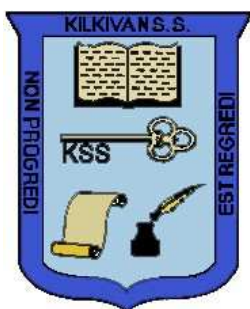


# Kilkivan State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	6 Council Street Kilkivan 4600
Phone	(07) 5487 3333
Fax	(07) 5487 3300
Email	the.principal@kilkivanss.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	Stuart Bell (Principal)

## Principal's foreword

### Introduction

It is with much pleasure that I present the 2014 School Annual Report. 2014 was a successful year for Kilkivan State School and the continuation of our school's journey as part of School Wide Positive Behaviour (SWPBS) and The Art and Science of Teaching (ASoT). Credit must go to all staff, students, parents and community members for their combined energy and effort.

Our motto of Believe, Strive, Achieve underpins what is important at our school and together with our Keys to Success of Resilience, Getting along, Persistence, Organisation and Confidence. Each and every stakeholder in our school works towards building onto the solid foundations that have been forged in partnership.

Providing a safe and supportive environment for our students to learn in, and for our teachers to teach in, is at the forefront of our planning and actions and assists us in ensuring the best outcomes for all.

This Report outlines achievements and progress towards identified improvement areas throughout 2013.

### School progress towards its goals in 2014

Kilkivan SS priorities for 2014 included:

Focus Area	School Priorities 2014
Successful Learners	<ul style="list-style-type: none"> <li>Implement the Australian Curriculum</li> <li>Key literacy and numeracy improvement strategies</li> <li>Differentiation strategies</li> </ul>
Great People	<ul style="list-style-type: none"> <li>Implement performance reviews for all staff (eg. DPF)</li> <li>Learning and Wellbeing Framework</li> </ul>
Empowerment	<ul style="list-style-type: none"> <li>Develop and enact a pedagogical framework based on ASOT or other approved framework</li> </ul>

Engaged Partners	<ul style="list-style-type: none"> <li>• Getting Ready For Secondary School</li> <li>• Parent and Community Engagement Framework</li> </ul>
High Standards	<ul style="list-style-type: none"> <li>• T&amp;L Audit priorities</li> <li>• Discipline Audit priorities</li> <li>• Internal Audit priorities</li> <li>• Opinion Survey priorities</li> </ul>

Throughout 2014 Kilkivan State School made steady progress towards the outlined goals in the 2014 Annual Implementation Plan. The great success was the preparations for Year 7 into Secondary School, the development of our teaching staff in the School Pedagogical Framework, development and implementation of the Great Results Guarantee.

The continued implementation of the Australian Curriculum with the introduction of Geography with great success was also significant progress through 2014 as well as the implementation of the Developing Performance Framework for the entire staff including Admin, Cleaners, School's Officer and Teacher Aides.

### Future outlook

Kilkivan State School Priorities for 2015 Include:

Focus Area	School Priorities 2015
Successful Learners	<ul style="list-style-type: none"> <li>• Implementation of 2015 Great Results Guarantee</li> <li>• Implementation of LEM Phonics across the school</li> <li>• Achieve student attendance rate of 95%</li> </ul>
Great People	<ul style="list-style-type: none"> <li>• Implement teaching staff Performance Plans aligned with AITSL</li> <li>• Development of teachers in LEM Phonics and Seven Steps to Writing Success</li> <li>• Supervisor and peer observations and feedback</li> </ul>
Engaged Partners	<ul style="list-style-type: none"> <li>• Implementation and Review of Year 7 into Secondary</li> <li>• Active participation in Best Practice Networks</li> </ul>
High Standards	<ul style="list-style-type: none"> <li>• Participation in 'Full School Review Process'</li> <li>• Development of school strategic plan incorporating recommendations out of school review</li> </ul>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 10

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	109	54	55	92%
2013	99	48	51	94%
2014	98	49	49	88%

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

### Characteristics of the student body:

About a third of our students come to school on one of three bus services. Students could be travelling upwards of 30km each way to attend our school. Being in a rural area, a number of families are involved in pastoral or agricultural activities. A number of families live on small acreage as a lifestyle change or in the township. The school supports a number of students with disabilities including high need students with physical, visual, ASD and intellectual disability.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	18	16	20
Year 4 – Year 7 Primary	18	18	17
Year 7 Secondary – Year 10		9	
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	8	4	2
Long Suspensions - 6 to 20 days	1	2	0
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

Kilkivan State School provides a wide variety of learning experiences for students through curriculum programs in all nationally agreed key learning areas. Opportunities exist to participate in a range of academic competitions as individuals. Students from Prep through to Year 7 have the added opportunity to participate in Manual Arts and Drama Lessons delivered by specialist Secondary Teachers.

Technology curriculum for students from Years 6-10 is developed through programs in Manual Arts and Food and Textiles Studies. Computer skills are developed through dedicated programs.

### Extra curricula activities

The extra curricula activities that are available to our students include:

- School Camps
- School Discos and Movie Nights
- Technology Challenge
- Class Excursions

### How Information and Communication Technologies are used to assist learning

ICTs are an integral part of the curriculum. ICT resources are readily available in order to assist all areas of teaching and learning. A one to one laptop program is in place for all Secondary students funded through the National Secondary Schools Computer Program and school funds.

## Social Climate

2014 saw the continuation of the 'You Can Do It' social emotional program throughout the school from Prep through to Year 10 which provides a common language to reinforce a range relationships and values concepts. The implementation of SWPBS has also had a direct and immediate positive influence on the social climate of the school. 2014 saw Kilkivan State School receive a "Green Award" for excellence in School Wide Positive Behaviour Support implementation.

## 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)	100%	96%	78%
this is a good school (S2035)	100%	89%	88%
their child likes being at this school* (S2001)	100%	93%	100%
their child feels safe at this school* (S2002)	96%	96%	100%
their child's learning needs are being met at this school* (S2003)	92%	89%	100%
their child is making good progress at this school* (S2004)	100%	89%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	89%	78%
teachers at this school motivate their child to learn* (S2007)	96%	85%	88%
teachers at this school treat students fairly* (S2008)	85%	93%	78%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	89%
this school works with them to support their child's learning* (S2010)	100%	93%	67%
this school takes parents' opinions seriously* (S2011)	96%	93%	78%
student behaviour is well managed at this school* (S2012)	85%	85%	67%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
this school looks for ways to improve* (S2013)	92%	100%	78%
this school is well maintained* (S2014)	100%	96%	89%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	93%	92%	96%
they like being at their school* (S2036)	85%	90%	98%
they feel safe at their school* (S2037)	79%	94%	100%
their teachers motivate them to learn* (S2038)	92%	90%	98%
their teachers expect them to do their best* (S2039)	97%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	83%	96%	96%
teachers treat students fairly at their school* (S2041)	83%	92%	92%
they can talk to their teachers about their concerns* (S2042)	78%	90%	94%
their school takes students' opinions seriously* (S2043)	80%	92%	92%
student behaviour is well managed at their school* (S2044)	68%	78%	92%
their school looks for ways to improve* (S2045)	93%	100%	96%
their school is well maintained* (S2046)	90%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	83%	90%	94%

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)		100%	100%
they receive useful feedback about their work at their school (S2071)		88%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		96%	100%
their school takes staff opinions seriously (S2076)		100%	95%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	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.

The overall satisfaction of parents, students and staff have stayed very positive throughout 2014. The results indicated above are evidence of the hard work and dedication school staff have put in over the year to try and maintain the excellent results from 2013. Unfortunately there were only 9 responses for the parent survey as it went online for the first time in 2014.

### Involving parents in their child's education

Parental involvement in each child's education is encouraged and opportunities exist at various levels to enable parents to be engaged to an extent that best suits them. This involves ranges from attendance at events and functions to volunteering to assist with class activities through to involvement at a decision making level through the P&C Association.

### Reducing the school's environmental footprint

School administration staff have made it clear to staff what changes they can implement in the classroom to reduce electricity usage. The use of air conditioning throughout the primary school has had an impact on the increase in electricity usage. The increase in water usage is partly due to having to water as a result of little rainfall and tanks that link to the toilets running dry and relying on mains water.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	108,770	1,743
2012-2013	113,555	1,127
2013-2014	129,656	3,422

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.

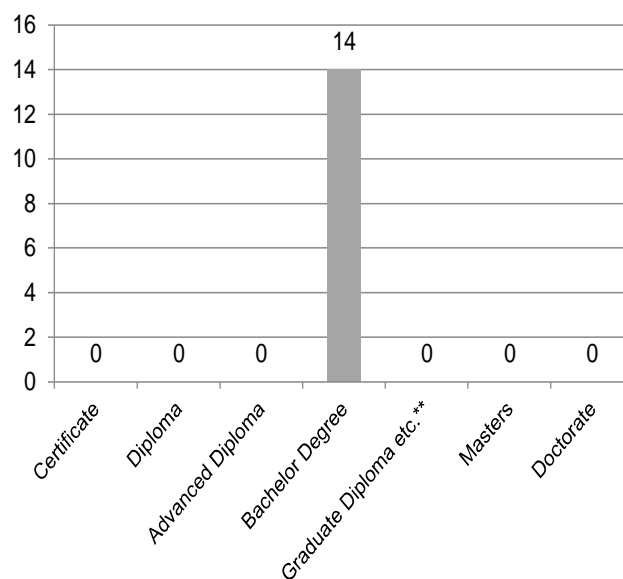
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	11	<5
Full-time equivalents	12	8	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>14</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 \$14,472.67.

The major professional development initiatives are as follows:

- School Wide Positive Behaviour Support
- Classroom Profiling
- Seven Steps to Writing Success
- Art and Science of Teaching
- Peer Observations
- Data Analysis

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

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

From the end of the previous school year, 92% 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).	90%	92%	91%

The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

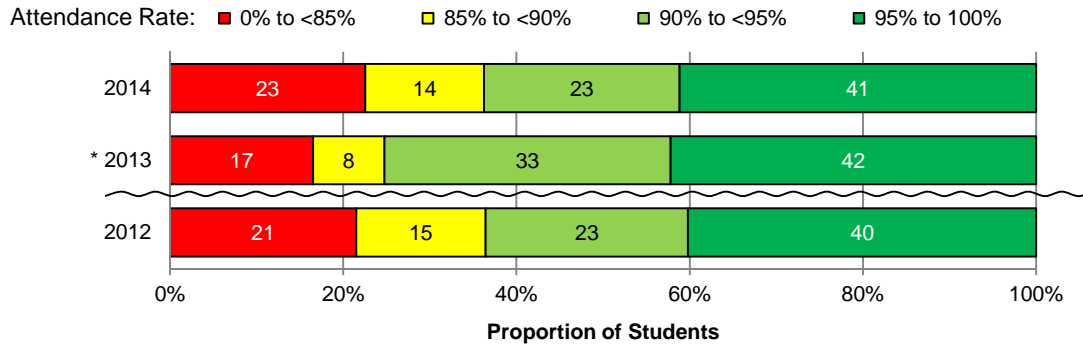
Student attendance rate for each year level (shown as a percentage)										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2012	88%	86%	92%	87%	88%	92%	92%	92%	88%	92%
2013	93%	90%	94%	95%	93%	94%	92%	95%	88%	89%
2014	89%	91%	89%	89%	92%	92%	92%	97%	93%	90%

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.

Class rolls are marked twice daily and monitored by administration staff. Significant unexplained absences and 3 consecutive days absent are followed up by school administration staff.

### 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

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 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**

Kilkilvan SS has an indigenous student enrollment figure of approximately 16%. Throughout 2014 there was a 6% gap in attendance (86% to 92%). Due to small cohort numbers of indigenous students in Years 3, 5 7 and 9 NAPLAN achievement gaps can not be published due to privacy concerns.