



Kilcummin State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

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 robotics. 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.

School progress towards its goals in 2018

Green indicates level – Complete/ongoing

Orange indicates level – Partially complete

Red indicates level – Not started effectively

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 Sheena Cameron Writing Strategies, Seven Steps to Writing strategies and the Soundwaves resources.	Ongoing	Leanne Bourne, Penny Bryant, George Daniels, Tammy Daniels, Danielle Freiberg, Deborah Gibson	
Continue internal moderation processes, including the use of the Writing 5 week data cycles, to ensure standards are consistent and that focus students are being differentiated for.	Ongoing	Penny Bryant, Danielle Freiberg	
Continue cluster moderation processes to ensure that standards are consistent both internally and externally, utilizing the cluster EdStudio to store moderated samples.	Ongoing	Penny Bryant, Danielle Freiberg	
Revise regular cycle of coaching and mentoring for all staff in the area of writing, with a particular focus on spelling, creating opportunities for both coaching and formal observation or mentoring.	Ongoing	Leanne Bourne, Penny Bryant, George Daniels, Tammy Daniels, Danielle Freiberg, Deborah Gibson	
Provide opportunities for staff to visit and observe schools / classrooms with similar contexts, in the teaching of Writing, with a particular focus on Spelling.	Ongoing	Penny Bryant, 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)	
Continue to 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	Penny Bryant, Danielle Freiberg	
Undertake parent-teacher interviews during Term 1 and Term 3 to discuss student progress and learning goals.	Ongoing	Penny Bryant, Danielle Freiberg	
Continue weekly newsletters to encourage regular communication and interest in student learning.	Ongoing	Danielle Freiberg	
Seek fresh ideas and best practice in the use of digital technology to engage parents and the community in student learning and wellbeing.	Term 2	Leanne Bourne, Danielle Freiberg	
Continue providing parents with advanced notice of student awards during parades.	Ongoing	Danielle Freiberg	
Continue to have students read out their best work on parade, to encourage further parent and community engagement.	Ongoing	Penny Bryant, Danielle Freiberg	
Research fresh ideas for the engagement of parents at weekly parades.	Term 2	Danielle Freiberg	
Provide parent PD sessions on the Kilcummin State School way of Writing, Soundwaves and the Zones of Regulation.	Ongoing	Penny Bryant, Danielle Freiberg, Matt Martin	
Introduce parent engagement sessions between the Principal and small groups of parents to discuss the school's future direction and encourage parent involvement in the 2019 AIP process.	Term 4	Danielle Freiberg	

Strategy:	Creating a whole school culture on higher order thinking to enable high achieving students to reach their potential.	
Actions	Timeline	Responsible Officer(s)
Use Investing for Success funds to engage addition teacher aide support to assist with ongoing literacy intervention processes in the Early Years of learning.	Ongoing	George Daniels, Tammy Daniels, Danielle Freiberg
Enrol students who are demonstrating high levels of achievement in extension literacy lessons in the IMPACT initiatives.	Term 1	Danielle Freiberg
Continue internal processes of 5-weekly writing data collection, with a particular focus on the spelling, and analysis to inform data discussions, teaching, individual goal setting and interventions.	Ongoing	Penny Bryant, Danielle Freiberg
Embed school wide approach to effective and timely student feedback and goal setting in Writing and Spelling.	Ongoing	Penny Bryant, Danielle Freiberg
Utilize cluster support to develop, collect and collate writing exemplars / 'A' samples, for each year level, for a variety of genres.	Ongoing	Penny Bryant, Danielle Freiberg
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)
Embed the Kilcummin State School Writing Placemat and review the Kilcummin State School Spelling Placemat to ensure consistent practices across the school.	Term 2	Leanne Bourne, Penny Bryant, George Daniels, Tammy Daniels, Danielle Freiberg, Deborah Gibson
Continue backwards mapping of English C2C units, working on student know and do elements as a cluster.	Ongoing	Penny Bryant, Danielle Freiberg
Develop a research driven, evidence based pedagogical approach to the teaching of spelling, which promotes school-wide high expectations and consistency of practice.	Ongoing	Penny Bryant, Danielle Freiberg
Embed the 'Soundwaves' process and use of resources across all classrooms and explicitly teach spelling lessons at least 3 times per week.	Ongoing	Penny Bryant, Danielle Freiberg
Develop a consistent approach to spelling goals across the school, utilizing the 'What does a Good Writer Do' language.	Term 2	Penny Bryant, Danielle Freiberg
Strategy:	Collaborating with all stakeholders to review the school's expectations for well-being to support students, staff and the community.	
Actions	Timeline	Responsible Officer(s)
Utilize the Learning and Wellbeing Framework Reflection and Implementation Tool to identify strengths, priorities and areas for further action to implement a whole school approach to student wellbeing	Term 2	Danielle Freiberg
Develop a Wellbeing Framework which articulates the school's approach to student wellbeing through the use of the Zones of Regulation and the Resilience Project resources.	Term 3	Danielle Freiberg, Matt Martin
Conduct staff and community PD sessions on the Zones of Regulation to build capacity around social and emotional literacy.	Term 1	Danielle Freiberg, Matt Martin
Purchase extra Guidance time to lead proactive well-being support strategies, through the implementation of the Zones of Regulation.	Ongoing	Danielle Freiberg, Matt Martin
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)
Continue to embed whole school behaviour management plan to ensure consistency across the school and community.	Ongoing	Leanne Bourne, Penny Bryant, George Daniels, Tammy Daniels, Danielle Freiberg, Deborah Gibson, Bruce Robinson
Seek fresh ideas and best practice in attendance of all students.	Term 1	Danielle Freiberg
Develop a Wellbeing Framework which articulates the school's approach to student wellbeing through the use of the Zones of Regulation and the Resilience Project resources.	Term 3	Penny Bryant, Danielle Freiberg, Matt Martin

Strategy:	Building staff capacity to ensure all staff have the skills, competencies and understanding of quality literacy teaching in all stages of schooling.		
Actions		Timeline	Responsible Officer(s)
Undertake PD in Early Start, the Literacy Continuum, Sheena Cameron Writing Strategies, Seven Steps to Writing strategies and the Soundwaves resources.		Ongoing	Leanne Bourne, Penny Bryant, George Daniels, Tammy Daniels, Danielle Freiberg, Deborah Gibson
Provide opportunities for staff to visit and observe schools with similar contexts, in the teaching of writing as a capability of literacy, with a particular focus on spelling.		Ongoing	Danielle Freiberg
Revise regular cycles of coaching and mentoring for all staff in the area of writing as a capability of literacy, with a particular focus on spelling.		Ongoing	Penny Bryant, Danielle Freiberg
Include the use of Early Start and Literacy Continuum resources during 5 week internal moderation processes, to ensure standards are consistent and that students are set appropriate goals.		Ongoing	Penny Bryant, Danielle Freiberg
Use Investing for Success funds to engage additional teacher aide support to assist with Early Start testing and ongoing literacy intervention such as OLEY, MiniLit and MacqLit.		Ongoing	Danielle Freiberg, Trudi Saal
Utilize cluster support to develop and moderate writing exemplars / 'A' samples, for each year level, for a variety of genres across all subject areas.		Term 3	Penny Bryant, Danielle Freiberg
Strategy:	Embedding a school-wide, systematic approach to the teaching of writing as a capability of literacy, with a focus on providing challenging learning experiences for all learners.		
Actions		Timeline	Responsible Officer(s)
Review the Kilcummin State School writing placemat to ensure writing is taught as a capability of literacy across all subjects.		Term 2	Penny Bryant, Danielle Freiberg
Create know and do tables to assist student and teacher knowledge of the writing demands across all learning areas.		Ongoing	Penny Bryant, Danielle Freiberg
Develop a research driven, evidence based pedagogical approach to the teaching of spelling, which promotes school-wide high expectations and consistency of practice across subject areas.		Term 3	Penny Bryant, Danielle Freiberg



Kilcummin State School

2019 Annual Implementation Plan

Improvement Priority 1. Improve reading capabilities of all students within the school.

Targets

All students will be reading at their recommended reading age or higher. Students on adjusted programs are reaching their personal goal outlined in their EAP profile.
Students show one year of growth in the literacy continuum tracker within reading and comprehension.
100% of students (excluding those on ICPs) will achieve at or above NMS for reading.

Strategy: Kilcummin State School will develop a framework to embed quality reading practices that streamlines the explicit teaching and inquiry based learning processes to develop skilled and confident readers.

Actions	Timeline	Responsible Officer(s)
School will develop a personalised reading framework that explains in detail for all staff how Kilcummin State School teaches reading from P-6.	Term 1	Bryce Morrice
Students have access to explicit reading lessons in small groups throughout the week. Minimum of one lesson per week.	Ongoing	Penny Bryant, Bryce Morrice
Staff will complete PM benchmarks at the beginning and end of each term. The results of the earlier test will be used to create targeted reading groups to ensure a student's needs are met.	Ongoing	Penny Bryant, Bryce Morrice

Strategy: Embedding a school-wide, systematic approach to the teaching of reading as a capability of literacy, with a focus on providing a personal differentiated learning experience for all learners.

Actions	Timeline	Responsible Officer(s)
Parents will be invited to the school to attend and participate in information sessions regarding how to teach reading and effective home reading practices.	Ongoing	Penny Bryant, Bryce Morrice
Staff will develop a rotation of explicitly taught comprehension strategies that are communicated with parents along with dialogue and recommended activities.	Term 1	Penny Bryant, Bryce Morrice
Staff will develop a weekly reading strategy focus that is taught explicitly in the classroom and communicated with parents.	Term 1	Penny Bryant, Bryce Morrice
Personal goals for all students will be based on the literacy continuum and placed on a practical and interactive data wall in each classroom.	Term 1	Penny Bryant, Bryce Morrice





Kilcummin State School

2019 Annual Implementation Plan

Improvement Priority 2. Acquiring and embedding technology into the learning environments to assist in delivering meaningful lessons.

Targets		
Classroom teachers are embedding technology effectively into their lessons weekly. Student engagement increases in relation to modern practices. Improved academic results are seen through the use of effective and embedded technical practices within the classroom. Staff, students and parents respond positively to the incorporation of technology and feel it benefits their teaching, learning and productivity.		
Strategy:	Equip the school with high quality, effective and robust digital resources.	
Actions	Timeline	Responsible Officer(s)
Re-evaluate and allocate budget to allow for the purchase of new technology to assist classroom learning.	Term 1	Bryce Morrice, Trudi Saal
Purchase iPads to create a 1to2 iPad/student ratio within the school.	Term 1	Bryce Morrice, Trudi Saal
In collaboration with our regional advisors, create an effective and thorough digital asset plan that incorporates quality and modern assets suitable and applicable for our school and its context.	Term 1	Bryce Morrice
Strategy:	Targeted and effective use of technology will be used skilfully to improve the delivery of the Australian Curriculum.	
Actions	Timeline	Responsible Officer(s)
Create an understanding within the community of how and why we use technology to enrich learning experiences.	Term 1	Penny Bryant, Bryce Morrice
Explore and seek out experts in digital curriculum delivery to be inspired with ideas and practices that can be embedded into our school's pedagogical framework.	Ongoing	Leanne Bourne, Penny Bryant, George Daniels, Amy Morrice, Bryce Morrice
Strategy:	Continuously upskill staff to ensure resources are effectively and engagingly used within classrooms to ensure value for money and best practice has been achieved.	
Actions	Timeline	Responsible Officer(s)
Teaching staff will access professional development opportunities based on embedding technology effectively into lessons.	Ongoing	Penny Bryant, Bryce Morrice, Sallyanne Werner
One staff meeting a term will be dedicated to sharing and demonstrating technological experiences, features and effective practices that staff have found effective and meaningful within the classroom.	Ongoing	Leanne Bourne, Penny Bryant, George Daniels, Amy Morrice, Bryce Morrice





Kilcummin State School

2019 Annual Implementation Plan

Improvement Priority 3. Building a positive school learning culture through professional development with staff and the community.

Targets

All staff members access professional development opportunities throughout the year which relates to the school agenda of reading or embedding technology.

Spend in entirety, the allocated budget for meaningful professional development.

Staff are actively seeking professional development opportunities that interest and excite them about their position within the school.

All families attend a minimum of one information session at the school relating to how to teach reading and comprehension at home.

Strategy: Kilcummin State School will create opportunities for all staff to reflect on their own professional journey and create an effective plan about how they can work towards reaching their goals.

Actions	Timeline	Responsible Officer(s)
All staff will be given time off class to consider the details of their PDP.	Term 1	Bryce Morrice, Trudi Saal
Staff create a meaningful and personalised professional development plan that incorporates the school's improvement agenda and their own personal interests.	Term 1	Leanne Bourne, Penny Bryant, George Daniels, Tammy Daniels, Amy Morrice, Bryce Morrice, Trudi Saal, Sallyanne Werner
Every staff member will explicitly take the time to search for professional development opportunities and share them at a staff meeting or privately with the principal at least once a term.	Ongoing	Leanne Bourne, Penny Bryant, George Daniels, Tammy Daniels, Lauretta Marks, Amy Morrice, Bryce Morrice, Sallyanne Werner





Kilcummin State School

2019 Annual Implementation Plan

Improvement Priority 3. Building a positive school learning culture through professional development with staff and the community.

Targets

All staff members access professional development opportunities throughout the year which relates to the school agenda of reading or embedding technology.

Spend in entirety, the allocated budget for meaningful professional development.

Staff are actively seeking professional development opportunities that interest and excite them about their position within the school.

All families attend a minimum of one information session at the school relating to how to teach reading and comprehension at home.

Strategy: Create an open and inviting environment where parents and the community feel comfortable participating in school activities and participating in learning opportunities for parents to assist in teaching students at home.

Actions	Timeline	Responsible Officer(s)
Host events and showcase parades where parents and the wider community can see and be involved in the work and successes of our students.	Ongoing	Penny Bryant, Bryce Morrice
Invite families into the school to assist and support with learning programs and Fun Friday activities to create a sense of community.	Ongoing	Penny Bryant, Bryce Morrice, Trudi Saal
Use the newsletter and other communication platforms to keep families up to date with strategies and the context of learning, which can then be implemented and reinforced at home.	Ongoing	Leanne Bourne, Penny Bryant, Amy Morrice, Bryce Morrice, Sallyanne Werner
Host information sessions for parents and community to share our implementation of digital portfolios and communication tools to ensure parents are informed and active in their child's learning.	Term 1	Penny Bryant, Bryce Morrice
Use digital platforms to keep parents informed and up to date with important information and achievements in regards to their child's progress and goals.	Ongoing	Leanne Bourne, Penny Bryant, Amy Morrice, Bryce Morrice

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	30	28	33
Girls	20	15	20
Boys	10	13	13
Indigenous			
Enrolment continuity (Feb. – Nov.)	87%	82%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	15	15	16
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 and Japanese.

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

Co-curricular activities

- 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 digital touch boards and online learning tools such as Matific, Reading Eggs and EPIC are utilised in the classroom and incorporated into homework activities. The school makes use of a Promethean Learner Response system and students have access to class sets of laptops and iPads at a ratio of 1:1.

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 enacted following a collaborative social justice process that includes families, all teaching and support staff and visiting specialist teachers.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	94%
• 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%	94%
• 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%	94%	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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	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)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	89%
• they can talk to their teachers about their concerns* (S2042)	92%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	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%	89%	100%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	DW
• 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%	89%	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 2017. 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, text messaging system and most our newest and most utilised platform, Class Dojo. We welcome parent involvement in classrooms and with extra-curricular activities.

We celebrate success with parents at weekly parades, monthly showcase 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 education 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.

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	4,206	17,529	12,669
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance **Finances** VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	7	0
Full-time equivalents	2	3	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	

*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 2018 were \$4585

The major professional development initiatives are as follows:

- 7 Steps of writing
- Teacher Aide Workshops

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	91%	94%
Attendance rate for Indigenous** students at this school			

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	88%	87%	95%
Year 1	91%	94%	92%
Year 2	92%	91%	94%
Year 3	91%	91%	94%
Year 4	94%	86%	96%
Year 5	94%	95%	97%
Year 6	97%	91%	93%

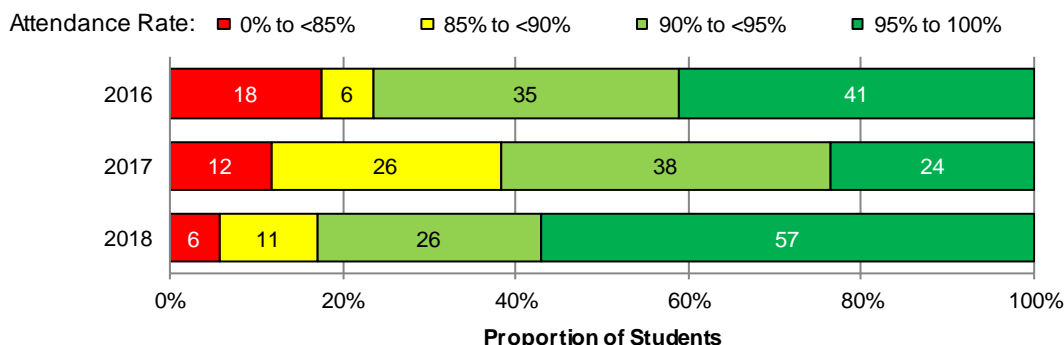
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Department of Education 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile **NAPLAN** Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.