


Our school at a glance

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Principal's foreword

Introduction

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.

2010 was a significant year of change for Kelso with a targeted approach to improved student outcomes and pedagogy in reading implemented.

School progress towards its goals in 2010

Priority 1: Collaborative Learning Culture

The development of a collaborative approach to collecting and analysing data across the school in order to improve student outcomes and pedagogy in the target areas of English, Maths and Science.

Implementation of the school's Maximising Achievement Plan has focused on:

- Collaborative unpacking of available data at both class and year levels;

Priority 2: Inclusive Curriculum

Embedding of reading and spelling as priorities for improvement over the next 12 months.

Involvement of all staff in Literacy PD has enabled the use of teaching learning cycle to underpin the planning process

Our school at a glance

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.

Development of new behaviour Matrix has resulted in a reduction in significant behavioural issues during the year.

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

Priority 1: Collaborative Learning Culture

Implement school Maximising Achievement Plan (MAP) focussing on;

- ◆ Collaborative planning based on data driven conversations and analysis
- ◆ Teachers engaging in target setting, monitoring and review for class cohorts and individual students

Use of the *Professional Standards for Queensland Teachers* as the framework for reflection, planning, learning and development as part of a whole school performance planning process.

Embed the use of front ended assessment tasks within the school assessment and reporting framework.

Priority 2: Curriculum

Whole staff engagement in development and implementation of aligned curriculum plans across all KLA's.

Develop whole school programs in;

- ◆ Reading
- ◆ Spelling
- ◆ Assessment and Monitoring

Priority 3: Engaged, confident learners (ICTs)

- ◆ Embed the use of ICT's as the way we do business at Kelso
- ◆ Build whole school community awareness and understanding of the daily use of ICT's for both school requirements and personal learning needs
- ◆ Enable all staff through focused engagement in professional development designed to meet targeted needs

Priority 4: Safe, Supportive Environment

Continue to implement SWPBS (Whole School Positive Behaviour Support) as a whole school approach to

Our school at a glance

managing student behaviour

Ensure that;

- Expectations for student behaviour are clearly defined throughout the school
- Effective behaviour management is implemented consistently by staff and administration
- Appropriate school behaviour is explicitly taught
- Appropriate behaviours are publically acknowledged
- Student behaviour is monitored and staff receive regular feedback
- Effective behavioural support strategies are implemented at all levels. (School-wide, classroom and individual student)

Review and develop School Rules, Vision and Values to ensure that they are clearly articulated by staff, students and parents. Embed School Rules, Vision and Values as The Kelso Way (Every day in Every Way we do things the Kelso Way).

Priority 5: Positive Partnerships & Community Profile

Build positive image and reputation within our community by:

- ◆ Building high community profile with local shops & businesses and encouraging their engagement with the school
- ◆ Promoting community participation in school events and in everyday activities
- ◆ Targeted communications through letter drops, changeable sign, newsletters, web page and email which celebrate achievement

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
478	238	240	83%

Class sizes – Proportion of school classes achieving class size targets in 2010

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	26	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	25	100%	100%	0%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	44
Long Suspensions - 6 to 20 days	6
Exclusions	0
Cancellations of Enrolment	0

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

Our school at a glance

to maximise the learning of every student by using the five keys to success: Confidence, Persistence, Organisation, Getting Along, Resilience

- 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.

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. Our school won a 2nd place in 2010 for our division.
- 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 two. 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 our feeder school, Thuringowa State High School.
- Interschool Sport: Operates for years 5 – 7 throughout the school year.
- Community involvement including ANZAC Day, Jump Rope for Heart, NAIDOC Day

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 Learning Objects, 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.

Our school at a glance

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

At Kelso State School we are working hard to improve satisfaction among parents, students and staff in all aspects of our school. Our new school administration is committed to improving parents and community perception of our school.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	62%
Percentage of students satisfied that they are getting a good education at school	71%
Percentage of parents/caregivers satisfied with their child's school	63%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	56%
Percentage of staff members satisfied with morale in the school	69%

Our school at a glance

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 aim to foster and maintain relationships with parents in a targeted and purposeful manner.
- Student reward days each term linked to our SWPBS framework. (Currently called Gold Day)
- 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.

Reducing the school's environmental footprint

At Kelso

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$79,658	\$44,663	\$23,111	\$5,571	\$6,313	\$0	\$0	231,990	3,649	0
2009	\$77,763	\$39,307	\$0	\$0	\$3,080	\$0	\$35,376	232,906	1,159	0
% change 2009 - 2010	2%	14%	N/A	N/A	105%	N/A	-100%	0%	215%	N/A

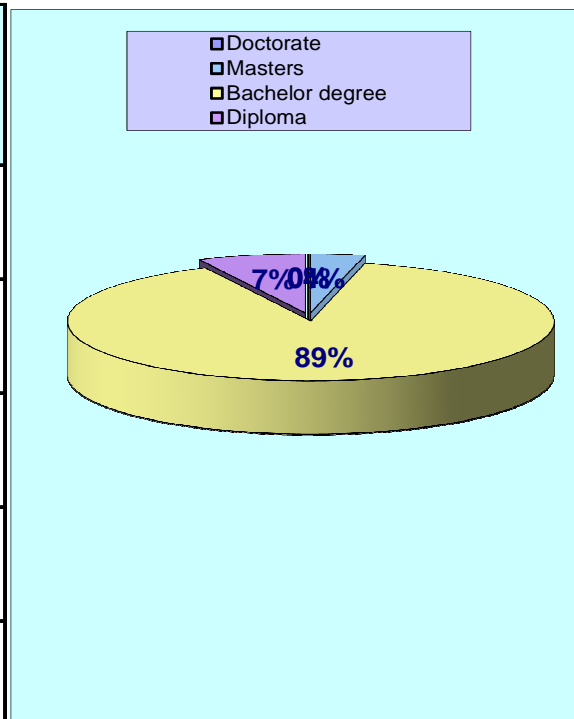
Performance of our students

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	31	16	<5
Full-time equivalents	27	10	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	25
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 were \$8120.

The major professional development initiatives are as follows:

- First Steps in Reading
- Jolly Phonics
- Words their Way

Performance of our students

- Code of Conduct
- Reading
- Assessment
- National Curriculum

The involvement of the teaching staff in professional development activities during 2010 was 90%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 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	Year 11	Year 12
91%	87%	92%	91%	88%	89%	89%					

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.

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

Performance of our students

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.

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	Measure		Yr 3	Yr 5	Yr 7
Reading	Average score for the school in 2010		335.4	441.9	501.8
	Average score for Australia in 2010		414.3	487.4	546.0
	Percentage of students at the school at or above the national minimum standard	2009	91.3	87.7	91.4
		2010	85.7	78.5	87.9
	For the school the percentage of students in the upper two bands	2009	5.8	17.5	12.1
		2010	7.1	6.2	10.6
Writing	Average score for the school in 2010		374.4	447.9	501.6
	Average score for Australia in 2010		418.6	485.2	553.5
	Percentage of students at the school at or above the national minimum standard	2009	85.3	91.2	93.1
		2010	85.7	82.1	86.8
	For the school the percentage of students in the upper two bands	2009	14.7	7.0	19.0
		2010	23.8	9.0	11.8
Spelling	Average score for the school in 2010		326.4	449.7	511.1
	Average score for Australia in 2010		399.2	487.1	544.7
	Percentage of students at the school at or above the national minimum standard	2009	77.9	86.0	87.9
		2010	73.8	85.1	88.2
	For the school the percentage of students in the upper two bands	2009	8.8	5.3	17.2
		2010	11.9	10.4	11.8
Grammar and Punctuation	Average score for the school in 2010		347.8	446.2	489.8
	Average score for Australia in 2010		416.9	499.7	535.1
	Percentage of students at the school at or above the national minimum standard	2009	76.5	98.2	91.4
		2010	83.3	87.9	73.5
	For the school the percentage of students in the upper two bands	2009	7.4	19.3	17.2
		2010	11.9	22.4	8.8
Numeracy	Average score for the school in 2010		349.6	445.7	505.8

Performance of our students

Average score for Australia in 2010		395.4	488.8	547.8
Percentage of students at the school at or above the national minimum standard	2009	76.5	98.2	90.0
	2010	83.3	87.9	92.5
For the school the percentage of students in the upper two bands	2009	7.4	7.0	16.7
	2010	11.9	6.1	9.0

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

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

Performance of our students

Achievement – Closing the Gap

2010 Closing the Gap Report – Year 3

Domain	2008	2009	2010
Reading			
Gap between Indigenous and Non Indigenous – Queensland (Mean Score)	62	57	57
Gap between Indigenous and Non Indigenous – Kelso State School (Mean Score)	33	43	53
Writing			
Gap between Indigenous and Non Indigenous – Queensland (Mean Score)	60	57	56
Gap between Indigenous and Non Indigenous – Kelso State School (Mean Score)	35	91	33
Numeracy			
Gap between Indigenous and Non Indigenous – Queensland (Mean Score)	54	57	53
Gap between Indigenous and Non Indigenous – Kelso State School (Mean Score)	46	81	71
Attendance			
Gap between Indigenous and Non Indigenous (%)	9.7	9.5	6.8