



Kaimkillenbun State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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## School Overview

Established in 1909, Kaimkillenbun State School, affectionately known as The 'Bun School, is a multigrade co-educational state school situated about 25 km north of Dalby.

Currently the school consists of a co-educational, multi-age classroom from Prep to Year 6, offering quality curriculum programs across the eight key learning areas of the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages.

Our curriculum for Prep - Year 6 has a central focus on high levels of literacy and numeracy across all subject areas. Where possible, students engage in units of study that have a basis of play-based or inquiry learning. Teaching, learning and assessment are aimed at knowing and understanding each student to develop optimal learning that challenges and extends each child in a caring, supportive manner. Sporting opportunities are offered through small school carnivals throughout the year. At The 'Bun' School, parents, staff and students work hard to achieve the values of friendship, working together, respect, responsibility and giving your best. These values are reflected in the classroom and in the playground. Parents are encouraged to be involved in all aspects of their child's education.

## Principal's Foreword

### Introduction

Welcome to the 2017 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 2017 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 programs 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.

## School Progress towards its goals in 2017

Kaimkillenbun State School's future is positive with strong and supportive parent, community and staff relationships. The main focus for 2017 is student improvement in Reading and Writing, through which the continued implementation and reviewing the Australian Curriculum, using the C2C units as a resource. English and Mathematics form the foundation for successful outcomes for students in other key learning areas.

## Future Outlook

Our school Explicit Improvement Agenda for 2018 and beyond:

1. Quality teaching of reading;
2. Social-emotional well-being;
3. Community Engagement.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	33	12	21	8	81%
<b>2016</b>	28	15	13	7	88%
<b>2017</b>	29	13	16	5	93%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Students who attend Kaimkillenbun State School are largely from farming families, some of whom have had a long association with this school. These students generally travel to and from 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 respectful and assertive in their interactions especially as we have a zero tolerance of bullying and disrespect. Kaimkillenbun State School has an exceptional reputation in the community for the provision of outstanding educational opportunities for our diverse range of students.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	16	16	18
Year 4 – Year 6		13	12
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- 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.

### Co-curricular Activities

- Strong and sequential English, Mathematics, Arts, Technology, Humanities and Science programmes focussing on active engagement, inquiry and reflection;
- 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 provided for Year 5 and 6 students through the Brisbane School of Distance Education;
- 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 twice per year.

### Co-curricular

- Cricket, Soccer, Netball, Cross Country and Athletics;
- Students individually and collectively participate in local shows, eisteddfod 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 as the 'Christmas Tree Night' concert;
- School leaders participate in 'Young Leaders' and other leadership activities;
- Participation in ICAS tests on a voluntary basis;
- Kaimkillenbun SS P&C Annual Trail Bike Ride;
- Project Club activities which raise funds for "Go Green" reward days and school camp;
- A variety of twice a term "Go Green" reward activities provided enrichment for students who follow the school rules and model our school values on a consistent basis.

## How Information and Communication Technologies are used to Assist Learning

ICT 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 State School. The school boasts a well-equipped, networked computer laboratory, and additional 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, coding 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.

Wireless connections enable every room in the school access to fast reliable connection to our server and the internet.

## Social Climate

### Overview

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 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:



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 their emotions and behaviour. 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.

Our school is inclusive and all students are mainstreamed in our school. Students are supported through differentiated and flexible programmes based on student data and learning needs. We believe that a child's social and emotional needs must be met before academic learning can be successfully achieved and we pride ourselves on the safe and supportive learning environment we provide.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
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)	75%	100%	90%
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)	75%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	91%	100%
they like being at their school* (S2036)	88%	82%	100%
they feel safe at their school* (S2037)	100%	100%	91%
their teachers motivate them to learn* (S2038)	94%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	91%	100%
they can talk to their teachers about their concerns* (S2042)	94%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	94%	100%	100%
their school looks for ways to improve* (S2045)	100%	91%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
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%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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

Our vibrant 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 are welcome to 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. Invitations are extended to all parents and carers to participate in curriculum and learning adjustment processes for students with identified learning needs.

Comprehensive weekly newsletters, personal email, phone calls and parent-teacher interviews, sporting carnivals and participation 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.

### Transition programs

- Prep Orientation and Transition Programs.
- Year Six Induction, Graduation and Awards Ceremonies attended by all Staff and learners

Participation in our weekly assembly, Christmas Tree Night, which features our formal Year 6 Awards Presentation  
Active participation in the fun and games of Break-Up Day.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Lessons focusing on each of the school's core values: Doing your best, working together, respect, responsibility and friendship are explicitly taught through micro lessons and through the Health curriculum with an emphasis on:

- personal safety and awareness
- including identifying and responding to abuse and violence
- developing students' knowledge and skills to be able to resolve conflict without violence (High 5)
- recognising, reacting and reporting when they, or others, are unsafe.

At Kaimkillenbun State School, Respectful Relationships are reinforced and supported by:

- actively modelling respectful relationships, demonstrating skills and behaviours at Assemblies, in the classroom and in the playground;
- providing information in weekly Newsletters;
- 'Caught You Caring' – nominations by students, staff and parents nominating little acts of kindness. These are published in the newsletter and discussed at weekly assemblies. Student nominations are tallied and a 'Super Carer award' is presented on Break-Up Day;
- Weekly 'student of the week' awards which focus on one school value a week. Given out and discussed at our weekly assembly;
- active case management processes to support learners and their families requiring assistance, drawing on and utilising the range of community resources available;
- implementing cooperative learning as defined structures to promote social skills, team work, collaboration, class building and communication.

### 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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	1	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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## Environmental Footprint

### 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 stored in multiple rain water tanks and an onsite bore. The drive to replace existing bulbs with low energy bulbs is ongoing. The schools solar panels and continued upgrade of more efficient air conditioners continue to support a more sustainable approach to electricity use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	23,258	
2015-2016	22,906	
2016-2017	23,316	

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.

### Find a school

Sector:

Government

Non-government

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.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time Equivalent	3	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	3
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 2017 were \$4,036.02.

The major professional development initiatives are as follows:

- Cleaners Training
- Peer Reviewer Training
- Regional Principal Professional Development
- DET Data Roadshow
- Principals Conference
- QELI Professional Development
- Financial Advisory Services Training
- Small Schools Professional Development

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	98%

### 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 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	87%	81%

\*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 2017 for all Queensland Primary schools was 93%.

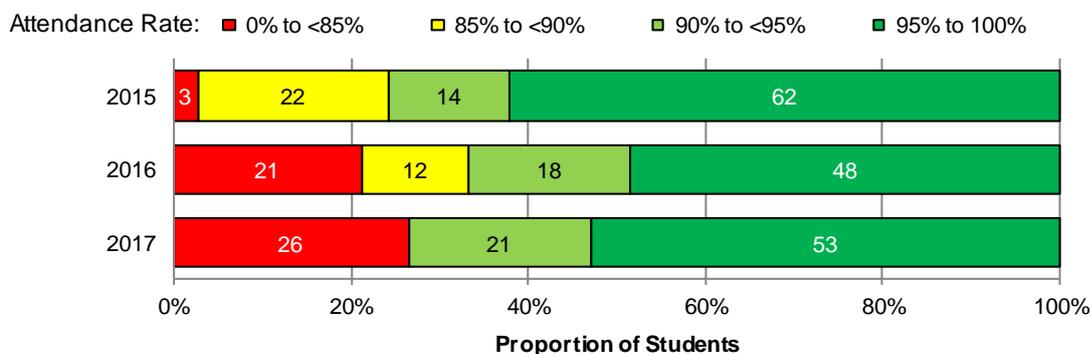
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	96%	86%	92%	95%	97%	95%	94%						
2016	95%	90%	90%	88%	90%	90%	97%						
2017	87%	97%	94%	88%	94%	96%	91%						

\*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

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 2017 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.

Any child whose absence has not been explained by a parent either by phone or by note, is made known to the administration officer who will call parents by 9:30 and ask for a reason for the absence.

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.

School specific processes and procedures to manage student attendance at Kaimkillenbun State School include:

- The implementation of an Attendance Guidelines Policy and Framework to communicate and outlining the school's high expectations regarding student attendance and related strategies to all members of the school community;
- Teachers proactively monitoring class absenteeism patterns, following up all unexplained absences;
- Unexplained absenteeism is monitored by Class Teachers and Administration with parents and carers of students absent without explanation contacted after three consecutive days;
- parents and carers of Learners with patterns of absenteeism are contacted immediately on the day of an unexplained absence;
- After three consecutive days of unexplained absence, the Principal personally contacts parents and carers;
- Parents and carers of students with prolonged absences of ten days or more are issued with an Enforcement of Attendance Letter through OneSchool. Regional Office personnel are also informed;
- All parents and carers must complete an Exemption to State Schooling for any planned absences for ten school days or more. This information is entered by Administration into the Attendance Exemption Register within OneSchool.
- Parents and carers of students receiving Disciplinary Absences are contacted by telephone, with formal letters issued via OneSchool;
- Students receiving a Disciplinary Absence are given work to do at home so they are not academically disadvantaged;
- Attendances over 95% attendances are acknowledged and celebrated at the end of each term by issuing certificates to all identified students at Parade;
- At the end of each term, letters are sent to all parents and carers of learners informing them of their child's attendance rate throughout the term.
- Weekly class attendance percentages, generated from rolls is communicated via the weekly school newsletter;
- Students with greater than 95% attendance go into a draw for a book prize at the end of each term;
- The Principal may conduct home visits for learners with prolonged periods of unexplained absence.

## NAPLAN

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**.

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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.