

Kilcoy State High School

Queensland State School Reporting

2015 School Annual Report



Postal address	Seib Street Kilcoy 4515
Phone	(07) 5422 4343
Fax	(07) 5422 4300
Email	principal@kilcoyshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Please contact the Principal for further information

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 2015

In 2015 our school has maintained high academic expectations and effective pathways for all students by focusing on:

- The roll out of the schools Explicit Improvement Agenda – Reading, Quality Teaching and Thinking Skills.
- Implementation of the National Curriculum (ACARA) using C2C (Curriculum to the Classroom) resources as a guide. English, Math's and Science were implemented in 2012. History in 2013, Geography in 2014 with the remaining learning areas coming on board by 2016.
- Continued implementation of the school's Pedagogical Framework (The Art and Science of Teaching) with teachers continually developing their skills in the delivery of an engaging curriculum.
- Implement the Annual Performance Development Framework for staff, including –
 - Implementing the Learning Development Plan
 - Staff professional development in curriculum, pedagogy and common curriculum elements continued ensuring all staff strived for continuous improvement.
- Continued implementation of the Junior Secondary Action Plan – transitioning year 6 students to high school.
- Promoting community confidence in the schools ability to meet the needs of all students and enhance performance.
- Improved student learning opportunities and deliver improved results, including –
 - Development and implementation of Literacy and Numeracy strategies – Whole school, NAPLAN and U2B.
 - Further development of differentiation strategies including diagnostic and formative assessment.
 - Further development of data analysis skills and strategies

Future outlook



Kilcoy State High School is continually focussed on improving student outcomes. Our Framework for Success (PEPAR) in conjunction with the schools Explicit Improvement Agenda provides the school community with a core set of values designed to guide them to success with particular emphasis on the following areas:



• **Developing Successful Learners –**

- Implementing the Australian Curriculum
- Implementing the 'Thinking Skills Framework' – focussing on developing Higher Order Thinking Skills
- Maintaining high standards for all students academically, behaviourally and socially.
- Continuing to increase the level of curriculum differentiation catering for all student's needs.
- Embedding Literacy and Numeracy strategies into school planning and teacher practice. Including intervening and disrupting the curriculum to target need.
- Lifting NAPLAN performance for year 7 and year 9.
- Lifting QCS and OP performance to match like schools
- Maintaining 100% achievement of students receiving a qualification including QCE and Vet.

• **Developing Great People –**

- Implementing the Annual Performance Development Framework
- embedding the National Professional Standards for Teachers
- Introducing and implementing a Teaching Staff Performance Plan and review process.
- Providing targeted professional learning and development – development and implementation of the a 'Professional Learning Program' including the continued use of PLT's
- Development and implementation of the Master Teacher program
- Engaging in the 'High Reliability Schools' framework

• **Engaged Partners –**

- Getting Ready for Secondary School – Flying Start
 - Implementing the Junior Secondary Plan
 - Developing effective partnerships with Primary feeder schools
 - Parent and Community Engagement –
 - Promoting parent participation in school events
 - Use of multiple communication channels to engage parents
- Continue to implement the D2M maintenance plan – engaging local businesses where possible.

• **High Standards –**

- Continue to implement Teaching and Learning Audit recommendations
- Prepare for Discipline Audit and implement Audit recommendations

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	357	170	187	14	91%
2014	345	169	176	18	90%
2015	396	197	199	24	91%

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

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	20	20
Year 11 – Year 12	18	19	18

*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	33	29	64
Long Suspensions - 6 to 20 days	0	0	0

Exclusions	0	0	0
Cancellations of Enrolment	0	1	2

* 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

- The curriculum is structured around a Junior Secondary (Years 7 to 9) and a Senior Secondary (Years 10 to 12) program.
- Years 8 & 9 students participate in a core curriculum based around our Junior Secondary model with a strong focus on engagement. Students gain access to elective subjects in the Arts and Design and Technology throughout this period.
- Agricultural Science is studied at all year levels either as part of the Science curriculum in Junior Secondary or as distinct subjects in Senior Secondary.
- 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. Students complete their SET Plans and identify appropriate pathways through the Senior Secondary program.
- Year 11 and 12 students are able to select from a large range of Senior subjects including a comprehensive range of Authority and Authority Registered subjects. They are also encouraged to participate in a range of educational activities which include school based traineeships or work placement, tutorials with staff to enhance success, utilizing school resources for study.
- Kilcoy State High School works closely with Kilcoy State School and Mount 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

Extra curricula activities –

- Camps
- Instrumental Music Program
- Art and Drama activities and performances
- Hospitality events
- Specialist interschool sport days
- Interschool Rugby League program
- Vicky Wilson Cup – Netball
- Academic Competitions
- Theatre and Gallery visits
- University visits
- Primary school extension activities

How Information and Communication Technologies are used to improve 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 from 2012 the school has achieved 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 7 Camp, Year 12 Leadership Camp and Annual Ski Trip
- Excursions
- Career pathways program
- Student Council Executive
- Care Program
- Transition program Year 6 to7 and Year 10 to 11 Woodford Students
- Sport
- NAIDOC week celebrations
- Inter-school sport – Somerset Schools Gala Days
- Harmony Day
- International Women's Day
- Awards Day Recognition
- Letters of Commendation and Concern
- Future Directions Day
- 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 –

* 100% of parents were satisfied or very satisfied that their child is safe at this school, and

* 100% believed their child likes being at this school.

* 100% consider their child to be getting a good education.

* 100% believed their child is making good progress at this 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 staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	94%	100%	100%
this is a good school (S2035)	94%	100%	95%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	95%
their child's learning needs are being met at this school (S2003)	94%	100%	89%
their child is making good progress at this school (S2004)	94%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	100%	100%
teachers at this school motivate their child to learn (S2007)	94%	100%	94%
teachers at this school treat students fairly (S2008)	93%	88%	95%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	94%	100%	95%
this school works with them to support their child's learning (S2010)	93%	100%	95%
this school takes parents' opinions seriously (S2011)	100%	100%	81%
student behaviour is well managed at this school (S2012)	100%	100%	84%
this school looks for ways to improve (S2013)	100%	100%	94%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	85%	95%	95%
they like being at their school (S2036)	80%	87%	93%
they feel safe at their school (S2037)	92%	93%	96%
their teachers motivate them to learn (S2038)	85%	90%	93%
their teachers expect them to do their best (S2039)	94%	95%	96%
their teachers provide them with useful feedback about their school work (S2040)	87%	91%	89%
teachers treat students fairly at their school (S2041)	70%	82%	88%
they can talk to their teachers about their concerns (S2042)	68%	82%	88%
their school takes students' opinions seriously (S2043)	67%	83%	86%
student behaviour is well managed at their school (S2044)	70%	83%	87%
their school looks for ways to improve (S2045)	84%	96%	91%
their school is well maintained (S2046)	89%	95%	89%
their school gives them opportunities to do interesting things (S2047)	78%	85%	87%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	100%	98%
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)	89%	94%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	77%	76%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	98%	98%	95%
staff are well supported at their school (S2075)	93%	100%	95%
their school takes staff opinions seriously (S2076)	93%	100%	98%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	100%	100%	100%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	96%	98%	98%

'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

The school is engaging with the 'Parent and Community Engagement' framework. 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 newflashes) emailed home, and where no email address posted home
- Facebook
- Weekly newspaper articles
- 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
- Information Evenings – Subject selection – Getting Ready for Secondary School

Diverse Learners are a high priority for our school community. The schools Head of Special Education manages the Diverse Learners program in the school which caters for Students with Disabilities, Learning Support, EAL and Gifted and Talented. Students are assessed and adjustments are made to ensure maximum access to the curriculum. Kilcoy SHS is an inclusive school and all diverse learners are supported in mainstream classrooms.

Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	142,129	1,384
2013-2014	150,937	1,008
2014-2015	165,157	2,868

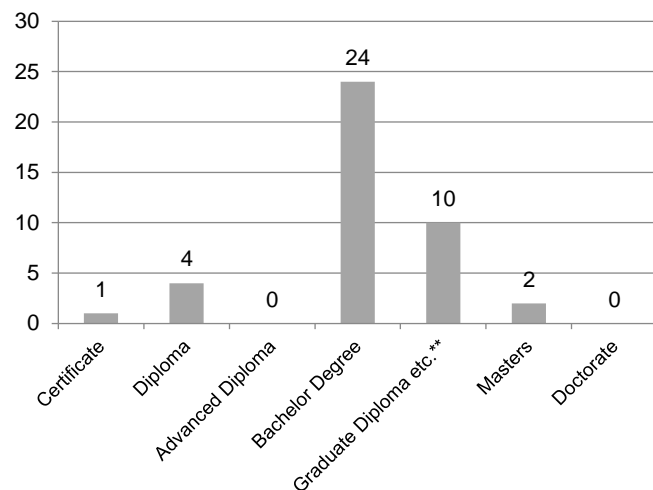
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	41	25	0
Full-time equivalents	37	16	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	4
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	10
Masters	2
Doctorate	0
Total	41



*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 \$30 345

The major professional development initiatives are as follows:

ASOT pedagogical framework, High Impact Instructional Leadership for LLT, Numeracy initiatives, Literacy initiatives, NPDL - , QCAA priorities, Reading, Thinking Skills Framework, Understanding Poverty, First aid, Robotics – STEM, Aspirants, Beginning Teachers, EAL/D

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%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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.

Find a school

GO

Sector:

Government

Non-government

SEARCH

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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	88%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	77%	87%

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 Secondary schools was 90%.

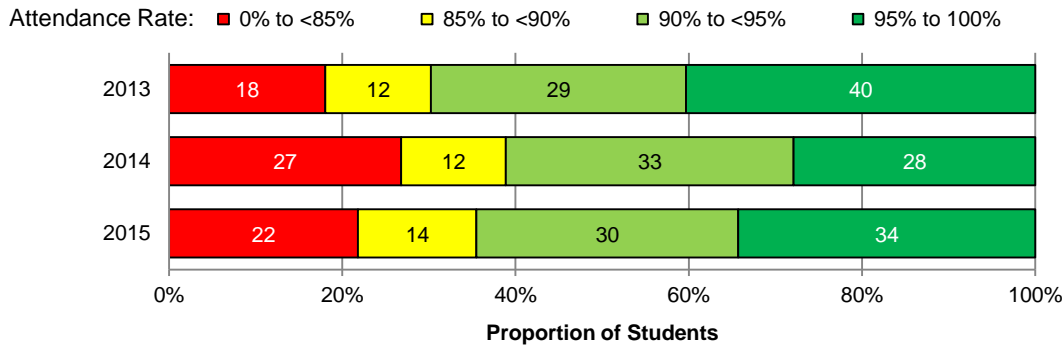
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	87%	90%	92%	92%
2014									91%	90%	86%	87%	87%
2015								93%	92%	88%	90%	86%	90%

*From 2013, the methodology 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.

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.

Strategies to ensure students meet the requirements of compulsory schooling or compulsory participation phase are as follows:

- A formal roll marking occurs in the morning during the roll marking lesson. Class rolls are then marked in every lesson of the day.
- 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 and the post compulsory attendance process is followed.
- All students are encouraged to attend every day the school slogan 'Every Day – Every Minute' is promoted and continually communicated to students. Outstanding attendance is recognised and rewarded.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government
 Non-government

SEARCH

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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	103%	119%	100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%	150%	75%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	69	67	64
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	0
Number of students receiving an Overall Position (OP)	31	25	17
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	13	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	69	56	58
Number of students awarded an Australian Qualification Framework Certificate II or above.	48	16	28
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	64	51	64
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	67%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	71%	68%	76%
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.	100%	93%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	82%	100%	85%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	1	6	15	6	3
2014	4	6	7	5	3
2015	4	6	3	4	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	67	43	6
2014	52	11	5
2015	50	26	2

As at 16 February 2016. The above values exclude VISA students.

Students are offered a range of Certificate qualifications –

- Cert I, II & III in Rural Fire Operations
- Cert I & II in Rural Operations
- Cert I & II in Hospitality
- Cert II in Logistics
- Cert II in Allied Health
- Cert II in Manufacturing

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school 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, 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 circumstances. The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.