Kumbia State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

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

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Kumbia State School is a co-educational school catering for students from the Prep to Year 6. The majority of students travel by bus from the surrounding rural area. The school was established in 1914 and is one of the last original schools in the area, consequently third generation families attend the school. However there is a trend where an increasing number of new families are moving into the area.The school is organized into four multi-age classes.. This structure enables students to work in flexible groupings according to their educational needs in Literacy and Numeracy. Curriculum delivery and structure help to realise our School Community beliefs that all children are capable of progress and learn at their own rate, children need to become multi-literate to engage in lifelong learning, oral language development is the platform for reading and writing. Student achievement is continually monitored and shared and a whole school approach is important for platforming and curriculum alignment.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

2016 Key Priorities	Progress
A whole school approach to improving reading	• KSS Reading Room running successfully for two terms. • PST Student Diary Reading Log • Reading reward system. • Adjustments to Reading room processes end of term one to refine collection of student reading. • Reading room attendance linked to end of term reward. • Participation for the first time in the Premier's reading challenge. • Current focus on fluency and comprehension across school. • Weekly focus decoding and comprehension strategies. • Two teams in the SB Readers cup.
Improved strategies for numeracy	• Purchase additional numeracy resources. • North Coast Region Numeracy resources • Sharing numeracy strategies with parents though the newsletter. • Lego Robotics Kits purchased with the assistance of funds through the P&C.
Increased attendance rates	• Continued sharing of individual and whole school attendance data. • Increased follow-up processes for unexplained absences.
A focus on writing across the school	• Continued participation in Cluster Moderation – English Task • Student writing snapshots at Kingaroy Show • Sharing of writing strategies in the school newsletter. • Additional resources purchased for teachers to improve writing skills.
Promoting positive behaviour in our small school setting through the use of PBL	• End of term reward days as per set criteria. • Introduction of Community PRIDE Points • New Signage for Classrooms for PBL wall. • Whole staff training focusing on active supervision. • Sharing our weekly PBL Focus though parade, Facebook and the newsletter. • Increased student decision making and involvement for PRIDE canteen and reward day • Ongoing delivery of PRIDE points. • Developed data collection process and refined procedures for identify and dealing with minor and major incidents. • Delivering weekly PBL lessons targeting specific expectations.

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Kumbia SS Improvement Focus 2017—
Improved Reading Comprehension for all students

Strategies	Targets
• Continued emphasis on the school's home reading program aimed a fostering a love of reading and solid reading habits. • Ongoing Professional Development for all staff aimed at building skills relating to the explicit instruction of HOTS Comprehension. • Continued participation in school and cluster based initiatives aimed at building students enthusiasm towards reading. Eg. Book week activities and South Burnett Readers Cup. • Continue to foster a culture of sharing and supporting peers to build teacher capacity focused on reading comprehension pedagogical skills. • Develop reading goals for every student each term based on their own reading development. These goals will be developed by teachers and shared with parents. • Reading lesson observations for each classroom teacher linked to developing students Higher Order Thinking Skills.	• 90% of students at or above NMS in year 3 reading. • 95% of students at or above NMS in year 5 reading. • 30% of students within the U2B in year 3 reading. • 35% of students within the U2B in year 5 reading. • At least 13 months growth for every student in reading across the school's reading assessment data.

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	92	44	48	4	88%
2015*	84	39	45	4	94%
2016	83	38	45		93%

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

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

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

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

Characteristics of the Student Body

Overview

Students at Kumbia State School come from a variety of households within the local district. Farming, grazing, mining are a number of the major industries in the local area.   An increase number of families are now moving to the district to enjoy the rural setting and work in the major town of Kingaroy.

Student have diverse cultural and ethical backgrounds.   A number of families are long term residents of the school with a portion of the students being third generation enrolments to our school.

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	18	20	20
Year 4 – Year 7	10	21	22
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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

The most unique feature of our school's curriculum offerings is the means in which our school teaches reading and spelling. These programs are known here at Kumbia as Rainbow Reading and Rainbow Spelling. These programs involve regular testing and monitoring so that students can be placed in needs based small groups for reading and spelling.

Co-curricular Activities

All students are placed in Stuart or Russell sporting house teams. The school fosters a spirit of participation, competition and good sportsmanship. Athletics and swimming carnivals offer all students a chance to participate in all events. Year's 4-6 students participate and compete in the district Winter and Summer Carnivals in basketball, netball, cricket, softball, volleyball, soccer, tennis and touch football. District athletics and sporting events are also held.

The school hosts the small schools Gala NRL Flag Tag Day.

How Information and Communication Technologies are used to Assist Learning

Computers are situated in all classrooms and in the library in a ratio of approximately 1 computer to every 5 students. Students use computers daily to help them learn, plan, locate, organize and present information. Other items of technology such as iPads, Smartboads, digital cameras, digital microscope, document cameras and software enrich the learning experience of the children.

In 2016 the Kumbia State School P&C generously donated funds for the school to purchase four Lego Robotics kits which are now used regularly as a part of our approach to teaching technology.

Social Climate

Overview

In 2016 the school continued to make excellent used of the Positive Behavior Learning Program (PBL). Through this process all members of the school community identified the school's values which have now been formed into what is known as PRIDE. At Kumbia SS, PRIDE stands for:

- P   Pride in our learning
- R   Respect for self and others
- I   Important relationships
- D   Demonstrating safe and healthy choices
- E   Exhibiting resilience, responsibility and honesty.

The school now has structured expectations for learning and all other forms of student interaction. Student also use a PRIDE Point system to reward positive behavior.

There continues to be an emphasis on high standards of student behavior and of students looking after each other while playing and learning.

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)	67%	100%	100%
this is a good school (S2035)	67%	100%	100%
their child likes being at this school* (S2001)	67%	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)	67%	100%	100%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is making good progress at this school* (S2004)	67%	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)	67%	100%	100%
teachers at this school motivate their child to learn* (S2007)	67%	100%	100%
teachers at this school treat students fairly* (S2008)	67%	67%	86%
they can talk to their child's teachers about their concerns* (S2009)	67%	100%	100%
this school works with them to support their child's learning* (S2010)	67%	100%	100%
this school takes parents' opinions seriously* (S2011)	67%	100%	100%
student behaviour is well managed at this school* (S2012)	33%	67%	100%
this school looks for ways to improve* (S2013)	67%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)		100%	100%
they like being at their school* (S2036)		95%	100%
they feel safe at their school* (S2037)		100%	97%
their teachers motivate them to learn* (S2038)		100%	93%
their teachers expect them to do their best* (S2039)		100%	100%
their teachers provide them with useful feedback about their school work* (S2040)		97%	94%
teachers treat students fairly at their school* (S2041)		95%	97%
they can talk to their teachers about their concerns* (S2042)		89%	84%
their school takes students' opinions seriously* (S2043)		94%	82%
student behaviour is well managed at their school* (S2044)		92%	90%
their school looks for ways to improve* (S2045)		100%	100%
their school is well maintained* (S2046)		92%	97%
their school gives them opportunities to do interesting things* (S2047)		97%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

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Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
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)	89%	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%	88%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

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

Parent and community engagement

The long tradition of involving parents in their child's education continued at Kumbia in 2016. Parents were actively encouraged to engage in school activities so that they could be aware of what their child was learning and how our school operates. Such involvement included:

• Parent participation in daily classroom activities.

• Family involvement in classroom sharing programs such as museum days.

• Volunteering on sports days and swimming lessons

• Invitations to Under 8's days and science days and school excursions.

• Involvement in classroom activities throughout the school year.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Everyone deserves to feel safe at home, at work and at school. We all have a role to play in eliminating domestic and family violence and making our schools and communities safer for everyone. At Kumbia State School, students will be given opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision making. Over the primary years of schooling students will participate in learning opportunities that help them build respectful relationships in their lives.

This occurs in Health and Physical Education and PBL lessons, where students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

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	1	6	7
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,

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Environmental Footprint

Reducing the school's environmental footprint

In 2016 the school continued to make a concerted effort to reduce our environmental footprint.

• Consideration was made when ordering and replacing resources.

• During asset replacement procedures and stocktakes, a conscious effort was undertaken to dispose of unwanted electrical appliances and computers the used a lot of energy.

• Systems were put in place around the school ensure that lights and computers were turned off when not used.

• Signage around the school to encourage water and energy conservation.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	27,420	0
2014-2015	28,860	
2015-2016		

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

School name [GO]

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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.

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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	8	9	0
Full-time Equivalents	5	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	6
Diploma	0
Certificate	4

*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 $7504.81.

The major professional development initiatives are as follows:

- Teaching of reading.
- Small School Professional Development opportunities.

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%	98%	97%

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

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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%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	97%	81%

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

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.
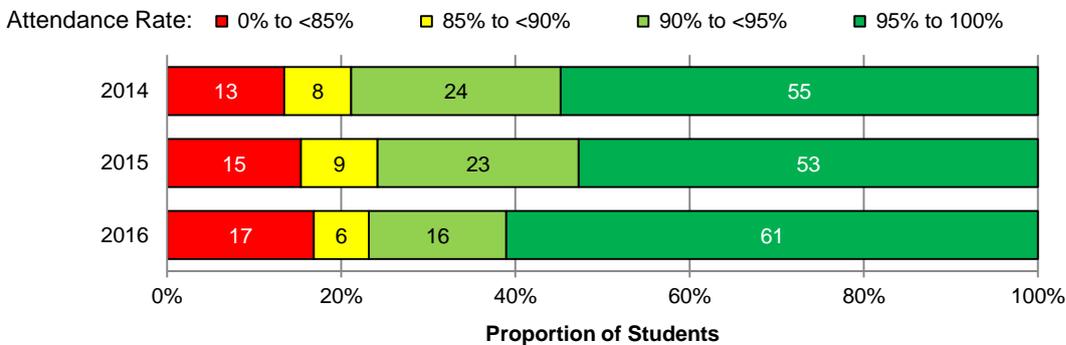
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	93%	94%	96%	92%	94%	93%	93%	90%					
2015	87%	95%	87%	92%	88%	97%	97%						
2016	92%	92%	93%	93%	96%	93%	96%						

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	13	8	24	55
2015	15	9	23	53
2016	17	6	16	61

Proportion of Students

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.

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Students and families are well aware of Kumbia's firm approach to student attendance. A number of key messages are spread throughout our community of the importance of regular attendance.
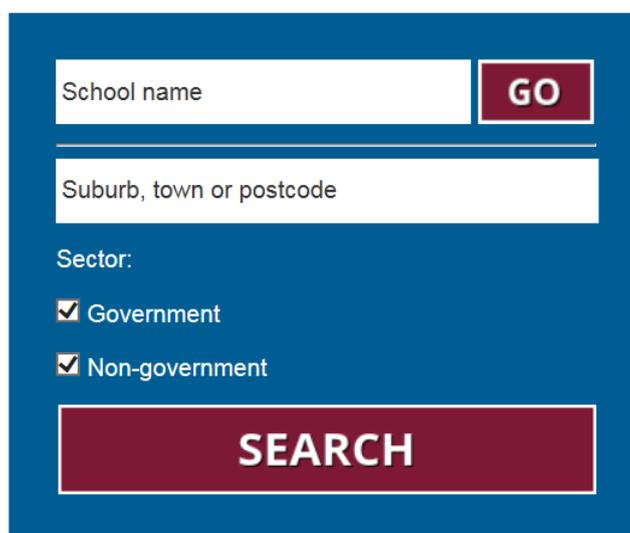
- In 2016 the school linked our PRIDE end of term reward days to the attendance. Students needed to have 90% attendance to attend reward days.
- The use of the PST book for each child as a means of communication between parents and teachers reasons for absences.
- The principal is constantly informed by classroom teachers of any trends in absences. The principal makes direct contact with families regarding any attendance issues with a focus on being at school to learn every day.
- Information relating to the school program placed in the school newsletter at least a term in advance to ensure teachers are well aware of special school activities.
- Roll Marking and recording processes are all visual and emphasised to ensure the students see the importance of regular attendance.
- Most importantly regular and consistence attendance is rewarded with praise and promoted within the school especially on whole school parades etc.

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.**

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.

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