

Our school at a glance

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Principal's foreword

Introduction

It is with great pleasure that I present the 2009 Annual School Report, the year having been one of significant growth and achievement for us across all areas of our School Strategic Plan.

Kelso State School is a Band 8 school situated in a rural setting 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 essential rural area, close to the Ross River dam.

At Kelso, we recognize that the *Future is in Our Hands*, and that our agreed mandate is to *maximise the learning of every student by unlocking their potential, unchaining their imaginations and forging keys for their futures*.

Our Prep to year 7 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.

Kelso State School has always been a good place to education children. 2009 has been a year in which a "good" place has become an even better place for learning and living.

School progress towards its goals in 2009

Priority 1: Collaborative Learning Culture

- Implementation of the school's Maximising Achievement Plan has focused on:
 - Collaborative unpacking of available data at both class and year levels;
 - Teacher engagement in target setting, monitoring and review both for class cohorts and individual students.
- Continued uptake of *Brain Tools* program with Tools being embedded in classroom pedagogy

Priority 2: Inclusive Curriculum

- Development of 2 year cyclic *Curriculum Framework* which is being implemented in 2010

Our school at a glance

- Involvement of all staff in Literacy PD has enabled the use of teaching learning cycle to underpin the planning process
- Collaboration within the Riverway Cluster Schools has focused on aligned curriculum planning and development of an EXCEL (gifted and talented) curriculum delivered in partnership with Thuringowa SHS.

Priority 3: Engaged, confident learners (ICTs)

- Increased use of ICTs in classrooms as teachers begin to engage with Smart Board technology in classrooms.

Priority 4: Safe, Supportive Environment

- Implementation of SWPBS (Whole School Positive Behaviour Support) has had a transformational effect on school ethos and student behaviour.

Priority 5: Positive Partnerships & Community Profile

- Enrolment interview data indicate that the community increasingly sees Kelso as a school of choice.
- Positive and targeted communications through letter drops, changeable sign, newsletters, etc have been actively maintained

Future outlook

The 2010 Operational Plan for 2010 details the following:

Priority 1: Collaborative Learning Culture

- Collaborative planning is informed by data driven conversations;
- Teachers continue to engage in target setting, monitoring and review.
- Students engage in “Star” program, collaboratively setting individual learning goals

Priority 2: Inclusive Curriculum

- Implement 2 year cyclic *Curriculum Framework*, engaging teachers in sector level co operative planning, monitoring and review cycle and unit planning using One School;
- Support staff to engage with *First Steps in Maths* training

Priority 3: Engaged, confident learners (ICTs)

- Coach and mentor self nominated teachers to build their capacity in the use of ICTs as a pedagogic tool, encouraging teachers to achieve their pedagogical (ICT) licence

Priority 4: Safe, Supportive Environment

- Continue implementation of SWPBS (Whole School Positive Behaviour Support)
- Ensure *No Bullying* messages (including cyber bullying) are articulated and implemented.

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Priority 5: Positive Partnerships & Community Profile

- Work with Riverway cluster to achieved articulated outcomes including:
 - alignment of practices across the middle school, including using common language and aligned student processes for SWPBS
 - implementing transition arrangements including teacher exchange
 - *Science Spark* program coordinated across the cluster including sharing of resources
- Continue to build positive image and reputation within our community by:
 - Actively maintaining high community profile with local shops & businesses
 - Actively promoting community participation in school events (Community Festival, Kelso by Candle light, Bush Dance, etc)

School Profile

Coeducational or single sex: Co educational

Year levels offered: Prep to year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
457	240	217	81%

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	100%	0%	0%
Year 4 – Year 10	23	100%	82%	18%	0%
All Classes	23	100%	90%	10%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	62
Long Suspensions - 6 to 20 days	<5
Exclusions	<5

Our school at a glance

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.
- “**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.
- **You Can Do It – Keys to Success** is a whole school social skills / values program which aims to maximise the learning of every student by using the five keys to success: Confidence, Persistence, Organisation, Getting Along, Resilience
- **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.
- **Brain Tools** is a strategic thinking framework with specific tools for a range of purposes. It is implemented across all year levels in the school and across Riverway Cluster Schools.
- **An excursion** program operates for all year levels and across all KLAs and **camping program for years 6 & 7**.
- Kelso’s **Leadership Program** engages students at a number of levels and in a range of ways including:
 - Student Representative Council
 - Big Buddies Program
 - Eco Warriors
- Our music, drama, science, maths, sporting and programs provide frequent opportunities for students to engage with our local high school through our involvement with the **Riverway Cluster Schools**.
- **Student to Student Reading** operates across the cluster engaging Thuringowa SHS students as reading mentors.

Extra curricula activities

- **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.
- **Readers’ Cup** A team of year 6 and 7 students participate each year in the Townsville District Regional Reader's Cup held in June.
- Kelso State School hosts 3 **choirs**: Beginners, Junior and Senior Choir. The choirs perform in front of real audiences throughout the year and participate in the **Townsville District Eisteddfod**.
- **EXCEL Gifted and Talented Program** for Maths, Science, Performing Arts and English. This program operates in conjunction with Thuringowa State High School.
- **Interschool Sport**: Operates for years 5 – 7 throughout the school year.
- **Community involvement** including ANZAC Day, Jump Rope for Heart

Our school at a glance

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 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.
- 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 set up in the Resource Hub is 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 have an individual, secure log-in for email and saving their work.

Social climate

Kelso State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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 SWPBS (School Wide Positive Behaviour Support) and supports the social skills program 'You Can Do It' and a proactive Anti Bullying Program.

Kelso State School also accessed our Chaplain, who is available to assist students in the school and to work with the community to develop strong relationships.

Parent, student and teacher satisfaction with the school

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	64%
Percentage of students satisfied that they are getting a good education at school	78%
Percentage of parents/caregivers satisfied with their child's school	76%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	67%
Percentage of staff members satisfied with morale in the school	83%

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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.
- 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.

Our community is actively involved in all aspects of school life; our open-door policy encourages parents to spend time in their children's classrooms; parents (and grandparents, aunts, uncles, carers) are welcomed and encouraged to share their special skills with us.

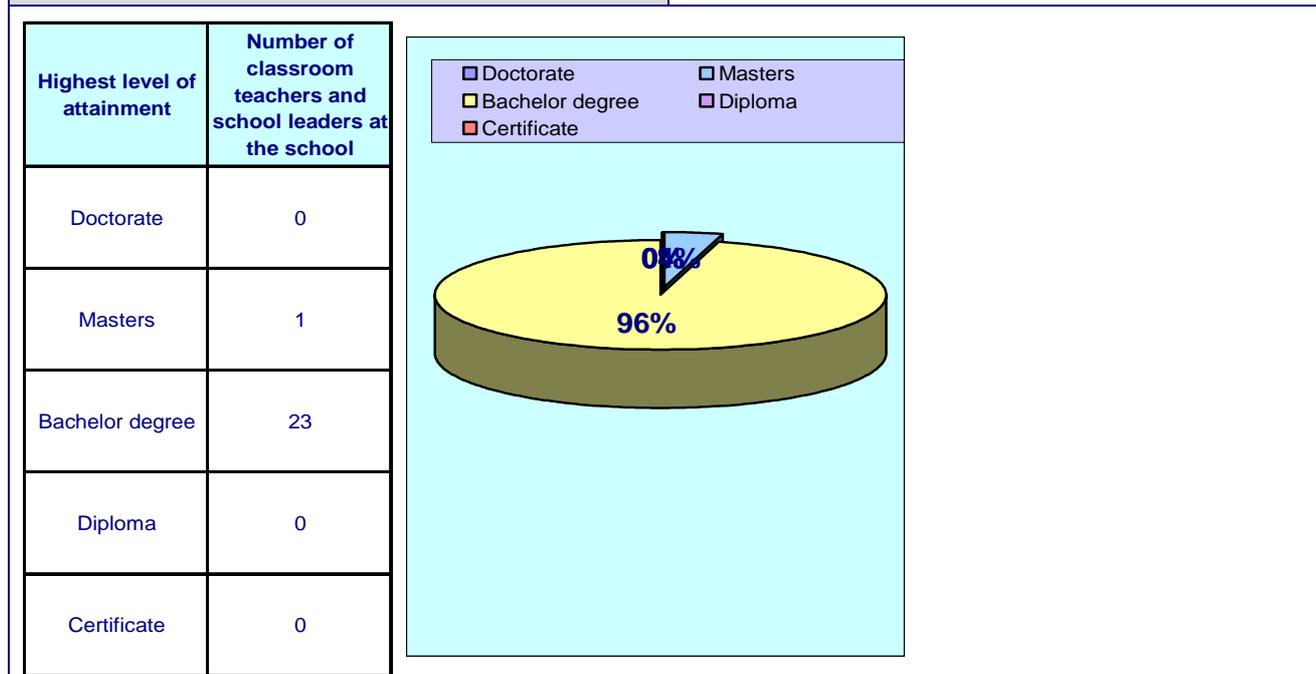
Community members are enthusiastic participants in our regular discos, and other Kelso events like our community fair and Kelso by Candlelight, and special events like Anzac Day and the Townsville Eisteddfod.

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	38	18	2
Full-time equivalents	31	11	2

Qualifications of all teachers.



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$28,278.03 .

The major professional development initiatives were as follows:

- Mathematics, including *First Steps Maths*
- Literacy (Language and Literacy: Functional Grammar)
- Curriculum Planning
- Assessment and Moderation
- Smart Classroom Initiatives
- School Wide Positive Behaviour Support

The involvement of teaching staff in professional development activities during 2009 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 89% of staff were retained by the school for the entire 2009 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 90%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
88%	93%	91%	89%	91%	89%	87%			

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Kelso, Non attendance is monitored by our Mobility Support Teacher and our Indigenous Community Worker.

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school in 2009		337	457	519	
	Average score for Australia in 2009		410.8	493.9	541.1	
	For the school the percentage of students at or above the national minimum standard.	2008	84%	77%	92%	
		2009	91%	88%	91%	
	For the school the percentage of students in the upper two bands	2008	13%	9%	6%	
		2009	6%	18%	12%	
Writing	Average score for the school in 2009		353	453	512	
	Average score for Australia in 2009		414.5	484.7	532.4	
	For the school the percentage of students at or above the national minimum standard.	2008	89%	79%	90%	
		2009	85%	91%	93%	
	For the school the percentage of	2008	18%	3%	22%	

Performance of our students

Domain	Measures		Yr 3	Yr 5	Yr 7	
	students in the upper two bands	2009	15%	7%	19%	
Spelling	Average score for the school in 2009		324	445	520	
	Average score for Australia in 2009		404.8	487.2	540.0	
	For the school the percentage of students at or above the national minimum standard.	2008	82%	88%	92%	
		2009	78%	86%	88%	
	For the school the percentage of students in the upper two bands	2008	10%	13%	18%	
		2009	9%	5%	17%	
Grammar and Punctuation	Average score for the school in 2009		340	454	522	
	Average score for Australia in 2009		419.7	499.7	539.5	
	For the school the percentage of students at or above the national minimum standard.	2008	93%	82%	88%	
		2009	79%	81%	91%	
	For the school the percentage of students in the upper two bands	2008	12%	10%	16%	
		2009	16%	19%	17%	
Numeracy	Average score for the school in 2009		322	462	514	
	Average score for Australia in 2009		393.9	486.8	543.6	
	For the school the percentage of students at or above the national minimum standard.	2008	88%	78%	94%	
		2009	76%	98%	90%	
	For the school the percentage of students in the upper two bands	2008	9%	0%	21%	
		2009	7%	7%	17%	