

Koumala State School

Queensland State School Reporting

2015 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 2015, our goal continued to be the consolidation of strong, consistent teaching, and improvement in the explicit teaching practices of English and Numeracy. Our school priorities of improving Reading, Spelling and Attendance became our focal point. Our school academic data was developed to create more opportunities for whole school tracking, communication and sharing of ideas. The progress of students for the future needed a benchmark which was provided in 2015 through a variety of tools. With the introduction of PAT Testing and other diagnostic tools, we were able to be better educated as to the developmental needs of the children and to provide them with the tools and strategies they needed to succeed in class. Our behaviour plan changed in 2015 to reflect a positive and proactive approach to developing young people which included the introduction of Gotcha Bands. We also refined the data tracking system within the school for negative behaviour which allowed, in regular meetings, the whole school to appreciate days, places and behaviours that students needed further support. 2015 also began the year of research within the school as means to developing school programs that have been proven to support students learning. The introduction of John Hattie's book "*Visible Learning*" into the school has allowed for teachers to begin recognising what good practise looks like not only in Koumala but in every school around the world. Our continued commitment towards high expectations and quality teaching remained our focus for 2015.

School progress towards its goals in 2015

Each of our 2015 school priorities are described below, with progress shown under each priority:
READING – Improve NAPLAN mean score in Reading in Yr 3 and 5 by improving percentage of students in the Upper Two Bands and maintaining 100% students above National Minimum Standards in Reading unless they are students who have been formally identified and have an Individual Learning Guarantee. At the end of the 2015 the Year 3 and 5 cohort had 94% of students above the NMS.
SPELLING - Improve whole school spelling data in NAPLAN by attaining 100% of students at or above National Minimum Standards in Yr 3 and 5 unless they are students who have been formally identified and have an Individual Learning Guarantee. 78% of the Year 3 and 5 students were above the NMS in 2015.

ATTENDANCE – Increase attendance across the whole school for a 93% attendance rate: The school ended 2015 with a 92.5% attendance rate

Future outlook

The future for Koumala is based around our Philosophy:

- Being Purposeful in what we do, and
- Always Aiming to Improve.

From that we have developed a four year strategic plan which focusses on

- 1) Improving Teacher Quality
- 2) Collection, Analysis and Use of Data
- 3) Early Years/Early Start
- 4) Improving School Community Relationships

From our collection and analysis of data we have identified that Numeracy is a weakness in NAPLAN, and has been for the last seven years. It is now our focus with Quality Teaching, Analysis and Use of Data and our continual focus on the Early Years to lift up those results for all our students and have our 2019 Year Three students all achieving in the Upper Two Bands of NAPLAN. This can only happen through the understanding and use of up to date research outlining how this can be achieved, an understanding of the data that is available and how it can be used, and a policy across the school of consistently sharing students data in a collegial atmosphere to ensure the teachers and students are receiving the support that they need.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	98	52	46	3	81%
2014	107	56	51	3	92%
2015	98	50	48	3	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	18	17
Year 4 – Year 7 Primary	18	17	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	11	7	12
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

For 2015 our curriculum was designed around the Australian Curriculum (ACARA) using the C2C lesson plans available in Mathematics, English, Science, History and Geography, as well as QCAR (Queensland Assessment and Reporting Framework) which we used for The Arts, Health, Technology, and Physical Education. The teaching of Literacy and Numeracy is a key focus.

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.

A strong focus in Explicit Instruction, as well as Skill and Drill in classes allows for students to repeatedly be exposed to concepts on a daily basis.

We introduced PAT Testing as part of our diagnostic method of identifying strengths and weaknesses in students subject areas.

Daily math activities and investigations, again supported by a teacher aide.

Extra curricula activities

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, 5 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 which sang both at the ANZAC Day celebrations and the Community Christmas Fair.
5. Excursions (eg. "Safety Circus"), Discos, Good Behaviour reward outings, Anzac Day commemorations.
6. School Camps for year 4-7 to Action Challenge
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 improve 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 1-2 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. 100% of students believe their teacher motivates them to learn. 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. Throughout 2015, 96% 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 has 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 2015 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

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	100%	100%
this is a good school (S2035)	100%	94%	100%
their child likes being at this school (S2001)	95%	100%	96%
their child feels safe at this school (S2002)	95%	100%	96%
their child's learning needs are being met at this school (S2003)	100%	94%	91%
their child is making good progress at this school (S2004)	100%	100%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	100%	96%
teachers at this school motivate their child to learn (S2007)	90%	100%	96%
teachers at this school treat students fairly (S2008)	89%	100%	91%
they can talk to their child's teachers about their concerns (S2009)	95%	100%	96%
this school works with them to support their child's learning (S2010)	100%	100%	91%
this school takes parents' opinions seriously (S2011)	90%	100%	96%
student behaviour is well managed at this school (S2012)	85%	100%	78%
this school looks for ways to improve (S2013)	100%	100%	87%
this school is well maintained (S2014)	95%	100%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	91%	90%
they like being at their school (S2036)	94%	79%	90%
they feel safe at their school (S2037)	100%	83%	95%
their teachers motivate them to learn (S2038)	100%	89%	100%
their teachers expect them to do their best (S2039)	100%	91%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	86%	100%
teachers treat students fairly at their school (S2041)	88%	82%	68%
they can talk to their teachers about their concerns (S2042)	94%	85%	89%
their school takes students' opinions seriously (S2043)	100%	64%	95%
student behaviour is well managed at their school (S2044)	94%	71%	75%
their school looks for ways to improve (S2045)	100%	91%	95%
their school is well maintained (S2046)	100%	79%	100%
their school gives them opportunities to do interesting things (S2047)	100%	67%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	85%
they feel that their school is a safe place in which to work (S2070)	100%	100%	77%
they receive useful feedback about their work at their school (S2071)	90%	78%	54%
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%	90%	85%
students are treated fairly at their school (S2073)	100%	90%	69%
student behaviour is well managed at their school (S2074)	100%	80%	54%
staff are well supported at their school (S2075)	90%	90%	46%
their school takes staff opinions seriously (S2076)	90%	100%	46%
their school looks for ways to improve (S2077)	100%	100%	62%
their school is well maintained (S2078)	78%	100%	92%
their school gives them opportunities to do interesting things (S2079)	90%	80%	69%

'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

Parent involvement continues to be an area of focus. It is an expectation that parents will contribute to the life of the school. 96% 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 2015 included, but were not limited to...

1. Participation in our Parents and Citizens Association and Tuckshop
2. Participation in whole school activities such as Sports Days, fundraising, grounds maintenance, 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 2013-2014 period.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	39,779	1,126
2013-2014	40,254	558
2014-2015	42,180	316

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

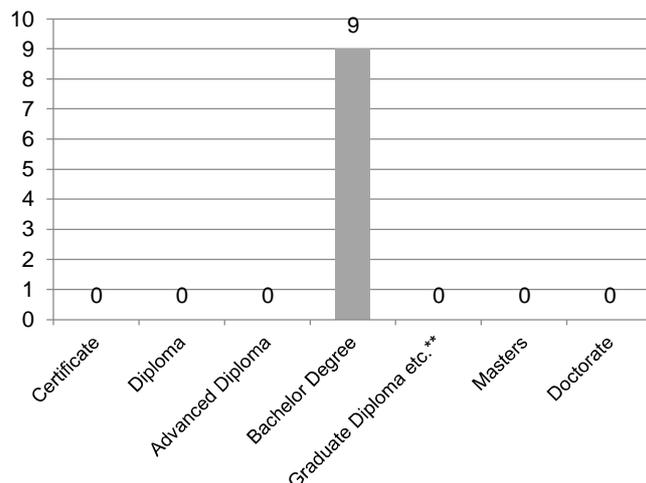
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	5	0
Full-time equivalents	5	4	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	9
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	9



*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 2015 were \$ 6919.87.

The major professional development initiatives are as follows:

- Principals Conference in Brisbane
- Regional Principal meetings
- Seven Steps to Writing
- Early Years collaboration and conferencing
- Classroom observations in other schools
- Planning days

The proportion of the teaching staff involved in professional development activities during 2015 was 95%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 78% of staff was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	96%	92%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

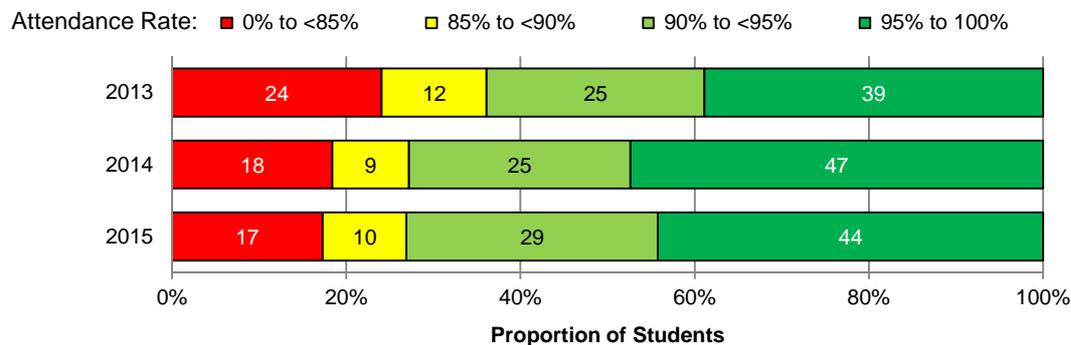
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	87%	90%	94%	90%	93%	77%	88%					
2014	93%	94%	89%	94%	95%	89%	94%	91%					
2015	93%	92%	93%	91%	92%	95%	90%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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.

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**) 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.

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.

Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.