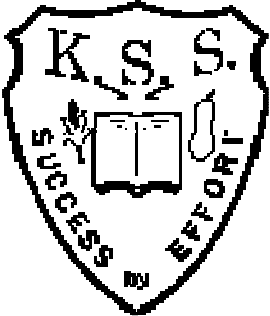


QUEENSLAND STATE SCHOOL REPORTING - 2010

Kumbia State School (1423)

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Principal's foreword

Introduction

This 2010 School annual report continues the tradition of presenting our school's fine results. It is but one means that we are able to use to showcase our school's efforts.

Kumbia State School is a strong school. We have energetic teachers, a supportive group of parents and community and most importantly, we have hardworking students that come through our school gates each morning focused on learning. The 2010 school year built upon these strong relationships to foster students learning and for that we are most proud.

This report is embossed with results that reflect improvement across English and Mathematics and key performance areas, but within these results are the untold actions of teachers, parents and students working together with strong focuses on the individual needs of the child.

As principal, I am proud to share this report, the 2010 school year is a fine example of what can be achieved in our little school below the Bunyas.

Ross Deards

Principal

School progress towards its goals in 2010

Goals for 2010	Key Actions
<ul style="list-style-type: none">▪ Literacy and Numeracy-<ul style="list-style-type: none">○ Stretch current pleasing NAPLAN results- most especially in Writing and Language Conventions.	A continued emphasis on explicit teaching of English and mathematics basics.
<ul style="list-style-type: none">▪ Curriculum, Teaching and Learning-<ul style="list-style-type: none">○ Following the Curriculum, Teaching	The action plan was completed and implemented. The moved away from the small school's curriculum framework and instead implement a framework that was

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<p>and Learning Audit, work with the EDSI to complete an action plan (template to be provided) in order to address the audit findings.</p> <ul style="list-style-type: none"> ○ Introduce keyboarding and study skills program for Year 6/7 students. ○ Embed <i>Small School's Curriculum Framework</i> and upload to <i>OneSchool</i> application. 	<p>more accommodating of a number of multi-age classes.</p>
<ul style="list-style-type: none"> ▪ Closing The Gap- <ul style="list-style-type: none"> ○ Undertake an audit of EATSIP objectives with staff. 	<p>An EATSIPS audit was conducted during the year and a key direction was determined. An emphasis will be placed on building the teacher knowledge of the local area and its Indigenous heritage.</p>
<ul style="list-style-type: none"> ▪ Workforce- <ul style="list-style-type: none"> ○ Overcome 'continuity' problems by having a stress on open and frank communication between all school community members. 	<p>Continuity problems were address through the appointment of a school principal late in 2010.</p> <p>An emphasis continues to be placed on direct communication between the principal and P&C and also the broader parental body.</p>

Future outlook

- Develop the Kumbia SS Spelling program using individual student spelling journals, The Teaching of Spelling Resource and "Words their Way" programs.
- Further Develop the Kumbia SS Assessment Plan to give clear targets across the curriculum at semester by semester junctures.
- Enhance teachers ability to utilise classroom data to inform teaching Practices
- Renew the school's current ICT resources and fixtures so that teachers have access to reliable teaching tools while teaching across the curriculum.
- Continue to develop the Barbara Bran Literacy program within the junior school.
- Classroom teachers to continue using the current ACARA documents to inform and set targets for current school programs.
- Teachers to continue accessing the Scribbly Gums planning information and will review some of the 5 week units so that they will be taught in term 2, 3 or 4.
- P-3 teachers to attend QSA professional development on the new Mathematics programs.
- Investigate and develop opportunities and process that allow teachers the opportunities to critique their colleagues' performance with a focus on sharing best practice across the school and with other like schools.
- Develop individual performance plans for each teacher with a specific focus on their individual

learning needs and suitable professional development.

- Reconstruct the schools website so that the interested parties have a usable portal to our unique school.
- Use the principal's report in P&C meetings to reinstate school priorities.
- Hold a whole of school parent information session in late term 1 as a means of informing families of "The Kumbia Way". The meeting will also be used as a means of boosting parent confidence in the school.
- Continue to develop the school newsletter as a means of sharing an insight across the community into individual classrooms.
- Develop some individual approaches to students with unique Behaviour and learning needs such as a student garden or boys program.
- Investigate the use of electronic mark books so that teachers may easily collate data to inform directions in planning and to meet the needs of individual students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep through to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
96	50	46	91%

Characteristics of the student body:

Students from 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 increasing number of families are now moving to the area 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 proportion of students being third generation enrolments to our school.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	100%	0%	0%
Year 4 – Year 10	27	100%	50%	50%	0%
Year 11 – Year 12					
All Classes	25	100%	75%	25%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	10
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

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
- A whole school approach is important for platforming and curriculum alignment

Curriculum delivery

The school is organised into multi-grade classes called Beginners, Junior, Intermediate and Senior. This structure enables students to work in flexible groupings according to their educational needs in Literacy and Numeracy.

Curriculum Focus

Our curriculum for years 1 to 7 has a central focus of high levels of literacy and numeracy, with the Key Learning Areas delivered as integrated units of study.

Integrated Units

The Core Learning Outcomes of each Key Learning Area are distributed under Curriculum Organisers and presented as units of work. Each organiser operates for a semester, resulting in a two year cycle.

Extra curricula activities

School Band

Students learn to play various percussion and wind instruments in a structured mentor program. They graduate to playing in the School Band, which performs on Parade each Monday, and at community functions.

Sport

All students are placed in either Stuart or Russell 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.

Years 4 to 7 students participate in teams that compete in Winter and Summer Interschool carnivals in cricket, softball, volleyball, netball, soccer, tennis and touch football. District Cross Country and Athletics carnivals are also held.

Kumbia SS hosted the Small School's Tarong Energy Gala Flag Tag Day.

Student Council

Student Council meetings are held 3 or 4 times per term. The student-elected Chairperson, with the assistance of a Secretary and a Treasurer, runs meetings. The Student Council ensures that the children of our school have a voice in decision-making and ownership of projects.

Under 8s Day

Each year, the Early Childhood teachers and the local Kindergarten teacher work together to organise and

Our school at a glance

provide an action-packed day of activities for Kindergarten and preschool to year 3 students. Senior class students play an active part by organising activities and helping with the preparation and clean up of the 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 5 students. Students use computers daily, to help them to plan, locate, organise and present information within their integrated units of study. Software programs are also used to enrich class programs, and to support and extend students, according to their ability levels.

Social climate

In 2010 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. 2010 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.

In 2010 we introduced changes to the behaviour management system so that students were easily aware of expectations. Simple language was also used to describe the behaviour that was expected. The phrase "Safe hands and safe words" was implemented to help students recognise how to treat each other and this made considerable impact on the decreasing incidents of poor behaviour.

In response to the positive trends in student behaviour, changes were made to the existing behaviour management plan to place an emphasis on the positive means in which students conducted themselves in the playground. Those students who went through the term without receiving a detention attended end of term reward days to focus on the excellent behaviour within the school. These days primarily were aimed at reinforcing the great behaviour of the student body.

Parent, student and teacher satisfaction with the school

Parent, student and teacher satisfaction levels improved over 2010. Feedback given within P&C meetings, staff meetings and student council meetings indicated that these improvements related to the newly created stability in the school and the increased communication between staff and parents.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	97%
Percentage of students satisfied that they are getting a good education at school	77%
Percentage of parents/caregivers satisfied with their child's school	97%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	70%
Percentage of staff members satisfied with morale in the school	100%

Our school at a glance

Involving parents in their child's education.

The long tradition of involving parents in their child's education continued at Kumbia in 2010. 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:

- 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 2010 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.
- And the school fixed one water tank and installed another to ensure an effective use of rainwater.

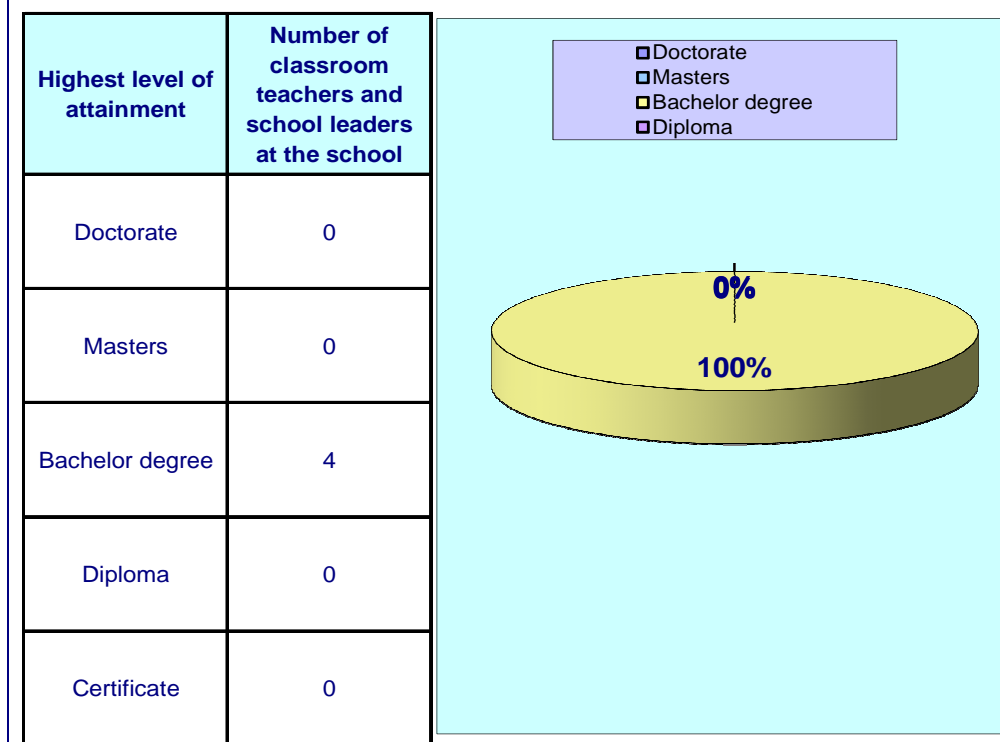
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity kWh	WaterKL	GasMJ
2010	\$6,545	\$3,560	\$0	\$760	\$2,225	\$0	\$0	18,729	543	0
2009	\$4,366	\$3,947	\$0	\$0	\$249	\$0	\$170	23,326	3,807	0
% change 2009 - 2010	50%	-10%	N/A	N/A	794%	N/A	-100%	-20%	-86%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	6	7	0
Full-time equivalents	5	3	0

Qualifications of all teachers.



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$ 18901

The major professional development initiatives are as follows:

- All the early childhood teachers attended a workshop here at the school by Barbara Bran. Support materials were also purchased to ensure the ongoing success of the program.
- Teachers attended Spelling professional development as a part of the schools focus on spelling.
- QCAT Moderation and Year 2 Net moderation
- Early childhood teachers were also involved in the local area network and participated in workshops on key topics such as Speech Development.
- Key staff meetings also focused on priorities in the Education Queensland Roadmap.

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 98.2%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	92%	91%	94%	93%	94%	94%

Description of how non-attendance is managed by the school

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

Performance of our students

Achievement – Years 3, 5 and 7

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

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

To access our NAPLAN results, click on the MySchool 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 whose NAPLAN results 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 able to access NAPLAN data.

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 used 2010 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.