Kelso State School

ANNUAL REPORT
2017

Queensland State School Reporting

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School Overview

Kelso State School is a Band 8 school situated on the outskirts of Townsville. Often described as 'the best kept secret in Townsville', many of our community have made a lifestyle choice to settle in this essentially rural area, close to the dam. At Kelso, we recognize that the future is in our hands and our agreed mandate is to maximise the learning of all students by unlocking their potential, unchaining their imaginations and forging keys for their futures. Our P to 6 curriculum is grounded in the basics of literacy and numeracy and focused on supporting and extending students to achieve their personal best across all the Key Learning Areas. Our music, sporting and science programs provide opportunities for students to engage with our local high school through the Riverway Cluster Schools. We are also very proud of our record as a sustainable and environmentally friendly school. Our community is actively involved in all aspects of school life; parents are encouraged to spend time in their children's classrooms, they are enthusiastic participants in our regular discos, and other events like our community fair, and special events like Anzac Day, Townsville Eeisteddfod and the Bi Annual Regional Fanfare Music symposium.

Kelso State School implements instructional coaching, through collaborative inquiry to improve teaching practice aligned to the Australian Professional Standards for Teachers. This work is informed by evidence-based practice and research grounded in knowledge about how students learn and supports all staff and students to achieve high standards. This builds high quality evidence-based practice that is precise and involves monitoring and tracking student improvement through student achievement data which will improve student learning and level of achievement across English as a focus Key Learning Area. All students will be engaged in learning, achieving in a safe supportive environment.

The above underpins our three key improvement goals which are;
•   Teaching Quality and Expert Teams
•   Successful learners
•   Safe and supportive environments

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Strategy/Action	Progress
Implementation of individual case management processes that support attendance and retention.	Ongoing
Implement PBL (Positive Behaviour for Learning) as a whole school approach to managing student behaviour	Implemented
Review and re-structure PBL approach such that it incorporates, embeds and reflects a Positive Learning Environment which embeds Inclusive practices	Ongoing
Implementation of teaching with a literacy focus across years 3-6 in English, using a four lesson sequence.	Ongoing
Utilise school improvement tool to review school performance and refine strategies	Implemented
Collaborate with regional advisers and support staff to ensure sustained school improvement.	Implemented
Support consistency of teacher judgement of accurate reporting against achievement standards.	Ongoing
Align annual performance plans (APP) with Australian Professional Standards for Teachers (APST) for all teaching staff.	Implemented

Future Outlook

The school leadership team is committed to developing and implementing a strong improvement agenda for the school.

The improvement agenda aligns state and systemic strategies with school-identified priority areas and concerns. Members of the leadership team are focused on working collaboratively with all staff members to develop school direction, initiatives and strategies to support improved learning outcomes for all students.

The school has a sequenced plan for curriculum delivery that is informed by the Australian Curriculum (AC) and resourced by the Curriculum into the Classroom (C2C) resource materials.

There are strategies to promote appropriate behaviour in addition to agreed responses and consequences for inappropriate behaviour

The school has recently progressed to an inclusion model for all students with disability.

Some teachers take a shared responsibility with the Special Education Program (SEP) staff members to monitor learning and in other cases the monitoring role is undertaken by the SEP teacher.

The school offers a strong music program. The program includes classroom music, an instrumental music program, choirs and lunchtime ukulele classes. Parents, students and teachers express high levels of satisfaction regarding the growing success of the instrumental music program, the strong participation of students and the success of the school band in local competitions. 20 per cent of the school population are participating in the instrumental program.

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	484	236	248	146	86%
2016	577	299	278	189	96%
2017	554	276	278	185	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).

Characteristics of the Student Body

Overview

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	25	25	21
Year 4 – Year 6	25	27	23

Curriculum Delivery

Our Approach to Curriculum Delivery
As a Reef Guardian, Kelso State School has been proudly associated with this action-based to environmental program that examines current issues affecting the Great Barrier Reef since its inception in Townsville in 2003.
An excursion program operates for all year levels and across all KLAs designed around curriculum studies and leadership camping programs and leadership programs for students in years 6.

- Kelso's Leadership Program engages students at a number of levels and in a range of ways. These include;
- Student Representative Council
- Big Buddies Program
- Deadly Buddies
- Litter Busters

Co-curricular Activities
- Readers' Cup: A team of year 5 and 6 students participate each year in the Townsville District Regional Reader's Cup.
- Kelso State School hosts a Concert Band, this band has achieved a Gold Award in the Regional Fanfare Finals. Kelso Also Hosts a Strings Section.
- Kelso State School hosts two choirs. The choirs perform in front of real audiences throughout the year and participate in the Townsville District Eisteddfod.

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- School sport teams are given the opportunity to compete in local competitions, a highlight being the annual Obei Geia Rugby League Challenge on Magnetic Island.
- Community involvement including ANZAC Day, NAIDOC Week etc.
- Global Tropic Futures Young Scholars

How Information and Communication Technologies are used to Assist Learning

The use of computers for learning is embedded within our integrated planning framework and in the collaborative whole school planning processes. Teachers are encouraged to use internet research and web quests as an integral part of the teaching and learning cycle.

Students in the early phase of learning use Smart boards, Email and the use of websites as part of their program and middle phase students use the range of programs including the Internet for research, Email, Word and PowerPoint. All classes have access to Smart boards or Interactive TV's to allow teachers to implement elements of the National Curriculum (C2C Units) and provide a variety of state of the art teaching strategies and pedagogy.

All classrooms are supported by at least 4 networked computers. There is also access in most classrooms to stand alone computers for the production of class presentations.

The mini lab Laptop Lab has been set up in the Resource Hub and can be accessed by all classes on at least a weekly basis. Computing skills are also taught in the lab using the school's data projector and other electronic resources.

Students and teachers have had access to IPads for learning with them being used in a variety of ways to support curriculum and learning development. All students have an individual, secure log-in for email and saving their work.

Social Climate

Overview
We aspire as part of Kelso's nurturing of a Supportive School Environment to develop within children increasing levels of self-reliance enabling them to behave appropriately and to problem solve interpersonal conflicts with minimal/appropriate adult intervention.

Our School Responsible Behaviour Plan include is based in the philosophy of PBL (Positive Behaviour for Learning) and supports a social skills program and proactive Anti Bullying Program based on "Bullying No way!"
Kelso State School also accessed our Chaplain, who is available to assist students in the school and to work with them to provide individual pastoral care.

At Kelso State School we believe in and value that our students are;
- Respectful
- Responsible
- Safe

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%	94%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	94%
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%	94%
their child is making good progress at this school* (S2004)	100%	93%	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%	100%	100%
teachers at this school motivate their child to learn* (S2007)	91%	100%	100%
teachers at this school treat students fairly* (S2008)	82%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	90%	100%	100%
student behaviour is well managed at this school* (S2012)	82%	100%	100%
this school looks for ways to improve* (S2013)	91%	100%	100%
this school is well maintained* (S2014)	100%	100%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	92%	91%
they like being at their school* (S2036)	94%	92%	89%
they feel safe at their school* (S2037)	87%	80%	89%
their teachers motivate them to learn* (S2038)	96%	90%	100%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	89%	95%
teachers treat students fairly at their school* (S2041)	85%	80%	95%
they can talk to their teachers about their concerns* (S2042)	86%	87%	85%
their school takes students' opinions seriously* (S2043)	85%	85%	95%
student behaviour is well managed at their school* (S2044)	77%	73%	79%
their school looks for ways to improve* (S2045)	93%	87%	95%
their school is well maintained* (S2046)	90%	85%	89%
their school gives them opportunities to do interesting things* (S2047)	94%	90%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	97%	97%	94%
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)	97%	100%	100%
students are treated fairly at their school (S2073)	97%	97%	100%
student behaviour is well managed at their school (S2074)	97%	100%	100%
staff are well supported at their school (S2075)	97%	100%	100%
their school takes staff opinions seriously (S2076)	97%	100%	100%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	97%	100%	97%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school gives them opportunities to do interesting things (S2079)	97%	100%	95%

* 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

The school views parents and families as important partners in their child's education and is committed to developing opportunities for them to participate in their child's learning development. Whole-school events including athletics carnivals and Under 8's Day are recognised as opportunities for staff members to interact with a larger number of parents, many of whom may not usually visit the school or classrooms.

The school employs a dedicated Indigenous CLO in a full-time capacity. The role is specifically linked to the wellbeing of all members of the school community. The CLO offers support to families in crisis through coordination of community support services, by in-kind and financial support. This support includes a partnership with Coles Supermarkets that provides grocery items for the Breakfast Club and food hampers that are distributed twice a week to support families of students attending the school.

All students with disability are supported in their learning with personal learning plans and some students have an Individual Support Plan (ISP) to address other learning needs.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	14	74	78
Long Suspensions – 11 to 20 days	1	4	10
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

At Kelso State School we are proactive in developing energy and water saving strategies to ensure a reduction in our environmental footprint. Our staff, students and school community are committed to proactive energy saving strategies

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	232,402	5,671
2015-2016	237,059	7,288
2016-2017	220,145	4,154

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.**

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Find a school

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	37	22	<5
Full-time Equivalents	35	17	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	3
Bachelor degree	33
Diploma	1

*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 was $30 150

The major professional development initiatives are as follows:

- PBL Training
- National Curriculum - C2C
- Teacher Mentoring/Observations
- Cultural Awareness Training
- Classroom Profiling
- Co-Plan, Co Teach and Co-Reflect
- Seven Steps to Writing
- Putting Faces on the Data

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%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 89% 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).	89%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	85%	84%

*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%.

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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	91%	88%	90%	89%	88%	89%	90%						
2016	88%	87%	89%	90%	89%	90%	88%						
2017	92%	87%	85%	91%	89%	90%	87%						

*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:
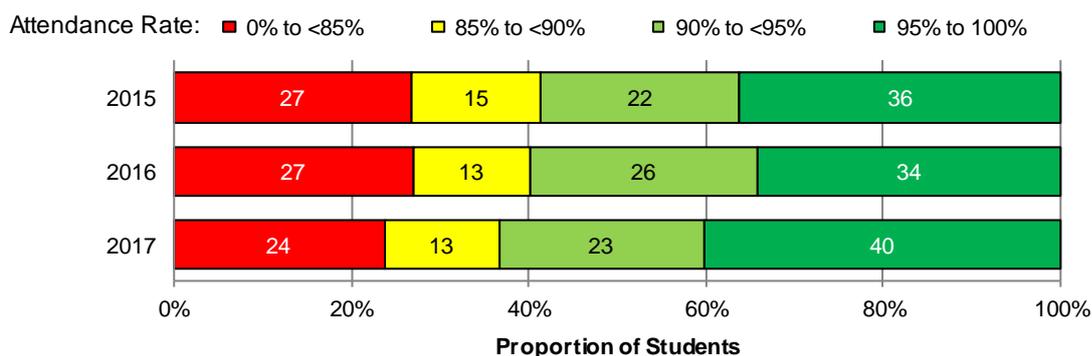
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

Kelso tracks and addresses student absence. Classroom and school attendance data is tracked weekly and discussed and celebrated on assemblies and in the newsletter. Other strategies include the delegation of duties for attendance monitoring and actioning to the intensive support teacher, employment of a CLO to work with Aboriginal and Torres Strait Islander families, and the alliance with the North Queensland Cowboys – Try for 5.

Rolls are marked twice per day allowing our school to track and monitor students attendance more effectively. Kelso has a text messaging system in place which alerts parents when a student is absent from school.

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

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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.

Conclusion

The relationship between Thuringowa State High School is further strengthening through the shared instrumental music program and the Global Tropics Future project.

Students from the school have the option of practising and performing with the Thuringowa State High School concert band once they complete the instrumental music level one book. The shared instrumental music teacher ensures travel barriers are mitigated to allow students the opportunity to advance their skills through performing with more experienced musicians.

The Global Tropics Future project is a joint Science, Technology, Engineering and Mathematics (STEM) initiative between James Cook University (JCU), Thuringowa State High School and 24 schools throughout North Queensland. The project has a core goal of engaging students in STEM learning from Year 5 through to university graduation. Young scholars participate in a range of face-to-face and virtual classroom lessons in solving authentic, real-life STEM challenges. Staff members indicate that students who participate in the Global Tropics Future project frequently go on to enrolment in the elective Year 7 subject called iSTEM (Integrated STEM).

The chaplain works at the school two days per week, working with individual students in classrooms. The chaplain has recently commenced work at the school and plans to offer a suite of programs to support the wellbeing of students and to foster resilience.

In partnership with the Salvation Army the school offers the Sports Leadership Indigenous Program (SLIP) to Year 5 students. A neuroscience and Rock and Water program provided by 'Me Too' and funded by allied health are delivered to Years 5 and 6 students.

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