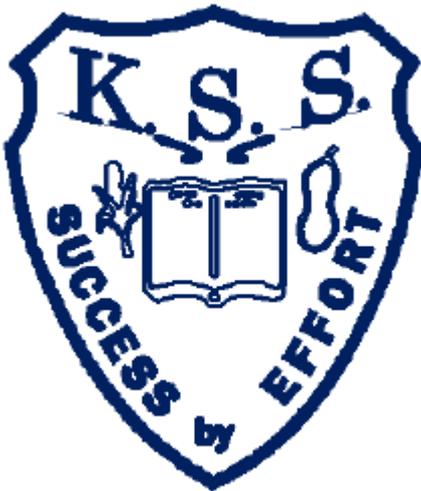


Kumbia State School

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Principal's foreword

Introduction

This report is a summary of Kumbia State School's progress in 2013. It is an indication of the collaboration and efforts of students, staff, parents and community and is an excellent example of what can be achieved here in our small school setting.

In 2013, our school's major achievements was the implementation of the Rainbow Reading program throughout the school. This program is an example of how our students needs are meet by tailored programs.

School progress towards its goals in 2013

Key Priorities	Progress
Implement the Australian Curriculum	All teachers implemented the Australian Curriculum throughout 2013.
Implement whole school pedagogical practices in line with an explicit teaching model.	All teaching staff are being supported in their implementation of explicit teaching.
Using data to inform teaching practice	Every classroom collected and utilised student data to inform classroom and school programs.
Develop instructional leadership with a focus on workforce performance	The principal and other leaders within the school developed their skills relating to instructional leadership.

Queensland State School Reporting 2012 School Annual Report



<p>Develop productive partnerships with students, staff, parents, and the community</p>	<p>A wide range of communication strategies were engaged. Continuous means of collaboration were used across the school.</p>
<p>Improve school performance</p>	<p>Through the 2013 AIP, the improvement agenda was progressed and reviewed throughout 2013.</p>

Future outlook

The key priorities for 2014 are as follows:

- Implement the Australian Curriculum
- Implement the whole school pedagogical practices in line with an explicit teaching model
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents and community
- Improve school performance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	85	42	43	90%
2012	85	45	40	90%
2013	88	43	45	97%

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

Characteristics of the student body:

Students at Kumbia State School come from a variety of households within the local district. Farm, 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.

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 and fourth generation enrolments to our school.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	19	17
Year 4 – Year 7 Primary	23	13	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	3	1	0
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

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, Rainbow Spelling and Targeted Spelling. These programs involve regular testing and monitoring so that students can be placed in needs based small groups for reading and spelling.

Extra curricula 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 4-7 students participate in them as that compete in Winter and Summer Carnivals in 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.

Student Council

Regular student council meetings are held. The student body elects schools, house captains and also student council representatives.

Under 8's Day

Each year the Early Childhood teachers and the local Kumbia Kindergarten work together to organise and provide a day of activities for students under 8 years of age. Senior students also play an active part in the day by assisting with activities.

How Information and Communication Technologies are used to assist learning

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

Social climate

In 2013 the school continued to show excellent results in the school opinion survey. From our school data it's clear that the high expectations of teaching staff and the collective efforts of the support staff are in line with parent expectations. Student data was also pleasing in this regard. 2013 showed itself to be an excellent year for student behaviour, students felt safe and a positive emphasis on dealing with student behaviour also made considerable difference. The behaviour management system continues to place an emphasis on students being aware of their behavioural expectations. Simple language is used to describe the behaviour that is expected. The phrase "Safe hands and safe words" is used to help students recognise how to treat each other and this makes considerable impact on the decreasing incidents of poor behaviour. Those students who went through the term without receiving a detention continue to attend end of term reward days to focus on the excellent behaviour within the school. These days are primarily aimed at reinforcing the great behaviour of the student body.

Parent, student and staff satisfaction with the school

Parent, student and teacher satisfaction levels continued to improve in 2012. Feedback given within P&C meetings, staff meetings and student council meetings indicated that these improvements related to the stability in the school and the increased communication between staff and parents.

In 2013 the school also used a "Family Feedback" school based survey to determine how the school had progressed in terms of its priorities for 2013 and also as another means to establish the priorities for 2014.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	96%	91%
their child feels safe at this school* (S2002)	93%	100%
their child's learning needs are being met at this school* (S2003)	93%	95%
their child is making good progress at this school* (S2004)	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%
teachers at this school motivate their child to learn* (S2007)	96%	95%
teachers at this school treat students fairly* (S2008)	92%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%
this school works with them to support their child's learning* (S2010)	93%	95%
this school takes parents' opinions seriously* (S2011)	89%	91%
student behaviour is well managed at this school* (S2012)	93%	95%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	91%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	89%
they like being at their school* (S2036)	83%	89%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	89%
teachers treat students fairly at their school* (S2041)	70%	89%
they can talk to their teachers about their concerns* (S2042)	67%	100%
their school takes students' opinions seriously* (S2043)	83%	67%
student behaviour is well managed at their school* (S2044)	82%	89%
their school looks for ways to improve* (S2045)	92%	100%
their school is well maintained* (S2046)	100%	75%
their school gives them opportunities to do interesting things* (S2047)	67%	89%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	89%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The long tradition of involving parents in their child's education continued at Kumbia in 2013. 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.
- Accessing the Rotary Readers Program
- Volunteering on sports days and swimming lessons
- Invitations to Under 8's days and science days

- Involvement in classroom activities throughout the school year.

Reducing the school's environmental footprint

In 2013 the school made 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	
	Electricity kWh	Water kL
2010-2011	19,015	53
2011-2012	29,800	246
2012-2013	34,778	5,903

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

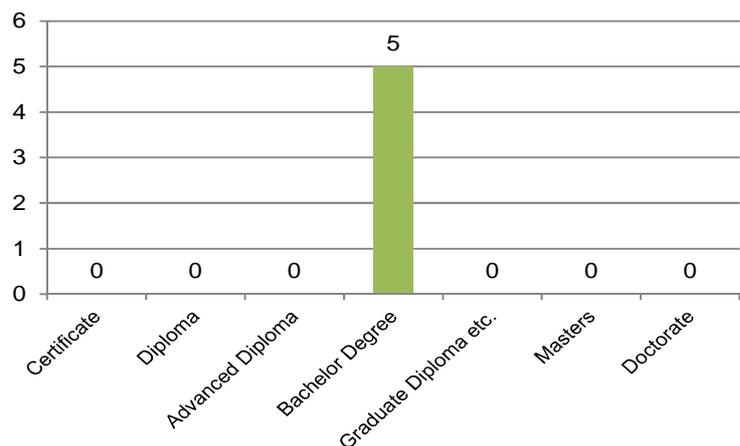
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	6	7	0
Full-time equivalents	5	4	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	5



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 12000 .

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	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 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	95%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

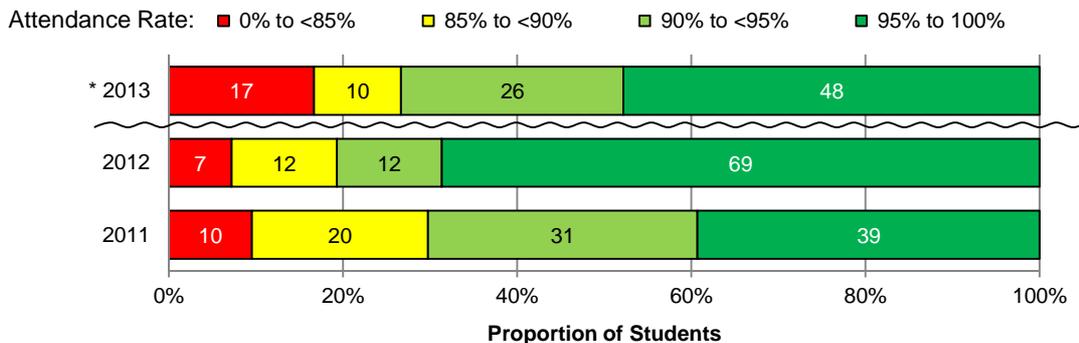
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	91%	91%	91%	90%	93%	93%	95%
2012	92%	95%	95%	92%	98%	99%	99%
2013	92%	90%	93%	96%	91%	93%	94%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

- 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 consistency attendance is rewarded with praise and promoted within the school especially on whole school parades etc.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The individual needs of each student are cared for here at Kumbia. Indigenous students also have individual education plans and supported in terms of their learning needs. The school has continued to use 2012 to develop our EATSIP direction and ensure that we have the knowledge, understanding, professional direction and culture within the school to ensure all students are aware of

Aboriginal and Torres Strait Islander perspectives.