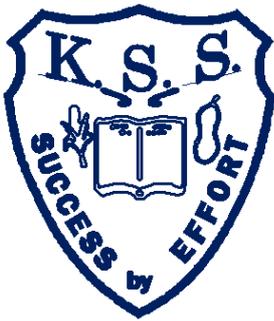


Kumbia State School (1423)  
Queensland State School Reporting  
2012 School Annual Report



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## Principal's foreword

### Introduction

This report is a summary of Kumbia State School's progress in 2012. It is a record of the collaborative efforts of students, staff, parents and community an excellent indication of what can be achieved when all a elements of a school community are working together with a clear focus.

In 2012 the school's major challenge was to modify programs, resources, and teaching techniques to suit the needs of our small school and ensure that our focus remained on meeting the individual needs of students.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2012

The school made significant progress towards our key goals for 2012. The following table is a brief overview of more significant goals and the progress towards them.

2012 Goal	Progress Summary
<p><b>Implement the Kumbia State School Spelling Program.</b></p>	<p>In 2012 Kumbia implemented a new spelling program to utilise the resources in the C2C units while making best use of our small school resources. The aim of the program was to ensure that students could move between classrooms depending on their spelling ability. The program was affectionately named "Rainbow Spelling" and was so successful that planning is in progress to begin a "Rainbow Reading" program in 2013 following a similar philosophy.</p> <p>The school continued to hold the "Spelling Spectacular" as a means of promoting spelling and students' improvement in spelling.</p>
<p><b>Develop a staff newsletter.</b></p>	<p>In 2012 the school began using a staff newsletter as a means of distributing information and ensuring the resources and ideas were collected and shared between staff members. The newsletter was a also a key means of focusing on the schools goals and linking professional development to these goals.</p>
<p><b>Continue to promote the "Kumbia State School – Where learning is number one" Philosophy.</b></p>	<p>The "Where learning is number one" philosophy was promoted in 2012 and used as a means to ensure that behaviour management, classroom activities, school programs all had student learning as a focus.</p>
<p><b>Implement the National curriculum through the C2C's</b></p>	<p>In 2012 all classroom teachers moved from integrated units to C2C units for English, Mathematics and Science. Classroom teachers predominately use multi-age units. A great deal of school based professional development focused on assisting teachers to adapt and adjust C2C units to meet the needs of their specific classrooms.</p>

### Future outlook

The key priorities for 2013 are as follows:

- Implement the Australian Curriculum
- Implement 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 the community
- Improve school performance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:** 85

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	96	50	46	95%
2011	85	42	43	90%
2012	85	45	40	90%

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

### 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.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	19
Year 4 – Year 10	27	23	13

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	10	3	1
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

The most unique feature of our school's curriculum offerings is the means in which we teach Spelling in a school developed program known as Rainbow Spelling. The program involves testing early in the year to ascertain the level at which students are spelling. Students are then placed in different groups according to their spelling ability.

With the success of the Rainbow Spelling Program, planning is underway to implement a similar program to teach reading across the school in 2013.

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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.**

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### 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 2012 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. 2012 showed itself to be an excellent year for student behaviour, students felt safe and a positive emphases 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.

# Our school at a glance

## 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 2012 the school also used a "Family Feedback" school based survey to determine how the school had progressed in terms of its priorities for 2012 and also as another means to establish the priorities for 2013. .

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	96.3%
their child feels safe at this school*	92.6%
their child's learning needs are being met at this school*	92.6%
their child is making good progress at this school*	96.3%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	96.3%
teachers at this school treat students fairly*	92.3%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	92.6%
this school takes parents' opinions seriously*	88.9%
student behaviour is well managed at this school*	92.6%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	83.3%

## Our school at a glance

they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	70.0%
they can talk to their teachers about their concerns*	66.7%
their school takes students' opinions seriously*	83.3%
student behaviour is well managed at their school*	81.8%
their school looks for ways to improve*	91.7%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	66.7%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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 2012. 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

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

In 2012 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
2009-2010	18,729	543
2010-2011	19,015	53
2011-2012	29,800	246

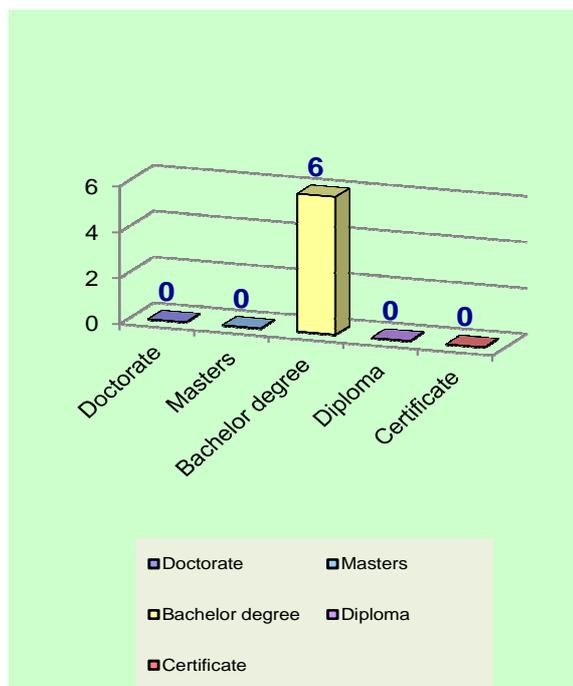
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	6	7	0
Full-time equivalents	4.6	3.6	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 2012 were \$12000.

The major professional development initiatives are as follows:

- Developing Performance Plans for each classroom teacher.
- Professional Development relating to the Australian Curriculum.
- Early Years network training

## Our staff profile

- Science Smart Training
- Principal Development.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	98.2%	97.2%	97.2%

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

From the end of the previous school year, 78.3% of staff was retained by the school for the entire 2012 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.

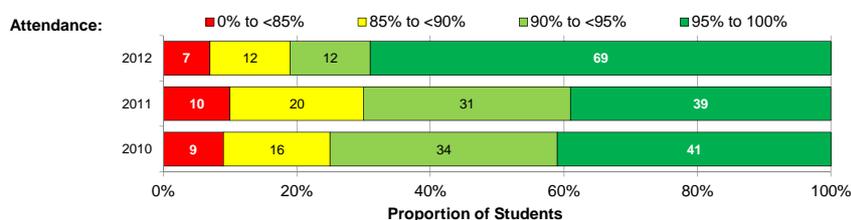
## Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	92%	92%	91%	94%	93%	94%	94%
2011	91%	91%	91%	90%	93%	93%	95%
2012	92%	95%	95%	92%	98%	99%	99%

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 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/>.

## Performance of our students

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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 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.