

# Kumbia State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This report is a summary of Kumbia State School's progress in 2015. It is an indication of the collaboration and efforts of students, staff, parents and community and is a fine example of what can be achieved here in our small school setting.

In 2015, our major achievement was the airconditioning of our entire school made possible through funds raised by our hardworking P&C.

### School progress towards its goals in 2015

2015 Key Priorities	Progress
Implement the Australian Curriculum	All teachers taught using the Australian Curriculum as the source reference point for planning in 2015.
Implement the whole school pedagogical practices in line with an explicit teaching model	All teachers were involved with professional development and innovative practices that further developed their explicit teaching pedagogy. Kumbia worked closely with other small schools in the area focusing on Anita Archer's 16 elements and how can be implemented in the multi-age environment.
Using data to inform teaching practice	Teachers used short term data and also data collected in line with the school's assessment schedule to inform teaching and learning practices.
Develop instructional leadership with a focus on workforce performance	Specific professional development opportunities were selected and then implemented to further boost the capacity of staff to be instructional leaders.
Develop productive partnerships with students, staff, parents and community	A trial school diary was utilized by students in the senior class with excellent feedback from students, teachers and parents.
Improve school performance	The school AIP along with the three pillars of the region were the key document used to direct the school improvement agenda.

### Future outlook

#### The key priorities for 2016 are as follows:

- A whole school approach to improving reading.
- Improved strategies for numeracy.
- An emphasis on increased attendance rates.
- A focus on writing across the school.
- Promoting positive behaviour in our small school setting through the use of PBL.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	88	43	45	3	97%
2014	92	44	48	4	88%
2015	84	39	45	4	94%

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 2015, 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:

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.

Students have diverse cultural and ethnic 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		
	2013	2014	2015
Prep – Year 3	17	18	13
Year 4 – Year 7 Primary	20	10	11

\*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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
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	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	1	6
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.

## 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, 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 4-6 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 improve 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 and organize information. Other items of technology such as iPads, Smartboards, digital cameras, document cameras and software enrich the learning experience.

## Social Climate

In 2015 the school continued to make excellent use of the Positive Behaviour 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 healthy and safe choices
- E      Exhibiting resilience

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 with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	67%	100%
this is a good school (S2035)	100%	67%	100%
their child likes being at this school (S2001)	91%	67%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	95%	67%	100%
their child is making good progress at this school (S2004)	100%	67%	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)	95%	67%	100%
teachers at this school motivate their child to learn (S2007)	95%	67%	100%
teachers at this school treat students fairly (S2008)	91%	67%	67%
they can talk to their child's teachers about their concerns (S2009)	95%	67%	100%
this school works with them to support their child's learning (S2010)	95%	67%	100%
this school takes parents' opinions seriously (S2011)	91%	67%	100%
student behaviour is well managed at this school (S2012)	95%	33%	67%
this school looks for ways to improve (S2013)	100%	67%	100%
this school is well maintained (S2014)	91%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	89%		100%
they like being at their school (S2036)	89%		95%
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)	89%		97%
teachers treat students fairly at their school (S2041)	89%		95%
they can talk to their teachers about their concerns (S2042)	100%		89%
their school takes students' opinions seriously (S2043)	67%		94%
student behaviour is well managed at their school (S2044)	89%		92%
their school looks for ways to improve (S2045)	100%		100%
their school is well maintained (S2046)	75%		92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2047)	89%		97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	89%	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%
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%	89%	100%
their school takes staff opinions seriously (S2076)	89%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	88%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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 2015. 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.

## Reducing the school's environmental footprint

In 2015 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

Years	Electricity kWh	Water kL
2012-2013	34,778	5,903
2013-2014	27,420	0
2014-2015	28,860	

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

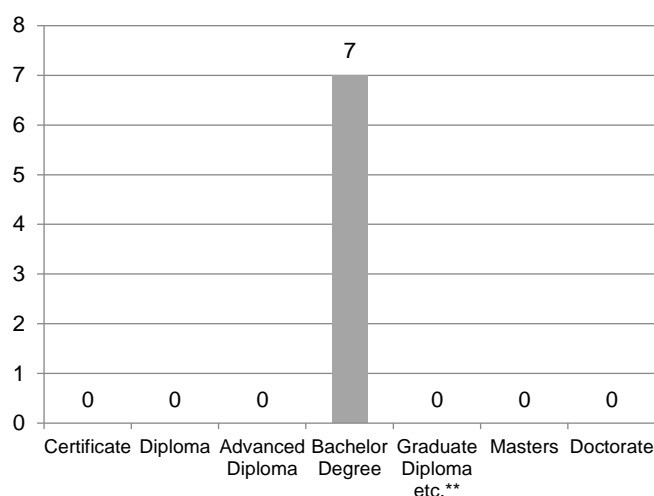
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	8	8	0
Full-time equivalents	5	4	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>7</b>



\*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 2015 were \$3965.

The major professional development initiatives are as follows:

- Anita Archer Professional Development relating to the 16 Elements of Explicit Instruction.
- Chistine Killey professional development for Spelling.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	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 2015 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

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
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).	91%	96%	97%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

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

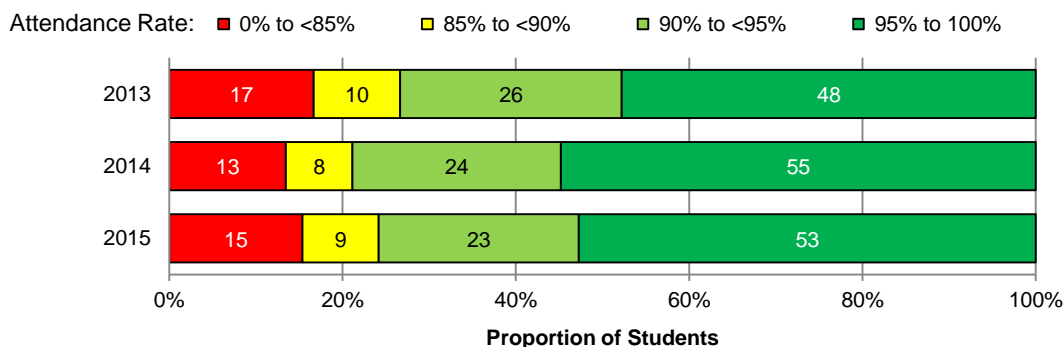
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	92%	90%	93%	96%	91%	93%	94%					
2014	93%	94%	96%	92%	94%	93%	93%	90%					
2015	87%	95%	87%	92%	88%	97%	97%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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/>.

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

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Sector:

Government

Non-government

Where it says '**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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