Mount Kilcoy State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

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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.

School progress towards its goals in 2018

- Continuing to build teacher capability in 'best practice pedagogy' in the teaching of Writing and Numeracy, by providing professional development and coaching through the HOD-RS support, the Band 6 Cluster Network and the Kilcoy Cluster.

- Providing opportunities for teaching staff to plan effectively for writing and numeracy using data to inform the teaching and learning program aligned to the Australian Curriculum.

- Providing opportunities for staff to work with cluster networks to complete pre- and postmoderation of assessment tasks, ensuring alignment to Australian Curriculum, and analysing data to inform teaching and learning.

- Implementing streamed and differentiated support programs for students who are achieving above or below the required standard in the areas of Writing and Numeracy.

- Increasing the opportunities to access information technologies to support teaching and learning.

Future outlook

Improvement priorities/school goals for 2019 include:

- Identify and support an increase number of students requiring speech intervention by 50%.
- Increase/ maintain the percentage of students attaining a "C" or greater in English and Mathematics to at least 80% across each year level
- Achieve at National Average in Mean Scale Score for Year 5 in Numeracy.
- Achieve at above National average in Mean Scale Score for Year 3 Writing, Year 3 Numeracy and Year 5 Writing

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	127	129	125
Girls	59	62	67
Boys	68	67	58
Indigenous	8	7	7
Enrolment continuity (Feb. – Nov.)	90%	90%	95%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	18	21	22
Year 4 – Year 6	28	24	22
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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:

• Heath

• 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 extracurricular 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

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 70 by the end of 2019. 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 2018 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	94%	93%	100%
• their child likes being at this school* (S2001)	100%	93%	100%
• 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)	94%	93%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	93%	100%
• teachers at this school treat students fairly* (S2008)	94%	93%	100%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
• this school works with them to support their child's learning* (S2010)	94%	93%	100%
• this school takes parents' opinions seriously* (S2011)	94%	93%	100%
• student behaviour is well managed at this school* (S2012)	94%	93%	100%
• this school looks for ways to improve* (S2013)	94%	93%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	95%	100%	100%
• they feel safe at their school* (S2037)	97%	96%	100%
• 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)	97%	98%	100%
• teachers treat students fairly at their school* (S2041)	89%	100%	97%
• they can talk to their teachers about their concerns* (S2042)	89%	92%	100%
• their school takes students' opinions seriously* (S2043)	89%	98%	100%
• student behaviour is well managed at their school* (S2044)	97%	90%	100%
• their school looks for ways to improve* (S2045)	100%	98%	100%
• their school is well maintained* (S2046)	97%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	95%	100%	100%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	89%	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%
• 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%	94%	100%

* 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 9

• 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	15	7	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	90,519	96,300	49,789
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
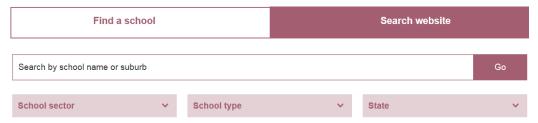
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	15	6	<5
Full-time equivalents	9	4	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	0
Bachelor degree	13
Diploma	0
Certificate	0

*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 2018 were $5419.19.

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 Aid Training

• Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school	93%	96%	93%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	91%	91%
Year 1	94%	91%	95%
Year 2	92%	93%	91%
Year 3	92%	93%	93%
Year 4	92%	93%	95%
Year 5	93%	93%	92%
Year 6	92%	94%	91%

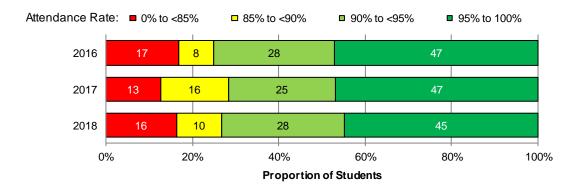| Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	17	8	28	47
2017	13	16	25	47
2018	16	10	28	45

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.
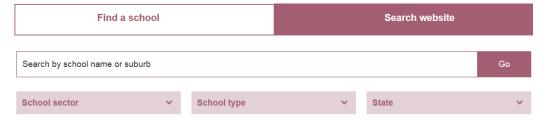
Class teachers mark attendance rolls twice daily through the One School application. Parents/caregivers must provide written or verbal description of student absences to the school office. If this is not provided, a parent will receive an SMS, requiring them to respond with a reason for the absence. 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	**Search website**

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.