Kilkivan 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

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School Overview

Our Motto is Believe, Strive, Achieve - Believe in yourself; Strive to do your best; Achieve your goals. These affirmations permeate our programs across all Key Learning Areas. They are our drivers to support a broad range of learners and teaching styles. Kilkivan State School is a Prep to Year 10 school catering for diverse learning needs. Our Special Education Program supports learners with disability in mainstream classes, assisting with transitioning into the workforce or senior secondary schooling. Focussed Career Programs for Years 9 and 10 provide realistic opportunities for students to plan their future pathways. Secondary subjects in programming and coding, nutrition and utilisation of emerging technologies are firmly established in the secondary years with students commencing elements of these programs in Years 5. Sustainable Futures is a key organizer across the school with emphasis on Energy Alternatives and Permaculture Activities. Our early years learners are immersed in a strong developmental program preparing them for the years ahead. We are a small rural school making sure our students' learning is enriched through well planned excursions and extra-curricular activities.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Goals	Comments
Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.	**Outcomes achieved** • Implemented and engaged regular reading and numeracy data discussions to inform improvement, guide teaching and prompt early intervention. • Developed teacher expertise in data analysis to inform effective teaching and learning. **Improve Student Attendance** • Implemented both proactive and reactive strategies to increase student attendance to 95%. This was not quite achieved but attendance improved. • Communicated and promoted student attendance rates in the wider community
Teachers employing high quality, evidence-based teaching practices focused on success for every student	**Australian Curriculum Priorities** • Developing a whole-school curriculum plan across all curriculum areas which is clearly aligned to the Australian Curriculum. Build opportunities for broad input to enable the delivery of a locally responsive curriculum for students. • Developing school-wide systems to track and monitor student performance in C2C assessment tasks. Schedule opportunities for regular moderation of student performance against the agreed criteria **Literacy Priorities** • Align writing pedagogy to Pearson's Gradual Release of Responsibility Model **Numeracy Priority**

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	• Implementing the NCR Diagnostics at the beginning and end of each term. • Use results of diagnostics to identify the focus areas for maths warm ups.
Teachers employing high quality, evidence-based teaching practices focused on success for every student	• Developing localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning. • Enabled teachers to engage in effective coaching and observation opportunities to improve teaching practices. • Developing capacity amongst potential future leaders and provide opportunities for aspirants as they arise.

Future Outlook

School Improvement Priorities 2017

Improvement priority : Numerate learners - Problem solving approach

Strategy : Fostering a differentiated approach to enable the development of successful learners			
Actions	Targets	Timelines	Responsible Officer/s
Strengthen and track the foundation skills of all students in number by creating a continuum of rapid recall routines from Prep to year 10.	100%	Term Two	All Staff
Develop a bank of resources that will allow all students to engage with open ended tasks and multistep problems.	100% of primary teachers and all of the maths and science teachers.	Term Two	Boyd Mclean Shellee Davies Amelia Olsen Robyn Barsby Brett White
Create a whole of school problem solving approach that engages the see, plan, do, check process and utilises a bank of successful strategies such as the Singapore bar model.	100% of students developing skills	4 terms	All Staff
Analysing data at five weekly intervals focusing on the problem solving components of C2C tasks and utilise the Gympie Alliance diagnostics as a precursor to unit development and delivery.	100% of staff using opened tasks	Throughout the year	All Staff
Link with Rob Profitt-White and the NCR team to strengthen our whole school approach to improving teaching of number.	15 to 30% improvement in A –C data	Throughout the year	All Staff
Strategy : Exposing students to a range of teaching strategies including explicit instruction whilst investigating			

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and teaching a range of problem solving approaches.			
Actions	Targets	Timelines	Responsible Officer/s
Explicitly teach the language of problem solving and the skills necessary to break down two part problems,	100% of students	Throughout the year	All staff
Explicitly teach the Singapore bar strategy as a problem solving approach.	Year 3 -8	Throughout the year	All Staff
Explicitly teach students to solve multistep/ open ended problems using part, part, whole, - see plan do check.	100% of students	Throughout the year	All staff

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Improvement priority : Literate Learners – whole school writing focus

Strategy : Fostering a differentiated approach to enable the development of successful learners			
Actions	Targets	Timelines	Responsible Officer/s
Ensure implementation consistency of the whole school differentiated writing program.	100% of teaching staff	Throughout the year	All staff
Provide intervention, support and extension to students based on regular data analysis of student achievement.	Recognised students	5 weekly cycles	All Staff
Explicit teaching of writing strategies with a focus on individualised learning goals	100% of teaching staff	Throughout the year	All staff
Strategy : Creating a culture of whole data analysis around teaching of writing.			
Actions	Targets	Timelines	Responsible Officer/s
Ensure consistency of assessment, marking and making judgment within the school and across the P-10 cluster. Align professional development opportunities, coaching and feedback to all staff.	100% of teaching staff	Throughout the year	All staff
Strengthening a data literate community. Teaching staff participate in data discussions at 5 weekly intervals, to identify intervention and extension strategies to ensure all students are succeeding. Individualised goals to be shared with parents.	100% of teaching staff	Throughout the year	All Staff
Provide professional development to successfully implement the STRIVE program. Link with Marcella Reiter around the importance of developing vocabulary.	100% of teaching staff	Term two	All Staff
Strategy : Empowering staff the to embrace research based best practice and links within our cluster.			
Actions	Targets	Timelines	Responsible Officer/s
Develop a structured coaching/ feedback culture that is owned and embraced by all staff.	100% of teaching staff	Every 10 weeks	All staff
Professional development plans will align with improvement priorities and a structured coaching model.	100% of teaching staff	Every 10 weeks	All Staff
Provide parent workshops at least once per term focusing on implementation priorities.	75% of parents	Once per term	All staff

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Connections between schools to support coaching/feedback and moderation. Work with Sally Rankine to develop a structure of pre-moderation that clearly maps new concepts to be explicitly taught.	100% of Teaching and admin staff and 50% of aides	Throughout the year	Principal and BSM

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	98	49	49	16	88%
2015*	94	50	44	13	92%
2016	97	55	42	16	88%

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

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	19	20
Year 4 – Year 7	17	15	18
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

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

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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.

Co-curricular Activities

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

- Leadership Opportunities including Student Council

- School Discos and Movie Nights

- Technology Challenge

- Coding Club

- Choir

- Instrumental music

- Mathematics Club

- Public specking team

- Running Club

- Netball and Tennis

- Class Excursions and camps

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. Classrooms have interactive whiteboards that are utilised to support and engage curriculum delivery.

Social Climate

Overview
2016 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

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)	78%	88%	83%
this is a good school (S2035)	88%	100%	83%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	88%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	80%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	100%	88%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	88%	80%
teachers at this school motivate their child to learn* (S2007)	88%	88%	80%
teachers at this school treat students fairly* (S2008)	78%	88%	100%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	80%
this school works with them to support their child's learning* (S2010)	67%	88%	80%
this school takes parents' opinions seriously* (S2011)	78%	88%	80%
student behaviour is well managed at this school* (S2012)	67%	75%	83%
this school looks for ways to improve* (S2013)	78%	88%	100%
this school is well maintained* (S2014)	89%	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)	96%	96%	100%
they like being at their school* (S2036)	98%	96%	96%
they feel safe at their school* (S2037)	100%	89%	87%
their teachers motivate them to learn* (S2038)	98%	93%	100%
their teachers expect them to do their best* (S2039)	98%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	91%
teachers treat students fairly at their school* (S2041)	92%	78%	91%
they can talk to their teachers about their concerns* (S2042)	94%	87%	96%
their school takes students' opinions seriously* (S2043)	92%	83%	96%
student behaviour is well managed at their school* (S2044)	92%	91%	100%
their school looks for ways to improve* (S2045)	96%	93%	100%
their school is well maintained* (S2046)	100%	93%	100%
their school gives them opportunities to do interesting things* (S2047)	94%	85%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	93%
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)	95%	96%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	100%	100%	93%
their school takes staff opinions seriously (S2076)	95%	100%	93%
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%	93%

* 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

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. Once a term we presnet a parent teacher workshop that is designed to provide language continuety and support between school and home. 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.

Respectful relationships programs

The school has developed and implemented a program or that focus on appropriate, respectful and healthy relationships.

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	2	0	3
Long Suspensions – 6 to 20 days	0	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.

Environmental Footprint

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

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Years	Electricity kWh	Water kL
2013-2014	129,656	3,422
2014-2015	124,501	1,002
2015-2016	44,355	

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.**

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	14	10	<5

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	12	7	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	13
Diploma	
Certificate	

*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 $ 11693

The major professional development initiatives are as follows:

- Seven Steps To Writing Success
- Strengthening pedagogical practice
- Coaching and feedback

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.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 75% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

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

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STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	89%	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 student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

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	89%	89%	91%	89%	89%	92%	92%	92%	97%	93%	90%		
2015	89%	91%	95%	94%	91%	87%	95%	91%	93%	95%	87%		
2016	94%	92%	92%	95%	93%	93%	89%	92%	85%	91%	91%		

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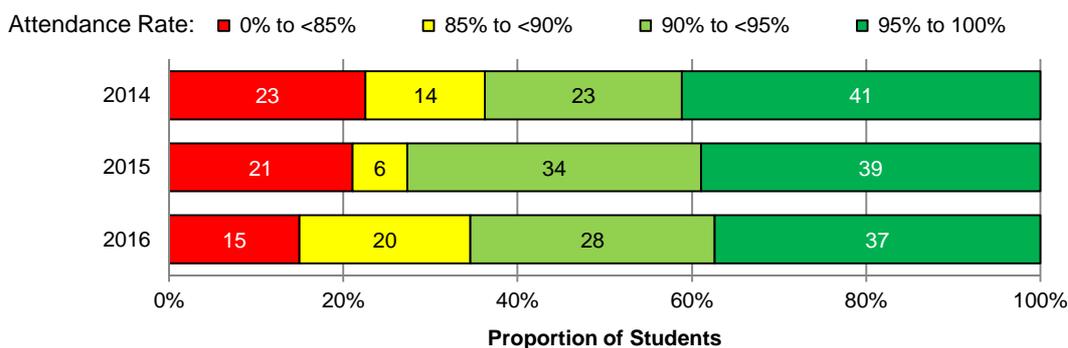
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording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

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. All parents of students with unexplained absences are contacted by SMS by 10:00 am everyday to ensure student safety.

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.**

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Find a school

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 results.

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