Queensland State School Reporting
2012 School Annual Report

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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 2012

In 2012 our school has maintained high academic expectations by focussing on:

- Implementation of national curriculum (ACARA) using C2C (Curriculum To Classroom) resources as a guide. English, Maths and Science were implemented in 2012 with History coming on line in 2013.
- Implementation of a new pedagogical framework (The Art and Science of Teaching) is ongoing. Teachers are continually developing their skills in the delivery of curriculum.
- Staff professional development in curriculum, pedagogy, Common Curriculum Elements (CCEs) continues ensuring all staff strive for continuous improvement.

Future outlook
Future outlook

Kilcoy State High School is continually focussed on improving student outcomes. Our Framework for Success (PEPAR) provides all students with a core set of values designed to guide them to success 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 pedagogical framework.
- 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.
- Implementation of the Australian Curriculum in Mathematics, Science, English and History.
- 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 curriculum differentiation catering for individual student needs.
- 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).
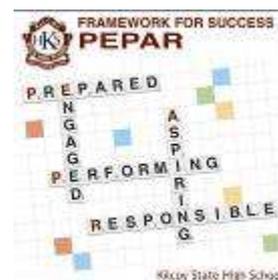
School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	315	161	154	91%
2011	338	165	173	87%
2012	334	163	171	87%

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

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 the community however commute to employment in the larger nearby urban centres. The student population consists of approximately 10% of students from a non-English speaking background (primarily Filipina) with a small number of indigenous students who represent 5% of the student enrolment.

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	21	21	22
Year 11 – Year 12	13	15	16

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days	56	94	63
Long Suspensions - 6 to 20 days	9	4	0
Exclusions	2	2	0
Cancellations of Enrolment	0	2	2

Curriculum offerings

Kilcoy State High School provides a distinctive curriculum that enables all students to find an individual pathway.

- The curriculum is structured around a Junior Secondary (years 8 and 9) and a Senior Secondary (years 10, 11, 12) program.
- Year 8 and 9 students participate in a core curriculum based around our Junior Secondary 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 Review Process.
- A range of alternate support programs are offered for students during the middle years.
- 26 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 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:

Camps
Instrumental music program
Musicals and Talent Quests
Creative Generations
Specialist interschool sport days
Interschool rugby league program
Vicky Wilson Cup – netball
Academic Competitions
Public speaking
Theatre and Gallery visits
Drama and Art 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 with 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 have data projectors installed, to cater for teacher directed learning and for student presentations.
- 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 2012 the school will achieve a 1 to 1 ratio of computers for years 9 to 12 students.
- Students can 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.
- 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
- NAIDOC 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 –

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Our staff profile

* 93% of parents were satisfied or very satisfied that their child is safe at this school, and
* 93% believed their child is both treated fairly and is happy to go to school.
* 86% of parents consider this to be a good school, and
* 92% consider their child to be getting a good education.

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 staff satisfaction with the school

2012 results show further improvement on four of the areas below from the previous year.

- Student satisfaction that they are getting a good education has increased by 20% to 85%, and parents by 10% to 93%.
- Parent general satisfaction with their child's school increased slightly, by 3% to 86%.
- Staff members' satisfaction with morale increased by 11% to 97%. A noted increase is the The percentage of school workforce satisfied with access to professional development related to school and systemic priorities, which decreased by 3% in 2001 but has significantly increased in 2012 by 17%. This is expected to continue to increase as the school has implemented a pedagogical framework supported systemically at regional level and a more comprehensive Developing Performance framework. These frameworks are 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.

Our staff profile

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	92.9%
this is a good school	85.7%
their child likes being at this school*	92.9%
their child feels safe at this school*	92.9%
their child's learning needs are being met at this school*	92.9%
their child is making good progress at this school*	92.9%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	85.7%
teachers at this school motivate their child to learn*	85.7%
teachers at this school treat students fairly*	92.9%
they can talk to their child's teachers about their concerns*	92.9%
this school works with them to support their child's learning*	78.6%
this school takes parents' opinions seriously*	76.9%
student behaviour is well managed at this school*	78.6%
this school looks for ways to improve*	85.7%
this school is well maintained*	92.9%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	84.8%
they like being at their school*	86.6%
they feel safe at their school*	91.9%
their teachers motivate them to learn*	85.0%
their teachers expect them to do their best*	95.5%
their teachers provide them with useful feedback about their school work*	91.0%
teachers treat students fairly at their school*	82.0%
they can talk to their teachers about their concerns*	74.3%
their school takes students' opinions seriously*	64.9%
student behaviour is well managed at their school*	72.3%

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their school looks for ways to improve*	76.6%
their school is well maintained*	92.0%
their school gives them opportunities to do interesting things*	64.6%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	85.7%
with the individual staff morale items	97.1%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The school is engaging with the 'Parent and Community Engagement' framework in 2013. The quality of the relationships developed between the school and parents and community organisations will determine the quality of learning. 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 Sate 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 final result shows a significant reduction in power used.

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	
	Electricity kWh	Water kL
2009-2010	137,113	1,662
2010-2011	143,963	1,256
2011-2012	130,394	1,371

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	36	21	0
Full-time equivalents	31.5	13.2	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	30
Diploma	4
Certificate	0
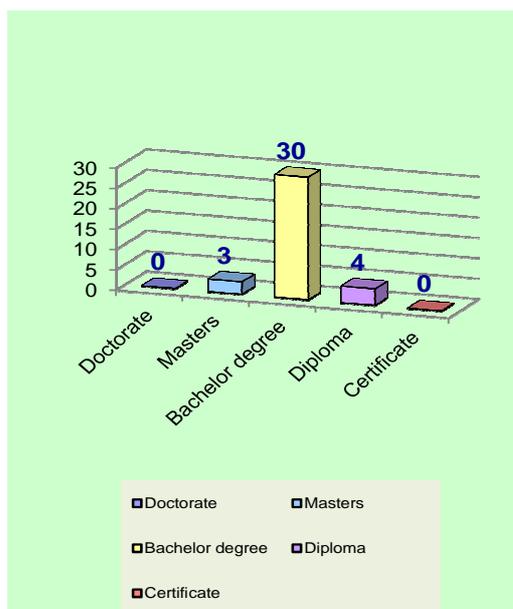
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $23593.71

The major professional development initiatives are as follows:

- Literacy
- Pedagogical Framework – Art and Science of Teaching
- Curriculum development – including Australian Curriculum
- Vocational Education and Training – including Cert IV Work Place Assessor and Trainer for a number of staff.
- ICT's

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.3%	96.6%	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.9% of staff was retained by the school for the entire 2012 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 '**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.

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Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	90%

The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.

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	Year 11	Year 12
2010								92%	91%	90%	91%	91%
2011								91%	90%	91%	89%	92%
2012								89%	90%	87%	92%	90%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
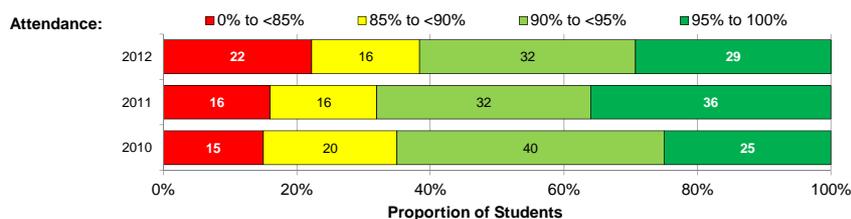
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 meet 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 requiremen

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 '**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

The gap between the performance of indigenous and non-indigenous students is minimal.
- Attendance for Indigenous students is 88.8% (Qld State School figures are 90%) whereas for non-indigenous it is 89.8% 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.

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Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	88%	101%	93%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	49	65	49
Number of students receiving an Overall Position (OP).	15	21	26
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	17	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	47	63	47
Number of students awarded an Australian Qualification Framework Certificate II or above.	22	50	32
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	31	48	38
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	60%	57%	54%
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.	98%	100%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	94%	100%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	2	3	4	6	0
2011	1	3	8	8	1
2012	3	3	8	10	2

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	44	20	2
2011	61	48	4
2012	46	28	6

As at 2 May 2013. The above values exclude VISA students.

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

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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.