

# Kelso State School

## Queensland State School Reporting

### 2014 School Annual Report



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 <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Mr. Patrick McDonnell

## Principal's foreword

### Introduction

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

At Kelso State School, we recognize that the *Future is in Our Hands* and that our focus is on maximising the learning as well as social and emotional outcomes for all students. At Kelso State School we believe in and value that our students are;

- \* Respectful
- \* Responsible
- \* Safe

Our Prep to year 6 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. 2013 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 through the (C2C) Curriculum 2 the Classroom.

### School progress towards its goals in 2014

<b>Strategy/Action</b>	<b>Progress</b>
Continue to review and align Whole School Curriculum, Assessment and Reporting with QCARF and the Australian Curriculum with the introduction of History.	Implemented
Continue to embed Indigenous Perspectives through the National Curriculum/C2C	Implemented
Review, develop and implement whole school Assessment and Reporting Framework and Curriculum Framework reflective of Roadmap expectations.	Completed
Develop and implement whole school attendance strategy	Implemented
Develop Personalised Learning Plans for all Indigenous Students	Implemented
Continue to offer Homework Classes for Indigenous Students in the target areas of reading, writing and maths.	Implemented
Develop a Pedagogical Framework which articulates the school's approach to teaching and commence implementation	Completed
Embed the use of front ended assessments tasks within the school assessment and reporting framework	Implemented
Embed use of internal monitoring as a vehicle for short cycle data conversations, feedback and reflection of pedagogy and practice.	Implemented
Improve teacher capacity through professional development and professional learning communities	Ongoing
Embedding EATSIPs across the curriculum and within school processes and procedures	Implemented
Develop the instructional leadership skills of curriculum leadership team	Ongoing
Continue to implement SWPBS (Whole School Positive Behaviour Support) as a whole school approach to managing student behaviour	Implemented

### Future outlook

Whole staff engagement in development and implementation of the National Curriculum focussing on English, Maths, History and Science in 2014. Other KLAs to continue to align with QCARF and the Essential Learning's. Our school continues the implementation of the Queensland Curriculum, Assessment and Reporting Framework and implementation of whole school curriculum and assessment framework.

We have continued to develop personalised learning targets for students and celebrate as achieved in line with the Closing the Gap Agenda and the regional focus of Putting Faces on the Data.

We have lead our staff through focused improvement agenda targeting professional learning opportunities designed to meet targeted needs of all school staff based on whole school and individual learning and development needs. Internal monitoring and data collection processes to be embedded as a whole school process for short cycle data evaluation and review.

We aim to;

Build a 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
- P&C Meetings
- Parent volunteer programs

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

We aim to 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)

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	406	207	199	89%
2013	401	198	203	85%
2014	421	207	214	87%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

Our school students and community come from a wide variety of cultural and socio backgrounds. Kelso State School has 25% 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 Cairns, Mount Isa and within the greater Townsville region.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	21
Year 4 – Year 7 Primary	24	21	25

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	48	57	28
Long Suspensions - 6 to 20 days	8	15	1
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

As a Reef Guardian, Kelso State School has been proudly 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 designed around curriculum studies and leadership camping programs and leadership programs for students in years 6 & 7.

Kelso's Leadership Program engages students at a number of levels and in a range of ways. These include;

Student Representative Council

Big Buddies Program

Litter Busters

Our music, drama, science, maths, sporting 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 has previously placed in the top 2 positions for our division.

Arts Excellence Night: The Wakakirri performance is also the center piece for our annual *Arts Excellence Night* that celebrates artistic success of our students in an evening for our parents and community.

Readers' Cup: A team of year 5 and 6 students participate each year in the Townsville District Regional Reader's Cup.

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 achievements in the arts each year.

Riverway Cup Program Competition for Maths, Science, Sports and English. This program operates in conjunction with our feeder Primary schools and is hosted by Thuringowa State High School.

School sport teams are given the opportunity to compete in local competitions, a highlight being the annual Obei Geia Rugby League Challenge on Palm Island.

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 Smart boards, 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 have had access to iPads for learning 2014 with them being used in a variety of ways to support curriculum and learning development. All 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 them to provide individual pastoral care.

At Kelso State School we believe in and value that our students are;

- Respectful
- Responsible
- Safe

### Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	89%	94%	80%
this is a good school (S2035)	81%	94%	80%
their child likes being at this school* (S2001)	85%	100%	100%
their child feels safe at this school* (S2002)	89%	100%	100%
their child's learning needs are being met at this school* (S2003)	77%	88%	80%
their child is making good progress at this school* (S2004)	74%	88%	78%
teachers at this school expect their child to do his or her best* (S2005)	92%	88%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	94%	90%
teachers at this school motivate their child to learn* (S2007)	81%	94%	90%
teachers at this school treat students fairly* (S2008)	83%	87%	90%
they can talk to their child's teachers about their concerns* (S2009)	92%	94%	80%
this school works with them to support their child's learning* (S2010)	85%	94%	80%
this school takes parents' opinions seriously* (S2011)	85%	94%	70%
student behaviour is well managed at this school* (S2012)	70%	80%	89%
this school looks for ways to improve* (S2013)	92%	93%	78%
this school is well maintained* (S2014)	96%	94%	90%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	93%	96%	90%
they like being at their school* (S2036)	78%	87%	88%
they feel safe at their school* (S2037)	85%	92%	86%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
their teachers motivate them to learn* (S2038)	95%	96%	96%
their teachers expect them to do their best* (S2039)	96%	96%	96%
their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	94%
teachers treat students fairly at their school* (S2041)	82%	89%	92%
they can talk to their teachers about their concerns* (S2042)	79%	88%	92%
their school takes students' opinions seriously* (S2043)	80%	91%	86%
student behaviour is well managed at their school* (S2044)	67%	77%	86%
their school looks for ways to improve* (S2045)	90%	95%	96%
their school is well maintained* (S2046)	87%	91%	92%
their school gives them opportunities to do interesting things* (S2047)	88%	93%	98%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	100%
they feel that their school is a safe place in which to work (S2070)		96%	97%
they receive useful feedback about their work at their school (S2071)		92%	97%
students are encouraged to do their best at their school (S2072)		96%	100%
students are treated fairly at their school (S2073)		96%	100%
student behaviour is well managed at their school (S2074)		96%	100%
staff are well supported at their school (S2075)		88%	100%
their school takes staff opinions seriously (S2076)		85%	97%
their school looks for ways to improve (S2077)		96%	97%
their school is well maintained (S2078)		92%	97%
their school gives them opportunities to do interesting things (S2079)		96%	100%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## 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 and students as part of a 3 way feedback process
- 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 such as our annual Arts Excellence Nights

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.

## Reducing the school's environmental footprint

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	231,114	9,092
2012-2013	246,789	9,832
2013-2014	230,745	6,836

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

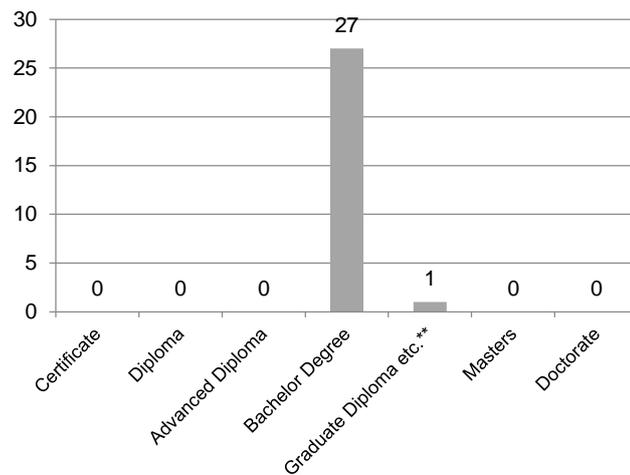
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	28	16	<5
Full-time equivalents	25	11	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
<b>Total</b>	<b>28</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$17,577

The major professional development initiatives are as follows:

- Explicit Teaching of Reading
- SWPBS Training
- National Curriculum - C2C
- Teacher Mentoring/Observations
- EATSIPS
- Profilling
- Putting Faces on the Data

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

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

From the end of the previous school year, 86% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	89%	88%

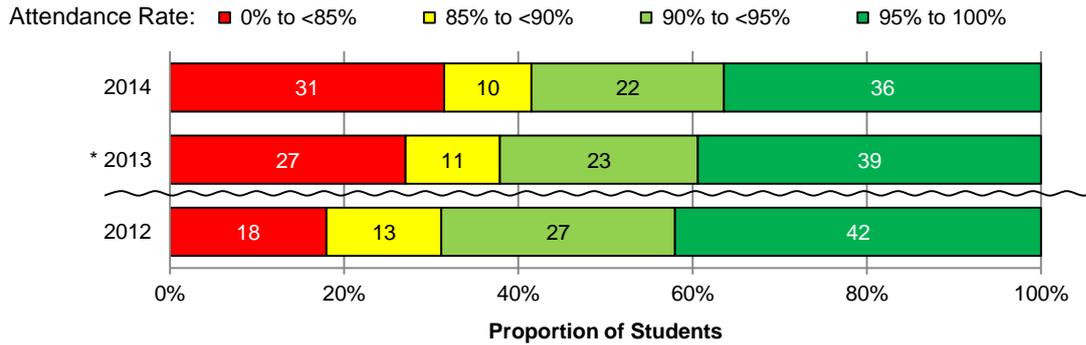
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	87%	92%	94%	91%	91%	89%	91%					
2013	89%	88%	90%	92%	88%	90%	88%					
2014	85%	90%	89%	89%	91%	88%	87%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 Attendance Officer for 1 day per week, who directly liaises with all families, where attendance is an issue. Rolls are marked twice per day allowing our school to track and monitor students attendance more effectively.

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/>.

To access our NAPLAN results, 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.

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Search by school name

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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 2014 saw significant reductions in the gap between Indigenous and Non-Indigenous students in some areas after NAPLAN testing. These included;

- Year 3 Writing
- Year 5 Writing
- Year 5 Numeracy

Kelso has been steadily increasing enrolments of Indigenous students on a yearly basis. Enrolment trends has us tracking at 30% of Indigenous enrolments in 2015.

Attendance rates for Indigenous students were 80.7% in 2014 compared to 91.1% for non- indigenous students.