Kumbia State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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Welcome to the 2018 School Annual Report for Kumbia State School. This report provides specific and detailed information regarding our school's achievements, performance and progress towards our shared goals, priorities in 2018 and our future outlook.

Kumbia State School is a place where staff and students are committed to providing a safe, tolerant and welcoming place to learn and play.

Our school is committed to delivering its shared vision of 'Every day, every child in every lesson is learning and achieving'. Our school motto. 'Success by Effort" is enacted every time our teaching team and students are actively engaged in a vast range of teaching and learning activities. We continue to strive for success in all areas of our operations and have noted the excellent results made by our students in a range of academic, cultural and sporting pursuits.

We believe that all our students will become active citizens in a modern dynamic society. To support this vision, we provide a range of highly engaging and diverse curriculum programs for students that aim to build on strengths, and support growth in learning.

Our school community functions extremely effectively as a result of our strong commitment to our school values and beliefs, our professional and caring staff, our eager, creative students, and our highly supportive parents and community

School overview

Kumbia State School is a co-educational school catering for students from the Prep to Year 6. The majority of students travel by bus from the surrounding rural area. The school was established in 1914 and is one of the last original schools in the area, consequently third generation families attend the school. However there is a trend where an increasing number of new families are moving into the area. The school is organized into multi-age classes. This structure enables students to work in flexible groupings according to their educational needs in Literacy and Numeracy. Curriculum delivery and structure help to realise our school community beliefs that all children are capable of learning and learn at their own rate, Children need to become multi-literate to engage in lifelong learning, with oral language development the platform for reading and writing. Student achievement is continually monitored, analysed and shared.

Kumbia SS Improvement Focus 2018—

Improved Reading Comprehension for all students

Strategies	Targets
Continued emphasis on the school's home reading program aimed at fostering a love of reading and solid reading habits. Ongoing Professional Development for all staff aimed at building skills relating to the explicit instruction of literacy, especially reading. Continued participation in school and cluster based initiatives aimed at building students enthusiasm towards reading, e.g. Book week activities and South Burnett Readers Cup. Continue to foster a culture of sharing and supporting peers to build teacher capacity focused on reading comprehension pedagogical skills. Use of the Literacy Continuum to develop personal reading goals for every student each term based on own reading development. These goals will be developed by teachers and shared with parents. Reading lesson observations for each classroom teacher linked to developing students Higher Order Thinking Skills.	• 90% of students at or above NMS in year 3 reading. • 95% of students at or above NMS in year 5 reading. • 30% of students within the U2B in year 3 reading. • 35% of students within the U2B in year 5 reading. • At least 12 months growth for every student in reading across the school's reading assessment data.

Progress Towards Goals

Ongoing Professional Development for all staff aimed at building skills relating to the explicit instruction of literacy, especially reading. Continue to foster a culture of sharing and supporting peers to build teacher capacity focused on reading comprehension pedagogical skills. Reading lesson observations for each classroom teacher linked to developing students Higher Order Thinking Skills.	All classroom teachers have had professional development by attending a Deslea Konza: Big 6 workshop and a variety of professional development sessions centred on the Literacy Continuum, inclusion and the teaching of reading.. All teachers have worked with regional curriculum experts to explicitly plan for differentiation of reading and reading within the curriculum. All teacher aides have had the opportunity to work with our Learning Support Teacher to strengthen teaching practices through observation and feedback cycle.
Use of the Literacy Continuum to develop personal reading goals for every student each term based on own reading development.	Literacy Continua data was kept up to date for most students

Continued participation in school and cluster based initiatives aimed at building students enthusiasm towards reading, e.g. Book week activities and South Burnett Readers Cup.	Achieved

Progress towards our goals

100% of Students in Years 3 and 5 were above NMS in reading

50% of students in Year 3 and 37.5% of students in Year 5 were in the upper 2 bands for reading

85% of students had achieved one year of growth or more in the 2018 school year

Partially achieved and ongoing goals

- Build the capacity of teachers working in teaching teams to target students' individual learning needs in reading – work in progress
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- Monitoring of targeted student performance regularly to diagnose learning needs and administer intervention strategies continues through the use of the Literacy Continuum and case management process – work in progress

Future outlook

2019 Goals	Targets
Learning to read and reading to learn is fore fronted and embedded in all curriculum areas	100% of students at or above NMS in Yr 3 and 5 reading 30% of students achieve U2B in reading 90% of all students meet regional benchmark for reading by the end of 2019
The consistent and quality school wide delivery of reading programmes Position reading as the central curriculum integration tool Explicit teaching of writing in the subject areas	Results in all subject areas are reflective of students' reading ability ie 90% of all Kumbia learners at a C level or above, and 75% of these students will be at an A or B level in English, Science and Hass in 2019
Strengthen positive relationships that exist between school and other agencies focussed on teaching learning and student and community well-being	Improve attendance to 93%

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	83	79	62
Girls	38	34	29
Boys	45	45	33
Indigenous		1	3
Enrolment continuity (Feb. – Nov.)	93%	87%	95%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students at Kumbia State School come from a variety of households within the local district. Farming, grazing, and mining are a number of the major industries in the local area. A number of families have moved into the district to enjoy the rural setting and work in the major town of Kingaroy.

Students have diverse cultural and ethical backgrounds. A number of families are long term residents of the area with a portion of the students being third generation enrolments to our school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	19	23
Year 4 – Year 6	22	23	17
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Kumbia State School delivers all learning areas within the Australian Curriculum in 3 multi-age classrooms. The school operates a two year curriculum cycle in all subjects except Mathematics, which is year level based. The Achievement Standards are each teacher's starting point, with curriculum designed and differentiated according to what every learner is required to know and do by the end of each year according to their year level. Teachers assume responsibility to develop a curriculum area's scope and sequence each Term, sourcing relevant resources to complement learning, promoting expertise within the teaching team.

The school's Curriculum Framework is a dynamic document with a strong emphasis on preparing learners for their futures beyond the school context. The Curriculum, Assessment and Reporting Framework (CARF) aims to develop every learner's citizenship, provide connectedness, whilst promoting democracy, eco citizenship, active and informed citizenship, creativity, good health and digital citizenship.

Assessment Tasks are backward mapped and capture information regarding the individual and group achievement of learners regarding concepts, knowledge and skills (ie; 'know' and 'do') across all learning areas, using Guides to Making Judgments. Information regarding learner achievement is regularly moderated with schools in the Kingaroy cluster.

Further information related to reading is captured using standardised testing instruments.

Co-curricular 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 4-6 students participate and compete in the district Winter and Summer Carnivals in a choice of sports. District athletics and sporting events are also held. Students also compete in the Kingaroy Eisteddfod and attend cluster Science, Technology, Engineering and Maths (STEM) and Reader's Cup events. Years 5 and 6 participate in an annual camp and Year 6s attend a leadership camp with Year 6s from other small schools in the cluster. Year 6 students engage in a successful transition programme with Kingaroy High School in Term 4 each year.

Russell and Stuart House – Athletics Carnival 2018

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 2 students. An additional 10 laptops are used to supplement stand-alone computers during peak periods. Students use computers daily to help them learn, plan, locate, organize and present information. Other items of technology such as iPads, interactive screens, digital cameras, digital microscope, document cameras and software enrich the learning experience of the children.

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Social climate

Overview

In 2018 the school continued to make excellent used 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 State School, PRIDE stands for:

- P   Pride in our learning
- R   Respect for self and others
- I   Important relationships
- D   Demonstrating safe and healthy choices
- E   Exhibiting resilience, responsibility and honesty.

Explicit lessons are conducted on defined behavioural expectations. Acknowledgment of those students using and modelling appropriate behaviours is a key component of our policy.
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 behaviour. At the end of each term, students who had met learning and behaviour expectations were rewarded with an extra-curricular activity or event.

There continues to be an emphasis on high standards of student behaviour and of students looking after each other while playing and learning.

Our school is inclusive and all students are mainstreamed in our school. Students are supported through differentiated and flexible programmes based on student data and learning needs. We believe that a child's social and emotional needs must be met before academic learning can be successfully achieved and we pride ourselves on the safe and supportive learning environment we provide.
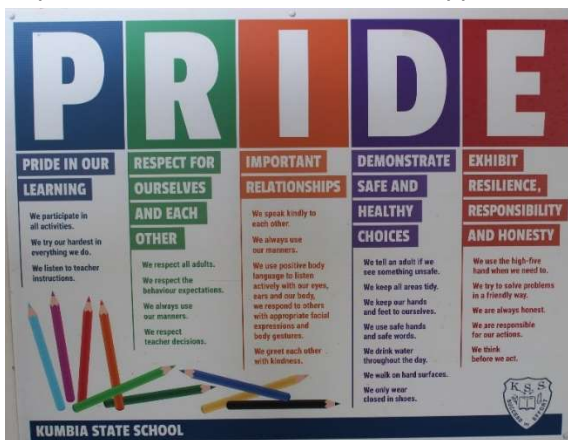
Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	92%	100%
• this is a good school (S2035)	100%	75%	100%
• their child likes being at this school* (S2001)	100%	83%	100%
• their child feels safe at this school* (S2002)	100%	92%	73%
• their child's learning needs are being met at this school* (S2003)	100%	83%	100%
• their child is making good progress at this school* (S2004)	100%	92%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	100%	92%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	83%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	83%	100%
• teachers at this school treat students fairly* (S2008)	86%	75%	90%
• they can talk to their child's teachers about their concerns* (S2009)	100%	83%	100%
• this school works with them to support their child's learning* (S2010)	100%	83%	100%
• this school takes parents' opinions seriously* (S2011)	100%	73%	100%
• student behaviour is well managed at this school* (S2012)	100%	75%	64%
• this school looks for ways to improve* (S2013)	100%	70%	100%
• this school is well maintained* (S2014)	100%	92%	100%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	94%	100%
• they like being at their school* (S2036)	100%	86%	100%
• they feel safe at their school* (S2037)	97%	92%	85%
• their teachers motivate them to learn* (S2038)	93%	97%	100%
• their teachers expect them to do their best* (S2039)	100%	94%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	100%
• teachers treat students fairly at their school* (S2041)	97%	89%	96%
• they can talk to their teachers about their concerns* (S2042)	84%	92%	96%
• their school takes students' opinions seriously* (S2043)	82%	89%	96%
• student behaviour is well managed at their school* (S2044)	90%	92%	89%
• their school looks for ways to improve* (S2045)	100%	89%	100%
• their school is well maintained* (S2046)	97%	92%	100%
• their school gives them opportunities to do interesting things* (S2047)	87%	91%	100%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	91%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel that their school is a safe place in which to work (S2070)	100%	100%	91%
• they receive useful feedback about their work at their school (S2071)	100%	93%	91%
• 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%	82%
• student behaviour is well managed at their school (S2074)	100%	100%	91%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	93%	91%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	82%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'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 2018. 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:

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Our vibrant community actively participates in the school through:

- Attendance at monthly Parents and Citizens meeting, P&C meetings are held on every second Wednesday of the month at 6pm in the Library. Parents and friends of the school are very welcome to attend;

- Being a volunteer in our Tuckshop and help develop and provide a healthy tuckshop food from our summer or winter menu once a week thus supporting fundraising for the school;

- Supporting our annual Kumbia Brain Drain, which is the main P&C fundraiser.

- Comprehensive weekly newsletters, personal emails/ phone calls and parent-teacher interviews, sporting carnivals and participation in culminating celebrations for units of work are also ways in which parents can keep in touch with their child's progress, wellbeing and social development.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Everyone deserves to feel safe at home, at work and at school. We all have a role to play in eliminating domestic and family violence and making our schools and communities safer for everyone. At Kumbia State School, students will be given opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision making. At Kumbia State School, students participate in learning opportunities that help them build respectful relationships in their lives. This occurs in Health and Physical Education and PBL lessons, where students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

Events, activities and processes that foster respectful relationships at Kumbia State School include:
- Responsible Behaviour Plan review
- PBL meetings involving student, parent, staff members
- PRIDE: High expectations for behaviour
- PBL reward days

- Explicit teaching of social problem solving strategies
- Awareness raising
- Case management
- Staff capacity building
- Assembly creed
- Predictable routines and expectations
- Organised sports 2 days a week in autumn and winter terms
- RI lessons
- Mindfulness – growth mindsets
- An annual school wide theme for learning supports the development of respectful relationships, health, wellbeing and academic rigour

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	7	4	8
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

In 2018, the school continued to make a concerted effort to reduce our environmental footprint. The school water is provided by rain stored in multiple rain water tanks and an onsite bore. The drive to replace existing bulbs with low energy bulbs is ongoing. The schools solar panels and continued upgrade to more efficient air conditioners continue to support a more sustainable approach to electricity use. Air conditioners are on timers to reduce energy consumption

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		19,254	32,660
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
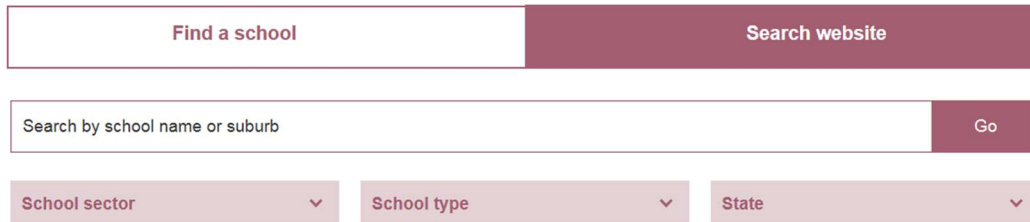
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	6	9	0
Full-time equivalents	4	4	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	5
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $4351.08

The major professional development initiatives are as follows:

- Reading – The Big 6
- Positive Behaviour and Learning (PBL)
- STEM : Design and digital technologies, including Coding, Robotics and iPad use
- Data collection and analysis
- Inclusion and Inclusive practices
- Mandated training including Student Protection Training, Code of Conduct Training, Asbestos Awareness Training and Curriculum Activity Risk Assessment Training (CARA)
- Coaching and feedback for teachers and teacher aides
- Corporate services training including finance and HR
- Leading Learning (Putting Faces on the Data)

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	91%
Attendance rate for Indigenous** students at this school	81%	DW	94%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

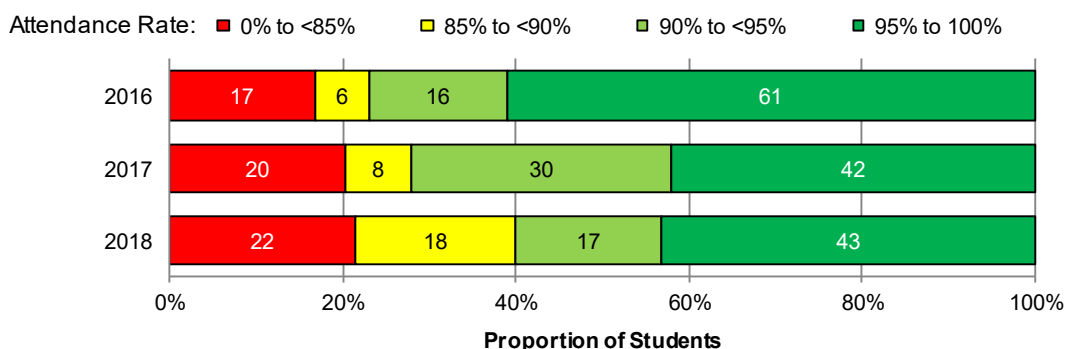Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	92%	90%	95%	Year 7			
Year 1	92%	93%	91%	Year 8			
Year 2	93%	87%	93%	Year 9			
Year 3	93%	92%	89%	Year 10			
Year 4	96%	93%	87%	Year 11			
Year 5	93%	94%	92%	Year 12			
Year 6	96%	92%	92%				

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	17	6	16	61
2017	20	8	30	42
2018	22	18	17	43

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

School specific processes and procedures to manage student attendance at Kumbia State School include:

- In 2018 the school linked our PRIDE end of term reward days to the attendance. Students needed to have 90% attendance to attend reward days.
- 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 events are placed in the school newsletter and Facebook page at least a term in advance to ensure families are well aware of school activities.
- Roll Marking and recording processes are all visual and emphasised to ensure the students see the importance of regular attendance.
- Daily administration follow up for all unexplained absences.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

| School sector ⌄ | School type ⌄ | State ⌄ |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

| View School Profile |

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.