

Kaimkillenbun State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2015 School Annual Report for Kaimkillenbun State School. This report provides specific and detailed information regarding our school's achievements, performance and progress towards our shared goals, priorities in 2015 and our future outlook.

Our school is committed to delivering its shared vision of 'Every day, every child in every lesson is learning and achieving.' Our school motto, 'Strive to succeed' is enacted when our teaching team and students are actively engaged in a vast range of teaching and learning activities. We continue to strive for success in all areas of our operations and have noted the excellent gains made by our students in a range of academic, social and sporting pursuits.

Kaimkillenbun State School is a place where staff and students are committed to providing a safe, tolerant and welcoming place to learn and play.

At this school we believe:

- ✓ Everyone can be successful
- ✓ Everyone makes a valued contribution
- ✓ Being positive is essential
- ✓ Learning is a partnership



We believe that all our students will become active citizens in a learning society. To support this vision we provide a range of highly engaging and diverse curriculum programme for students that aim to build on strengths, and support growth in learning.

Our school community functions extremely effectively as a result of our strong commitment to our school values and beliefs, our professional and caring staff, our eager, creative students, and our highly supportive parents and community.

Kaimkillenbun State School is a small school with a big heart because here at the 'Bun school we focus on the positive. It is a great place to learn, teach and grow!

We do things better at the 'Bun

School progress towards its goals in 2015

The following key strategic priorities initiatives and actions have been collaboratively determined from an analysis of ongoing data regarding school and student performance, community consultation and feedback.

Key Priorities for 2015	Progress	Status
<p>LITERACY NUMERACY</p> <p>School and student performance in reading and problem solving</p>	<p>Reading continues to be the major school wide priority. The school focus is driven by 'The Big 6', based on research done by Edith Cowan University.</p> <p>Reading achievement is measured against regional benchmarks – 75% of students met reading benchmarks by the end of 2015.</p> <p>Reading data is captured regularly and information is used to inform teaching.</p> <p>Reading resources for both staff and students have been purchased to maintain currency of our collection.</p> <p>Professional development and capacity building in the teaching of skills necessary to implement 'The Big Six' has been undertaken by staff.</p> <p>Intervention programmes managed by the STL&N (Support Teacher Literacy and Numeracy) have been implemented by skilled teacher aides.</p>	<p>Commenced and ongoing.</p> <p>Ongoing.</p> <p>Completed</p> <p>PD undertaken</p> <p>Commenced and ongoing</p>
Attendance	<p>A proactive approach to maintain high attendance has been adopted including weekly reporting of class attendance rates in the newsletter and the celebration of ongoing, exemplary and improved attendance at the end of each term.</p> <p>Active monitoring of individual attendance through data collection has been enacted</p>	<p>Reviewed and commenced. To continue in 2016</p> <p>Implemented, reviewed To continue to occur in 2016.</p>
Curriculum	<p>The Australian curriculum is implemented across key learning areas of English, Mathematics, Science, Geography, History and Civics.</p> <p>Curriculum Framework is reviewed and updated.</p> <p>Differentiated and adjusted programme delivery based on ACARA rather than C2C has been encouraged.</p>	<p>Reviewed and endorsed</p> <p>In progress and to continue into 2016</p> <p>Ongoing.</p>
Staff Development and performance	<p>All teaching staff have established, monitored and reviewed Developing Performance Plans that identify individual goals and capacity and capability areas.</p> <p>Regular coaching and feedback sessions delivered by the principal to teaching staff</p>	<p>Implemented but further work needs to happen in this area.</p>

Future outlook

In 2016, we continue to implement Investing for Success grant money into our narrow and focused goals with attention on oral language development, phonemic awareness and phonics in the Early years. A focus on reading to learn and learning to read still remains a priority. This will give us forward momentum to ensure that literacy is a core part of our business and that our students have all the literacy skills necessary to engage successfully in all curriculum areas.

We continue to ensure that our rules and values are adhered to using a positive behaviour management system, where both encouragement and correction are delivered deliberately and compassionately.

The Kaimkillenbun State School team will remain dedicated to the the pursuit of excellence in both student learning and developing professional capacity. The provision of a high quality, safe and supportive learning environment for all is paramount. This belief and philosophy will ensure that each and every students at our school can reach their learning potential.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	31	11	20	5	100%
2014	39	14	25	6	86%
2015	33	12	21	8	81%

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:

Students who attend Kaimkillenbun are largely from farming families, some of whom have had a long association with this school. These students generally travel to and school by bus. Smaller proportions of students live in the township of Kaimkillenbun. One of the stand-out characteristics of the student body is their commitment to our values: doing your best, working together, respect, responsibility and friendship. Students are encouraged to be assertive in their interactions especially as we have zero tolerance of bullying and disrespect. Kaimkillenbun State School has an exceptional reputation in the community for the provision of outstanding educational opportunities for a diverse range of students.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	14	14	12
Year 4 – Year 7 Primary	16		
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	1	0
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.

Curriculum delivery

Our approach to curriculum delivery

- Strong and sequential English, Mathematics, Arts, Technology, Humanities and Science programmes focussing on active engagement, inquiry and reflection.
- Students are exposed to and use a broad spectrum of literacies through a variety of learning and teaching strategies that involve students, teachers and parents working in partnership.
- A strong focus on timely, purposeful feedback to students by teachers and peers to enhance awareness of progress based on A-E standards and school/regional benchmarks and what needs to be done to further improve.
- A strong focus on personal development and wellbeing
- Japanese LOTE
- A strong focus on health and wellbeing through Smart Moves , PE and Health
- Embedded use of computers and other digital technologies in teaching and learning
- Each student receives a report card at the end of each semester with student interviews offered to and accepted by every parent at the end of each semester.

Extra curricula activities

- We gather with other small school in the district for sports days at least once a term. Carnivals include Softball, Touch, Cricket, Soccer, Netball, Cross Country and Athletics.
- Students individually and collectively participate in local shows, eisteddfods and events.
- Years 5 and 6 students participate in an annual school camp with the location varying each year.
- Participation in the essay competition sponsored by the local community ANZAC committee
- Students participate in community events such as the Kaimkillenbun ANZAC ceremony and school celebrations such the 'Christmas Tree Night 'concert.
- School leaders participate in 'Young Leaders' and other leadership activities
- Participation in ICAS tests on a voluntary basis
- Kaimkillenbun P&C Trail Bike Ride
- Project Club activities which raise funds for "Go Green" reward days and school camp.

How Information and Communication Technologies (ICTs) are used to improve learning

ICTs is embedded throughout the units of work to enhance student engagement and improve teaching. This has resulted in students being able to develop and maintain their ICT skills.

ICTs are used as an integral tool in the teaching/learning process at Kaimkillenbun. The school is able to boast a well-equipped, networked computer laboratory, laptops. In addition, networked computers in the Early Education Centre and library give us an approximate computer to student ratio of 1:1.5.

Students are explicitly taught computer skills and keyboarding as part of classroom teaching programmes, and are encouraged to make appropriate use of these ICTs throughout the school day as part of an integrated approach to learning. As such, our students are very confident with the use of various technologies and are eager to use them to create their own learning and connect with each other and the world.

Teachers use their laptops, connected to interactive whiteboards in each classroom for teaching and learning.

A recent wireless upgrade enables every room in the school access to fast reliable connection to our server and the internet.

Social Climate

At the 'Bun School we are firmly focussed on creating a safe, tolerant, supportive and disciplined learning environment.

We are very serious about community spirit at the 'Bun School. Parents, staff and students work hard to achieve our values:

- Friendship
- Working together
- Respect
- Responsibility

- Giving your best.

These values are reflected in the classroom and in the playground.

Our Responsible Student Behaviour plan places a strong emphasis on our values, and being proactive and positive about co-managing student behaviour. All students, staff and caregivers are expected to be responsible for how they behave and how they treat each other.

Close associations with parents and staff who live within the community help foster this support across all year levels. Behaviour and learning support is given by guidance officers and specialists where necessary and a supportive school environment is encouraged.

We have adopted four rules (The 4 Bees) around which all our behaviours are explicitly taught. At Kaimkillenbun State School our students strive to :

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Explicit lessons are conducted on defined behavioural expectations. Acknowledgment of those students using and modelling appropriate behaviours is a key component of our policy.

Our aim is to focus on positive and constructive encouragement and feedback to students about their behaviour as a learner and as a social being.' Traffic light colours and associated rewards/ consequences help students to self regulate. Our aim is for students to achieve 85% 'Green' status measured by the use of 'Class Dojo', an online behaviour management tracking tool, and rewarded at 5 week intervals with a 'mini Go Green! Activity half way through the term and a more substantial, and much anticipated, reward (usually an excursion) at the end of term.

Parent opinion surveys indicate that parents are satisfied or very satisfied with the behaviour of the students and that their child is safe and treated fairly at school. Student results were positive in this area also. The positive climate in our school is the result of a consistent and explicit whole school approach to responsible 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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	100%	100%
their child is making good progress at this school (S2004)	90%	100%	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)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	75%
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	100%	90%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	75%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	95%	100%
they like being at their school (S2036)	100%	89%	88%
they feel safe at their school (S2037)	94%	100%	100%
their teachers motivate them to learn (S2038)	100%	100%	94%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	100%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	100%	94%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	100%	95%	94%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Our community actively participates in the school through:

- Attendance at monthly Parents and Citizens meeting, P&C meetings are held on every second Thursday of the month at 7pm in the Library. Parents and friends of the school are very welcome to attend.
- Volunteering support to keeping the grounds attractive and safe during working bees.
- Being a volunteer in our Tuckshop and help develop and provide a healthy tuckshop food from our summer or winter menu once a week thus supporting fundraising for the school.
- Working, cooking, organising, or in other ways, supporting our annual Kaimkillenbun Bike ride, which is our main P&C fundraiser.

Parents, family members and citizens also support the school in classroom/co-curricular activities such as :

- Reading
- Sport
- Art and Craft
- Religious instruction
- Parent workshops are offered and useful hints and strategies are often provided in the weekly newsletter to help parents with their child's learning.
- Weekly newsletters, personal email, phone calls and parent-teacher interviews, sporting carnivals and participating in culminating celebrations for units of work are also ways in which parents can keep in touch with their child's progress, wellbeing and social development.
- Parents are always welcome to talk with their child's teacher or spend in the classroom.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The school water is provided by rain and an onsite bore. The drive to replace existing bulbs with low energy bulbs is ongoing. The schools solar panels continue to support a more sustainable approach.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	20,456	0
2013-2014	23,255	0
2014-2015	23,258	

*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.

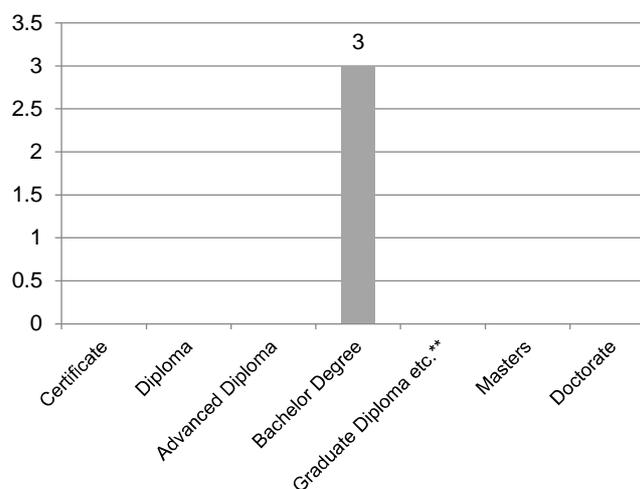
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time equivalents	3	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	3
Graduate Diploma etc.**	
Masters	
Doctorate	
Total	3



*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 \$5813.51

The major professional development initiatives are as follows:

- LEM Phonics
- First aid
- Developing capacity of beginning teachers
- Mandatory departmental training
- Principal Leadership
- Anita Archer Explicit Teaching Agenda through coaching modules
- School Business Management
- Cleaner and groundsman training

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.	100%	99%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 60% 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

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).	96%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	96%	96%

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 Primary schools was 93%.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	94%	96%	96%	95%	93%	98%		96%

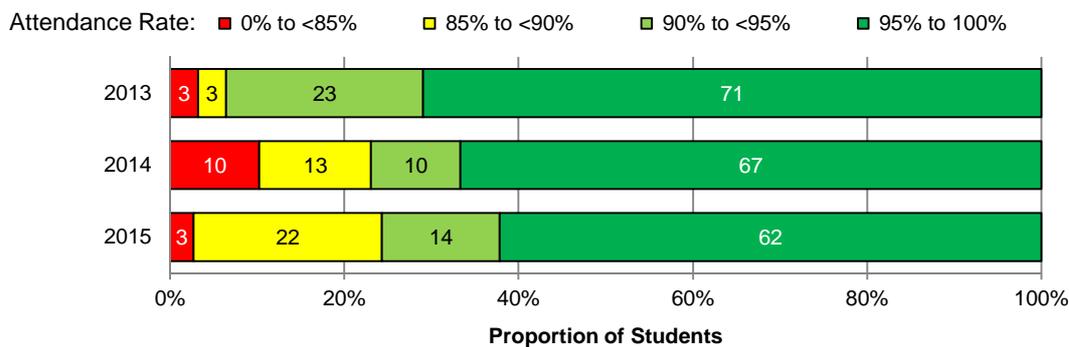
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	98%	93%	93%	86%	97%	95%	94%	
2015	96%	86%	92%	95%	97%	95%	94%	

*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.

Non-attendance is managed in state schools in line with the DETE 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.

In 2015 attendance rolls were marked manually. Rolls were marked twice daily by teachers, within 10 minutes of the start of instruction in the morning and after lunch. Attendance records were transferred into "OneSchool" by the Administration Officer once a week.

Children who are absent are coded according to the reason for their absence. Parents must inform the school, either by phone or in writing, of the reason for their child's absence so that the coding can reflect this.

All absences are recorded on a central register. If a child is absent for more than 3 days without an explanation, a phone call is made by the child's teacher to ascertain the reason for the absence and when the child is likely to return to school.

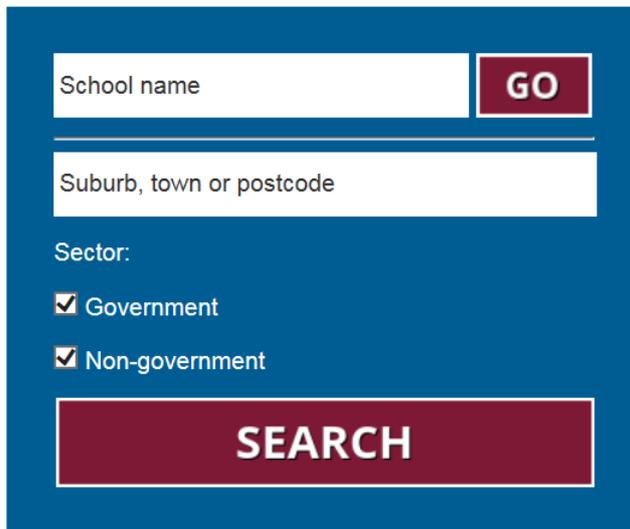
Absences for sporting, academic or cultural activities that have been organised by the school do not require an explanation for the absence as a permission note will have been signed off prior to the event.

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

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.