- Lunchtime Football/Netball coaching
- Tennis coaching after school
- Leadership Camp
- Valley Champions Swimming Carnival
- Debating Group
- Intraschool and Interschool Spelling Bee
- Mathematics Tournament
- Robotics
- Annual Fancy Dress Ball
- Friday afternoon extra-curricular activities. Students can choose between a variety of activities e.g. Garden Club, Environmental Club, Robotics, Netball, Board Games, Traditional Games and Catch Up Club.

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 interactive digital whiteboards. 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. The school has invested in wireless laptops and lockable docking stations. We currently have 25 laptops that are used across the upper school to facilitate learning. It's expected that this will expand to 50 by the end of 2018.

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 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 6. These programs consolidate classroom teaching and learning and offer opportunities for extension and support to suit individual needs.

Social Climate

Overview

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 the 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. Positive behaviour is proactively promoted through our RACER (Respect, Actions, Co-operation, Effort and Responsibility) Framework. This framework provides a clear and consistent language for both staff and students. Our continued positive social climate is reflected in our 2017 School Opinion Survey results, with results continuing to be above state averages in parent, student and staff responses. This data is reviewed and provides the school with positive feedback and areas for continued development. Mount Kilcoy has developed a 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	94%	93%
their child likes being at this school* (S2001)	100%	100%	93%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	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)	100%	94%	93%
teachers at this school motivate their child to learn* (S2007)	100%	100%	93%
teachers at this school treat students fairly* (S2008)	100%	94%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	100%
this school works with them to support their child's learning* (S2010)	100%	94%	93%
this school takes parents' opinions seriously* (S2011)	100%	94%	93%
student behaviour is well managed at this school* (S2012)	100%	94%	93%
this school looks for ways to improve* (S2013)	93%	94%	93%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	100%	100%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they like being at their school* (S2036)	98%	95%	100%
they feel safe at their school* (S2037)	98%	97%	96%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	98%
teachers treat students fairly at their school* (S2041)	100%	89%	100%
they can talk to their teachers about their concerns* (S2042)	95%	89%	92%
their school takes students' opinions seriously* (S2043)	95%	89%	98%
student behaviour is well managed at their school* (S2044)	93%	97%	90%
their school looks for ways to improve* (S2045)	100%	100%	98%
their school is well maintained* (S2046)	95%	97%	100%
their school gives them opportunities to do interesting things* (S2047)	98%	95%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%	89%	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%
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%	94%

* Nationally agreed student and parent/caregiver items

'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
- P&C meetings
- Tuckshop
- Stalls
- Trivia Night

Respectful relationships programs

Mount Kilcoy State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Some of these programs include:

- Prep – Year 6 Buddy Program
- Teaching Daniel Morcombe health units of work
- Participating in Day for Daniel
- Mount Kilcoy State School Buddy seat (lunchtime program)
- SSG (Social Support Group) for identified students
- Leadership Camp
- School Chaplain Support
- RACER Framework

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	6	15	7
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	24,458	
2015-2016	90,519	
2016-2017	96,300	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:
 Government
 Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	13	8	0
Full-time Equivalents	8	5	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	0
Bachelor degree	8
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$15934.

The major professional development initiatives are as follows:

- Building teacher capability in the Australian Curriculum
- Catering For Differentiation
- Catering For students with disabilities
- The teaching of Writing
- Finance
- Art of Science of Teaching
- Teaching Reading
- First Aide Training
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017

Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	93%	96%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL

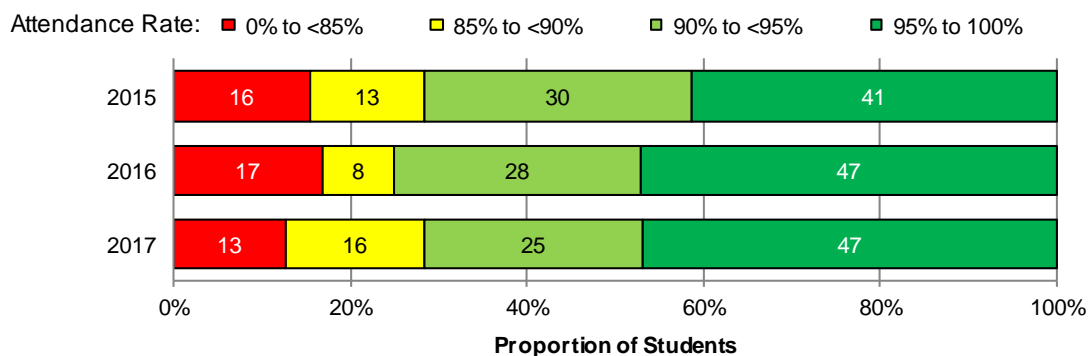
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	91%	92%	92%	94%	93%	89%						
2016	93%	94%	92%	92%	92%	93%	92%						
2017	91%	91%	93%	93%	93%	93%	94%						

*Attendance rates effectively count 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 parent will receive an SMS, requiring them to respond with a reason for the absence. All unexplained absences are followed up with a phone call. Attendance rates and targets are reported in the school newsletter and supported by articles informing families of the relationship of student attendance and student achievement. Students whose attendance is below 90% at the end of each term, will receive a letter explaining the importance of regular attendance and our schools expectations. 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.

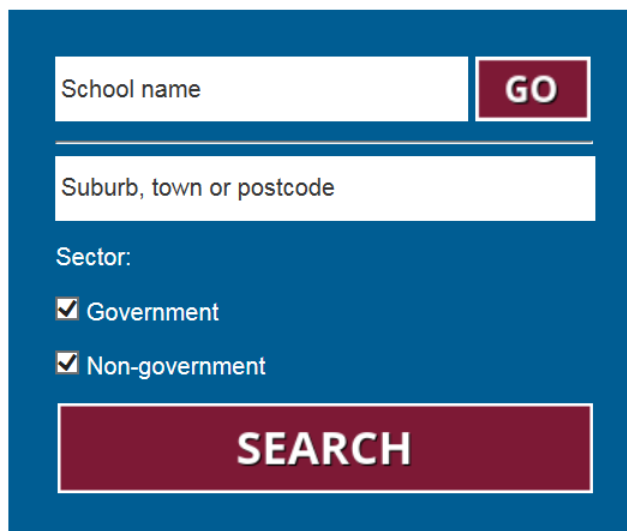
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**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.