**Kilkivan State School**

**Queensland State School Reporting**

**2015 School Annual Report**

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| --- | --- | --- |
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**Principal’s foreword**

## Introduction

Kilkivan P-10 continues to strive positively forward. We continue to celebrate successes and look for ways to improve what we do and how we do it. I am extremely proud of our current data gains and trends; this is achieved through the combined efforts of our staff, students, parents and school community. This report outlines our progress in relation to a number of aspects of our school. Our focus, to accept the challenge of catering for each child, drives our thinking and commitment to providing a range of programs in a range of fields. At Kilkivan State School we use the structures of Positive Behaviour Learning to teach appropriate behaviour in the context of our values and expectations. These are reflected in all we do and in our day to day interactions: be responsible, be respectful and be safe. The ongoing professional and genuine commitment of our staff, and their ability to provide and promote an excellent learning environment is more than commendable; they are a major reason that we contnouuosly improve im many ways and I thank them for being an outstanding group of educators.

## School progress towards its goals in 2015

|  |  |  |
| --- | --- | --- |
| **Focus** | **School Priorities 2015** | **Progress** |
| Successful Learners | * Implement regular data review cycles * Increase student attendance to 95% * Identify differentiation strategies, including Upper 2 Bands | Achieved and embedded  Achieved; strategies embedded  Ongoing |
| Great People | * Embed Australian Curriculum * Continue to embed balanced reading programs * Continue to embed the Curriculum Framework * Continue Developing Performance Framework with staff | Ongoing  Achieved  Ongoing  Ongoing, yearly cycle in place |
| High Standards | * Participate in full school review * Identify and plan for priorities | Achieved  Strategic Plan written |
| Engaged Partners | * Develop a transition plan with Kindy * Provide opportunities for parents to observe student learning and celebrate achievements | Achieved, continue to work in partnership  Achieved, strategies ongoing |

## Future outlook

|  |  |
| --- | --- |
| **Focus** | **School Priorities 2016** |
| Successful Learners | * Implement regular data review cycles * Increase student attendance to 95% * Identify differentiation strategies, including Upper 2 Bands |
| Great People | * Embed Australian Curriculum * Continue to embed balanced reading programs * Continue to embed the Curriculum Framework * Continue Developing Performance Framework with staff |
| High Standards | * Participate in full school review * Identify and plan for priorities |
| Engaged Partners | * Develop a transition plan with Kindy * Provide opportunities for parents to observe student learning and celebrate achievements |

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| Our school at a glance |
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## School Profile

**Coeducational or single sex: Coeducational**

**Independent Public School: No**

**Year levels offered in 2015: Prep Year - Year 10**

**Student enrolments for this school:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Total | Girls | Boys | Indigenous | Enrolment Continuity  (Feb – Nov) |
| 2013 | 99 | 48 | 51 | 17 | 94% |
| 2014 | 98 | 49 | 49 | 16 | 88% |
| 2015 | 94 | 50 | 44 | 13 | 92% |

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:

Approximately a third of our students come to school on one of two 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 pastrol or agricultural activities. A number of families live on small acerage as a lifestyle change or in the township. The school successfully supports a number of students with disabilities including high need students with physical, visual, ASD and intellectual disablilty.

## Average class sizes

| Phase | Average Class Size | | |
| --- | --- | --- | --- |
| 2013 | 2014 | 2015 |
| Prep – Year 3 | 16 | 20 | 19 |
| Year 4 – Year 7 Primary | 18 | 17 | 11 |
| Year 7 Secondary – Year 10 | 9 |  |  |
| 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

| Disciplinary Absences | Count of Incidents | | |
| --- | --- | --- | --- |
| 2013 | 2014\* | 2015\*\* |
| Short Suspensions - 1 to 5 days | 4 | 2 | 0 |
| Long Suspensions - 6 to 20 days | 2 | 0 | 0 |
| 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**

Kilkivan State School provides a wide variety of learning experiences for students through curriculum programs in all nationally agreed key learning areas. We support students through differentiating the curriculum in the classroom, providing small group support and monitor student growth carefully to provide one on one intensive support when needed. We also look to extend students, and opportunities exist to participate in a range of academic competitions as individuals as well as participate in online learning with students from other schools. Students from Prep through to Year 7 have the added opportunity to participate in Manual Arts and Drama Lessons delivered by specialist Secondary Teachers.

**Extra curricula activities**

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

- Leadership Opportunities including Student Council

- School Discos and Movie Nights

- Technology Challenge

- Class Excursions and camps

**How Information and Communication Technologies are used to improve 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. Classrooms have interactive whiteboards and other devices.

**Social Climate**

2015 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 Positive Behaviour Learning has also had a direct and immediate positive influence on the social climate of the school. There is a common language and agreed ways of dealing with behaviour in a proactive and positive way across the school.

**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) | 96% | 78% | | 88% | |
| this is a good school (S2035) | 89% | 88% | | 100% | |
| their child likes being at this school (S2001) | 93% | 100% | | 100% | |
| their child feels safe at this school (S2002) | 96% | 100% | | 88% | |
| their child's learning needs are being met at this school (S2003) | 89% | 100% | | 100% | |
| their child is making good progress at this school (S2004) | 89% | 100% | | 88% | |
| teachers at this school expect their child to do his or her best (S2005) | 96% | 100% | | 100% | |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 89% | 78% | | 88% | |
| teachers at this school motivate their child to learn (S2007) | 85% | 88% | | 88% | |
| teachers at this school treat students fairly (S2008) | 93% | 78% | | 88% | |
| they can talk to their child's teachers about their concerns (S2009) | 93% | 89% | | 100% | |
| this school works with them to support their child's learning (S2010) | 93% | 67% | | 88% | |
| this school takes parents' opinions seriously (S2011) | 93% | 78% | | 88% | |
| student behaviour is well managed at this school (S2012) | 85% | 67% | | 75% | |
| this school looks for ways to improve (S2013) | 100% | 78% | | 88% | |
| this school is well maintained (S2014) | 96% | 89% | | 100% | |

| **Performance measure** |  | |  | |  |
| --- | --- | --- | --- | --- | --- |
| Percentage of students who agree# that: | 2013 | 2014 | | 2015 | |
| they are getting a good education at school (S2048) | 92% | 96% | | 96% | |
| they like being at their school (S2036) | 90% | 98% | | 96% | |
| they feel safe at their school (S2037) | 94% | 100% | | 89% | |
| their teachers motivate them to learn (S2038) | 90% | 98% | | 93% | |
| their teachers expect them to do their best (S2039) | 100% | 98% | | 98% | |
| their teachers provide them with useful feedback about their school work (S2040) | 96% | 96% | | 93% | |
| teachers treat students fairly at their school (S2041) | 92% | 92% | | 78% | |
| they can talk to their teachers about their concerns (S2042) | 90% | 94% | | 87% | |
| their school takes students' opinions seriously (S2043) | 92% | 92% | | 83% | |
| student behaviour is well managed at their school (S2044) | 78% | 92% | | 91% | |
| their school looks for ways to improve (S2045) | 100% | 96% | | 93% | |
| their school is well maintained (S2046) | 100% | 100% | | 93% | |
| their school gives them opportunities to do interesting things (S2047) | 90% | 94% | | 85% | |

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

# ‘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**

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. We track our student performance data closely, and work with parents in designing programs that meet identified needs. The school is held in high esteem in the community being involved in local events such as the Kilkivan Horse Ride, ANZAC commemorations, horse and cattle associations. In addition we have community members coming in to the school to assist students in home economics (local quilters and sewers) and community learning. We also enjoy a positive relationship with the local kindergarten.

**Reducing the school’s environmental footprint**

We have become more careful around energy use, making sure air conditioning isn’t overused and that doors and windows are shut when we do. Water use has decreased as rain increased!

|  |  |  |
| --- | --- | --- |
|  | **Environmental footprint indicators** | |
| Years | Electricity  kWh | Water kL |
| 2012-2013 | 113,555 | 1,127 |
| 2013-2014 | 129,656 | 3,422 |
| 2014-2015 | 124,501 | 1,002 |

\*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.

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| Our staff profile |
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**Staff composition, including Indigenous staff**

|  |  |  |  |
| --- | --- | --- | --- |
| **2015 Workforce Composition** | Teaching Staff\* | Non-teaching Staff | Indigenous Staff |
| Headcounts | 14 | 11 | <5 |
| Full-time equivalents | 12 | 8 | <5 |

**Qualification of all teachers**



\*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 $12802

The major professional development initiatives are as follows:

* Observation and feedback, coaching in classrooms
* Peer coaching within the school and across schools
* Reading Comprehension
* 7 Steps to Writing
* LEM Phonics

The 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. | 97% | 96% | 95% |

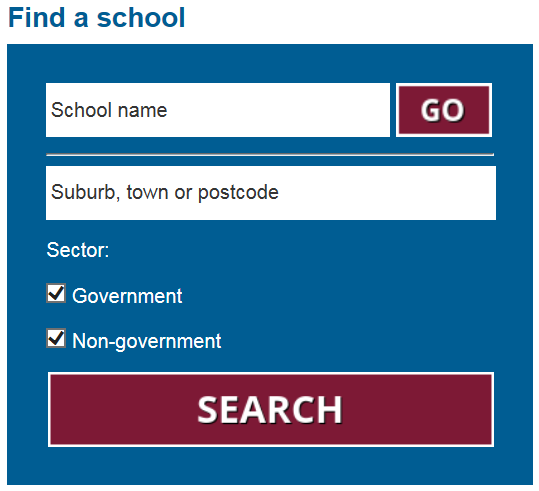
**Proportion of staff retained from the previous school year**

From the end of the previous school year, 95% 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.

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| Performance of our students |
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**Key student outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student attendance** | 2013 | 2014 | 2015 |
| The overall attendance rate for the students at this school (shown as a percentage). | 92% | 91% | 92% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 90% | 86% | 89% |

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 P-10/P-12 schools was 90%.

| **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 | 91% | 93% | 90% | 94% | 95% | 93% | 94% | 92% | 95% | 88% | 89% |  |  |
| 2014 | 89% | 89% | 91% | 89% | 89% | 92% | 92% | 92% | 97% | 93% | 90% |  |  |
| 2015 | 89% | 91% | 95% | 94% | 91% | 87% | 95% | 91% | 93% | 95% | 87% |  |  |

\*From 2013, themethodology 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.

**Student attendance distribution**

The proportions of students by attendance range.



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

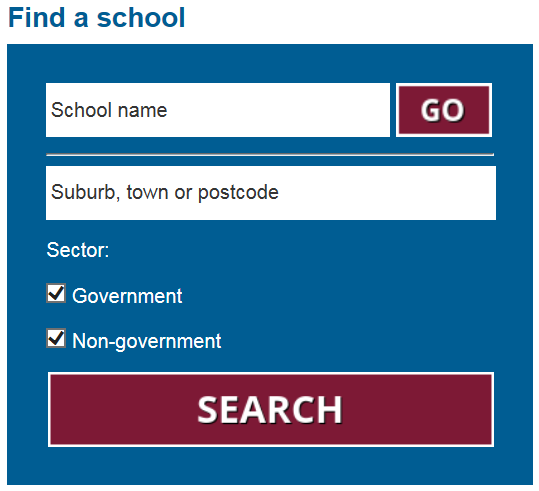
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences* *and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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. Late slips are handed out at the office. Every fortnight there is an award for the class with best attendance percentage, and this is discussed in student council meetings.

**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.**



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.