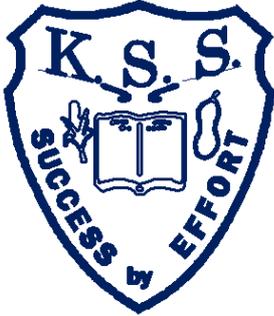


# Queensland State School Reporting – 2011

## Kumbia State School (1423)



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## Principal's foreword

### Introduction

It is with great pleasure that I introduce the 2011 School Annual Report for our little school below the Bunyas. This annual publication is another means of sharing our successes and the areas where we are targeting our focus for the coming year.

Kumbia State School remains a strong community school and much of what was accomplished in 2012 was thanks to the solid relationships that exist between staff, students and families.

The results that are contained within this report are a product of the hard working staff in their collaborative partnership with our supportive school community. They also reflect the fact that Kumbia State School Kids are good kids and that our focus for 2011 was not on managing behaviour, but supporting students learning.

I am proud to present this report and consider it a joy to reflect on 2011 with such fond memories.

Mr Ross Deards  
Principal

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### School progress towards its goals in 2011

In Early 2011 a number of key goals were set. The following table is a brief overview of these goals and a summary of our progress towards them.

2011 Goal	Progress Summary
<i>Renew the school's current ICT resources and fixtures so that teachers have access to reliable teaching tools while teaching across the curriculum.</i>	A number of computers were replaced and addition ICT equipment was also purchased. Teachers also attended Smartboard Training to ensure that the school's Smartboards located in each room were being utilised effectively.
<i>Continue to develop the Barbara Bran Literacy program within the junior school.</i>	Teachers continued to utilise the training that they had received in 2010 and teaching methods were modified to reflect the Barbara Bran pedagogical practices.
<i>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.</i>	Teachers utilised the Scribbly Gums Materials and modified the year level targets for P-3. Later in the year all teacher began to unpack the C2C resources in preparation for the implementation in 2012.
<i>Develop some individual approaches to students with unique Behaviour and learning needs such as a student garden or boys program.</i>	In semester 2 the P&C assisted with clearing an area to place a new garden for student use.

### Future outlook

The key areas for improvement in 2012 as outlined in the Annual Implementation plan are as follows:

1. Implement the Kumbia State School Spelling Program.
2. Access Barbara Bran Literacy Professional Development for new teachers and teachers' aides.
3. Develop a staff newsletter.
4. Continue to promote the "Kumbia State School – Where learning is number one" Philosophy.
5. Implement the National curriculum through the C2C's

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

### Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
85	42	43	90%

### 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 2011

Phase	Average Class Size
Prep – Year 3	21.5
Year 4 – Year 10	22.5
Year 11 – Year 12	Nil
All Classes	22

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	3
Long Suspension - 6 to 20 days	1
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.

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## 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 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 2011 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. 2011 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 teacher satisfaction with the school

Parent, student and teacher satisfaction levels continued to improve in 2011. 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.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	60%
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	71%
Percentage of staff members satisfied with morale in the school	96%

# 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 2011. 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:

- o Accessing the Rotary Readers Program
- o Volunteering on sports days and swimming lessons
- o Invitations to Under 8's days and science days
- o Involvement in classroom activities throughout the school year.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	19,015	53
2010	0	0
% change 10 - 11	N/A	N/A

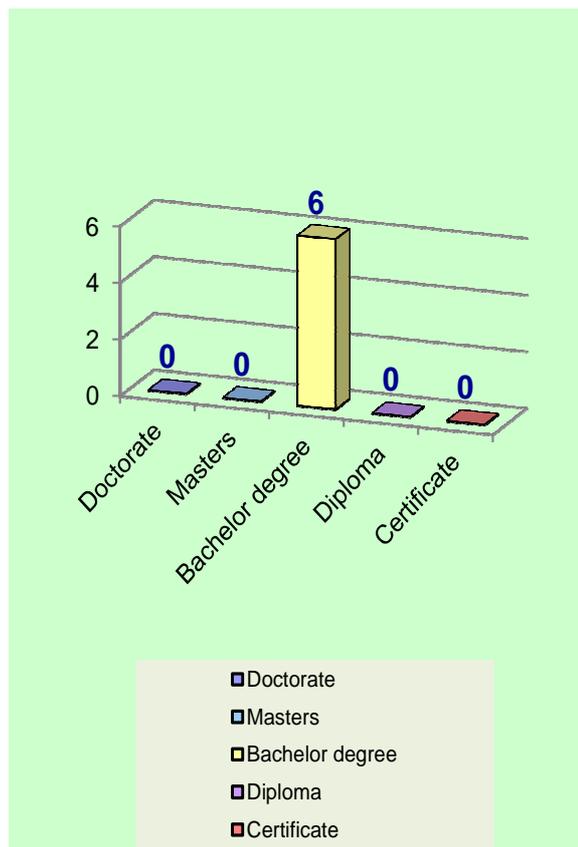
# Our staff profile

## 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

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	6
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$12000

## Our staff profile

The major professional development initiatives are as follows:

- Professional Development relating to the Australian Curriculum.
- Early Years network training
- Science Smart Training
- Principal Development.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 56% of staff was retained by the school for the entire 2011 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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

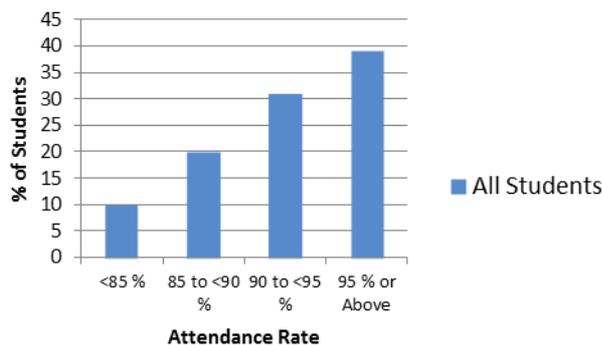
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
91%	91%	91%	90%	93%	93%	95%

### 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 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.

## 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 used 2011 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.