Kilcummin State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Queensland
Government

Contact Information

Postal address:	Mail Service 605 via Clermont 4721
Phone:	(07) 4983 5178
Fax:	(07) 4983 5138
Email:	principal@kilcumminss.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:	Danielle Freiberg - Principal

Kilcummin State School is located in a rural setting in the northern Central Highlands of Queensland. The nearest town is Clermont, 60 km to the south. The school staff is led by a teaching principal who is supported by a classroom teacher and a team of support staff including visiting specialist teachers, teacher aides and administrative staff. Kilcummin State School presently has an excellent student to teacher ratio. The school curriculum offers children a wide range of teaching and learning experiences in all eight Key Learning Areas. The school is committed to providing quality teaching and learning and a quality curriculum as well as a safe and supportive school environment. Children have excellent access to a variety of information and learning technologies including desktop computers, laptops with wireless connectivity, iTouch devices and robitics. The teachers use these technologies to facilitate teaching and learning across all areas. The recently refurbished library is well resourced and provides a separate teaching area when required. The rural setting of the school is enhanced by well landscaped school grounds, quality play equipment and tennis court. The parents are closely involved in a wide range of extra curricula activities.

Principal's Foreword

Introduction

The intent of this report is to inform the local community and other interested parties about the characteristics of our school. This report includes data such as NAPLAN results, attendance percentages and enrolment numbers to give the reader a snapshot of our school. Hard copies of this report are available through the school office. This report has also been presented to the Kilcummin Parents and Citizen's association.
Kilcummin State School is a state school that provides quality education in a rural setting. Students work in composite class structures, currently across two classrooms. Curriculum delivery follows the key learning areas with students empowered to achieve to their potential through well-refined teaching and learning programs and comprehensive support structures and intervention programs.
At Kilcummin State School, we strive to provide an engaging, intellectually challenging, supportive learning environment while promoting the belief that Every Child Matters. Our school is characterised by 4 given values:
*Improvement: continuous improvement in student outcomes
*High Expectations: explicit high expectations of students
*Recognising Success: Valuing individuals and expecting and recognising success
*Effective Relationships: Constructive partnerships between teachers, students, parents and the community

School Progress towards its goals in 2016

Green = completed

Blue = working towards

Red = not completed

Priority 1: **Potential** (Numeracy)

Strategy: Providing all staff with the skills, competencies, training and continuing support to <u>continue to deliver</u> quality outcomes for all students			
Actions	Timeframe	Budget	Responsible Officer(s)
Co-ordinate capability development for all new staff members around literacy intervention measures with a focus on foundational literacy concepts (phonological awareness / oral language)	*Terms one and three*	204400	Sarah Beaufoy (Principal) Andy Cook (teacher aide / literacy intervention mentor)
Engage with DPF, APR and/or beginning teacher induction processes as per Kilcummin State School's induction policy.	*Term 1, Monday wk 6*	204400	All staff
Provide curriculum support to enable more effective delivery of C2C in years 3-6.	*Ongoing Weeks 2-10 each semester*	203400	Sarah Beaufoy (Principal) Renee Walker (teacher) Spencer Craddock (teacher)
Engage additional teacher aide support to assist with ongoing literacy and numeracy intervention processes	*Ongoing twice weekly*	204400 207000	Sarah Beaufoy (Principal) Andy Cook (teacher aide)

Queensland
Government

Strategy: Providing professional learning opportunities to build teachers' capacity and understanding of differentiated teaching and learning processes for the full range of students			
Actions	Timeframe	Budget links	Responsible Officer(s)
Strengthen staff goal setting processes through the APR process and KSS Coaching Framework	*Term 1 then ongoing*	204400	Sarah Beaufoy (Principal) All staff
Provide capability development opportunities targeted at differentiation and supporting students with special needs (SWD + G&T)	*Term 3*	204400 203200	Sarah Beaufoy (Principal) Katrina Savage (teacher) – to lead capability development with staff
Outline differentiated, whole-school quarterly curriculum overviews of strategy instruction to be determined by NAPLAN re-sit and PAT item analysis	*At the beginning of each Semester*		Sarah Beaufoy (Principal) Katrina Savage (teacher)
Strategy: Identifying a range of high yield strategies which will enable students to reach their potential.			
Actions	Timeframe	Budget links	Responsible Officer(s)
Research high yield strategies and investigate their integration into existing teaching frameworks	*Terms 2 and 3*	204400	Sarah Beaufoy (Principal) Katrina Savage (teacher)
Develop staff capability on the use of high yield strategies in the classroom and their application within a multi-age setting	*Terms 3 and 4*	204400	Sarah Beaufoy (Principal) Renee Walker (ped coach)
Work shadow high performing schools making effective use of high yield strategies to lift performance in numeracy	*Terms 2 and 3*	204400 205611	Sarah Beaufoy (Principal) Katrina Savage (teacher) Renee Walker (ped coach)
Strategy: Embedding a school-wide, systematic approach to the teaching of **numeracy** with a focus on providing challenging learning experiences for all learners			
Actions	Timeframe	Budget links	Responsible Officer(s)
Re-examine the expectations of teaching numeracy at Kilcummin State School to ensure that appropriate differentiated teaching and learning processes are included and a well-balanced approach to numeracy is enacted	*By the end of Semester One*	203200	Sarah Beaufoy (Principal) Katrina Savage (teacher) Debbie Gibson (P-2 aide) Leanne Bourne (3-6 aide)
Embed the 'see, plan' do, check' strategy across all classrooms for use in all mathematics lesson	*By the end of Term 4*	201100 203200	Sarah Beaufoy (Principal) Katrina Savage (teacher)
Explicitly teach Polya's problem strategies in accordance with targeted areas in need of improvement	*Weekly from Term 2*		Sarah Beaufoy (Principal) Katrina Savage (teacher)
Trial targeted teaching using open-ended tasks in rotation with explicit instruction of core content to consolidate learning and promote cumulative practice	*Daily from Term 1 (B2F Maths)*	207000	Sarah Beaufoy (Principal) Katrina Savage (teacher) Leanne Bourne (3-6 aide)

	Timeframe	Budget links	Responsible Officer(s)
Enrol high performing students in extension literacy and numeracy sessions using the IMPACT initiative	*Terms 1 and 3*	207000 201111	Sarah Beaufoy (Principal) Leanne Bourne (ICT aide)
Assign a STEM co-ordinator to investigate opportunities for extension for high achieving students and to enhance staff capability	*From Term 1 with fortnightly check ins*	203200	Sarah Beaufoy (Principal) Spencer Craddock (ICT co-ordinator)

Priority 2: **People** (student wellbeing)

Strategy: Investigating the school's expectations for learning, attendance and well-being to support students			
Actions	Timeframe	Budget links	Responsible Officer(s)
Redevelop the school's wellbeing policy in consultation with all stakeholders to achieve a more rounded, proactive approach to student wellbeing	*By the end of term 4*	202100 201100	Sarah Beaufoy (Principal) KSS Staff P&C + Community
Trial the use of wellbeing planners in years 3-6 to promote a daily focus on student wellbeing and assist transition into high school.	*Beginning in week 5, term 1*	201100 202100	Sarah Beaufoy (Principal)
Introduce fortnightly 'Learning and Wellbeing Updates' to include parents as active partners in their child's learning	*Beginning in week 2, T1*		Sarah Beaufoy (Principal)
Trial the implementation of occupational therapy / working memory intervention for students in year two	*Beginning in term 2*	P&C 201100	Sarah Beaufoy (Principal) Katrina Savage (teacher) Sally Werner (parent rep.)
Strategy: Enhancing professional learning communities to share professional practice and build teacher capability			
Actions	Timeframe	Budget links	Responsible Officer(s)
Refine processes within the Brigalow Cluster with a view to growing this professional learning community whilst developing Principal performance and capability and improving teaching quality.	*refinement – w9, t1 expansion from Sem 2*	204400	Sarah Beaufoy (Principal) Brigalow Cluster Principals Brendan Smith (ARD) Phil Wilson (Project Officer)
Engage with CoP professional learning community to lead an improvement culture of self-regulating teaching teams	*Ongoing from T3 2015*	204400 201111	Sarah Beaufoy (Principal) CoP 3 members

Priority 3: **Programmes** (sustainability)

Strategy: Developing a staged approach to the implementation of all school-based curriculum programs and frameworks			
Actions	Timeframe	Budget links	Responsible Officer(s)
Signpost staff expectations around school based curriculum programs and frameworks by implementing documentation flowchart and adopting customised planning tools	*1: wellbeing* *2: pedagogy* *3: curriculum* *4: data*	201100 203500	Sarah Beaufoy (Principal)

Queensland
Government

Stage analysis and deconstruction of school policies, documents and frameworks with staff and parent community	*As above*		Sarah Beaufoy (Principal) to lead with all teaching staff
Adopt the new Australian Curriculum for Health and Physical Education, Technologies, LOTE and The Arts, continuing to adjust the Kilcummin State School Whole School Curriculum and Reporting Framework accordingly.	*Ongoing with update to CARF to occur in Term 3*	201100	Sarah Beaufoy (Principal) Katrina Savage (Teacher) Renee Walker (CST) Spencer Craddock (CST/HPE) Cason Jansma (Music) Joanna Dorl (LOTE)

Strategy: Implementing a systematic whole-school approach to coaching and modelling to include formal observation and feedback to build consistency of delivery of teaching practices across the school.

Actions	Timeframe	Budget links	Responsible Officer(s)
Deconstruct, analyse and refine the Kilcummin State School Coaching Framework including definition of the role of the pedagogy coach	*Initial review January SFD, refinement T2*	203400 207000	Sarah Beaufoy (Principal) Renee Walker (pedagogy coach)
Train then enlist the assistance of a pedagogy coach to coach all staff using the GROWTH methodology	*January SFD then ongoing*	207000 203400	Sarah Beaufoy (Principal) Renee Walker (ped coach)
Develop a regular cycle of coaching and mentoring for all staff, creating opportunities for both coaching and formal observation or mentoring	*Ongoing throughout the year*	207000 203400	Sarah Beaufoy (Principal) – mentoring / formal obs Renee Walker (ped coach) – coaching
Use video lessons to analyse the coaching process and access coaching opportunities from neighbouring colleagues and leaders	*Commencing T2, then ongoing*		Sarah Beaufoy (Principal) Renee Walker (ped coach) Katrina Savage (teacher)

Future Outlook

Kilcummin State School
2017 Annual Implementation Plan

Improvement Priority 1. POTENTIAL: providing targeted differentiation and extension

Targets

100% of students (excluding those on ICPs and ILGs) will achieve at or above NMS for Writing.
50% of students will achieve in the U2B for Writing.
100% of students accessing a different year level curriculum, though an ICP, will achieve a 'C' standard or better in English, against the relevant year level achievement standard.

Strategy:	Ensuring that all staff have the skills, competencies, training and continuing support to continue to deliver quality outcomes for all students.		
Actions		**Timeline**	**Responsible Officer(s)**
Undertake PD in the teaching of Seven Steps to Writing.		Term 1	Katrina Savage
Establish writing moderation processes to ensure that standards are consistent internally and externally.		Term 1	Danielle Freiberg, Katrina Savage
Provide PD on the analysis of Writing data using CQ3S to inform planning and teaching.		Term 2	Danielle Freiberg
Develop approaches to monitor teacher practice, while using the Developing Performance Framework as a tool to align teacher capability development with school priorities.		Term 1	Danielle Freiberg
Develop a regular cycle of coaching and mentoring for all staff in the area of writing, creating opportunities for both coaching and formal observation or mentoring.		Term 2	Danielle Freiberg, Katrina Savage
Provide PD on the skills of coaching, feedback and mentoring.		Term 3	Danielle Freiberg
Provide opportunities for teachers to visit and observe schools / classrooms with similar contexts, in the teaching of Writing.		Ongoing	Danielle Freiberg
Strategy:	Creating a whole school culture on higher order thinking to enable high achieving students to reach their potential.		

Queensland Government

Actions	Timeline	Responsible Officer(s)
Use Investing for Success funds to engage additional teacher aide support to assist with ongoing literacy intervention processes.	Ongoing	Andy Cook, Danielle Freiberg
Build internal processes of 5-weekly writing data collection and analysis to inform data discussions, teaching, individual goal setting and interventions.	Term 2	Danielle Freiberg, Katrina Savage
Develop a school wide approach to effective and timely student feedback in Writing.	Term 2	Danielle Freiberg, Katrina Savage
Utilize CQ3S to demonstrate individual Student Distance Travelled in Writing.	Ongoing	Danielle Freiberg, Katrina Savage
Enrol students who are demonstrating high levels of achievement in extension literacy lessons in the IMPACT initiative.	Term 3	Danielle Freiberg, Katrina Savage
Develop writing exemplars / 'A' samples, for each year level, for a variety of genres.	Ongoing	Danielle Freiberg, Katrina Savage

Improvement Priority 1. POTENTIAL: providing targeted differentiation and extension

Targets

100% of students (excluding those on ICPs and ILGs) will achieve at or above NMS for Writing.
50% of students will achieve in the U2B for Writing.
100% of students accessing a different year level curriculum, though an ICP, will achieve a 'C' standard or better in English, against the relevant year level achievement standard.

Strategy:	Establishing and then embedding a school-wide, systematic approach to the teaching of numeracy, reading and writing with a focus on providing challenging learning experiences for all learners.	
Actions	**Timeline**	**Responsible Officer(s)**
Develop and implement an Australian Curriculum implementation plan to roll out the Australian Curriculum in a timely and school contextual fashion.	Term 2	Danielle Freiberg, Katrina Savage
Review the Kilcummin State School Writing Placemat to ensure consistent practices across the school.	Term 2	Danielle Freiberg, Katrina Savage
Refine planning procceses to ensure backwards mapping of English C2C units, focusing on what students already know and differentiating for individual and group needs.	Term 3	Danielle Freiberg
Embed the '7 Steps to Writing' process across all classrooms and explicitly teach writing on demand as part of Daily 5 sessions.	Term 3	Danielle Freiberg, Katrina Savage, Renee Walker
Develop a consistent approach to writing goals across the school, utilizing the 'What Does a Good Writer Do' language.	Term 2	Danielle Freiberg, Katrina Savage
Implement consistent collection of student work samples across the school by developing formal student folios.	Term 2	Danielle Freiberg, Katrina Savage
Strategy:	Collaborating with all stakeholders to review and implement the school's pedagogical framework and embed through staff professional development, mentoring, coaching and feedback	
Actions	**Timeline**	**Responsible Officer(s)**
Review the Kilcummin State School Pedagogical Framework to articulate the school's approach to teaching, learning, behaviour and wellbeing.	Term 3	Danielle Freiberg, Katrina Savage
Develop a research driven, evidence based pedagogical approach to the teaching of Writing, which promotes school-wide high expectations and consistency of practice.	Ongoing	Danielle Freiberg

Improvement Priority 2. PEOPLE - Building a positive school learning culture

Targets

100% of students will be attending school above 90%

Strategy:	Collaborating with all stakeholders to review the school's expectations for learning, attendance and well-being to support students	
Actions	**Timeline**	**Responsible Officer(s)**
Review whole school behaviour management plan to ensure plan meets the needs of the current school climate.	Term 1	Danielle Freiberg
Seek fresh ideas and best practice in attendance of all students.	Term 2	Danielle Freiberg
Strategy:	Engaging the wider community and creating opportunities to encourage parents to be involved in their child's education.	
Actions	**Timeline**	**Responsible Officer(s)**
Implement parent information sessions at the start of the year to welcome new families and discuss rules, routines and expectations in the classroom.	Term 1	Danielle Freiberg, Katrina Savage
Undertake parent-teacher interviews during term 1 and term 3 to discuss student progress and learning goals.	Ongoing	Danielle Freiberg, Katrina Savage
Introduce parent engagement sessions between the Principal and small groups of parents to discuss the school's future direction.	Term 2	Danielle Freiberg
Increase parent newsletters to be delivered weekly, to encourage regular communication and interest in student learning.	Term 2	Danielle Freiberg
Continue providing parents with advanced notice of student awards during parades.	Ongoing	Danielle Freiberg
Research fresh ideas for the engagement of parents at weekly parades.	Term 1	Danielle Freiberg
Continue pre-prep transition program.	Term 4	Andy Cook, Danielle Freiberg, Katrina Savage

Queensland
Government

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	25	18	7	>5	96%
2015*	33	22	11		97%
2016	30	20	10		87%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

Students attending Kilcummin State School are drawn entirely from the properties in the surrounding district. Almost a third of the students are either the second or third generation of their family to attend the school. The population of the school is stable (few transient students) and we are currently in a growth phase. A large percentage of students remain at the school for the entirety of their primary school career. Most students travel to and from school on the bus that services part of the community.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	13	16	15
Year 4 – Year 6	12	12	13

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Kilcummin State School is committed to the delivery of the Australian Curriculum in English, Maths, Science, History, Geography, The Arts and Technology from Prep to Year 6.

In addition to Australian Curriculum subjects, students undertake learning in Health and Physical Education and Languages other than English in alignment with Queensland's Curriculum.

Specialist teachers visit fortnightly to teach 90 minute lessons of HPE, Japanese and Music.

Kilcummin students also undertake focused literacy and numeracy instruction and participate in the instruction of ICT skills once a week.

Co-curricular Activities

Kilcummin students have access to a range of extra-curricula activities. These include:
- The Kilcummin Environment and Gardening Clubs
- Whitsunday Voices Literature Festival / Camp funded by the Winchester Foundation
- Isolated Children's and Parents Association (ICPA) 5 day Sports Camp in Clermont
- Local Small Schools Sporting Carnivals: Cross Country, Athletics and Swimming
- Peak Downs District Sports Carnivals
- Participation in the Clermont Show associated activities and display of work
- ANZAC Day Community March
- Whole Day workshops to consolidate appreciation of The Arts (dance, drama, Aboriginal art)
- School Camps (P-2 local camp and 3-6 camp to Brisbane / Canberra)

How Information and Communication Technologies are used to Assist Learning

Kilcummin State School utilises extensive resources in the area of Information and Communication Technologies (ICTs) to enhance learning. Teachers incorporate digital learning objects and video grabs in lessons. All classrooms are fitted with Interaction Whiteboards and online learning tools such as Mathletics and Reading Eggs are utilised in the classroom and incorporated into homework activities. The school makes use of a

Queensland Government

Promethean Learner Response system and students have access to class sets of laptops at a ratio of 1:1. Students also have access to ipads, digital cameras and video cameras.

Social Climate

Overview

Our school has a positive social climate with teaching in the area of Social and Emotional Wellbeing embedded in daily routines. Positive behaviours are acknowledged using a school-wide positive behaviour system and reinforced with Student of the Week certificates on weekly parades.

Kilcummin State School places great importance on family and community involvement. School Leaders take an active role in caring for and encouraging younger peers. Mixed age groupings enable students to form strong social bonds with students in all year levels.

Outlined in our comprehensive Responsible Behaviour Plan for Students, Kilcummin State School students participate in a comprehensive wellbeing program, including participation in the Bullying, No Way! Program and provision of an anti-bullying program through the Health curriculum.

Staff at Kilcummin State School set high expectations of student behaviour and enforce these through the explicit teaching of school-wide positive behaviours. The school has four fundamental rules: respect yourself, respect the environment, respect others and respect your potential.

Staff work closely with parents and support teachers to make sure diverse learning needs are met. In accordance with our *Learning and Wellbeing* policy, adjustments for students requiring additional support are enacting following a collaborative social justice process that includes families, all teaching and support staff and visiting specialist teachers.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	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)	100%	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%
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%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	91%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	86%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	90%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	92%

Queensland
Government

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
their school takes students' opinions seriously* (S2043)	86%	90%	100%
student behaviour is well managed at their school* (S2044)	100%	90%	100%
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%	90%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
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)	DW	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%
their school gives them opportunities to do interesting things (S2079)	100%	88%	100%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement
Parents at Kilcummin State School engage in their child's learning through the Learning Goal Process which occurs once a term with 100% of parents engaging in the process at the end of 2016. At Kilcummin, we formally report to parents twice a year.
Communication with parents takes place regularly through school newsletters, email updates, parent information sessions, written communication and a newly developed text messaging system. We welcome parent involvement in classrooms and with extra-curricular activities.
We celebrate success with parents at weekly parades, the End of Year Concert, the Leadership Induction Ceremony and a range of other events. Special events such as these have also provided an opportunity to celebrate with generations of extended families who have also attended the school with this connection forming an integral part of several of our celebrations.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Kilcummin State School is committed to the delivery of the Australian Curriculum in English, Maths, Science, History, Geography, The Arts, HPE and Technology from Prep to Year 6. Our HPE program covers identifying and responding to abuse and violence while developing skills of students to be able to resolve conflict.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0

Queensland
Government

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school uses rainwater for drinking and bore water for toilets and lawns. The installation of solar panels has helped to reduce our environmental footprint. Students participate in a regular gardening club to raise awareness of the environment and care for the school's plants and trees.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	5,000	0
2014-2015	7,613	
2015-2016	4,206	

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Queensland Government

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time Equivalents	2	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	4
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $13532.26

The major professional development initiatives are as follows:

-   Literacy Intervention (Pre-Lit, MiniLit, MacqLit)
-   Supporting students with Special Needs
-   Ipads in the Classroom
-   Beginning Teacher Initiatives
-   Principal Leadership

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	99%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	95%	84%	96%	95%	95%	89%	96%						
2015	90%	95%	92%	96%	94%	93%	94%						
2016	88%	91%	92%	91%	94%	94%	97%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

Student Attendance Distribution

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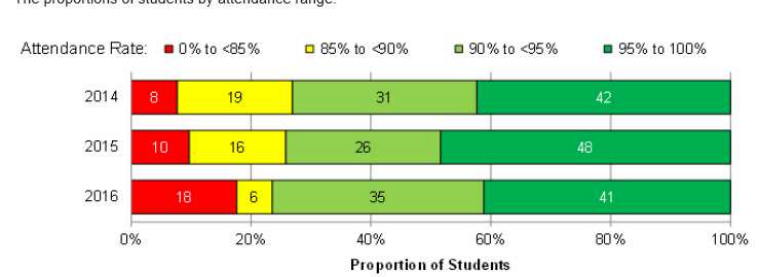
Description of how non-attendance is managed by the school

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.

Electronic rolls are marked twice daily by both classroom teachers at the beginning of the school day at 9:00am and again after second lunch at 2pm. Detailed absence notifications are filled in by staff, denoting the reasons behind student absence.
Unexplained absences or less than three days are followed up by an immediate text message alert or a note sent home to parents / caregivers with a request for additional information regarding the student's absence at the end of term.
Attendance protocols result in very few unexplained absences. In the case of unexplained absences lasting longer than three days, the school makes contact with the family in question directly by phone.
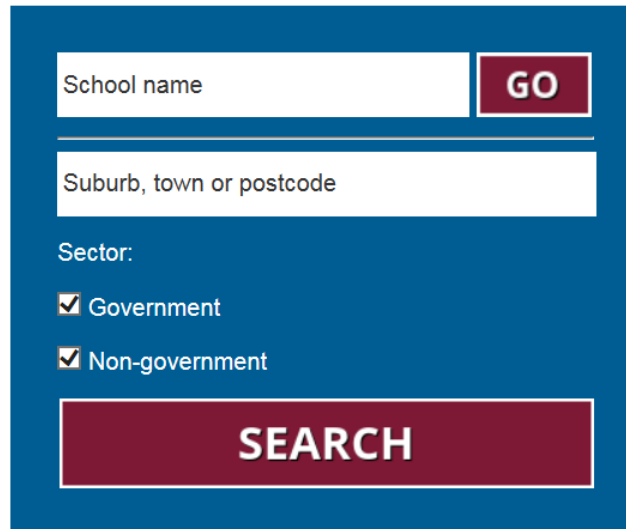Teachers prioritise student engagement in lessons as a key strategy to encouraging good attendance.

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/. In some areas, the cohorts were too low for data to be effective, therefore, some data has been withheld.

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

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Internal data supports having numeracy as a school priority for 2016. The data also supports great improvements in year 3 reading and writing.

Queensland
Government