

Kumbia State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The following pages are a summary of our school's achievements in our Centenary Year. In 2015 Kumbia celebrated 100 years of schooling under the Bunya's. There were many opportunities for children past and present to mark this important achievement however the teaching and learning in classrooms was still our number one priority as this report will show.

School progress towards its goals in 2014

2014 Key Priorities	Progress
Implement the Australian Curriculum	All teachers taught using the Australian Curriculum as the source reference point for planning in 2014
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.
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	Clear communication and feedback continued to be a major focus for the school in 2014.
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 2015 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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	85	45	40	90%
2013	88	43	45	97%
2014	92	44	48	88%

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. 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		
	2012	2013	2014
Prep – Year 3	19	17	18
Year 4 – Year 7 Primary	13	20	10

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 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 assist 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 2014 the school began the School Wide Positive Behavior Support Program. (SWPBS). 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 safety
- 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:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	67%
this is a good school (S2035)	100%	100%	67%
their child likes being at this school* (S2001)	96%	91%	67%
their child feels safe at this school* (S2002)	93%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	95%	67%
their child is making good progress at this school* (S2004)	96%	100%	67%
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)	100%	95%	67%
teachers at this school motivate their child to learn* (S2007)	96%	95%	67%
teachers at this school treat students fairly* (S2008)	92%	91%	67%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	67%
this school works with them to support their child's learning* (S2010)	93%	95%	67%
this school takes parents' opinions seriously* (S2011)	89%	91%	67%
student behaviour is well managed at this school* (S2012)	93%	95%	33%
this school looks for ways to improve* (S2013)	100%	100%	67%
this school is well maintained* (S2014)	100%	91%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
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%	

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		89%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		89%	89%
their school takes staff opinions seriously (S2076)		89%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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 2014. 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 2014 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	29,800	246

2012-2013	34,778	5,903
2013-2014	27,420	0

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	8	7	0
Full-time equivalents	6	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
Total	7

Certificate Diploma Advanced Diploma Bachelor Degree Graduate Diploma etc.** Masters Doctorate

*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 2014 were \$ 1716.15

Some of the major professional development initiatives are as follows:

- Mentoring program for Teachers
- Anita Archer Professional development focused on explicit teaching.
- EATSIPS training for all staff
- Functional grammar training for all staff
- SWPBS training for staff.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	92%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

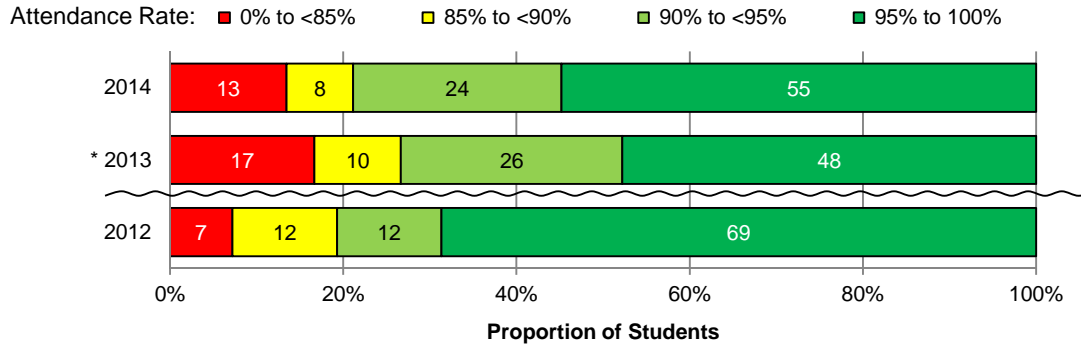
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	92%	95%	95%	92%	98%	99%	99%
2013	92%	90%	93%	96%	91%	93%	94%
2014	94%	96%	92%	94%	93%	93%	90%

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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/>.

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.

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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 2014 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.