Koumala State School

Queensland State School Reporting

2013 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 2013, our goal continued to be the consolidation of strong, consistent teaching, and 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 2013

Each of our 2013 school priorities are described below, with progress shown under each priority:

1. Aligning our Curriculum programs so they were consistent across the school;
All curriculum programs are aligned and on One School.

2. Developing our school pedagogical framework so it will be completed by the end of 2013;
The pedagogical framework has been completed and uploaded onto One School.

3. Continuing with implementation of the Explicit Instruction action plan (School, Teacher and Student Expectations), so it will be embedded by end of 2013;
Progress has been made in the implementation of the Explicit Instruction Action Plan with good movement towards mastery.

4. Ensuring Explicit Instruction is the central focus to improve literacy (spelling and writing) and numeracy;

Explicit Instruction is embedded as the main strategy to bring improvement in literacy and numeracy.

5. Continuing partnerships with community groups and business.
 Active involvement by the P & C and the school in local community groups such as CWA, Hall Committee, Progress Association and the RSL sub- branch are fostering strong, mutually beneficial relationships.

Future outlook

The following are **the key areas for improvement as defined in the School Implementation Plan for 2014:**

1. **SCHOOL CURRICULUM** > Create consistent curriculum programs across the school
2. **SCHOOL CURRICULUM** > Continue developing our school pedagogical framework
3. **TEACHING PRACTICE**   > Explicit Instruction – Continue action plan implementation – embedded by end of 2013
4. **PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY** > Build a culture where Explicit Instruction is the central focus in school improvement.
5. **SCHOOL AND COMMUNITY** > Continue to enhance partnerships with community groups and business

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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	94	47	47	85%
2012	105	51	54	87%
2013	98	52	46	81%

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 3% of our students identify as Aboriginal and Torres Strait Islander.

Average Class sizes

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3	17	25	21
Year 4 – Year 7 Primary	25	18	18

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2011	2012	2013
Short Suspensions - 1 to 5 days	5	10	11
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

Our distinctive curriculum offerings :
For 2013 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. Excursions (eg. MEC for "Possum Magic"), SEAT Program, Discos, Good Behaviour reward outings, Anzac Day commemorations.
6. School Camps for year 4-7 to North Keppel Outdoor Education Centre
7. Lower School Activities Afternoon and Evening , a very successful, community orientated event which forms part of the school's Camping Policy.

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 and the C4T laptop means teachers can communicate to each other, using 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 assist 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. 94*% of students are happy to go to this school and 100% believe that Koumala gives them opportunities to do interesting things.*

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. 94% of students believe that student behaviour is well managed at this school.

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. *Throughout 2013, 95% of parents reported that their child felt safe at Koumala State School.*

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 2013 our chaplaincy program was diminished due to a lack of human resources. 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.

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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 very high across a number of indicators, with **100% of parents** believing that this is a good school, that students are encouraged to do their best at this school, and that the school works with them to support their child's learning. Our strong commitment to schooling is recognised by parents in many other areas as well, with 6 additional performance measures scoring 95%.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	95%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	95%
their child feels safe at this school* (S2002)	100%	95%
their child's learning needs are being met at this school* (S2003)	96%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	95%

teachers at this school motivate their child to learn* (S2007)	96%	90%
teachers at this school treat students fairly* (S2008)	95%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	91%	90%
student behaviour is well managed at this school* (S2012)	95%	85%
this school looks for ways to improve* (S2013)	91%	100%
this school is well maintained* (S2014)	91%	95%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	94%
they like being at their school* (S2036)	90%	94%
they feel safe at their school* (S2037)	90%	100%
their teachers motivate them to learn* (S2038)	90%	100%
their teachers expect them to do their best* (S2039)	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%
teachers treat students fairly at their school* (S2041)	95%	88%
they can talk to their teachers about their concerns* (S2042)	89%	94%
their school takes students' opinions seriously* (S2043)	89%	100%
student behaviour is well managed at their school* (S2044)	90%	94%
their school looks for ways to improve* (S2045)	95%	100%
their school is well maintained* (S2046)	95%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	100%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	90%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	90%
their school takes staff opinions seriously (S2076)	90%

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their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	78%
their school gives them opportunities to do interesting things (S2079)	90%

* 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 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

Parent involvement continues to be an area of focus. It is an expectation that parents will contribute to the life of the school. 95% of parents feel that our staff are approachable and that we make them feel welcome, and that they can talk to their child's teachers about their concerns

Opportunities for participation in 2013 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. Koumala was able to significantly reduce its electricity usage in the 2012-2013 period.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	45,911	437
2011-2012	46,749	638
2012-2013	39,779	1,126

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the *'less than 5'* rule has been applied in schools whose Indigenous staff numbers are less than five.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	6	5	0
Full-time equivalents	6	3	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	**5**
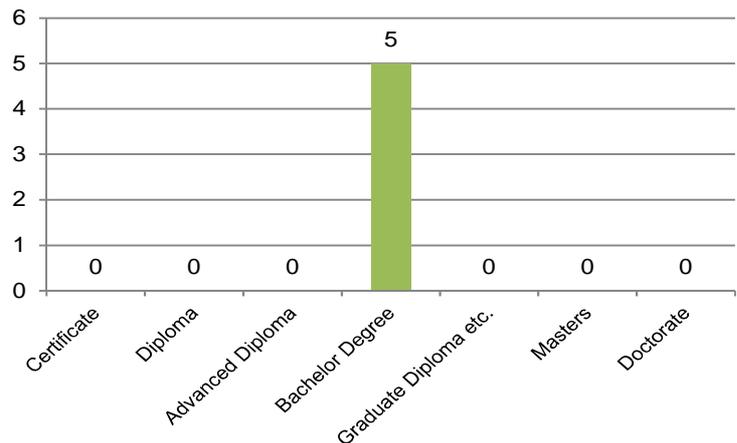
* Teaching Staff includes School Leaders

** 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 2013 were$12 660

The major professional development initiatives are as follows:

Explicit instruction professional development for all staff, and the Regional Principals' Conference.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 56% of staff was retained by the school for the entire 2013 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

[_____] GO

Search by suburb, town or postcode

[_____]

Sector ☐ Government
☐ Non-government

SEARCH

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

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	90%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.
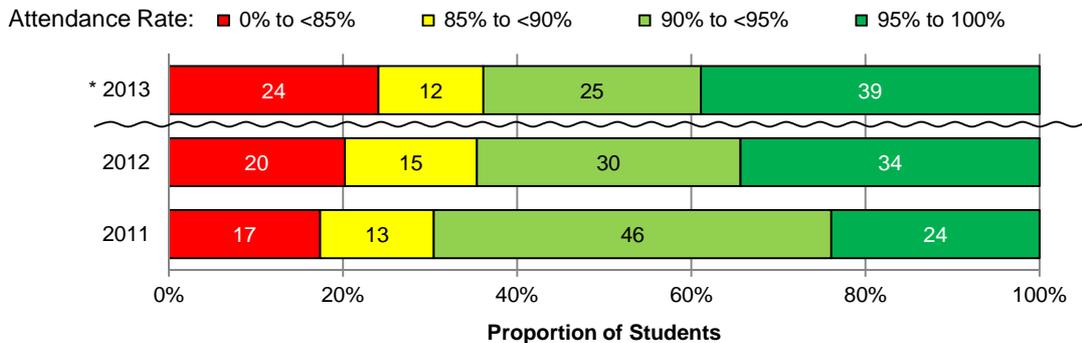
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	88%	95%	83%	91%	87%	89%					
2012	88%	92%	90%	93%	87%	91%	90%					
2013	87%	90%	94%	90%	93%	77%	88%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

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%
* 2013	24	12	25	39
2012	20	15	30	34
2011	17	13	46	24

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

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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.

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Staff mark the roll twice each day **(9 am and after second lunch at 1.30pm)** and 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. During 2013 a school-wide attendance incentive initiative was introduced.

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.**

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

Due to low numbers we are not able to comment about Indigenous results. However Koumala State School teaches Indigenous perspectives in KLA's every day.