

## Our school at a glance



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|----------------|--|
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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.

2011 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 2011

#### 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 improvement agenda has been the collaborative unpacking of available data at both class and year levels.

#### Inclusive Curriculum

Embedding of reading and spelling as priorities for improvement over the next 12 months. Involvement of all staff in Literacy PD in the target area of Reading has enabled the use of teaching learning cycle to underpin the planning process

#### Engaged, confident learners (ICTs)

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

#### 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.

#### Positive Partnerships & Community Profile

Enrolment interview data indicate that the community increasingly sees Kelso as a school of choice within the area. The establishment of the Kelso State School Indigenous Parent group has been a success. Positive and targeted communications through changeable sign, newsletters, etc have been actively maintained.

# Our school at a glance

## Future outlook

Whole staff engagement in development and implementation of the National Curriculum focussing on English, Maths and Science in 2012. Other KLAs to continue to align with QCARF and the Essential Learning's.

Continue implementation of the Queensland Curriculum, Assessment and Reporting Framework

Develop personalised learning targets for students and celebrate as achieved in line with the Closing the Gap Agenda and the Focus School Next Steps planning process.

Embed the use of ICT's as the way we do business at Kelso. Enable all staff through focused engagement in professional development designed to meet targeted needs

Internal monitoring and data collection processes to be embedded as a whole school process for data evaluation and review.

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

Continue to encourage community members to be a part of our :

- School Newsletters
- Weekly Parades
- School activities

The establishment of Kelso State School Indigenous Parent Group Partnership will aim invite identified Indigenous community elders, parents, carers and interested community members to;

- Identify and discuss strategies and actions that will improve indigenous student engagement and attendance
- Involve parents/carers indecision making on whole school strategies, policies and agendas that involve Indigenous community input
- Develop Indigenous parent understanding of school processes, data and strategies that improve student learning.
- Celebrate culture/success at Kelso State School beyond just NAIDOC activities

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

## School Profile

# Our school at a glance

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school: 456**

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2011 – Nov 2011) |
|-----------------|-------|------|--|
| 456             | 229   | 227  | 89%  |

## Characteristics of the student body:

Kelso State School students and community come from a wide variety of cultural and Socio backgrounds. Kelso State School has 21% of students from and Aboriginal or Torres Strait Islander background. We also have students from New Zealand, The Cook Islands and a number of students from interstate. A small proportion of students are from Military families and transient families moving between Mount Isa and Townsville.

## Class sizes – Proportion of school classes achieving class size targets in 2011

| Phase             | Average Class Size |
|-------------------|--------------------|
| Prep – Year 3     | 21.9               |
| Year 4 – Year 10  | 26.1               |
| Year 11 – Year 12 | N/A                |
| All Classes       | 23.9               |

## School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 40                 |
| Long Suspensions - 6 to 20 days | 5                  |
| 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.
- 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
  - Deadly Dukes
  - J Squad
  - 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.

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### 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 2<sup>nd</sup> 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 choirs. The choirs perform in front of real audiences throughout the year and participate in the Townsville District Eisteddfod. Our school hosts an annual Art Night to celebrate endeavours in the arts each year.
- 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 Week

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### 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.

Most classes have access to Smart boards to allow teachers to implements elements of the National Curriculum 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 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.
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# 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 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 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 2011 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school   | 72%         |
| Percentage of students satisfied that they are getting a good education at school   | 68%         |
| Percentage of parents/caregivers satisfied with their child's school  | 78%         |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 70%         |
| Percentage of staff members satisfied with morale in the school   | 63%         |

## 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.
- Indigenous Parent Group Meeting each month.
- 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.

## Our school at a glance

- 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

At Kelso State School we were 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, 2010-2011

|                  | Electricity<br>KwH | Water KL |
|------------------|--------------------|----------|
| 2011             | 241,981            | 4,085    |
| 2010             | 231,990            | 3,649    |
| % change 10 - 11 | 4%                 | 12%      |

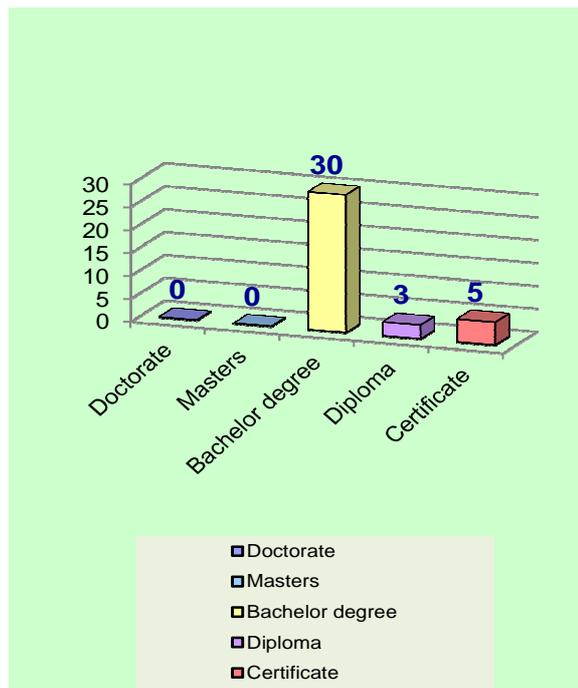
# Our staff profile

## Staff composition, including Indigenous staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts            | 30             | 16                 | <5               |
| Full-time equivalents | 26             | 10                 | <5               |

## Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate                   | 0   |
| Masters                     | 0   |
| Bachelor degree             | 30  |
| Diploma                     | 3   |
| Certificate                 | 5   |



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$11,915.

The major professional development initiatives are as follows:

- Teaching of Reading – The Big 6, Elements of Reading
- Oral Language
- National Curriculum - C2C
- Teacher Mentoring/Observations

## Our staff profile

- EATSIPS
- Crossing Cultures

The proportion of the teaching staff involved in professional development activities during 2011 was 90%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 school year.

### School income broken down by funding source

School income 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.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

# Performance of our students

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

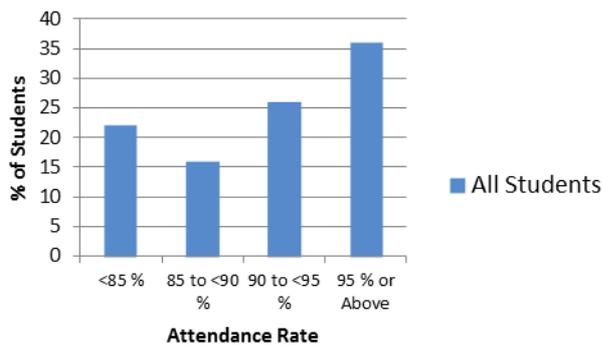
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate 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%    | 90%    | 88%    | 90%    | 91%    | 89%    | 90%    |        |        |         |         |         |

### 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 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 State School we encourage the value of 'One Child, One School, One Year. Our school administration team actively review attendance data and follow up with both short and long term absences. Our school has an Indigenous Support Worker who directly liaises with Indigenous families.

We encourage attendance with weekly class awards for classes with the highest attendance as well as providing intensive support for students with persistent and chronic absences with staff based at the school and outside agencies.

### 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.

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## Performance of our students

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## Performance of our students

### **Achievement – Closing the Gap**

At Kelso State School we are endeavouring to Close the Gap in attendance and educational attainment for Indigenous Students across the school. 2011 we employed a 0.5 teacher to directly support Indigenous students in Literacy Support. We engaged in profiling and data reviews with support staff and parents. Our success in 2011 has been the reduction in Gap in Year 3 Numeracy results and significant improvement in Indigenous student performance in Year 3 Reading and Writing performances. Our school attained a slight increase in Indigenous student attendance for the year.