

Koumala State School (1780)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Welcome to the School Annual Report for Koumala State School. The intention of this report is to provide parents, staff, students and community with a comprehensive but concise picture of our school and the progress we have made towards achieving our goals for the past year. This report is published on our website and can be made available via our school administration staff.

In 2012, our goal continued to be the consolidation of strong, consistent teaching, an improvement in the explicit teaching practices of English and Numeracy. Our school academic data had a focus and was being used to improve student outcomes. The success of our programs towards achieving these goals was evidenced by the ongoing five weekly reviews of student classroom academic goals, the term and semester results of the systematic testing of student learning, the results of our Student, Parent and Staff School Opinion Surveys and the results of our School wide positive behaviour program. We have a reputation that we at Koumala State School are a great school with high expectations for all in education.

School progress towards its goals in 2012

Our 2012 school priorities were:

- the improvement for every child in reading,
- differentiation of teaching strategies for individual students,
- setting high expectations across all classrooms,
- strengthening our early years program, and
- developing principal and staff capabilities to embed and teach the high expectations of students at Koumala State School.

With reading, our focus was to improve student comprehension levels. We sought professional development for all staff, aligned our teaching strategies into our school framework, travelled to other like schools and monitored the progress every five weeks. Our reading program was partially completed and will continue into 2013.

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Differentiating our approach to learning:

Setting high expectations for all students,

Developing clear goals, and

Documenting how the individual needs of students were being met.

We conducted professional development opportunities to achieve a shared understanding of a differentiated curriculum, designed and developed a whole school assessment schedule (broken down term by term) outlining the minimum academic requirements for each year level and set clear and achievable classroom expectations of students improving the rate and success of every child at Koumala. This process has completed and is now an embedded part of our school curriculum plan.

To strengthen our early years' program, we wanted to develop consistency of practice, to develop documents that showed what bookwork and display expectations looked like, what a balanced reading program would involve and introduce a research based teaching practice involving the lesson sequence – I DO, YOU DO, WE DO. This program was ongoing and is to be embedded by the end of 2013. The teaching practice of explicit instruction will be implemented across the whole school in 2013.

Future outlook

As we continue to improve the way we do business at Koumala State School, our future for 2013 involves embedding the programs we put into action from 2012 (Reading program, Differentiation – setting high expectations for all, Early Years' program) and evolving our ideas and work practices around the implementation of explicit instruction. Our key areas for improvement for 2013 are:

1. Aligning our Curriculum programs so they were consistent across the school;
2. Developing our school pedagogical framework so it will be completed by the end of 2013;
3. Continuing with implementation of the Explicit Instruction action plan (School, Teacher and Student Expectations), so it will be embedded by end of 2013;
4. Ensuring Explicit Instruction is the central focus to improve literacy (spelling and writing) and numeracy;
5. Continuing partnerships with community groups and business.

School Profile

Koumala State School is a Band 6 school located in a small rural township of Koumala situated 22 kilometres south of Sarina on the Bruce Highway. The school boasts extensive grounds and is surrounded by bush and cane farms.

Koumala State School is a co-educational school setting providing a quality education for all students from Prep to Year 7. Our school draws students from a reasonably widespread geographical background area which extends approximately 30km along the Bruce Highway and includes the rural and residential areas of Koumala, Ilbilbie, Green Hills, Mt Christian, Koumala Range, Turners Paddock, Inneston and Yukan. We are a part of the Sarina Cluster of schools and our children continue their secondary education at Sarina High upon completion of their primary schooling at Koumala. Whilst Koumala is very much about preparing our children to meet the challenges of the future we still have 'old fashioned' values around good manners, respect, school pride and consideration of others.

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	100	52	48	91%
2011	94	47	47	85%
2012	105	51	54	87%

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

Characteristics of the student body:

The majority of students' families are mid/low socio-economic status with mines, cane farming, trades and service industries being our most common occupational background. Approximately 5% of our students identify as Aboriginal and Torres Strait Islander.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	18	17	25
Year 4 – Year 7	27	25	18

Our school at a glance

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

Curriculum offerings

Our distinctive curriculum offerings

For 2012 our curriculum was designed around the Australian Curriculum (ACARA) and QCAR (Queensland Assessment and Reporting Framework). Our curriculum is delivered through eight key learning areas with the teaching of Literacy and Numeracy a key focus. Over 90% of parents were satisfied or very satisfied with the learning opportunities provided at our school. At Koumala we offer:

1. Positive School Behaviours – an Education Queensland Initiative based on teaching expected behaviours, positively reinforcing desired behaviours, and addressing misbehaviour through our behaviour management plan.
2. Our one hour reading block – our balanced and effective reading program aims to develop fluent, confident, independent problem solvers who willingly read for different purposes. Our program relies on our students engaging and making predictions, constructing mental images, asking questions, re reading, clarifying and constructing interpretive summaries on what they have read. As teachers we incorporate the five elements (Fluency, Vocab, Comprehension, Word Knowledge, and World Knowledge) into modelled reading, guided reading and independent reading classes. This program is supported through modern and up to date resources, continuing professional development and the provision of a skilled teacher aide for all sessions.
3. Daily math activities and investigations, again supported by a teacher aide.

Extra curricula activities

Extra Curricula activities include:

1. Participation in the local Sarina Cluster of Schools sporting program – including Small Schools Sports Day [Broadsound Athletics held at Sarina Athletics Grounds], Cross Country [Sarina Golf Club], Swimming Carnival [Sarina Swimming Pool]
2. Whole of school swimming program. [Term 4, eight week program and is a part of our Physical Education program]
3. Under 8's Day program – hosted at school
4. Koumala State School Choir (led by the community)
5. Arts Council Qld, Deadly Australians. Annual School Carols Night, Anzac Day commemorations.
6. School Camps for year 4-7 to North Keppel Outdoor Education Centre
7. Lower School Activities Afternoon and Evening (very successful, community orientated event)

How Information and Communication Technologies are used to assist learning

ICT's continue to be a large focus of our school as we acknowledge that our children need to be equipped for the future. This means our staff skills need to be high and relevant, and our staff needs to be confident to deliver a relevant and engaging ICT based curriculum, ICT integration across all grades is the goal – beyond computers being used to present information.

Each class visits our computer lab for 2-3 sessions a week, allowing each child to have access to their own computer. Within the laboratory there is also a permanently mounted data projector that allows the teacher to demonstrate particular ICT pedagogical skills to the students very effectively. All classrooms have networked connections so the laptop means teachers can communicate to each other, use the laptop as a teaching/learning/planning/assessing tool. Have access to the internet from their classes, and have access to a printer and server. Every classroom also has an interactive whiteboard, data projector and a digital camera.

Student engagement is a high priority where students participate within any of our computer programs. Our programs are high energy, encourage problem solving and above all encourage student interest. Our students have input into what we purchase at Koumala. This ensures ICT's stay relevant to students, of interest and assists students to improve academically.

Social climate

Koumala State School students are fortunate to be a part of a small school environment – where staff get to know students throughout the school not just those in their own classroom/work area. We pride ourselves on a family atmosphere – where students play and cooperate well together, and build cross-age friendships and alliances. We have a general culture of reciprocal all-inclusive caring for one another. **90 % of students are happy to go to this school and believe that Koumala is a good school.**

Koumala School students, staff and parents work in a safe and supportive school environment based on the principles of School Wide Positive Behaviours. Our school responds proactively, to minimise bullying incidents.

Strategies Koumala State School uses to respond to incidents of bullying :

1. By utilising a system based on teaching positive school rules
2. By rewarding positive behaviours (socially and academically)
3. Using our Behaviour Management Plan to fairly and consistently manage misbehaviour.
4. Giving our students the social tools to have the confidence to handle a bullying incident when and if it arises.

As evidenced by our school wide behaviour data we are a low bullying school. **Under this program, less than 5% of parents are dissatisfied with student discipline and 95% of parents believe Koumala State School is a safe place for their child.**

Parent and staff feedback to the program has been very supportive and positive – all the staff have good relationships with the students at the school; and that staff and students at Koumala State School treat each other with respect. We acknowledge that discipline problems are distracting and interrupt learning and that students in a safe setting are focussed, learn more and feel more positively about their school and their learning. An environment free of threats, violence and bullying is a prerequisite for effective learning and this continues to be a clear focus of our school and school community.

During 2012 due to human resources our once strong chaplaincy program has diminished. Work is being done to rectify the program. At Koumala our Chaplaincy program remains a very valued one as we hope to have this program up and running again in the near future.

Parent, student and staff satisfaction with the school

Parent, Student and Staff satisfaction is high with **100% of parents** believing that this is a good school. Our strong commitment to schooling is recognised by parents as over 95% of parents believe we are developing their child's literacy and numeracy skills and over 80% parents believe we are providing positive learning opportunities.

94% of staff were satisfied overall with the Physical Work Environment and 94% were satisfied overall with Relationships.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
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*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	95.7%
their child is making good progress at this school*	100.0%
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*	95.7%
teachers at this school motivate their child to learn*	95.7%
teachers at this school treat students fairly*	95.5%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	91.3%
student behaviour is well managed at this school*	95.5%
this school looks for ways to improve*	91.3%
this school is well maintained*	91.3%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	95.0%
they like being at their school*	90.0%
they feel safe at their school*	90.0%
their teachers motivate them to learn*	90.0%
their teachers expect them to do their best*	95.0%
their teachers provide them with useful feedback about their school work*	95.0%
teachers treat students fairly at their school*	95.0%
they can talk to their teachers about their concerns*	89.5%
their school takes students' opinions seriously*	89.5%

Our school at a glance

student behaviour is well managed at their school*	90.0%
their school looks for ways to improve*	95.0%
their school is well maintained*	95.0%
their school gives them opportunities to do interesting things*	95.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	72.7%
with the individual staff morale items	98.2%

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

[#] 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

Parent involvement continues to be an area of focus. It is an expectation that parents will contribute to the life of the school. Over 90% of parents feel that our staff are approachable and that we make them feel welcome. More than 90% of parents also feel they have opportunities to participate in the life of the school.

Opportunities for participation in 2012 included [but were not limited to.....]

1. participation in our Parents and Citizens Association and Tuckshop
2. participation in whole school activities such as our Garden Program, Art afternoons, Sports Days, end of school concerts
3. participation in parent education programs including helping your child with reading, beginning school, Breakfast program
4. participation through feedback opportunities such as the annual School Opinion Survey

The school also recognises the significant contribution parents play behind the scenes with homework and reading support, taking children to events and helping their children be organised for school. We appreciate that not every parent can be involved at school due to family and work commitments but that any contribution to our school – whether it be time, fundraising or by supporting children – is valuable and significant.

Reducing the school's environmental footprint

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

Our school takes its environment responsibilities very seriously as we look to educate our students about being sustainable and responsible and thinking before acting. Even with the increases to cost of power our costs in monetary terms has remained the same.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	46,240	346
2010-2011	45,911	437
2011-2012	46,749	638

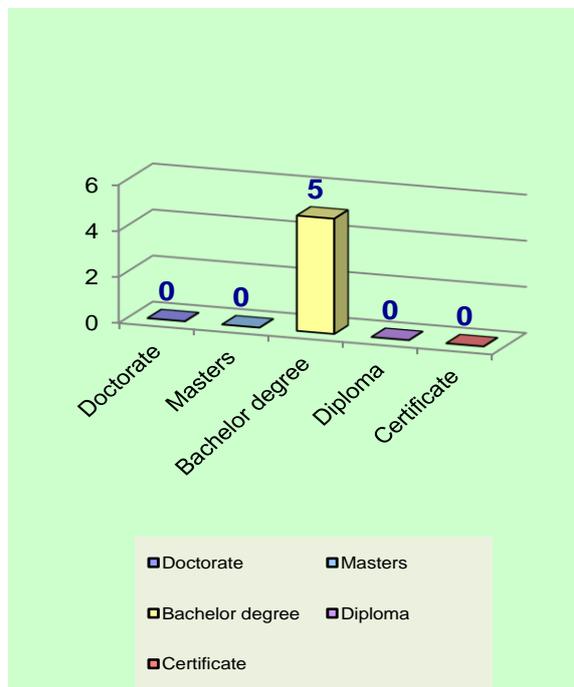
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time equivalents	4.6	3.4	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Bachelor degree	5
Diploma	
Certificate	



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$10,830.00

The major professional development initiatives are as follows:

1. School Pedagogy - Explicit Instruction Professional Development
2. School Wide Positive Behaviour Initiatives
3. Staff Professional Development – Literacy and Numeracy
4. Smart Classroom Initiative (Technology PD – I pads, Update ICT Certificates, Software updates)

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

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.8%	95.6%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	90%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

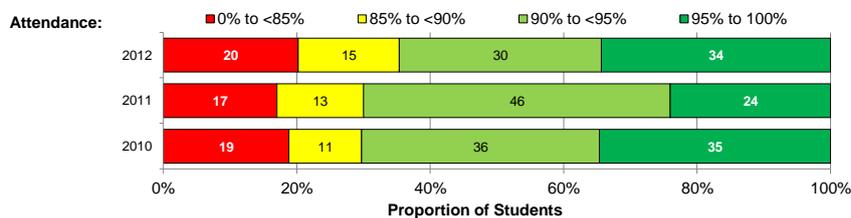
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	89%	94%	89%	90%	86%	90%	90%
2011	94%	88%	95%	83%	91%	87%	89%
2012	88%	92%	90%	93%	87%	91%	90%

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.

Staff mark the roll twice each day (**9 am and after second lunch at 1.30pm**) all unexplained absences/non-attendance issues are reported to the school office. Parents are asked to explain all absences and the Teachers personally follow up all unexplained absences of 2 or more days. Student absences are followed up through communication in student KIT books. For students who have long periods of unexplained time away from school, Education guidelines are closely followed and proper authorities are notified.

Performance of our students

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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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

Our school has a very strong commitment to Closing the Gap for our indigenous learners. By working closely with all our families we are decreasing absences and expecting good attendance at school so we can get on with the job of educating our students. If our students come to school every day our programs will work and achieve strong results. As Koumala State Schools' Aboriginal and Torres Strait enrolment is small we are unable to report on any data within the Closing The Gap strategy.