

Our school at a glance



Postal address	PO Box 10175 Rasmussen 4815
Phone	(07) 4789 6222
Fax	(07) 4789 6200
Email	the.principal@kelsoss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mr Patrick McDonnell

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 within the National Curriculum.

2012 was a significant year of change for Kelso with a targeted approach to improved student outcomes and pedagogy in reading continued and the implementation of the National Curriculum.

School progress towards its goals in 2012

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.

Embedding of reading and writing and numeracy as priorities for improvement over the next 12 months. Involvement of all staff in targeted National Curriculum Professional Development has enabled the use of teaching learning cycle to underpin the pedagogical practices at Kelso State School.

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. Ongoing development of a whole school values and virtues program is being developed and implemented for 2013.

The school has begun the developing Personalised Learning Plans for Indigenous students as part of the **Closing the Gap** Agenda. In 2012 we employed a Community Liaison Officer to support our school Focus Schools: Next Steps plan and have the development of an Indigenous Parent Group and improved community participation within the Indigenous families.

Continue implementation of the Queensland Curriculum, Assessment and Reporting Framework and embed the developed of Whole School Curriculum and Assessment Framework.

Develop a whole school Pedagogical Framework around Dimensions of Teaching and Learning and incorporating explicit Instruction strategies.

Develop the Learning and Well Being Framework.

Our school at a glance

Future outlook

Whole staff engagement in development and implementation of the National Curriculum focussing on English, Maths, History and Science in 2013. Other KLAs to continue to align with QCARF and the Essential Learning's.

Continue implementation of the Queensland Curriculum, Assessment and Reporting Framework and implementation of whole school curriculum and assessment 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 short cycle 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
- A values and virtues program is developed and implemented across the school
- 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

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	478	238	240	93%
2011	456	229	227	89%

Our school at a glance

2012	406	207	199	89%
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Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

State School students and community come from a wide variety of cultural and Socio backgrounds. Kelso State School has 23% 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	22
Year 4 – Year 10	26	26	24

School Disciplinary Absences

Disciplinary Absences	Count of Inc		
	2010	2011	2012
Short Suspensions - 1 to 5 days	44	40	48
Long Suspensions - 6 to 20 days	6	5	8
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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 leadership 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
- J Squad

Our school at a glance

- 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

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 has previously placed in the top 2 positions 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, NAIDOC Week etc.

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 classes have access to Smart boards to allow teachers to implement 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 and teachers will have access to iPads for learning 2013.

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 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

Our school at a glance

community to develop strong relationships.

Parent, student and staff 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. 2012 saw significant improvement in most elements of parent, students and staff satisfaction levels.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	88.9%
this is a good school	81.5%
their child likes being at this school*	85.2%
their child feels safe at this school*	88.9%
their child's learning needs are being met at this school*	76.9%
their child is making good progress at this school*	74.1%
teachers at this school expect their child to do his or her best*	92.3%
teachers at this school provide their child with useful feedback about his or her school work*	88.5%
teachers at this school motivate their child to learn*	80.8%
teachers at this school treat students fairly*	83.3%
they can talk to their child's teachers about their concerns*	92.3%
this school works with them to support their child's learning*	85.2%
this school takes parents' opinions seriously*	84.6%
student behaviour is well managed at this school*	70.4%
this school looks for ways to improve*	92.0%
this school is well maintained*	96.3%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	93.1%
they like being at their school*	78.3%
they feel safe at their school*	84.6%
their teachers motivate them to learn*	94.5%

Our school at a glance

their teachers expect them to do their best*	95.7%
their teachers provide them with useful feedback about their school work*	96.7%
teachers treat students fairly at their school*	82.2%
they can talk to their teachers about their concerns*	78.7%
their school takes students' opinions seriously*	79.8%
student behaviour is well managed at their school*	67.0%
their school looks for ways to improve*	89.9%
their school is well maintained*	86.5%
their school gives them opportunities to do interesting things*	87.8%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	89.2%
with the individual staff morale items	94.1%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.
- Indigenous Parent Group Meetings
- 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

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	
	Electricity kWh	Water kL
2009-2010	231,990	3,649
2010-2011	241,981	4,085
2011-2012	231,114	9,092

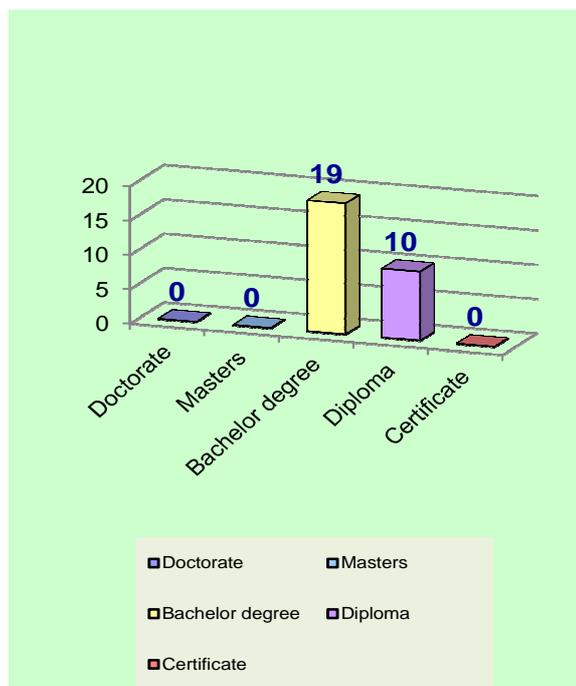
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	29	17	<5
Full-time equivalents	24.7	11.1	<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	19
Diploma	10
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$17,551

The major professional development initiatives are as follows:

- Teaching of Reading
- SWPBS Training
- National Curriculum - C2C
- Teacher Mentoring/Observations
- EATSIPS
- Essential Skills.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95%	95.2%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93.5% of staff was retained by the school for the entire 2012 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

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

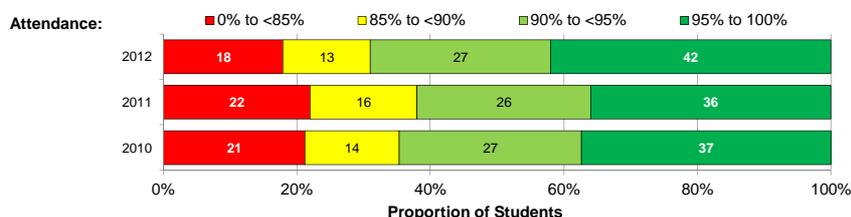
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	91%	87%	92%	91%	88%	89%	89%	N/A	N/A	N/A	N/A	N/A
2011	91%	90%	88%	90%	91%	89%	90%	N/A	N/A	N/A	N/A	N/A
2012	87%	92%	94%	91%	91%	89%	91%	N/A	N/A	N/A	N/A	N/A

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 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 Community Liaison Officer 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.

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/>.

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Performance of our students

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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.

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 engaged in profiling and data reviews with support staff and parents that enable the development of Personalised learning Plans for all Indigenous students. Our success in 2012 has been the reduction in Gap in in Year 3 Reading and Writing performances. Our school attained a 2% increase in Indigenous student attendance for the year and closing the gap to 5% between Indigenous and Non-Indigenous students.