

Kelso State School

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Principal's foreword

Introduction

This is the third year for our involvement in the joint Mobility Project – Let's Stay Put – One child, one school, one year, with staff from James Cook University (JCU). The project is investigating the effect of mobility on student learning outcomes. School staff, including the Mobility Support Officer who has been employed using funds from Education Queensland and Community Renewal, have worked closely with staff from JCU to continue gather data around school mobility trends and to plan interventions for school programs. The project was one the regional winners for Showcase 2008.

During the second semester the school was involved in some grounds and learning area enhancement projects funded from the Department of Housing, Community Renewal program. The projects revitalised and beautified the entrance to the school where initial contact with the wider school community tends to occur, incorporated signs and art work reflecting the key messages of the school's philosophy. It also provides sun-safe areas for learning and recreation uses during the school year.

This year has seen positive changes from Education Qld toward the support of physical activity of students in Primary Schools. 2008 has been the year of Physical Activity and the Department of Education, Sport and Recreation and Queensland Health have also developed the Smart Moves Physical Activity Program for primary schools. This program was fully implemented by December 2008 at Kelso State School. The Smart Moves Program ensures all students participate in 30 minutes of moderate physical activity every day.

At Kelso teachers have been introducing this policy since term 3 with fantastic results. Students are enthusiastic and always ready for their Smart Moves sessions and have been returning to class settled and ready to learn. As part of the Smart Moves Program at Kelso we are developing folders of activities for teachers to access, giving all teachers confidence to provide a variety of exciting activities during their Smart Moves sessions. To complement these resource folders our P & C has purchased colour coded sporting kits for each teaching block. These kits contain a large number and variety of equipment for each class within the teaching block to access during their Smart Moves times.

2008 also Kelso State School re enter the interschool sport program which is organised and run by Townsville Primary School Sport. Students in years 5-7 are given the opportunity to participate in three 8 week seasons during the year. At Kelso students try out for a place in the following teams each year: Season 1 - Rugby League, Netball, Hockey. Season 2 - touch, soccer. Season 3 - AFL, basketball and T-ball. . From the interschool sport competition, outstanding students are selected to trial for Thuringowa teams in all sports.

Kelso State School has also continued its involvement with the Seven Natural Physicians program. The program is designed to engage students in an holistic approach to health and well being that focuses on all the requirements of a healthy and active approach to life. Classes from across the school were involved in a collaboratively planned unit of work around the Seven Natural Physicians. They held a culminating activity the "Break-taste-fest" late in term 4. This work was supported by funds Community Renewal and the school.

In 2008 Kelso enter the ATSIAP challenge for the first time. Our students enthusiasm was overwhelming. Overall they were runner up school, and are keen to enter the challenge in 2009

2008 School Annual Report

Future outlook

The current School Strategic Plan 2008-2010 outlines three areas of focus: The focus for 2008 has been:

An inclusive curriculum, that engages learners and equips them to become skilled contributors to society.

Restructure Curriculum Framework to reflect our current beliefs about learners and learning and the implications of Queensland Curriculum, Assessment and Reporting Framework (QCAR) around:

- o Explicit pedagogy
- o Numeracy and literacy
- o Collaborative planning
- o Learning Management processes for inclusive practices
- o Assessment
- o Develop a whole school Maths Overview
- o Redesign current English Overview to make it more accessible and relevant and to increase emphasis on oral language and visual literacy
- o Engage teachers and teacher aides in professional development aligned to strategic intent.
- o Align resource management processes to ensure that planned learning programs are supported

Success Indicators:

- o Improved literacy and numeracy outcomes for all students as evidenced by internal and external data.
- o All teachers engage in professional dialogue around unit plans and classroom implementation with administration team in term 1 and 3.
- o Learning management plans are in place for **all** 'at risk' students.
- o Improved overall staff satisfaction with support, resources and training.

Confident, skillful learners utilising the power of information and communication technologies (ICT's) in innovative and purposeful ways.

- o Embed ICT's as the "way we do business at Kelso"
- o Build whole school community awareness and understanding of the daily use of ICT's
- o Develop an ICT skills overview and continua
- o Enable all staff through engagement in professional development designed to meet school requirements and personal learning needs

Success Indicators:

E-learning ethos developed as evidenced by increased number of teachers holding Pedagogical Licences and use of ICT's, Learning Place and Learning Objects embedded in planning and pedagogy. .

Improved student skills in ICT – baseline data to be collected in 2008.

Our school at a glance

School Profile

Total student enrolments for your school: 503

Year levels offered: Prep – Year 7 Coeducational

Curriculum offerings

Our distinctive curriculum offerings

Reef Guardian – Kelso State School has been associated with this action-based to environmental program that examines current issues affecting the Great Barrier Reef since its inception in Townsville in 2003. The program provides opportunities for students, teachers, parents and friends, to participate in a range of initiatives to generate educational, personal and reef-related benefits that come from caring for self, the community and the Great Barrier Reef Marine Park. The learning programs and opportunities reflect environmentally sustainable practices that enable all students to be environmentally active and committed 'Reef Guardians.'

"Get Active Kelso" (GAKS) program has been a successful component of our Health and Physical Education Curriculum and allows students to get the fullest benefit by learning a range of sport skills from qualified coaches. These include the games of basket ball, rugby league, soccer and hockey.

Circle Learning Time for Emotional Literacy a strategy used across the school aimed to strengthen students' socio-emotional wellbeing. Circle Time is a structured framework for group interaction based on respect, safety and equal opportunities for participation. It can be used in many different ways but within a classroom is focused on developing:

- self awareness, knowledge and skills
- knowledge and understanding of others
- a sense of belonging and connectedness
- a focus on the positive
- increased emotional resources and well being
- collaborative decision making, conflict resolution and problem-solving.

Brain Tools, a strategic thinking framework with specific tools for a range of purposes is implemented within each integrated unit across each year level in the school.

Extra curricula activities

In 2008 Kelso State School students once again participated in Wakakirri, a National Story Festival that challenges young Australians to create a story, share it with Australia and have a positive impact on the world around them. Involvement in the program aims to promote sustainable environmental practices through performing and creative arts and encourages young Australians to be open minded, confident and active through the process of creating and sharing stories. Creativity, resourcefulness and teamwork are encouraged and the focus is on the story and creativity not spending money on sets, props and costumes.

Readers' Cup A team of 6 year 6 and 7 students participate each year in the Townsville District Regional Reader's Cup held in June. Children read 6 books, over a term, discuss them as a group and then answer series of questions in a night time competition. Over 30 other teams from schools in the Townsville district and involved.

Kelso State School conducts 3 choirs at the school – Beginners, Junior and Senior Choirs. The choirs perform in front of real audiences throughout the year and participate in the Townsville District Eisteddfod. In 2007 the Beginners Choir won first place in the Eisteddfod.

How computers are used to assist learning

The focus on 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 Kid Pix, 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.

Each classroom across the school is 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 set up in the Library is accessed by all classes on at least a weekly basis. Computing skills are also

Our school at a glance

taught in the lab using the school's data projector and other electronic resources.

Students have an individual, secure log-in for email and saving their work.

Social climate

At Kelso State School we aim to foster a culture and social climate that positively develops the potential of all children by actively involving them in the "You can do it!" Program which is based on the 5 keys to success – Confidence, Resilience, Getting Along, Organisation and persistence. This program has been implemented over the last 3 years and changes in the "feel" of the school have been commented on by both teachers and parents. During 2006 we extended our program to incorporate Circle Learning which develops emotional literacy by developing listening and attention skills, self-awareness and self-esteem, class cohesion and empathy, co-operation and friendship skills. Feedback from the teachers and students has been very positive.

Each week teachers recognise and celebrate the learning and efforts of individual students in the classroom through the Student of the Week "Keys to Success" Certificate which details students' achievements in a particular key and is presented on Parade.

Around 300 students each term were able to attend the special Gold Key activity organised to recognise great work and effort in both the classroom and the playground. Most other children were successful in attaining either the Silver or Bronze Pass option.

Kelso State School also accessed our Chaplain, Kathy Bolte who is available to assist students twice a week in the school and works with the community to develop strong relationships.

As part of our program to support the whole child we have established a "Learn through Play Program" which is available each day for those students identified through teacher referral who maybe having issues in the playground related to their social skills.

Our School Opinion Survey results indicate that parents are satisfied that their children are safe at Kelso and are treated fairly. Students reported that they were satisfied that they were treated fairly.

Involving parents in their child's education.

At Kelso State School we work hard to establish positive and productive relationships with parents.

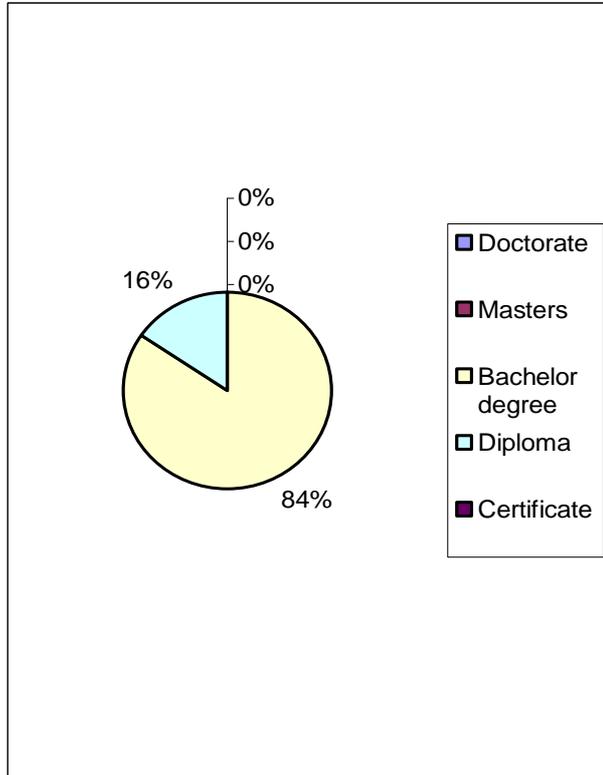
We do this in a variety of ways including:

- Teachers foster and maintain relationships with parents in a targeted and purposeful manner through the use of a Parent Contact Register where they detail ongoing contact with parents.
- Introduction of Culminating Days for each unit, each term across the whole school.
- Publishing on classroom windows the unit outline for each term that includes the assessment task and criteria, the outcomes to be addressed and the concepts to be developed.
- Weekly newsletters delivered in hard copy and online to keep parents in touch with school events and happenings.
- ANZAC Day Services and NAIDOC Celebrations
- Monthly P&C meetings
- Parent information evenings: At the beginning of each year, we offer a formal session where parents can learn about the teaching and learning that will be happening in each classroom.
- Education Week activities which include information sessions on relevant curriculum issues, choir performances and celebrations.
- Parents are actively encouraged to volunteer.

Performance of our students

Qualifications of all teachers

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	27
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$30,799.86.

The major professional development initiatives are as follows:

- Collaborative whole school planning (\$11,136.73)
- Literacy and numeracy professional development offered both internally and externally
- Professional Development around the Laptops for Teachers, MOE and OneSchool implementation
- Bette Behaviour Better Learning Training
- Making School a better place for boys
- Managing challenging behaviour
- Maths Syllabus Implementation
- Prep Induction Training
- Primary Connections
- Middle Phase Professional Development

The involvement of the teaching staff in professional development activities during 2008 was 100 %.

2008 School Annual Report

Performance of our students

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 96 % of staff were retained by the school for the entire 2008 school year

Student attendance

The average attendance rate as a percentage in 2008 was 90 %.

Performance of our students

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	73%
Writing	86%
Number	76%

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests					
			Yr 3	Yr 5	Yr 7
Reading	Average score for the school		338	431	500
	Average score for Queensland		371.1	466.1	528.1
	Percentage of students at the school at or above the national minimum standard	2008	84 %	77%	92 %
Writing	Average score for the school		366	424	530
	Average score for Queensland		391.8	468.9	522.7
	Percentage of students at the school at or above the national minimum standard	2008	79 %	89 %	90 %
Spelling	Average score for the school		334	446	518
	Average score for Queensland		366.7	462.0	528.0
	Percentage of students at the school at or above the national minimum standard	2008	82 %	88 %	92 %
Grammar and Punctuation	Average score for the school		348	440	508
	Average score for Queensland		370.4	476.6	518
	Percentage of students at the school at or above the national minimum standard	2008	93 %	82 %	88 %
Numeracy	Average score for the school		343	423	520
	Average score for Queensland		367.9	458.2	539.0
	Percentage of students at the school at or above the national minimum standard	2008	88 %	78 %	94 %

Performance of our students

Other Key Outcomes

Value added

Systemic data indicates that:

Performance of our students

97% of year 5 students performed at a similar or higher level than in their year 3 testing in Literacy

89% of year 5 students performed at a similar or higher level than in their year 3 testing in Numeracy

90% of year 7 students performed at a similar or higher level than in their year 5 testing in Literacy

87% of year 7 students performed at a similar or higher level than in their year 5 testing in Numeracy

Attendance at Kelso State School has added value to students learning across the cognitive, physical and social - emotional dimensions. Our internal monitoring processes track individual achievement and we can demonstrate that for each student we add value in literacy and numeracy. These results are shared with parents at our regular reporting times.

Improvements across Year 3 and 5 are evident in writing, with significant improvement in the percentage of year 3 students achieving above the state benchmarks. Significant improvement is also evident in the percentage of students achieving above the state benchmark in year 3 in numeracy.

Significant improvement is evident in reading in year 7 with 90% of the cohort achieving above the national benchmark.

Analysis of cohort data indicates that most students who engaged in consistent learning at Kelso over the last 2 year period either from year 3 to 5 or year 5 to 7 demonstrated improvement in learning outcomes in literacy.

Staff indicate that they are becoming more confident to plan, teach and assess through their involvement in whole school collaborative planning process and are unanimous in their support for its continuation

Parent, student and teacher satisfaction with the school

The overall response from parents in the 2008 School Opinion Survey was in the satisfied range.

Students' responses were also generally in the satisfied range.

The overall response from Staff was below state and like school benchmarks and this is a focus for 2009