Principal’s foreword

Introduction
The purpose of this report is to provide information on Kilcoy State High School’s performance over the past year using various success indicators. At Kilcoy State High School we have an unrelenting focus on improvement and quality outcomes for all students. We seek to engage all members of our school and wider community in contributing to our school’s performance. Kilcoy State High School is a dynamic, supportive and engaging learning community that seeks excellence for all.

School progress towards its goals in 2011

In 2011 our school has maintained high academic expectations by focussing on
- Implementation of national curriculum (ACARA) using C2C (Curriculum To Classroom) resources as a guide
- Implementation of new pedagogical framework (The Art and Science of Teaching)
- Staff professional development in curriculum, pedagogy, Common Curriculum Elements (CCEs)

Future outlook
The consistent objective at Kilcoy State High School is to continually focus on improving student outcomes with particular emphasis on the following areas:
- Maintaining high standards of all students academically, behaviourally and socially.
- Implementing the Art and Science of Teaching as a whole school pedagogy.
- Embedding of Literacy and Numeracy Programs into school planning and teacher practice with a focus on reading.
- Lifting QCS and OP performance to match like school data.
- Continuing to increase the level of curriculum differentiation catering for individual student needs.
- Maintaining 100% achievement of students receiving QCE, IBD or VET qualification.
- Continuing to increase the level of ICT-rich teaching and learning experiences for students.
- Continued review and implementation of the Performance Development Framework for all staff.
- Continued provision of quality learning and development activities for all staff.
- Catering for the diverse needs of specific groups such as our ATSI and ESL students and celebrating their diversity.
- Preparing the school for the transition of Year 7s into secondary school in 2015.
- Providing a positive educational pathway for all students and continuing to investigate flexible education options for students to meet their learning needs, for example through our Trade Training Centres in Schools (TTCIS) submission (Round 5).
School Profile

Coeducational or single sex: Coeducational
Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>338</td>
<td>165</td>
<td>173</td>
<td>87%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The school is located in a rural community close to larger urban areas with many families employed in rural industries. A larger proportion of community however commute to employment in larger nearby urban centres. The student population consists of approximately 10% few students from a non-English speaking background (primarily Filipina) with a small number of indigenous students who represent 5% of the student enrolment.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>21.2</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>14.9</td>
</tr>
<tr>
<td>All Classes</td>
<td>17.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>94</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>4</td>
</tr>
<tr>
<td>Exclusions</td>
<td>2</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>2</td>
</tr>
</tbody>
</table>
Our distinctive curriculum offerings Kilcoy State High School provides a distinctive curriculum that enables all students to find an individual pathway.

- Kilcoy State High School has a distinctive curriculum structured around a middle school (year 8 and 9) and a senior school (year 10, 11, 12)
- Year 8 and 9 students participate in a core curriculum based around our middle schooling model with strong focus on engagement
- All Year 8 and 9 students study agriculture as part of their science program which provides students with a hands-on science experience
- Year 10 is a transition year where students complete their core subjects and are more selective about their elective studies to ensure a smooth transition to year 11. In addition to this students identify an appropriate senior pathway through our Senior Education and Training Plan development program and academic rigour.
- A pre-vocational Trade Recognised Education and Knowledge Program (TREK) is offered as an alternate curriculum for year 10 boys.
- A range of alternate support programs are offered for students during the middle years.
- 23 senior subjects are offered to students in the senior curriculum. The curriculum enables students to pursue multiple pathways including a rigorous academic program or a skills-based vocational program. Work Education is a compulsory subject for all students in Year 10. Year 11 and 12 students attend four days a week and on the non-timetabled day, students have a range of options aimed at enhancing students outcomes and pathways. They are encouraged to participate in a range of educational activities which include school based traineeships or work placement, tutorials with staff to enhance success, utilising school resources for study and many others
- Kilcoy State High School works closely with Kilcoy State School and Mt Kilcoy State School to develop a seamless transition from the primary to the secondary curriculum, and with Woodford State School to ensure a smooth transition from Year 10 to 11.

Extra curricula activities
Students at Kilcoy SHS enjoy extra opportunities such as:
- Instrumental music
- Musical Talent Quest
- Creative Generation
- Specialist interschool sport days
- Interschool rugby league program
- Vicky Wilson Cup – netball
- OZCLO – online academic competition
- Public speaking
- Theatre visits
- Drama activities
- University courses, QUT links
- After school tuition

How Information and Communication Technologies are used to assist learning
Technology encompasses more than computers at Kilcoy State High School, with students actively engaged in a range of technological devices:

Information and Communication Technologies are used for whole of class activities, group activities and individual access through computer rooms, Resource Centre computers and mobile laptop trolleys.

Senior students have additional access to learning technology on their non-timetable day.

All year 8 students undertake technology processing skills as a component of the year 8 curriculum.

All classrooms (with plans for the last two) have data projectors installed, to cater for teacher directed learning and for student presentations.

Two interactive whiteboards have been installed in classrooms.

Wireless access is available throughout the school which has increased access to the school network providing further opportunities for student use Information and Communication Technologies.

With the continued implementation of the National Secondary Schools Computer Fund in 2011 the school will achieve a 1 to 1 ratio of computers for years 9 to 12 students.
Our school at a glance

Students are also access and use in their classrooms a range of Information and Communication Technologies other than computers, included in these are data loggers, flip cameras and specialized Information and Communication Technologies programs.

90% of staff have achieved their ICT Certificate resulting in a higher level of use of ICT’s by teachers to enhance student learning.

142 new laptops were purchased in 2010 to improve our ratio of students to devices and upgrades to storage and security put into effect

The school is also working towards embedding the Education Queensland Year 8 to 10 ICT expectations into all curriculum planning.

Social climate

A positive social climate enhances learning and is critical to us achieving our vision. Our teachers work to develop strong and positive relationships with students. To build a positive culture and support for our students we provide many opportunities. These include:

- Lunchtime activities and competitions
- Extra-curricular activities
- Camps/Tours Year 8 Day Camp and Year 11 Leadership Camp
- Excursions
- Career pathways program
- Student Council Executive
- Care Program
- Transition program Year 7 to 8, Year 10 to 11 Woodford Students
- Sport
- NAIIDOC week celebrations
- Inter-school sport
- Harmony Day
- International Women’s Day
- Awards Night Recognition
- Letters of Commendation and Concern
- Future Directions Day
- Transition Programs
- Academic talent development
- Support services room
- Individual support programs
- Youth Connections Worker
- School Based Youth health Nurse
- Chaplain
- Youth Support Officer
- Work placement programs

This is reflected in our School Opinion survey where parents expressed positive feelings about safety at this school.

82% of parents were satisfied or very satisfied that their child is safe at this school, and 71% believed their child is both treated fairly and is happy to go to school. Strategies to address bullying include explicit teaching of bullying including cyberbullying through assemblies and pastoral Care Programs, identification of bullying behaviour, reporting Oneschool data to students and P&C, restating consequences, and by having clear expectations of minimum standards of behaviour.
Parent, student and teacher satisfaction with the school

2011 results show improvement on four of the areas below from the previous year. Student satisfaction that they are getting a good education increased by 10%, and parents by 12%. Parent general satisfaction with their child’s school increased slightly, by 2%. Staff members’ satisfaction with morale increased by 5%. The exception is the percentage of school workforce satisfied with access to professional development related to school and systemic priorities, which decreased by 3%. This is expected to increase as the school has implemented a pedagogical framework supported systemically at regional level. This framework is used to align teaching and learning practices and routines in the school while enhancing staff knowledge and collegial development and learning, through the establishment of Professional Learning Communities.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>64%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>87%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

We strive to engage parents within the school through:

- Newsletters (and newsflashes) emailed home, and where no email address posted home
- Letters of Commendation and Concern following reporting
- Student centred activities; eg: Awards Night, Subject Expo, Hospitality Functions
- Parent / Teacher interviews
- Weekly newspaper articles published in the Kilcoy Sentinel
- Volunteer support opportunities
- Guest speakers
- ATSI Working Party term meetings
- Quadrennial School Review Planning meetings
- 50th Jubilee committees (2013)
- Art Acquisitions Night
- Information Evenings
Reducing the school’s environmental footprint
Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Kilcoy State High School proudly strives to reduce the school’s footprint on the environment.

Electricity
The school’s Sustainable Science Centre (completed at the end of 2010) has additional solar panels which have helped to offset the increases in electricity consumption. Even though electricity consumption increased during 2011, the increase as a percentage is less than the increase in student enrolments.

Water
Although 2011 was a year of high rainfall we believe that KSHS will continue to conserve water and reduce consumption. The installation of underground water tanks with a capacity of over 100,000L as part of the Sustainable Science Centre not only assists with water consumption, but also ensures that the teaching and learning in our agricultural department is not impaired by dry weather conditions as has been the case in the past.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity Kwh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>143,963</td>
<td>1,256</td>
</tr>
<tr>
<td>2010</td>
<td>137,113</td>
<td>1,662</td>
</tr>
<tr>
<td>% change</td>
<td>- 10%</td>
<td>-24%</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>37</td>
<td>22</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>28</td>
<td>13.5</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>30</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

2011 School Annual Report
Our staff profile

Expenditure on and teacher participation in professional development
The total funds expended on teacher professional development in 2011 was $27,819. The major professional development initiatives are as follows: Literacy, Pedagogical Framework, Curriculum development, Vocational Education and Training. The proportion of the teaching staff involved in professional development activities during 2011 was 97%.

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year
From the end of the previous school year, 86% of staff was retained by the school for the entire 2011 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

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 web page. School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%. The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>89%</td>
<td>92%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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 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.

Strategies to ensure students the requirements of compulsory schooling or compulsory participation phase are as follows:
Rolls are marked twice daily morning and afternoon.
Daily absences [whole and half day are followed up with text messaging, letters and phone calls to parents.
Long term absences are followed up by Year Level Co-Ordinators which includes contact with parents, letters home, ongoing monitoring, development of individual student programs and participation in alternative programs.
For persistent extended absences the compulsory attendance process is enacted which includes letters home indicating the legal responsibilities of parents.

Senior students and their parents/caregivers are reminded of their participation requirements.

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/](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

SEARCH

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.
Performance of our students

Achievement – Closing the Gap
The gap between the performance of indigenous and non-indigenous students is minimal. Attendance for Indigenous students is 89.5% (Old State School figures are 89%) whereas for non-indigenous it is 90.8% at KSHS. Indigenous retention rates are somewhat lower than non-indigenous and this gap, in a small cohort of indigenous, is due to two students leaving to gain employment or move interstate.
Indigenous students in all year levels continue to be supported through an individualized teacher mentor program. Attainment is monitored carefully and the two students (of 15 in years 9-12) whose performance declined in semester 1 in literacy and numeracy have been identified and requests made to teachers for additional support.

Apparent retention rates Year 10 to Year 12.
Year 12 student enrolment as a percentage of the Year 10 student cohort.  106%

Outcomes for our Year 12 cohort of 2011
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement</td>
<td>65</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP)</td>
<td>21</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship</td>
<td>17</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications</td>
<td>63</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above</td>
<td>50</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
<td>48</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD</td>
<td>57%</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
<td>94%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>1</td>
</tr>
<tr>
<td>6-10</td>
<td>3</td>
</tr>
<tr>
<td>11-15</td>
<td>8</td>
</tr>
<tr>
<td>16-20</td>
<td>8</td>
</tr>
<tr>
<td>21-25</td>
<td>1</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>61</td>
</tr>
<tr>
<td>Certificate II</td>
<td>48</td>
</tr>
<tr>
<td>Certificate III or above</td>
<td>4</td>
</tr>
</tbody>
</table>

Students are offered a range of Certificate I qualifications
- Cert I Work Education
- Cert I IT
- Cert I Creative Industries
- Cert I Rural Operations
- Cert I Business
- Cert I Hospitality
- Cert I Engineering and Furnishings
Performance of our students

<table>
<thead>
<tr>
<th>Post-school destination information</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, <em>Next Step – Student Destination Report</em> for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early leavers information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. The majority of our early leavers have either moved from the area or have transitioned into employment. Students who leave school early are identified as at-risk students and are provided with significant support to re-engage in school or transition into employment. Strategies used to support these students include: Guidance Officer Support, Youth Support Co-ordinator intervention, participation in customized education program, work placement, participation in Year 10 TREK program, referral to Group training company, referral to accessible alternative education programs. The aim of the school is to ensure all students have a pathway to a sustainable future regardless of their circumstance.</td>
</tr>
</tbody>
</table>