Kelso State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Queensland
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School Overview

Kelso State School is a Band 8 school situated 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 essentially rural area, close to the dam. At Kelso, we recognize that the future is in our hands and our agreed mandate is to maximise the learning of all students by unlocking their potential, unchaining their imaginations and forging keys for their futures. Our P to 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. Our music, sporting and science programs provide opportunities for students to engage with our local high school through the Riverway Cluster Schools.

We are also very proud of our record as a sustainable and environmentally friendly school. Our community is actively involved in all aspects of school life; parents are encouraged to spend time in their children's classrooms, they are enthusiastic participants in our regular discos, and other events like our community fair, and special events like Anzac Day and the Townsville Eeisteddfod.

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

Principal's Foreword

Introduction

School Progress towards its goals in 2016

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.	Implemented
Develop and implement whole school attendance strategy	Implemented
Identify and case manage at risk Aboriginal and Torres Strait Islander students.	Implemented
Embed Pedagogical Framework which articulates the school's approach to teaching and commence implementation	Implemented
Embed the use of the Quality Teaching and Learning Framework with a focus on developing teacher capacity.	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 PBL (Positive Behaviour for Learning) as a whole school approach to managing student behaviour	Ongoing

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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 student's 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)

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	421	207	214	122	87%
2015*	484	236	248	146	86%
2016	577	299	278	189	96%

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 2016, 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

Overview

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	25	25
Year 4 – Year 7	25	25	27
Year 8 – 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.

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

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Co-curricular 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 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 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

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	80%	100%	100%
this is a good school (S2035)	80%	100%	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)	80%	100%	100%
their child is making good progress at this school* (S2004)	78%	100%	93%
teachers at this school expect their child to do his or her best* (S2005)	90%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%	100%
teachers at this school motivate their child to learn* (S2007)	90%	91%	100%
teachers at this school treat students fairly* (S2008)	90%	82%	100%
they can talk to their child's teachers about their concerns* (S2009)	80%	100%	100%
this school works with them to support their child's learning* (S2010)	80%	100%	100%
this school takes parents' opinions seriously* (S2011)	70%	90%	100%
student behaviour is well managed at this school* (S2012)	89%	82%	100%
this school looks for ways to improve* (S2013)	78%	91%	100%
this school is well maintained* (S2014)	90%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	90%	94%	92%
they like being at their school* (S2036)	88%	94%	92%
they feel safe at their school* (S2037)	86%	87%	80%
their teachers motivate them to learn* (S2038)	96%	96%	90%
their teachers expect them to do their best* (S2039)	96%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	89%
teachers treat students fairly at their school* (S2041)	92%	85%	80%
they can talk to their teachers about their concerns* (S2042)	92%	86%	87%
their school takes students' opinions seriously* (S2043)	86%	85%	85%
student behaviour is well managed at their school* (S2044)	86%	77%	73%
their school looks for ways to improve* (S2045)	96%	93%	87%
their school is well maintained* (S2046)	92%	90%	85%
their school gives them opportunities to do interesting things* (S2047)	98%	94%	90%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	97%	97%	100%
they receive useful feedback about their work at their school (S2071)	97%	97%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	97%	97%
student behaviour is well managed at their school (S2074)	100%	97%	100%
staff are well supported at their school (S2075)	100%	97%	100%
their school takes staff opinions seriously (S2076)	97%	97%	100%
their school looks for ways to improve (S2077)	97%	97%	100%
their school is well maintained (S2078)	97%	97%	100%
their school gives them opportunities to do interesting things (S2079)	100%	97%	100%

* Nationally agreed student and parent/caregiver items
# '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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. With a focus on being Kelso Proud we support students with direct teaching of social skills and individual support programs when needed.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	28	14	74
Long Suspensions – 6 to 20 days	1	1	4
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.

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Environmental Footprint

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
2013-2014	230,745	6,836
2014-2015	232,402	5,671
2015-2016	237,059	7,288

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	35	22	<5
Full-time Equivalents	32	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	3
Bachelor degree	32
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $40,911

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Explicit Teaching of Reading
- PBL Training
- National Curriculum - C2C
- Teacher Mentoring/Observations
- Culural Awareness Training
- Profiling
- Co-Plan, Co Teach and Co-Reflect
- Seven Steps to Writing
- Putting Faces on the Data

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	85%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	87%	85%	90%	89%	89%	91%	88%	87%					
2015	91%	88%	90%	89%	88%	89%	90%						
2016	88%	87%	89%	90%	89%	90%	88%						

*Attendance rates effectively count 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.

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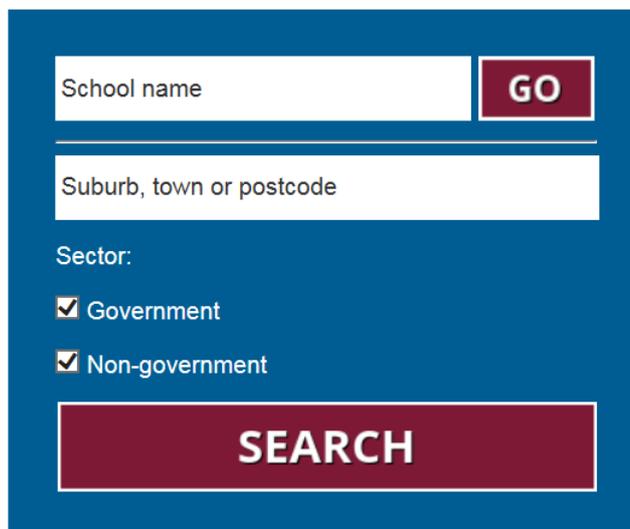
We encourage attendance with weekly class awards for classes with the highest attendance as well as providing intensive support for students with persistent and chronic absences with staff based at the school and outside agencies.

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NAPLAN

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.**

Where it states **'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