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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 the 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 2011 our goal continued to be the consolidation of strong, consistent teaching, an improvement in the teaching of reading and reading comprehension, and our school academic data had a focus and was being used to improve student outcomes. The success of our progress towards achieving these goals is evidenced by the Teaching and Learning Audit, the results of the systemic testing of student learning, the results of our Student, Parent and Staff School Opinion Surveys, the results of our School wide positive behaviour program and the reputation that we at Koumala State School are a great school with high expectations for all in education.

School progress towards its goals in 2011

Our school improvement strategy was built around three focus areas - teaching, reading comprehension and school academic data. Our focus to improve on the teaching and learning of our students was reflected in our performance in Education Queensland's Teaching and Learning Audit. Our teachers have a very strong focus on quality teaching for all, clear and explicit teaching and goal setting and success for all learners. In reading our focus was on lifting the comprehension levels of our students through professional development and close monitoring of the teaching of all strategies. In data collation our aim was to continue to build our capacity as a whole school to analyse, interpret and use student data to inform our teaching methods.

Future outlook

As we continue to look at the way we do business at Koumala State School we will be working within the Central Queensland Region focusing on explicit instruction. As part of this program our school we will be using the I DO, WE DO, YOU DO method of teaching, raising the expectations for all students [all means all], introducing the five fundamentals areas of reading [phonemic awareness, phonics, fluency, vocabulary and comprehension], and introducing direct instruction teaching. This is a very exciting stage of the school's teaching and learning development and the impact it will have on learning is exciting!

School Profile

Koumala State School is a Band 6 school located in a small rural township of Koumala situated 22 km 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 setting providing a quality education for all students from Prep to Year 7. Our school draws students from a reasonably widespread geographical area which extends approximately 30 km 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: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
94	47	47	85%

Characteristics of the student body:

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

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	17.3
Year 4 – Year 10	24.5
Year 11 – Year 12	N/A
All Classes	20.2

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	5
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

For 2011 our curriculum was designed around the Queensland Curriculum, Assessment and Reporting Framework and is delivered through the eight key learning areas. Over 81% of parents are satisfied or very satisfied with the learning opportunities provided at our school. At Koumala State School we offer:

- ✚ Positive School Behaviours – an Education Queensland Initiative based on teaching expected behaviours, positively reinforcing desired behaviours, and addressing misbehavior through our behavior management plan.
- ✚ 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 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, Text Knowledge, World Knowledge) into modeled 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.
- ✚ Daily math activities and investigations, again supported by a teacher aide.

Extra curricula activities

Extra Curricula activities include:

- ✚ Participation in the local Sarina Cluster of Schools sporting program – including Small Schools Sports Day [Broad sound Athletics held at Sarina Athletics Grounds], Cross Country [Sarina Golf Club], Swimming Carnival [Sarina Swimming Pool]
- ✚ Whole of school swimming program. [Term 4, eight week program and is a part of our Physical Education program]
- ✚ Under 8's Day program – hosted at school
- ✚ Arts Council Qld, Deadly Australians. Annual School Carols Night, Anzac Day commemorations.
- ✚ Middle and Upper School Camps for year 4-7 to Kinchant Dam Environmental Education Centre

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 each 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.

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. **80% 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 by utilising a system based on teaching school rules, rewarding positive behaviours and using our Behaviour Management Plan to fairly and consistently manage misbehaviour. As evidenced by our school wide behaviour data we are a low bullying school. **Under this program, less than 4% of parents are dissatisfied with student discipline and 90% 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 2011 we had a strong chaplaincy program that worked within the Sarina cluster of schools. At Koumala our Chaplaincy program remains a very valued one as we are blessed with a very hard working Chaplain who is a great source of support for our students, staff and parents.

Parent, student and teacher satisfaction with the school

Parent, student and staff satisfaction with the school continues to be high with **over 93% of parents satisfied that this is a good school.** Our strong commitment to schooling is recognised by parents as **over 86% of parents believe we are developing their child's literacy and numeracy skills.** Parent satisfaction in our curriculum offerings is high with **over 92% of parents satisfied with the learning opportunities provided for their child.**

Student Opinion Survey results for 2011 were improved in the areas of Learning Climate, School Climate and Resources when compared to 2009 results. The level of satisfaction in regards to Resources was higher than that state. The overall results however were not as strong as those results in 2010.

82% of staff were satisfied overall with the Physical Work Environment and 90% were satisfied overall with Relationships. 100% of staff reported that they get on well with the students in this school and there was an increase in the level of satisfaction with the facilities in this school.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	79%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	93%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	53%
Percentage of staff members satisfied with morale in the school	78%

DW – Data withheld

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 92% of parents feel that our staff are approachable** and that we make them feel welcome with **over 90% of parents stating we communicate well with them. More than 95% of parents also felt they have opportunities to participate in the life of the school.**

Opportunities for participation in 2011 included [but were not limited to.....]:

- ✚ participation in our Parents and Citizens Association [P&C] and Tuckshop
- ✚ participation in whole school activities such as our Garden program, art afternoons, sports days, end of school concerts
- ✚ participation in parent education programs including helping your child with reading, Get Set For Prep, beginning school
- ✚ 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 environmental 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 cost in monetary terms has remained the same [with a 1% reduction in usage]

Environmental footprint indicators, 2010-2011

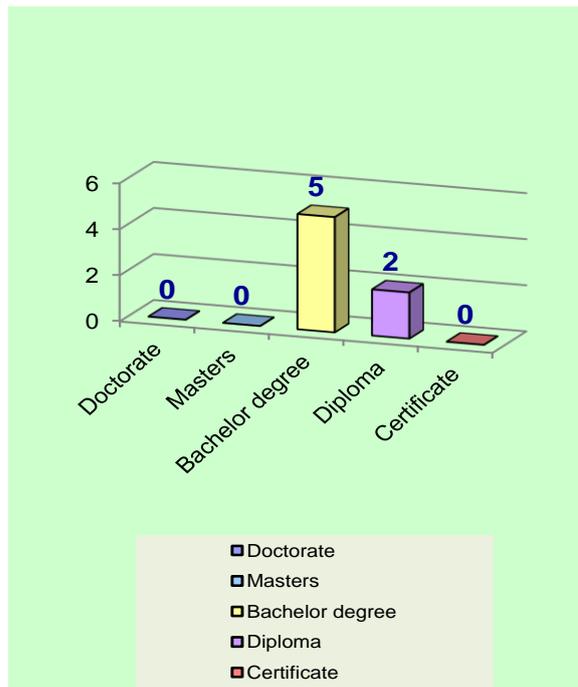
	Electricity KwH	Water KL
2011	45,911	437
2010	46,240	346
% change 10 - 11	-1%	26%

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	7	5	0
Full-time equivalents	6	3	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	2
Certificate	



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$ 3400.00. The major professional development initiatives are as follows:

Our Professional Development Plan was focused in two areas; Curriculum/Reading and Internal Monitoring/Assessment. Major professional development initiatives are as follows:

- ✚ Reading and Comprehension Training [with District Advisors and Head Of Curriculum]
- ✚ Interactive whiteboard training [with Sarina State School Deputy Principal]
- ✚ Internal Monitoring Training – Data Entry Spread sheet [with District Advisors and Principal]
- ✚ Developing a whole school reading program [cluster HOC]
- ✚ Implementation of ACARA [cluster initiative – Leslie Englert]
- ✚ Accessing C2C and ACARA Curriculum [District Advisor – Geoff Gargett]
- ✚ Internal Monitoring/Assessment – Setting student goals

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 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 65% 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 89%.

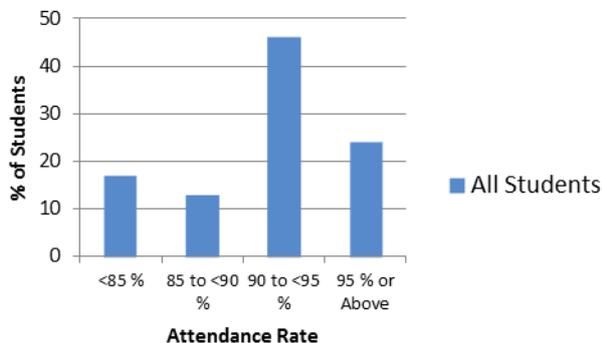
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94%	88%	95%	83%	91%	87%	89%	N/A	N/A	N/A	N/A	N/A

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.

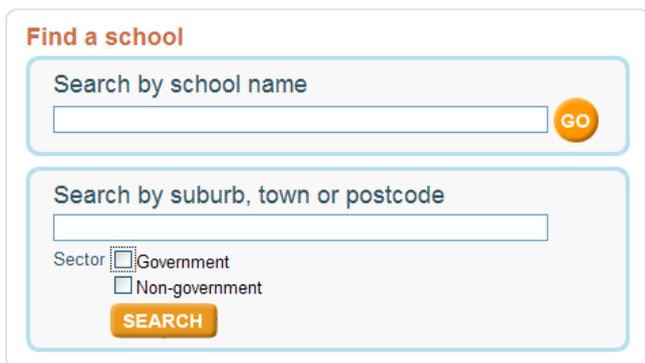
Staff mark the roll twice each day and all unexplained absences are reported to the school office. Parents are asked to explain all absences and the Principal personally follows up all unexplained absences of 2 or more days. Student absences are followed up through communication in student KIT Books. Our school began an Every Day Counts Campaign in 2011 (class attendance award) that aims to increase student attendance to 90%. This campaign involved the P and C, regular newsletter articles, acknowledgement of great attendance on parade, and following up concerning [non] attendance trends by the administration and pastoral care team.

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/>.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 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 School's Aboriginal and Torres Strait enrolment is small we are unable to report on any data within the Closing The Gap strategy. In 2012 we will strengthen our strategy with the implementation of direct instruction, explicit instruction and a tighter target setting model – as we aim for more than just the benchmark.