

Kimberley Park State
School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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School Overview

Schools play a significant role in the lives of children as they grow and develop. In partnership with parents and other members of the community, our school provides students with a quality education that equips them with the knowledge, skills, and attributes needed to be successful in the future and an education enabling students to participate in and contribute to a vibrant society. We have strong traditions of multi-age education, positive relationships, innovative teaching based on the future needs of children and systematic development of thinking skills. There are a wide range of co-curricular activities and co-curricular academic activities which challenge children's abilities. The school maintains a supportive school environment which fosters cooperation and provides student safety, free from physical violence and verbal abuse which ensures a strong professional learning community. To prepare our students for the twenty-first century, we believe students should be literate and numerate, life long learners, able to use information technology, creative and critical in their thinking, able to work cooperatively and able to direct their own learning. “ **Every child successful, ready for the Future**”

Principal's Forward

Introduction

The Kimberley Park State School Annual Report provides an overview of the schools progress over the year, including data around student achievement and survey results from parents, students and staff. It also projects future developments in teaching & learning that are aimed at delivering high quality educational outcomes for students in a multi-age setting.

School Progress towards its goals in 2016

In 2016, Kimberley Park State School made significant progress in the following areas:

- Reading instruction
- Mathematics instruction
- Learning in STEM
- Personalised Learning

The development of the Annual Implementation Plan for 2016 targeted development in the following key areas. These were aligned to the needs of students, to the DET Strategic Plan 2016 - 2020 and to the Advancing Education agenda.

1) SIGNATURE LEARNING

Improved learning outcomes in mathematics

In the second half of 2016, our staff were engaged in the development of a Guaranteed and Viable Curriculum in Mathematics and linked this to developing our knowledge of effective instruction in Mathematics. This led to a trial of a response to intervention model with key staff and specialized training provided by our partners, Solution Tree, a consultancy firm specializing in Professional Learning Community (PLC) practice. The trial required teachers, teacher aides and instructional leaders to engage in weekly data cycle discussions, collaboratively planning for the instruction and intervention the following week. In October 2016, all remaining staff were trained in the Response to Intervention (RTI) model and this led to an agreement for full school implementation in 2017. Explicit direct instruction models were trialed and plans were made to embed this in practice in 2017.

Improved learning outcomes in reading

In January 2016, we audited our reading program and found there was a necessity to create a more consistent approach to reading instruction. We established the reading hour and provided significant coaching and modelled teaching for staff to ensure that high yield strategies were being developed and implemented. By the end of 2016, the reading hour and expectations for guided and modelled reading were established. A P – 6 document for agreed pedagogical practices was published and modified. The process of refining and improving our practice in reading was led by our Master Teacher as part of her action research project. Current progress shows that in our early years where the main focus has been centered, students are reaching the highest levels of reading compared to than any year previously.

Improved outcomes in STEM education and enrichment support across P -6

In February 2016 our school held an Advancing Education forum that highlighted our school's position as a leading STEM (Science, Technology, Engineering and Mathematics) school, with particular strengths in Robotics and Coding. The program for robotics was being run in a shared specialist teaching space with music so it was decided to create a specialized STEM learning space. This was completed in June and was named the Infinity Centre. To support the extension of the STEM program, an Enrichment & STEM coordinator role was created and this person worked closely with a Head of Department (HoD) of STEM role shared with Shailer



Park State High School. In Term 3 & 4 a new curriculum program was developed called INGITE Plus, which is a flipped learning self-paced model for students who have strengths and talent in STEM related studies. Students in Term 4 sat a select entry exam in preparation for the full program to be run in 2017. The IGNITE Electives were also developed to support a range of learning and extension across a variety of key learning areas.

2) PROFESSIONAL LEARNING

Development of effective, sustainable pedagogical coaching

To support improved pedagogical practice, our school made the decision to employ three pedagogical coaches for the start of the 2016 school year. These coaches were employed through I4S funding and were assigned to each sector of the school – Junior, Middle and Senior classes. The focus of the coaching was to support improved instruction in reading. Over the course of the year, the coaches worked on 3 week cycles with teams of teachers, using guided shared and modelled coaching approaches. They also developed and led collaborative teams that focused on Response to Intervention practices in Mathematics. Coaches led the gathering of and discussions around student data. This approach contributed considerably to improved pedagogical practice and student outcomes in reading.

Embedding a professional learning community, focusing on key pedagogical practices

In our second year of developing our collaborative inquiry process and embedding collaborative teams, we set out in Term 1 to bolster our PLC approach, using reading instruction as the vehicle. This was combined with our use of Data Walls – Putting Faces on the Data, where we tracked all 900 students in reading each term. In Semester 2, after reflecting on our existing practice, we decided to embed a Response to Intervention approach in Mathematics. Sixteen staff received specialized training and were part of a trial in Terms 3 and 4. These staff provided feedback to the whole school and in October all staff were officially trained in RTI. The work that has been done in this area has resulted in higher levels of professional sharing, support and collaboration across all year levels.

Enhanced engagement and linkage of performance development plans to the improvement agenda

Considerable effort was placed into improving our PDP processes in 2016, and aligning this with our coaching model. Staff engaged in reflections on practice in Term One and this was then translated into a staff profile so that all members of staff would receive personalized support for their development as a teaching professional.

3) LEARNING ENGAGEMENT

Improved attendance for all students

Through a process of data sharing, weekly and monthly attendance data was published with staff and in the newsletter, highlighting the need to ensure that all students attend as many days of learning as possible. This led to a slight improvement in our attendance data in 2016, however the number of students attending less than 85% was still high, so plans have been made to track and support these students more closely in 2017.

Improved learning engagement processes and positive proactive strategies

The behavior management and leadership teams reviewed our current practice for responsible behavior and decided that we needed to improve processes in data gathering, tracking of student behavior and to have a framework developed that would support the explicit teaching of expected student behaviors. The QUAD A framework was developed and in the second half of 2016 was refined by all staff during staff meetings to ensure it would be ready for implementation in 2017.

4) PARENT AND COMMUNITY ENGAGEMENT

Enhanced communication processes with parents

In 2016, the inception for QParents, enhanced use of social media and messaging services and refined parent interview meeting processes supported the improvement of communication with parents across a variety of modes. The P&C, in collaboration with the school, began looking at ways in which communication could be more streamlined and this led to the development of the Branding & Communication committee involving parents, staff members and admin officers. The regular use of Survey Monkey to gather and share data with parents proved to be of considerable benefit in 2016.

Continue to strengthen partnerships with local childcare and feeder schools

Our partnership with Shailer Park SHS grew considerably in 2016, with a shared HoD for STEM co-employed, the sharing of educational resources for our Electives program and the development of key linkages in Dance and Japanese across both schools.

The development and extension of the Prep transition officer role strengthened our relationship with childcare centers and with new enrolling parents. The KP Comets program was developed which is a 5 week pre-Prep program involving students and parents commencing Prep the following year. Students are engaged in learning activities designed to improve their readiness for school, whilst the parents are involved in learning about early year's literacy and numeracy strategies.

Our involvement in the Wonders of Science program with UQ led to our school being positioned as a model school for Science in the local area. We also commenced working with Engineers with Borders, Brisbane Hackerspace and the Logan City Library for 3D printing.

Enhanced involvement of parents in decision making and collaboration

With the possibility that the school will become an Independent Public School in 2017, we proactively developed an interim school council to start looking at the strategic direction of the school. This was brought together through public vote and then verified at a P&C meeting. Parent forums were held in 2016 – focusing on:

- Multi-age Teaching

- School Infra-Structure plans
- New Parents to Kimberley Park SS
- Future Visioning
- Advancing Education forum

Future Outlook

At the end of 2016, Kimberley Park State School was granted Independent Public School status. The future prospect as an IPS opens up the opportunities for our school to work on innovations that support continued improvement of our school as a high quality educational facility. The 5 "P's will be our drivers in 2017:

- ***Pedagogical Precision***
- ***Professional Learning Framework***
- ***Personalised Learning***
- ***Positive Learning Engagement***
- ***Parent and Community Engagement***

PEDAGOGICAL PRECISION

Improved student learning outcomes in mathematics

- Implementation of a Guaranteed & Viable Curriculum (GVC) based on Marzano's High Reliability Schools research, in Mathematics from P-6
- Utilisation of common formative assessments linked to Professional Learning Community practice focusing on Essential Learnings developed through GVC
- Research & development of high yield strategies to strengthen the instruction of GVC – embedding the Agreed Instructional practices in mathematics to build consistency across P-6
- Implement Explicit Instruction process for the systematic teaching of Mathematics, linked to the research by Anita Archer.
- Embed the Response to Intervention process to collaboratively improve student learning, supported by the employment of an RTI coach.
- Utilise weekly data gathered through common formative assessments to track student progress and inform teaching practice
- Continue to explore the use of data walls "Putting Faces on the Data" (Sharratt/ Fullan) to enhance data discussions within partnerships and cohorts

Improved student learning outcomes in reading

- Enhance existing reading program, focusing on strategies/ instructional practices linked to the 6 Pillars of Reading, with support from Literacy solutions consultants as critical friends
- Embed the consistent expectations of the Reading Hour and Agreed Instructional practices in Reading across P-6
- Embed Upper 2 Band Reading strategies – Complex Text questioning and Reading Stamina
- Enhance data discussions per team linked to ongoing tracking of student progress
- Trial collaborative data analysis and response utilising Response to Intervention process in Second Semester
- Continue to explore the use of data walls "Putting Faces on the Data" (Sharratt/ Fullan) to enhance data discussions within partnerships and cohorts

PERSONALISED LEARNING

Development of a strategic infra-structure plan for ICT development to 2020

- Research & development – teaching team focused on looking at future proofing school ICT capabilities until 2020. Phasing out desktop computers and moving towards full mobile wireless devices.
- Development of enhanced Flipped Classroom practices – focus on Preparation for Learning (P4L) to enhance linkage between before and after school learning

Development of personalised programs to support student enrichment

- Develop and Embed IGNITE Elective and IGNITE Plus STEM enrichment program leading to submission for a School of Excellence program in 2018.
- Creation of Maker Space to enhance learning opportunities in design and technology as per IPS application
- Continued enhancement of enrichment opportunities through the employment of STEM coordinator
- Trial classrooms set up to design & embed student centred learning model enhanced through mobile flexible furnishing & infrastructure – "Re thinking Classroom Design"

PROFESSIONAL LEARNING FRAMEWORK

Development of effective, sustainable mentoring & coaching practices

- Enhancement of coaching roles developed in 2016, employed in sectors of the school – key roles improving practice in reading and mathematics, utilising coaching model developed in 2016. Key facilitation process for response to intervention modelled and refined.
- Develop effective reflection tools for staff in Reading and Numeracy to enable staff profile for differentiation of support, linked directly to PDP data
- Refine release mechanisms out of flexible staffing to enable effective coaching practice / opportunities, with a focus on collaborative learning.
- Explore opportunities for peer coaching processes to be developed

Embedding a professional learning community focusing on key pedagogical developments

- Embedding Professional Learning Community practice, driven through the Response to Intervention process, targeting improved instruction in Reading and Mathematics
- Increased focus on effective facilitation of PLC's led by instructional leaders – data analysis leading to intense focus on instruction
- Continued development of key leaders in PLC practice (Dufour & Dufour) focusing on the Big 4 Questions: *What is it we want students to learn?, How will we know when they have learned it?, How will we respond if students don't learn?, How will we respond if students have learned it?;* align PLC practice with GVC, Response to Intervention & Enrichment.

POSITIVE LEARNING ENGAGEMENT

Embed QUAD A Framework as a positive learning engagement philosophy

- Embed the QUAD A systems and processes, including the systematic teaching of behaviours that constitute the school's high expectations of students as learners.
- Employment of a Learning Engagement officer to support at-risk students and to drive learning engagement processes, including positive reinforcement strategies, refinement of behaviour management processes and teaching strategies
- Embed across the school the artefacts for QUAD As to immerse school in language/symbols

PARENT AND COMMUNITY ENGAGEMENT

Enhanced engagement of parents & community

- Develop enhanced methods of communication utilising online modes, with a focus on engaging parents systematically with their child's learning goals and ongoing data transparency:
 - Reading – Support a Reader training for parents
 - ICT – using iPads for Learning, Flipping the Classroom
 - Maths – Mathletics and strategies for home learning
 - Data Sharing sessions with parents
- Improved facilitation of parent/ teacher meetings with a focus on goal setting linked to student data – transparency of goals/ school based targets
- Development of a school council to bolster localised support for short and long term strategic planning – activated in 2017
- Enhanced parent involvement in key decision making & collaboration through surveys, focus groups and utilising feedback mechanisms.

Continue to strengthen relationships with local childcare providers / key feeder high school

- Enhancement of relationship with Shailer Park SHS – linkage of STEM programs, Dance instruction sharing of resources and development of STEM Academy
- Continue to lead work with childcare centre cluster to enhance oral language and school readiness programs , as well as share the load with screening processes
- Further development of playgroup and transition to school by Prep Transition Officer

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	918	450	468	24	95%
2015*	890	440	450	24	96%
2016	880	441	439	22	96%

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

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

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

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

Characteristics of the Student Body

Overview

Kimberley Park State School students attend from a range of suburbs across the Logan district and beyond. With the introduction of an Enrolment Management Plan in 2015, the student population predominantly resides in the Shailer Park and Loganholme districts.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	24
Year 4 – Year 7	25	27	27
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Kimberley Park State School offers a distinct education opportunity, built on the philosophical foundations of multiage education. Our teachers deliver a curriculum that is research based, data driven and meets the needs of every individual child. Built into our curriculum delivery is a systematic approach to developing thinking skills and allowing children to access learning that is personalized to them, setting goals in key areas and regularly reflecting on their own personal progress. We have a supportive and engaging learning environment that ensures children are switched on to learning, as well as fostering collaborative and cooperative learning opportunities.

A strong focus is on developing high levels of literacy and numeracy for every child. Without these fundamentals children cannot access higher levels of learning. We are relentless as a school in ensuring that we do whatever possible in our curriculum delivery that enables every child to be successful and be ready for the future.

SPECIAL EDUCATION PROGRAM

The SEP with a teaching staff of 3.8 full time equivalent and 115 hours of teacher aide time caters for over 45 students with disabilities in an inclusive model of delivery. It is our strong belief that all children deserve the right to access the core curriculum and be provided with as much opportunity as possible to be successful in their learning. Our passionate and highly qualified teachers provide an excellent level of support and guidance, working very closely with families to ensure their child's needs are being met and are regularly adjusted according to their needs.

LOTE – JAPANESE

Kimberley Park SS offers a Japanese program from Prep – Year 6 as part of our core instruction. Students are exposed to understanding of the Japanese culture, through to effective use of the Japanese language to communicate in both written and oral forms. Our school hosts visits from sister schools from Japan annually, and has embraced the cultural and symbolic elements of the Japanese society. We have a Japanese garden and engage in annual Japanese festivals and events.

Extra curricula activities

ROBOTICS & STEM

Kimberley Park prides itself as being a leader in robotics, coding and STEM education. Currently, the school boasts an Infinity Centre that is a specialized facility catering for high end robotics and STEM activities. We believe it is one of a kind in the south-east region. We have developed partnerships with the University of Queensland, engaging in the Wonders of Science program, as well as participating in the STEM Cup and Robocup competitions locally and nationally.

The Robotics Program at KPSS was implemented in 2002 and attracts more and more students every year. It is an extracurricular activity for students interested in mathematics, technology, engineering and programming. The key strategies of the program are the application of thinking skills and problem solving in hands-on activities; supporting gifted and talented students in the areas of mathematics, technology, engineering, mechanics and programming. The program encourages learning and applying team working skills in a friendly, supportive and competitive environment and enhances creativity while learning valuable fine motor skills.

Robotics is a challenging and enjoyable hands on activity and very popular with students and parents alike. It is a huge motivator for some disengaged students to attend school and a subject they look forward to the whole week.

Robotics teams from KPSS participate every year in various competitions and some excursions. The outcomes at the competitions display the extremely high standard of the Robotics program at KPSS. From 2002 to 2015 students of KPSS participated and won at many Regional, State level, National including four times at International Robocup competitions. In 2016, one of our Year 5 students won the state robotics competition for dance and placed fourth in the National Competition.

IGNITE ELECTIVES

At Kimberley Park State School we offer two semesters of elective choices under our IGNITE program. This program provides students from Year 3 – 6 the opportunity to choose from a range of extension and trial activities that ignite their passion, trigger their interest and extend their learning. The list below outlines an example range of electives available for students to participate in. Some of these electives are run within the school and some externally at Shailer Park High School. We ask that students nominate their top four electives for placement in elective choices.

IGNITE ELECTIVE CHOICES

PERFORMING ARTS

Have you ever wanted to star in a musical? Sing, dance, act like a professional artist? This elective is for you! Join the ROCKIT team of Teaching Artists who work with companies such as QLD Theatre Company! Visit the website <http://www.rockitproductions.com.au> for more information about the Rockit team.

SOCCER

Join the Brisbane Roar Development team for five weeks of action packed coaching. Learn new tricks and skills each week. Selected students from this group will be chosen to participate in a GALA day in week 9 of term three.

NETBALL

Join a QLD Netball coach for five weeks to learn how to play or build on the skills you have.

'YOU CAN DRAW!'

Have you ever wondered how to draw in the easiest way possible? Learn to draw and cartoon with local artist 'Tom Gant'. He will show you the tricks to creating drawing masterpieces.

SPECTACULAR SCIENCE



Are you the next Albert Einstein or Isaac Newton? Have you ever wanted to build rockets and create polymer super balls? Then this is the elective for you. Join the mad scientists at Shailer Park High School for some crazy science.

DANCE

Do you dream of dancing in your sleep? Do your feet twitch when you hear a song? Then this is the elective for you. Join the dynamic dancers at Shailer Park High School for some dance elective fun.

3D PRINTING

Are you creative and love computers? Join the 3D printing team at Shailer Park High School to learn how to create and make 3D printed designs!

JUNIOR MASTER CHEF

Do you find yourself cooking up a storm in the kitchen? Perhaps you can't tell the difference between your soufflé or souvlakis? Then this is the elective for you! Join Junior Master Chef for a very 'heated' competition in cooking!

ROBOTICS

Are you currently a competition student? You will be required to attend these sessions to get your robot ready for Robocup.

KARATE

Are you the next Karate kid? Channel your inner Mr Miyagi and join the Karate teachers to learn your kicks, blocks and stances.

ILLUMINATE

Would you like to do craft for a cause? Join our creative crafting team to make items to fundraise for our *Walk On* Charity group.

CLAYMATION

Do you want to create a film with a difference for the film festival? Come along and learn how to do Claymation. Create films using stop motion and animation. For inspiration see <https://www.youtube.com/watch?v=cczY-z28klwng>

THE ARTS

Kimberley Park State School has a long history of success in the Performing Arts, in Eisteddfods to Musical Fanfare competitions, our success over 2 decades has been consistently high. With over 120 students learning an instrument each year, from strings to woodwind and percussion, a high participation in performance is embedded in our school's culture.

- **Choirs** – we have a range of choirs to cater for student needs. Our Senior Choir performs at the annual Singfest Choral Day, Annual Fete, ANZAC Day and Christmas carols. The Junior Choir consists of students from Prep to Year 2 and they enjoy performing a range of traditional and modern pop songs.
- **Dance** – our school offers a specialized Dance program, with instruction provided across Prep – Year 4 as part of the standard curriculum. Extension opportunities are available for:
 - Prep Dance
 - Boys Dance
 - Senior Girls (List 1,2 and 3 level groups)
 - First Steps (Grades 1 & 2)
 - La Cumbia (Elite Grade 5/6)
- **Wakakirri** – each year our school enters into this “Danceorama” competition that involves many students from Prep – Year 6 competing alongside their peers from other schools, using dance to tell the 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.
- **Visual Arts** – each year our school holds a Visual Arts festival with a range of modes and mediums on display. Kimberley Park SS students pride themselves in their capability in using watercolours, pastels, oils and charcoal mediums to produce original and quality art pieces.

LEADERSHIP

Leadership is encouraged and nurtured at our school, with senior students engaged in leadership roles such as school captains, LOTE captains, ICT captains, sports captains and music captains. These children are encouraged to lead by example in their participation in these areas and in their striving for excellence in their performance. Our school captains lead assemblies on a weekly basis and give the principal feedback on things that are important to the student body they serve.

How Information and Communication Technologies are used to Assist Learning

ICT is an integral part of teaching, learning and day to day operations at Kimberley Park State School. Every classroom has a standard deployment suite of devices from Interactive Whiteboards and LED televisions linked to Apple TV devices for mirroring iPads, a set of desktop computers, a set of class iPads and one iPad per FTE teacher. To support learning, classroom devices are used to access offline apps and software as well as online subscriptions to learning programs such as Mathletics and Reading Eggs. Teachers are able to access online subscriptions to teaching resources e.g. ITC ThinkDrive, the Learning Place. Mobile sets of iPads are available for borrowing (via an online booking sheet) to supplement class fleets. The school also supports BYOD in all classes and has continued to engage with an iPad BYOD Master Class trial in two classes. Some students with

learning disabilities or difficulties utilise assistive apps and technologies to support their learning. The use of LED TVs to mirror teacher iPads has been extended to include specialist classes in Music and LOTE. A School ICT Technician continues to be employed 3 days/week to support and maintain the school network and devices. Improved bandwidth and renewal and updating of wireless access points in the previous year have assisted with ease of daily ICT operations.

All Prep to Year 6 classes engage with Digital Technologies via the school's curriculum framework. Digital Technologies are used on a regular basis to research information or publish student learning. Explicit Digital Technologies units of work are taught each semester including work on coding and programming of robotic devices from Bee-Bots and Blue-Bots in the early years through to Pro-Bots and Edison robots in the upper years. The school has a wide range of robotic devices for classroom use as well as an enrichment Robotics program for over 80 students. The enrichment Robotics program, managed by a teacher aide employed by the school, utilises its own specific sets of robotic devices including EV3s, NXTs and RCXs. Our Robotics program competes regularly at state and national levels. Our Year 3 to 6 electives program also provides opportunity for students to engage with ICT beyond regular classroom learning e.g. 3D printing projects, stop-animation, filming and editing with digital cameras. Flipped learning approaches provide the basis of the Ignite Plus STEM enrichment program run by a STEM Enrichment Teacher employed by the school, with many classes subsequently trialling flipped learning approaches in place of standard homework to prepare for upcoming learning and/or revise and reinforce key teaching priorities. The Ignite Plus program extends student learning of the practical applications of ICT using programmable devices such as Arduino and Raspberry Pi. Students have been working on utilising ICT to manage an "intelligent watering system" that monitors soil moisture levels and controls irrigation. Students manage sound and lighting of major productions such as school musicals as well as filming and editing school events.

Staff have regular access to ICT professional development (PD) opportunities via onsite Induction training, Breakout PD sessions conducted by KPSS staff members or PD offered by external providers. Five staff members are completing the EQ funded Digital Technologies PD. The school has purchased programmable devices such as MaKey MaKey kits and Code Bug wearables to support their professional learning projects.

ICT underpins communication and record-keeping across different school contexts. School-family communication channels include a school Facebook page, class email lists, an electronic weekly newsletter, SMS messaging for absences and emergency broadcasts, QSchools, QParents and the KPSS website. Some classes are trialling the use of school-family communication of student learning as well as management of formative assessment via apps such as Class Dojo and Seesaw. The school has developed a prototype of an app to assist with curriculum delivery and assessment. Staff use OneSchool and Excel spreadsheets for recording and managing student data. To minimise emails, staff access OnePortal and edStudio for key communication and school policies. Cohort edStudios containing key curriculum resources are updated and maintained by Subject Managers (teachers) for each cohort. The school's curriculum and teacher reference resources are able to be searched and sourced via an online database (Smart Library).

Social Climate

Overview

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 strategies 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 emphasizes 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. We have a chaplain working in the school whose task is to enrich the pastoral care for, and the daily lives of, our children.

In 2016 there was significant improvement in the following areas of our school opinion survey:

Their child likes being at this school (S2001) 92% to 100%

Teachers at this school expect their child to do his or her best (S2005) 94% to 100%

The school take student opinions seriously (S2043) 90% to 97%

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	96%	98%
this is a good school (S2035)	93%	96%	91%
their child likes being at this school* (S2001)	93%	92%	100%
their child feels safe at this school* (S2002)	95%	96%	92%
their child's learning needs are being met at this school* (S2003)	91%	92%	94%
their child is making good progress at this school* (S2004)	89%	92%	94%
teachers at this school expect their child to do his or her best* (S2005)	93%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	91%	92%
teachers at this school motivate their child to learn* (S2007)	91%	96%	94%
teachers at this school treat students fairly* (S2008)	86%	98%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	96%
this school works with them to support their child's learning* (S2010)	95%	92%	92%
this school takes parents' opinions seriously* (S2011)	91%	91%	84%
student behaviour is well managed at this school* (S2012)	80%	90%	84%
this school looks for ways to improve* (S2013)	91%	96%	98%
this school is well maintained* (S2014)	95%	98%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	99%	100%
they like being at their school* (S2036)	95%	100%	99%
they feel safe at their school* (S2037)	91%	93%	96%
their teachers motivate them to learn* (S2038)	92%	96%	99%
their teachers expect them to do their best* (S2039)	98%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	89%	94%	96%
teachers treat students fairly at their school* (S2041)	82%	86%	90%
they can talk to their teachers about their concerns* (S2042)	83%	87%	89%
their school takes students' opinions seriously* (S2043)	85%	90%	97%
student behaviour is well managed at their school* (S2044)	69%	81%	86%
their school looks for ways to improve* (S2045)	94%	100%	100%
their school is well maintained* (S2046)	92%	95%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	94%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	100%	97%
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)	92%	97%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	96%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	97%
student behaviour is well managed at their school (S2074)	85%	97%	83%
staff are well supported at their school (S2075)	85%	94%	90%
their school takes staff opinions seriously (S2076)	92%	100%	90%
their school looks for ways to improve (S2077)	100%	97%	100%
their school is well maintained (S2078)	100%	100%	90%
their school gives them opportunities to do interesting things (S2079)	88%	97%	93%

* 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

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

A 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. In 2016, it is anticipated the school will embed the QParents online system to further enhance access to student information for parents.

Parents volunteer time and support in classrooms and at school events to support children. In 2016, a school council was formed on the presumption that our school would become an Independent Public School in 2017. The school council meets regularly to discuss strategic matters and determine school funding priorities.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The following strategies/ programs are in place to ensure that children are safe, respectful learners:

- the **QUADA framework** where we focus on ATTENDANCE, ACHIEVEMENT, ATTITUDE and ACCEPTANCE - explicit, consistent language and established expectations of standards of appropriate and acceptable behavior
- whole school social skills focus at weekly assembly, reinforced through explicit lessons with modelling and role playing
- information added to newsletter and Facebook for parents/caregivers to reinforce weekly focus
- whole school teaching and modelling of '**High 5**' conflict resolution skills
- at-risk students identified and participate in weekly programs including Speech language sessions with focus on pragmatics; Stop, Think, Do program; and one on one sessions with the Learning Engagement Officer (LEO) with explicit teaching of strategies (needs based)
- drum-line (focus on developing group work and co-operative skills, increased sense of belonging, commitment and self-regulation); Martial Arts (focus on confidence, discipline, self-control, self-regulation, promotes executive function); Gardening Club (focus on developing group work and co-operative skills, increased sense of belonging and sense of community, commitment and perseverance); Well-being Club (facilitated by Peer Mediators – Senior students upskilled; supported and modelled play by Peer Mediators with younger students in a 'Home Corner' imaginative setting. Focus on co-operative skills – turn taking/sharing, appropriate play language, conflict resolution)
- re-structure of Reset Room – including mindfulness and restorative actions
- Ditto show participation in a three year cycle
- participation in 'Day for Daniel' with explicit lessons in personal safety, respectful relationships and problem-solving

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES



Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	79	73	56
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

In 2016, Kimberley Park State School supported by the Parent & Citizens' association, air-conditioned all classrooms throughout the whole school, which has positively impacted on student engagement and productivity during the summer months. This has added to the school electricity usage but has been offset by savings in water usage by up to 20 %.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	182,942	678
2014-2015	182,187	754
2015-2016	202,478	525

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	66	30	<5
Full-time Equivalents	56	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	4
Bachelor degree	48
Diploma	0
Certificate	12

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2016 were \$42966.12

The major professional development initiatives were:

- Professional Learning Community practice
- Leadership training
- School culture/ change management training – Dr Anthony Muhammad
- Response to Intervention training – members of leadership team (Austin Buffum & Mike Mattos, Solution Tree); whole staff (Peter Hayes , Solution Tree)
- Coaching and Mentoring
- Reading Instruction
- Mathematics Instruction
- Early Years – Phonemic Awareness training
- Digital Technology training
- Principal Leadership training

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	93%

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

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

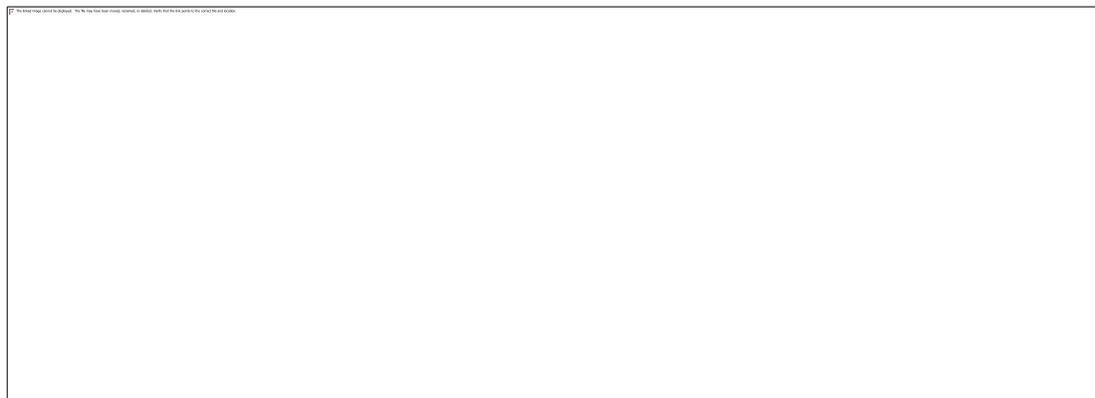
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	94%	94%	93%	93%	93%	92%					
2015	94%	92%	92%	92%	93%	93%	92%						
2016	95%	94%	94%	93%	93%	93%	93%						

*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.

Rolls are marked online every day in the morning and in the afternoon to track student attendance. If a child is absent from school without reason, the parent may be contacted by the office or the classroom teacher. Reminder letters are sent from the Principal each term to those families whose child is at risk due to their low attendance rates.

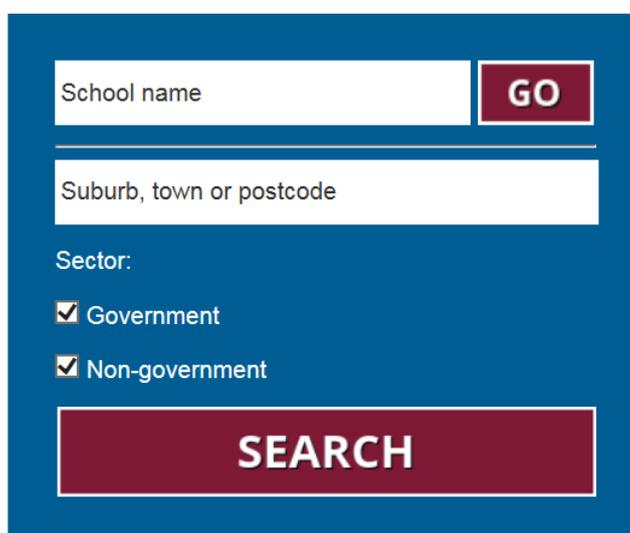
We have begun publishing our monthly attendance data in the newsletter and provide our families with regular feedback on the importance of maximum participation in school. At the end of the semester, students who have maintained a 100% attendance rate are acknowledged on assembly and with a certificate.

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.

Find a school



School name

Suburb, town or postcode

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 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.