

Kumbia State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

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 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 learning and learn at their own rate, Children need to become multi-literate to engage in lifelong learning, with oral language development the platform for reading and writing. Student achievement is continually monitored, analysed and shared.

Principal's Foreword

Introduction

Welcome to the 2017 School Annual Report for Kaimkillenbun State School. This report provides specific and detailed information regarding our school's achievements, performance and progress towards our shared goals, priorities in 2017 and our future outlook.

Kumbia State School is a place where staff and students are committed to providing a safe, tolerant and welcoming place to learn and play.

Our school is committed to delivering its shared vision of 'Every day, every child in every lesson is learning and achieving'. Our school motto, 'Success by Effort' is enacted when our teaching team and students are actively engaged in a vast range of teaching and learning activities. We continue to strive for success in all areas of our operations and have noted the excellent gains made by our students in a range of academic, cultural and sporting pursuits.

We believe that all our students will become active citizens in a modern dynamic society. To support this vision, we provide a range of highly engaging and diverse curriculum programs for students that aim to build on strengths, and support growth in learning.

Our school community functions extremely effectively as a result of our strong commitment to our school values and beliefs, our professional and caring staff, our eager, creative students, and our highly supportive parents and community.

School Progress towards its goals in 2017	
2017 Key Priorities	Progress
A whole school approach to improving reading	<ul style="list-style-type: none"> • KSS Reading Room running successfully • 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 South Burnett Readers cup.
Increased attendance rates	<ul style="list-style-type: none"> • Continued sharing of individual and whole school attendance data. • Increased follow-up processes for unexplained absences.
A focus on writing across the school	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • End of term reward days as per set criteria. • Community PRIDE Points • Sharing our weekly PBL Focus through 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.

Kumbia SS Improvement Focus 2018—

Improved Reading Comprehension for all students

Strategies	Targets
<ul style="list-style-type: none"> • Continued emphasis on the school's home reading program aimed at 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 literacy, especially reading. • Continued participation in school and cluster based initiatives aimed at building students enthusiasm towards reading, e.g. 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. • Use of the Literacy Continuum to develop personal reading goals for every student each term based on 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. 	<ul style="list-style-type: none"> • 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 12 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 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	84	39	45	4	94%
2016	83	38	45		93%
2017	79	34	45	1	87%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

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

Students 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	2015	2016	2017
Prep – Year 3	20	20	19
Year 4 – Year 6	21	22	23
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Students are exposed to, and use, a broad spectrum of literacies through a variety of learning and teaching strategies that involve students, teachers and parents working in partnership.

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 explicit instruction of 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 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. Students also compete in the Kingaroy Eisteddfod and attend cluster Science, Technology, Engineering and Maths (STEM) and Reader's Cup events. Years 5 and 6 participate in an annual camp and Year 6s attend a leadership camp with Year 6s from other small schools in the cluster.

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 3 students. An additional 10 laptops are used to supplement stand alone computers during peak periods. Students use computers daily to help them learn, plan, locate, organize and present information. Other items of technology such as iPads, Smartboards, digital cameras, digital microscope, document cameras and software enrich the learning experience of the children.

Social Climate

Overview

In 2017 the school continued to make excellent use 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 State School, 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.

Explicit lessons are conducted on defined behavioural expectations. Acknowledgment of those students using and modelling appropriate behaviours is a key component of our policy. The school now has structured expectations for learning and all other forms of student interaction. Students also use a PRIDE Point system to reward positive behavior. At the end of each term, students who had met learning and behaviour expectations were rewarded with an extra-curricular activity or event.

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

Our school is inclusive and all students are mainstreamed in our school. Students are supported through differentiated and flexible programmes based on student data and learning needs. We

believe that a child's social and emotional needs must be met before academic learning can be successfully achieved and we pride ourselves on the safe and supportive learning environment we provide.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	92%
this is a good school (S2035)	100%	100%	75%
their child likes being at this school* (S2001)	100%	100%	83%
their child feels safe at this school* (S2002)	100%	100%	92%
their child's learning needs are being met at this school* (S2003)	100%	100%	83%
their child is making good progress at this school* (S2004)	100%	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	83%
teachers at this school motivate their child to learn* (S2007)	100%	100%	83%
teachers at this school treat students fairly* (S2008)	67%	86%	75%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	83%
this school works with them to support their child's learning* (S2010)	100%	100%	83%
this school takes parents' opinions seriously* (S2011)	100%	100%	73%
student behaviour is well managed at this school* (S2012)	67%	100%	75%
this school looks for ways to improve* (S2013)	100%	100%	70%
this school is well maintained* (S2014)	100%	100%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	94%
they like being at their school* (S2036)	95%	100%	86%
they feel safe at their school* (S2037)	100%	97%	92%
their teachers motivate them to learn* (S2038)	100%	93%	97%
their teachers expect them to do their best* (S2039)	100%	100%	94%
their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	97%
teachers treat students fairly at their school* (S2041)	95%	97%	89%
they can talk to their teachers about their concerns* (S2042)	89%	84%	92%
their school takes students' opinions seriously* (S2043)	94%	82%	89%
student behaviour is well managed at their school* (S2044)	92%	90%	92%
their school looks for ways to improve* (S2045)	100%	100%	89%
their school is well maintained* (S2046)	92%	97%	92%
their school gives them opportunities to do interesting	97%	87%	91%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
things* (S2047)			

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	93%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	88%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The long tradition of involving parents in their child's education continued at Kumbia in 2017. 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:

Our vibrant community actively participates in the school through:

- Attendance at monthly Parents and Citizens meeting, P&C meetings are held on every second Wednesday of the month at 6pm in the Library. Parents and friends of the school are very welcome to attend;
- Volunteering support to keeping the grounds attractive and safe during working bees;
- Being a volunteer in our Tuckshop and help develop and provide a healthy tuckshop food from our summer or winter menu once a week thus supporting fundraising for the school;
- Supporting our annual Kumbia Brain Drain, which is the main P&C fundraiser.

Comprehensive weekly newsletters, personal email, phone calls and parent-teacher interviews, sporting carnivals and participation in culminating celebrations for units of work are also ways in which parents can keep in touch with their child's progress, wellbeing and social development.

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.

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

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	6	7	4
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

In 2017 the school continued to make a concerted effort to reduce our environmental footprint. The school water is provided by rain stored in multiple rain water tanks and an onsite bore. The drive to replace existing bulbs with low energy bulbs is ongoing. The schools solar panels and continued upgrade to more efficient air conditioners continue to support a more sustainable approach to electricity use. Air conditioners are on timers to reduce energy consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	28,860	
2015-2016		
2016-2017	19,254	

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

GO

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.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	8	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	
Masters	
Graduate Diploma etc.**	
Bachelor degree	7
Diploma	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$8553

The major professional development initiatives are as follows:

- Mentoring beginning teacher
- Feedback and coaching – teaching of reading
- PBL
- Principal's conference, MAP meetings, QELI, Data Roadshow
- First aid
- Planning and accountability
- Age Appropriate Pedagogies

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

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	81%	DW

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

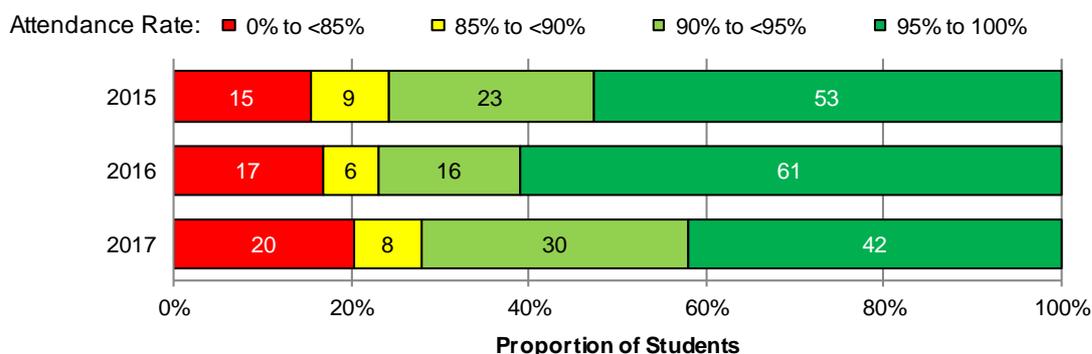
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	87%	95%	87%	92%	88%	97%	97%						
2016	92%	92%	93%	93%	96%	93%	96%						
2017	90%	93%	87%	92%	93%	94%	92%						

*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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

- In 2017 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 events are placed in the school newsletter and Facebook page at least a term in advance to ensure families are well aware of school activities.
- Roll Marking and recording processes are all visual and emphasised to ensure the students see the importance of regular attendance.
- Administration follow up for all unexplained absences.

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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.