



# ANNUAL REPORT 2016

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

*Every student succeeding. State Schools Strategy 2016-2020*  
Department of Education and Training





## Contact Information

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# School Overview

Koumala State School has been proudly serving the students of the Koumala District since 1923. Situated 22km south of Sarina on the Bruce Highway in the township of Koumala, the school is set in a rural community offering a P to 6 curriculum consisting of 5 multiaged classes. Curriculum at Koumala SS is organised into both Integrated Units and distinct school based programs. Koumala also offers a variety of extra curricular offerings which include Annual School Camping Program, Aquatics Program, Performing Arts Program (ANZAC Day school choir and community carols by candlelight), Rewards Day Program, Transition Program (Yr 6) and Chaplaincy Program. At Koumala State School we develop students who are responsible, resilient and respectful life long learners. We encourage them to give their best always as they pursue their goals and focus on our school motto, 'Believe, Strive, Achieve'. We aim for our students to exit Yr 6 with a backpack of skills that will empower them to be Literate, Numerate, Technological Natives, Healthy and Active, Resilient and Respectful, Responsible and Tolerant.

## Principal's Forward

### 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 2016, our Four Year Strategic Plan was implemented and drives the expectations of a years' worth of educational growth in a calendar year. The plan consisted of four goals:

1. Improving Quality Teaching
2. Collecting, Analysing and Using Data
3. Early Years/Early Start
4. Improving School community relationships

We continue to develop a professional staff that have high expectations for all students and provide opportunities for all students to achieve. We encourage the use of evidence based practices and the implementation of formative and summative assessment to develop teaching practices that engage and develop student's problem solving skills.

### School Progress towards its goals in 2016

#### 1. Improving Quality Teaching

Through the use of weekly notices and research articles, teachers have been encouraged to explore ways of teaching that have the highest effect size. This is ongoing professional development and conversations and can be measured in the data collected. Quality Teaching remains an ongoing commitment of the school.

#### 2. Collecting, Analysing and Using Data

In 2016 we collected 12 months of data for the whole school and this has been successful in creating a picture of movement and whether a years' worth of progress has taken place during the year for every student. While collecting the data has become part of the school culture, there is more work to be done with regards to analysing and then using this data in the classroom.

#### 3. Early Years/Early Start

The Early Start program was initiated at Koumala during 2016. Staff became familiar with the program and became aware of the data and how it could be used. It was completed at the end of 2016 for the Prep students which delivered results that enabled further learning. It will be further expanded in 2017 to include Prep and Year 1 students. Our focus on the Early Years is unconditional as it relates to school performance for many years to come. Early Start will continue to drive learning in early years and will allow staff to make decision regarding student's misconceptions around content knowledge.

#### 4. Improving School community relationships

Creating an environment where the whole school community is focussed on student progress and every stakeholder is aware of their role in ensuring students succeed. In 2016 we were focussed on building those relationships and, through the use of the Four Year Strategic Plan and the school philosophy, creating a school that the community can be proud of because of student achievement. This continues to build momentum.

### Future Outlook

#### 1. Improving Quality Teaching

In 2017 we will be creating collaborative 'hubs' where by teachers will be given time off class to work on planning, moderation and sharing of resources. These will take place every term. Feedback will be the goal of teachers and observations will take place looking for feedback from student to teacher and back again. Planning sessions with district office will take place to ensure all teachers are familiar with the Australian Curriculum and are able to link the Assessment with the Achievement standards. Finally, there will be an expectation that all students can achieve and we will be expecting an increase in the number of students demonstrating 'A' standard work at the end of the year.

2. Collecting, Analysing and Using Data

The goal of every teacher is that every student at the end of the year are all in the 'green' on the whole school assessment tracking document. For this to be achieved teachers will need to recognise and analyse the gaps found in the diagnostic testing data and use it to assist their teaching and pedagogy. The diagnostic testing data focus will be the PAT M and PAT R tests.

3. Early Years/Early Start

Using the information found in the Early Start data and developing plans with it to assist students in their learning will be the core of our main focus. Including Year 1 students in 2017 will begin the understanding of distance travelled with those students leading to success in NAPLAN in 2019.

4. Improving School community relationships

The school community will be not only aware of the four-year strategic plan, but will use it to reflect and guide conversations around future opportunities both in the staff room and the P&C meetings.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	107	56	51	3	92%
<b>2015*</b>	98	50	48	3	93%
<b>2016</b>	105	53	52	5	97%

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 2016, 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

### Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	25	20
Year 4 – Year 7	17	21	25

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- For 2016 our curriculum was designed around the Australian Curriculum (ACARA) where teachers were able to use the C2C lesson plans available in Mathematics, English, History Geography, Health and Physical Education
- QCAR (Queensland Assessment and Reporting Framework) which we used for The Arts, and Technology.
- Small School Science Program was used for Science Curriculum planning.
- The teaching of Literacy and Numeracy is a key focus.
- 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 continued to implement an assessment plan involving diagnostic testing (PAT M, PAT R, Waddingtons, NAPLAN, PM and Probe) to identify areas of strength and weaknesses which allow teachers to develop curriculum planning around A-E report card results.

### Co-curricular Activities



1. 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)
2. Whole of school swimming program. (Term 4, 2-week intensive program as 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 (e.g. "Safety Circus"), Discos, Anzac Day commemorations.
6. School Camps for year 4-7 at Seaforth Camps
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 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

### Overview

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 Positive Behaviour for Learning (PBL). 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 behaviour.
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 2016, 93% 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 2016 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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	96%
this is a good school (S2035)	94%	100%	100%
their child likes being at this school* (S2001)	100%	96%	93%
their child feels safe at this school* (S2002)	100%	96%	93%
their child's learning needs are being met at this school* (S2003)	94%	91%	96%
their child is making good progress at this school* (S2004)	100%	96%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	88%
teachers at this school motivate their child to learn* (S2007)	100%	96%	93%
teachers at this school treat students fairly* (S2008)	100%	91%	93%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	93%
this school works with them to support their child's learning* (S2010)	100%	91%	92%
this school takes parents' opinions seriously* (S2011)	100%	96%	89%
student behaviour is well managed at this school* (S2012)	100%	78%	85%
this school looks for ways to improve* (S2013)	100%	87%	93%
this school is well maintained* (S2014)	100%	96%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	90%	97%
they like being at their school* (S2036)	79%	90%	95%
they feel safe at their school* (S2037)	83%	95%	97%
their teachers motivate them to learn* (S2038)	89%	100%	100%
their teachers expect them to do their best* (S2039)	91%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	100%	97%
teachers treat students fairly at their school* (S2041)	82%	68%	92%
they can talk to their teachers about their concerns* (S2042)	85%	89%	95%
their school takes students' opinions seriously* (S2043)	64%	95%	86%
student behaviour is well managed at their school* (S2044)	71%	75%	88%
their school looks for ways to improve* (S2045)	91%	95%	100%
their school is well maintained* (S2046)	79%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	67%	90%	91%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	85%	94%
they feel that their school is a safe place in which to work (S2070)	100%	77%	88%
they receive useful feedback about their work at their school (S2071)	78%	54%	60%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	91%
students are encouraged to do their best at their school (S2072)	90%	85%	100%
students are treated fairly at their school (S2073)	90%	69%	63%
student behaviour is well managed at their school (S2074)	80%	54%	63%
staff are well supported at their school (S2075)	90%	46%	81%
their school takes staff opinions seriously (S2076)	100%	46%	64%
their school looks for ways to improve (S2077)	100%	62%	94%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	100%	92%	69%
their school gives them opportunities to do interesting things (S2079)	80%	69%	80%

\* 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

Parent involvement continues to be an area of focus. It is an expectation that parents will contribute to the life of the school. 93% 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 2016 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, Under 8's Day and end of school concerts and activities
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.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The School rules of Being Safe, Respectful and Responsible allow teachers and students to work together to create a safe and healthy atmosphere. Students are also aware of the High Five steps to resolving situations and are encouraged to solve problems themselves before either engaging teachers, or unhelpful behaviours.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	7	12	0
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.

## Environmental Footprint

### 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 2015-2016 period.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	40,254	558
2014-2015	42,180	316
2015-2016	30,217	531

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.

## 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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	9	6	0
Full-time Equivalent	7	4	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$10 311.90.

The major professional development initiatives are as follows:

- Planning days to work with the HOC
- Data Literacy and Community of Practice training
- NAPLAN Online training and Professional Development
- Beginning teachers Professional Development

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	92%	91%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

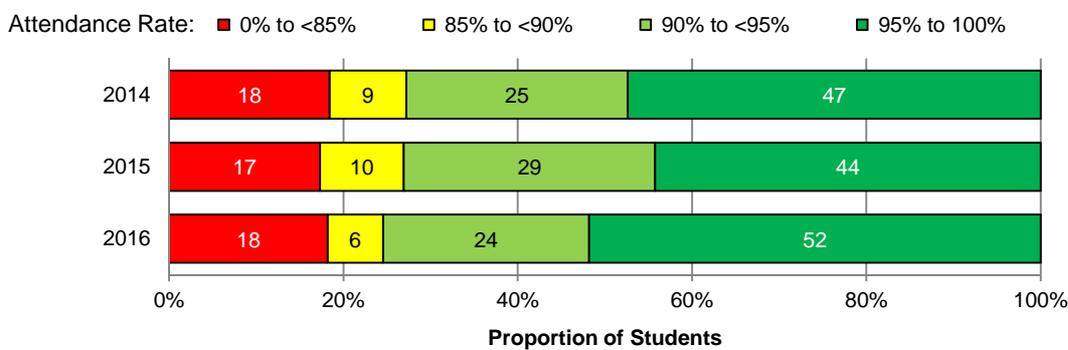
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	89%	94%	95%	89%	94%	91%					
2015	93%	92%	93%	91%	92%	95%	90%						
2016	93%	92%	96%	95%	90%	92%	93%						

\*Attendance rates effectively count 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.

## NAPLAN

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

---

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Non-government

Where it states '**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.