Kelso State School
Queensland State School Reporting
2015 School Annual Report

Postal address	PO Box 10175 Rasmussen 4815
Phone	(07) 4789 6222
Fax	(07) 4789 6200
Email	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 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 2015

Strategy/Action	***Progress***
Align Whole School Curriculum, Assessment and Reporting with QCARF and the Australian Curriculum.	Implemented
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
Identify and case manage at risk Aboriginal and Torres Strait Islander students.	Implemented
Continue to offer Homework Classes for all Students in the target areas of reading, writing and maths.	Implemented
Embed Pedagogical Framework which articulates the school's approach to teaching and commence implementation	Ongoing
Embed the use of the Quality Teaching and Learning Framework with a focus on developing teacher capacity.	Ongoing
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 PBL (Positive Behaviour for Learning) as a whole school approach to managing student behaviour	Ongoing

Future outlook

Whole staff engagement in development and implementation of the Australian Curriculum focussing on English, Maths, History and Science through the C2C Units.

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 developed teacher and students feedback through the use of Learning Walls and Data Walls across the school.

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
- A&TSI Parent group

Continue to implement PBL (Positive Behaviour for Learning) 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

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	401	198	203	101	85%
2014	421	207	214	122	87%
2015	484	236	248	146	86%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

Our school students and community come from a wide variety of cultural and socio backgrounds. Kelso State School has 30% 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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	23	21	24
Year 4 – Year 7 Primary	21	25	10
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	57	28	14
Long Suspensions - 6 to 20 days	15	1	1
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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.

- 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
- Deadly Buddies
- Litter Busters

Extra curricula activities

- 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.
- Global Tropic Futures Young Scholars

How Information and Communication Technologies are used to improve 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 or Interactive TV's to allow teachers to implement elements of the National Curriculum (C2C Units) 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 Laptop Lab has been set up in the Resource Hub and can be 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 2015 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

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 PBL (Positive Behaviour for Learning) 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			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	80%	100%
this is a good school (S2035)	94%	80%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	88%	80%	100%
their child is making good progress at this school (S2004)	88%	78%	100%
teachers at this school expect their child to do his or her best (S2005)	88%	90%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	90%	100%
teachers at this school motivate their child to learn (S2007)	94%	90%	91%
teachers at this school treat students fairly (S2008)	87%	90%	82%
they can talk to their child's teachers about their concerns (S2009)	94%	80%	100%
this school works with them to support their child's learning (S2010)	94%	80%	100%
this school takes parents' opinions seriously (S2011)	94%	70%	90%
student behaviour is well managed at this school (S2012)	80%	89%	82%
this school looks for ways to improve (S2013)	93%	78%	91%
this school is well maintained (S2014)	94%	90%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	90%	94%
they like being at their school (S2036)	87%	88%	94%
they feel safe at their school (S2037)	92%	86%	87%
their teachers motivate them to learn (S2038)	96%	96%	96%
their teachers expect them to do their best (S2039)	96%	96%	100%
their teachers provide them with useful feedback about their school work (S2040)	95%	94%	91%
teachers treat students fairly at their school (S2041)	89%	92%	85%
they can talk to their teachers about their concerns (S2042)	88%	92%	86%
their school takes students' opinions seriously (S2043)	91%	86%	85%
student behaviour is well managed at their school (S2044)	77%	86%	77%
their school looks for ways to improve (S2045)	95%	96%	93%
their school is well maintained (S2046)	91%	92%	90%
their school gives them opportunities to do interesting things (S2047)	93%	98%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	100%	97%
they feel that their school is a safe place in which to work (S2070)	96%	97%	97%
they receive useful feedback about their work at their school (S2071)	92%	97%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	100%
students are encouraged to do their best at their school (S2072)	96%	100%	97%
students are treated fairly at their school (S2073)	96%	100%	97%
student behaviour is well managed at their school (S2074)	96%	100%	97%
staff are well supported at their school (S2075)	88%	100%	97%
their school takes staff opinions seriously (S2076)	85%	97%	97%
their school looks for ways to improve (S2077)	96%	97%	97%
their school is well maintained (S2078)	92%	97%	97%
their school gives them opportunities to do interesting things (S2079)	96%	100%	97%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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
- A&TSI 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

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 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	
Years	Electricity kWh	Water kL
2012-2013	246,789	9,832
2013-2014	230,745	6,836
2014-2015	232,402	5,671

*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.

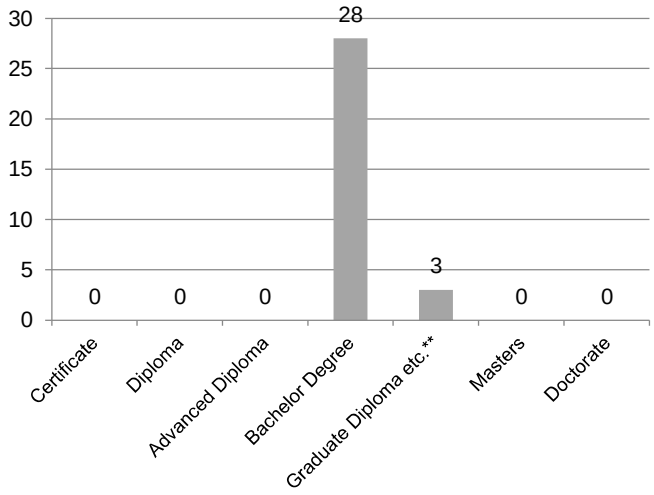
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	18	<5
Full-time equivalents	28	12	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	3
Masters	0
Doctorate	0
Total	**31**



*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 2015 were $41,207

The major professional development initiatives are as follows:

- Explicit Teaching of Reading
- PBL Training
- National Curriculum - C2C
- Teacher Mentoring/Observations
- Cultural Awareness Training
- Profiling
- Seven Steps to Writing
- Putting Faces on the DataTh

Proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

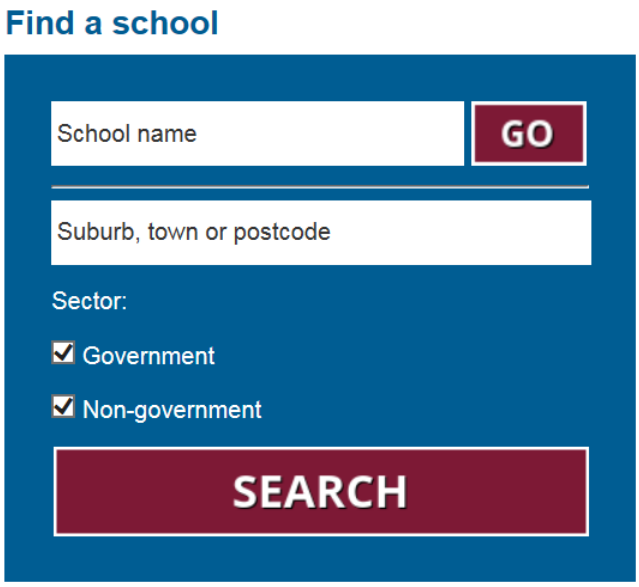
Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 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.**



Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	81%	85%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	89%	88%	90%	92%	88%	90%	88%					
2014	87%	85%	90%	89%	89%	91%	88%	87%					

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

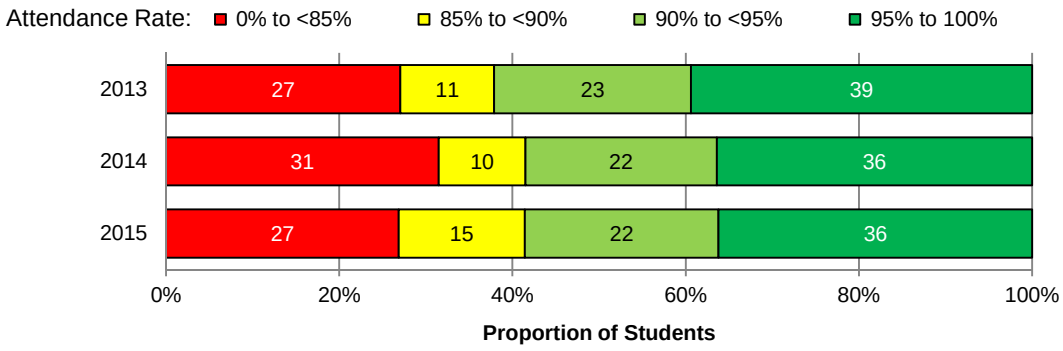
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	88%	90%	89%	88%	89%	90%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 Every Student Learning Everday. Our school administration team and attendance officer actively review attendance data and follow up with both short and long term absences. Our school has an Attendance Officer for 2 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.

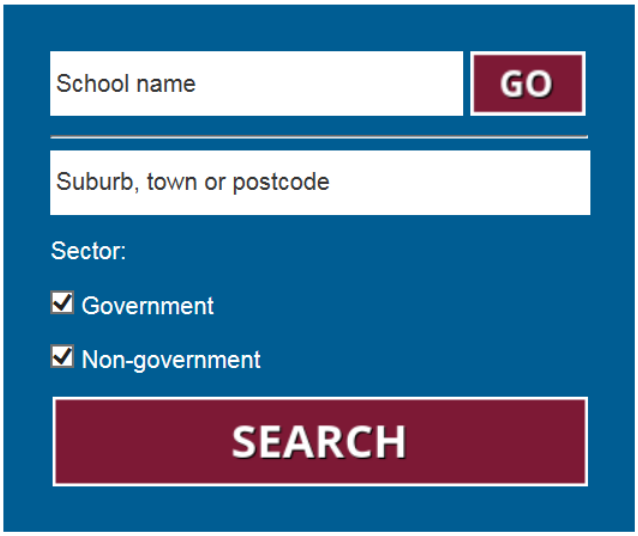
We encourage attendance with weekly class awards for classes with the highest attendance as well as providing intensive support for students with persistent and chronic absences with staff based at the school and outside agencies.

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.**

Find a school



Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.