Principal’s foreword

Introduction

Essentially this report is one of significant progress. Kimberley Park has always been a holistic school for child development and has held a strong line with extra-curricular activities second to none. At the same time student mean test scores have been steadily improving and in 2014 the school reached national standard with the expectation that the improvement trajectory will continue as per the 2014 school implementation plan.

School progress towards its goals in 2014

In 2014 our goal was to reach then exceed national mean scores in NAPLAN. Since 2013 the school has achieved the first part of this objective to exceed the Queensland average and then to reach the national mean score. Even those areas that are not quite there missed by only a few points statistically.

During the year the school used the funds from the Great Results Guarantee to focus on student achievement levels and this is continuing into 2015 in the expectation that Kimberley Park will exceed the national mean in 2015-16.

Our goal to embed a school pedagogical approach to Writing and Reading was reached with Mathematics still in progress.

The goal to clarify school-based expectations of program implementation was achieved using a strong moderation program.

The Great Results Guarantee funding was applied with significant success for under-achieving students. The summary can be found on our web page.

The “Lifting the Lid on Learning” goal was to improve the number of students achieving in the upper two bands. In all but three areas the number of students achieving in the upper two bands of NAPLAN were at or above the national average. The rate of improvement is superior to the national average in 11 out of 15 domains.
Future outlook

Key priorities for 2015

Improvement Agenda
- Continue the successful elements of the 2014 AIP
- Writing – whole school
- Reading – prep-year two
- Develop and implement a Master Teacher Strategy
- Reiterate the school’s Pedagogical Framework byline – urgency, intensity and higher order thinking and support higher performing teachers’ priority areas of development
- Master Teacher plan implementation
- Year five NAPLAN Writing results
- Establish Prep reading benchmarks
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>897</td>
<td>444</td>
<td>453</td>
<td>96%</td>
</tr>
<tr>
<td>2013</td>
<td>938</td>
<td>453</td>
<td>485</td>
<td>93%</td>
</tr>
<tr>
<td>2014</td>
<td>918</td>
<td>450</td>
<td>468</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Kimberley Park students attend from over 60 suburbs in Logan City Redlands and southern Brisbane. The school is located in the traditional home lands of the Yagara people.

There are 18 languages other than English (LOTE) spoken at home by over twenty-two students. We had an indigenous population of 24 students.

There were also students from other English speaking backgrounds but from other countries, notably New Zealand.

Kimberley Park parents report occupations that are generally of a slightly higher Socio-economic status than the average Australian population.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>21</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>40</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Kimberley Park State School has consciously built strong traditions of multi-age education positive relationships, innovative teaching based on the perceived future needs of children. We have systematic development of thinking skills, providing a wide range of co-curricular cultural, sporting and academic activities which challenge children's abilities. We maintain a supportive school environment which fosters cooperation and demands student safety, free from physical violence and verbal abuse ensuring a strong professional learning community for our students.

The school’s performance in academic, cultural, sporting events and competitions is outstanding. These include Reading Challenge, Eisteddfod Performances, Springwood Storm Cup, Wakakiri, RoboCup and Interschool Sports. We believe that not all learning takes place in the classroom and that opportunities offered by these programs benefit students in a range of ways.

Extra curricula activities

Robotics

In the last decade our robotics students have represented Australia at World Robot Olympiad in Portugal, Germany and Abu Dhabi (United Arab Emirates).

In 2013 a fourth team was selected to represent Australia in Brazil in 2014.

In the program were the following year levels:

2 students from grade 2 (identified as gifted)
4 students from grade 3 (identified as gifted)
21 students from grade 4 (partly identified as gifted)
17 students from grade 5 (partly identified as gifted)
24 students from grade 6 (partly identified as gifted)
12 students from grade 7 (partly identified as gifted)

41 of these students attended competitions in August and November.

Special Education Program

The SEP (Special Education Program) with 4.4 teaching staff and 90 hours teacher aide allocation supports 43 students with disabilities mainly within inclusive classrooms but providing withdrawal programs as necessary.

Performing Arts – this is a very strong area in the school with groups in dance, choirs, instrumental music (bands and string orchestras) Wakakiri (dance/musical competition), school music evenings and musicals.

Leadership – school, house and area captains fill an important role in school management assisting staff. The school captains meet weekly over lunch with the principal.

Dance

Kimberley Park’s Dance Program boasted over 150 students from Prep to Year Seven. Throughout the year there were numerous performances choreographed for specific events such as, the Induction Assembly, Grandparents’ Day Concert, School Musicals, the Arts Festival and Graduation Night.

All KP students learn to dance from prep to year seven.
There are also a number of specialty dance groups:

- Prep dance
- Boys dance
- Senior Girls List One, List Two and List Three groups
- First steps (Grade 1,2)
- La Cumbia (grade 5 and 6)

_Wakakirri_ is a dance competition that involved many students from Prep – Year Seven competing alongside their peers from other schools, using dance to tell a story based on a topic of interest. Students enjoy the unique opportunity to dance alongside fellow students of all ages, performing in front of a large audience.

- Highly commended for concept
- use of signature item
- overall costume design
- Show award for Teamwork

**Senior Choir 2014**
- Variety of repertoire rehearsed and performed including traditional choral and modern pop
- Singfest Choral workshop and Concert
- Arts Show performance
- Grandparents’ Day performance
- P&C Christmas Concert

**Junior Choir 2014**
- Variety of repertoire rehearsed and performed including traditional choral and modern pop
- Arts Show performance
- Grandparents’ Day performance
- P&C Christmas Concert
- Several Parade performances

**Futsal (indoor soccer)**

In 2014 there were 4 Futsal teams at Kimberley Park State School:

- Primary Girls
- Primary Boys
- Under 11 Boys
- Under 10 Boys

All of the teams took part in the SE QLD titles, doing very well (most made the finals).

The Primary Girls team made it through to the SE QLD Champion of Champions, as well as the Australasian Champion of Champions event, which was held at Runaway Bay Sports Centre.

At this competition the girls tied two games, lost one game and won five games, eventually winning the Grand Final by 1 goal to become champions of Australasia. 2 Girls were selected for the all-stars team and the national squad, with one also selected for the national squad.
Sports

In 2014 the school offered futsal, netball, cross country, athletics, swimming, skipping team, soccer, handball and Australian Rules.

Charities

Students in the Kimberley Sparks committee select charities based on their own experiences and interests.

How Information and Communication Technologies are used to assist learning

Interactive White Boards were installed in every classroom by 2009. In 2013 we installed our first two LED large flat screen televisions to project an interactive iPad onto the screen using Apple TV. The success of these meant that all classrooms were equipped with this system in 2014. In 2014 the three year program had accelerated to be largely completed by the end of that year. During the year the computers in one of the two computer labs was redistributed to classrooms. The number of school iPads had also increased to the extent that they were also distributed to classrooms creating a very technology-rich learning environment.

The school rebuilt its web page to the new Queensland standard and 560 parents subscribed to the new QSchools App giving the school fast access to parents through instant electronic notifications.

We held our annual Film Festival to promote and showcase student’s multi-media skills.

Our ICT coordinator conducted regular Professional Development on iPads and One School Training.

The teaching staff is using the Learning Place and Curriculum Exchange to enhance learning.

Kimberley Park has a high-speed fibre optic network with computers in every classroom and two labs.

A new fibre-optic cable linking the school to the telephone exchange doubled the school’s bandwidth.

The school’s iCentre is connected to the network and every computer in the school can access the catalogue of books and other materials on loan.

ICT is integrated into every unit of work during planning sessions that all teachers attend. In 2014 we increased the number of iPads to almost 170 after a successful introduction in 2012 to engage learners and provide additional learning and teaching opportunities.

An 80 member robotics club operated teaching students to program robots that they construct.

We employ a computer technician to maintain the ITC service at an optimal level.

Social Climate

Kimberley Park is proudly multi-age. Children in any class range across a two year age span. Children commonly stay with the same teaching team for more than one year but internal transfers occur if it is considered in the child’s interests. The school is home to many different cultural groups and we recognise the need to identify and celebrate diversity. We also acknowledge and cater for the special needs of students identified with learning, behavioural and emotional difficulties as well as disabilities.

Teachers operate with a high level of professional autonomy. Teaching at Kimberley Park State School is intellectually, physically and emotionally demanding but also provides great professional satisfaction. Teachers use a diverse repertoire of direct, indirect and collaborative teaching tactics with the whole group, small groups and with individuals. The need to attend deliberately to developing higher order thinking skills is recognised.

The Kimberley Park State School Community recognises that its members have the right to work and play without disruption or disturbance in a positive, safe, secure and accepting environment. Our Responsible Behaviour Plan emphasises that ‘every child has the right to learn and every teacher a right to teach’. We believe that parents and teachers must work together to ensure that students develop responsibility, self-control, respect and courtesy. We also believe that constructive discipline grows out of warm student-teacher relationships. In late 2013 we introduced the school’s first Chaplain, Melissa Carle whose task was to enrich the pastoral care for, and the daily lives of, our children.

This message was received in the first half of 2014 - it reflects the school’s social climate:

While it was great to see the exciting things the school is doing embedding technology into teaching and learning, the stand out for me was the tone and enthusiasm of the teachers and students, what a wonderful learning environment you have nurtured.

David O’Hagan | Assistant Director-General Information & Technologies 11 June 2014
## Parent, student and staff satisfaction with the school

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of parent/caregivers who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>83%</td>
<td>91%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>100%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>95%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>100%</td>
<td>83%</td>
<td>91%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>100%</td>
<td>92%</td>
<td>89%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>100%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>95%</td>
<td>75%</td>
<td>88%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>100%</td>
<td>83%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>95%</td>
<td>75%</td>
<td>86%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>100%</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>100%</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>95%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>90%</td>
<td>58%</td>
<td>80%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>100%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>100%</td>
<td>92%</td>
<td>95%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>98%</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>92%</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>98%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>93%</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>83%</td>
<td>84%</td>
<td>82%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>87%</td>
<td>86%</td>
<td>83%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>84%</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>71%</td>
<td>80%</td>
<td>69%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>96%</td>
<td>99%</td>
<td>94%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>79%</td>
<td>88%</td>
<td>92%</td>
</tr>
</tbody>
</table>
Involving parents in their child's education

Comprehensive communication is maintained with parents through email, website, newsletters and face-to-face reporting with access to specialists (e.g., Guidance Officer, Behaviour Advisory Teacher).

A new school website has made it simpler to keep information current and the associated QSchools App means that ‘push’ notifications can be sent to parents whenever we update targeted information like news, newsletters and the school calendar.

Parents are involved in up to three showcases a year to share students’ classroom learning as well a range of concerts and musicals.

The Parents Association maintain open communication lines with admin and parents, including FaceBook - maintaining positive parent relationships.

Parents volunteer time and support in classrooms and at school events to support children.

The P&C Association celebrate parent volunteers at a special evening at the end of every school year.

Reducing the school's environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

In 2010 Kimberley Park was the featured school in the Queensland Government’s television advertising campaign. Kimberley Park was the first school in Queensland to ‘go live’ on the internet with its solar power generating power to reduce its carbon footprint.

Further measures were put in place to move KP into a more ecologically sustainable position. We have five solar hot water systems, a recycling program, and capacity to store 50,000 litres of rain water.

The school grounds feature Australian native plantings including a bush creek that is slowly being planted out to attract native birdlife. We even get the occasional visit from koalas. We have a resident population of bush turkeys all affectionately called...
“Trevor” by students and a few large water dragons. The school has a SEMP (School Environmental Management Plan) to minimise and reduce waste. The Workplace team meet monthly to review safe workplace practices and to manage our natural and built environment. In 2012 KP was one of only a few schools that remained energy neutral across the state. In 2013 we renegotiated our waste management contracts which made a considerable financial saving and allowed us to recycle more than simply paper products.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>158,658</td>
<td>1,836</td>
</tr>
<tr>
<td>2012-2013</td>
<td>181,696</td>
<td>1,109</td>
</tr>
<tr>
<td>2013-2014</td>
<td>182,942</td>
<td>678</td>
</tr>
</tbody>
</table>

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

### Our staff profile

#### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>66</td>
<td>28</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>54</td>
<td>18</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

#### Qualification of all teachers

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $49 464.24
$21 840.28 from the school Grants Account.
$27 623.96 in releasing classroom teachers for professional development.
The major professional development initiatives are as follows:
Induction – all new staff to KP underwent a significant induction course over several months.
Operation Goldilocks – an annual $10 000 intensive professional development project aimed at high performing staff. Ten teachers attended in 2014.
First Aid and Compulsory Corporate Training in Fire, Student Protection, Asbestos Training and Code of Conduct.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

### Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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

- **Search by school name**

  Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry webpage.

- **Search by suburb, town or postcode**

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

### Performance of our students

#### Key student outcomes

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student attendance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.
### Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>2013</td>
<td>92%</td>
<td>94%</td>
<td>92%</td>
<td>91%</td>
<td>93%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>2014</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
</tr>
</tbody>
</table>

*DW = Data withheld to ensure confidentiality.*

### Student attendance distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>11</td>
<td>12</td>
<td>30</td>
<td>47</td>
</tr>
<tr>
<td><em>2013</em></td>
<td>14</td>
<td>12</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>2014</td>
<td>12</td>
<td>10</td>
<td>29</td>
<td>50</td>
</tr>
</tbody>
</table>

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.*

### Description of how non-attendance is managed by the school

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.

Class rolls are marked at the commencement and conclusion of each day and parents contacted if there has been no explanation within three days.

Student attendance is monitored by deputy principals. Items regarding attendance are published in the school newsletter.

In 2015 an on-line automated SMS system will be introduced to advise parents in real time of student absences and allow parents to record reasons for confirmed absences.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](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.
Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Achievement – Closing the Gap**

In 2014 Kimberley Park had an indigenous population of approximately 24 students with an attendance rate of 87.1% - similar to the previous year. The non-indigenous rate was 92%. Attainment of our indigenous students has steadily improved over the last five years.

**KP indigenous students performed as well as or out-performed non-indigenous Australians in all areas.**