



Koumala State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 Prep to Year 6 curriculum consisting of 5 multiaged classes. Australian Curriculum is taught at Koumala State School as well as distinct school based programs. Koumala State School also offers a variety of extra curricular offerings which include Annual School Camping Program, Interschool Sports Program, Active After School Sport Program, Aquatics Program, Performing Arts Program (school choir, school concert, 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.

School progress towards its goals in 2018

1. Improving Quality Teaching

Hattie research – effect sizes was a focus of teaching staff in improving student outcomes. Feedback, as an effect size, was chosen as an area for investigation. Teacher observations by the principal started occurring with the view to providing feedback to staff to enhance teaching across the school. In 2019, teachers will commence collegial classroom visits and observations.

2. Collecting, Analysing and Using Data

Teaching staff more effectively triangulated student data to show a more accurate view of students' abilities. Staff increased capability with collecting and analysing data. In 2019, focus needs to shift to work on using the data to progress student outcomes.

3. Early Years/Early Start

Data was collected for Early Start across all of Prep – Year 2 for the first time in 2018. In 2019 this data will be used in conjunction with the Literacy Continuum, to improve student outcomes in the Early Years.

4. Improving School community relationships

In 2018, the school community continued to support teaching and learning in the school with positive support of teacher work, financial support through grants, organisation of uniforms and tuckshop. Work commenced around improving communication between school and home around curriculum.

Future outlook

Priorities for 2019:

AUSTRALIAN CURRICULUM: ENGLISH

STRATEGY – Building a deeper understanding of Australian Curriculum English. (Successful learners, Teaching quality, Principal leadership and performance, School performance, Local decision making)			
Actions	Targets	Timelines	Responsible Officer/s
Create and display the non-negotiable components of Learning Displays in each classroom (working document not static display): GTMJ's, exemplars, student work samples, throughout each English unit – to improve assessment literacy of students. (Planning Days)	100% of classrooms have Learning Displays in classrooms and include the non-negotiables	Ongoing	Principal/HOC - overseeing Teachers
Use Literacy Continuum to inform goal setting for students	100% of teachers are familiar with how to modify GTMJ's for multi-age contexts (utilise the content descriptors and achievement standards).	Update Week 2/3 and 9/10 of each term	Principal/HOC - overseeing Teachers
Build teacher capacity and capability in relation to Australian Curriculum English Achievement Standards via Professional Development (within staff meetings)		Ongoing	HOC – with Principal supporting
Formalise the school moderation and feedback process (once per term)		Ongoing	Principal HOC Teachers

ATTENDANCE

Strategy – Promote Every Day Counts philosophy within the school and wider community (Successful learners, Principal leadership and performance, School performance, Regional support, Local decision making)			
	Targets	Timelines	Responsible Officer/s
Develop and implement attendance policy	95% attendance	By end Term 2	Principal
Same Day Notifications	Every day	By 10am	BSM, Principal
Track students <85% attendance	Currently 12%		
Promotion of Every Day Counts in school newsletter		Weekly/Fortnightly	Principal
Prize and recognition in newsletter for 96% or more attendance each term	100% attending more than 92%; 85% attending 96% or more	Ongoing	Principal
\$ Voucher and Principal Certificate for 96% attendance or more for the school year on Awards Night	85%	End Term 4	Principal

Also, 2019 is the school's Quadrennial School Review year, so the school community will be reviewing the 2015-19 4 year Strategic Plan, undergoing a School Review and formulating the next 4 year Strategic Plan for 2020-23.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	105	118	114
Girls	53	61	65
Boys	52	57	49
Indigenous	5	4	8
Enrolment continuity (Feb. – Nov.)	97%	95%	85%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The majority of students live on properties near the Koumala township. Mining, cane farming, trades and service industries are the most common occupational backgrounds within families. Approximately 7% of our students identify as Aboriginal and Torres Strait Islander.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	23	24
Year 4 – Year 6	25	26	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

For 2018:

- Australian Curriculum (ACARA): Mathematics, English, HASS, Health and Physical Education, The Arts
- QCAR (Queensland Assessment and Reporting Framework): Technology.
- Small School Science Program was used for Science Curriculum planning.
- The teaching of Literacy and Numeracy is a key focus.
- Continued to implement an assessment plan involving diagnostic testing (PAT M, PAT R, 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

- 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, 2-week intensive program as a part of our Physical Education program)
- Under 8's Day program – hosted at school
- Koumala State School Choir which sang both at the ANZAC Day celebrations and the Community Christmas Fair.
- Excursions – Whitsunday Voices.
- Student Council - Discos, Free Dress days
- Anzac Day commemorations.
- School Camps for Year 4-6
- Lower School Activities Afternoon and Evening
- Arts Council performances in school
- Sarina Euridite Program for Year 5s at the local high school

How information and communication technologies are used to assist learning

ICT's continues to play a role in the teaching and learning of students to ensure our children are equipped for the future. This means our staff needs to be confident to deliver a relevant and engaging ICT based curriculum. ICT integration through lessons allows for a range of skills to be developed, 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, also a permanently mounted data projector 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, 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 each teacher has an iPad to use. Student engagement is a high priority where students participate within any of our computer programs. Our programs develop problem solving and encourage student interest.

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 co-operate well together, and build cross age friendships and alliances. We have a general culture of reciprocal all-inclusive caring for one another. Koumala School students, staff and parents work in a safe and supportive school environment based on the principles of Carol Dweck's Growth Mindset approach. 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 expecting positive behaviours (socially and academically)
3. Using our Behaviour Management Plan to track behaviour across the school
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. During 2018, our Chaplaincy program remained valued as it allowed students to work with our Chappy on issues that concerned them and to be proactive in preventing problems down the track.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	96%	92%
• this is a good school (S2035)	100%	91%	96%
• their child likes being at this school* (S2001)	93%	91%	88%
• their child feels safe at this school* (S2002)	93%	91%	100%
• their child's learning needs are being met at this school* (S2003)	96%	91%	96%
• their child is making good progress at this school* (S2004)	96%	96%	96%
• teachers at this school expect their child to do his or her best* (S2005)	96%	87%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	87%	92%
• teachers at this school motivate their child to learn* (S2007)	93%	96%	100%
• teachers at this school treat students fairly* (S2008)	93%	91%	88%
• they can talk to their child's teachers about their concerns* (S2009)	93%	96%	100%
• this school works with them to support their child's learning* (S2010)	92%	91%	92%
• this school takes parents' opinions seriously* (S2011)	89%	68%	84%
• student behaviour is well managed at this school* (S2012)	85%	78%	88%
• this school looks for ways to improve* (S2013)	93%	87%	92%
• this school is well maintained* (S2014)	96%	83%	92%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	84%	96%
• they like being at their school* (S2036)	95%	84%	91%
• they feel safe at their school* (S2037)	97%	86%	94%
• their teachers motivate them to learn* (S2038)	100%	95%	96%
• their teachers expect them to do their best* (S2039)	100%	95%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	87%
• teachers treat students fairly at their school* (S2041)	92%	95%	91%
• they can talk to their teachers about their concerns* (S2042)	95%	89%	86%
• their school takes students' opinions seriously* (S2043)	86%	70%	88%
• student behaviour is well managed at their school* (S2044)	88%	66%	88%
• their school looks for ways to improve* (S2045)	100%	91%	98%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	97%	86%	90%
• their school gives them opportunities to do interesting things* (S2047)	91%	86%	89%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	88%	100%	100%
• they receive useful feedback about their work at their school (S2071)	60%	69%	64%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	89%	86%
• students are encouraged to do their best at their school (S2072)	100%	85%	100%
• students are treated fairly at their school (S2073)	63%	54%	91%
• student behaviour is well managed at their school (S2074)	63%	46%	80%
• staff are well supported at their school (S2075)	81%	69%	82%
• their school takes staff opinions seriously (S2076)	64%	62%	60%
• their school looks for ways to improve (S2077)	94%	92%	82%
• their school is well maintained (S2078)	69%	69%	73%
• their school gives them opportunities to do interesting things (S2079)	80%	85%	73%

* 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. Opportunities for participation in 2018 included, but were not limited to:

- Participation in our Parents and Citizens Association and Tuckshop
- Participation in whole school activities such as Sports Days, fundraising, grounds maintenance, Under 8's Day and end of school concerts and activities
- Participation in parent education programs including helping your child with reading, beginning school, Breakfast Program
- 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 education 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, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	1	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

We continued to lead by example and educate in the following ways:

- Used timers on lights and sprinklers
- Limited airconditioner use to Term 1 and Term 4
- Encouraged the turning off of lights and air conditioners in unused rooms and during breaks.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	30,217	1,780	54,490
Water (kL)	531	6	5,092

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	8	7	0
Full-time equivalents	6	5	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	8
Diploma	
Certificate	

*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 2018 were \$4617

The major professional development initiatives are as follows:

- Jolly Phonics
- CQR Biannual Principals Conference
- Peer Reviewer Training
- HOC meetings

The proportion of the teaching staff involved in professional development activities during 2018 was 38%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	91%
Attendance rate for Indigenous** students at this school	91%	92%	83%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

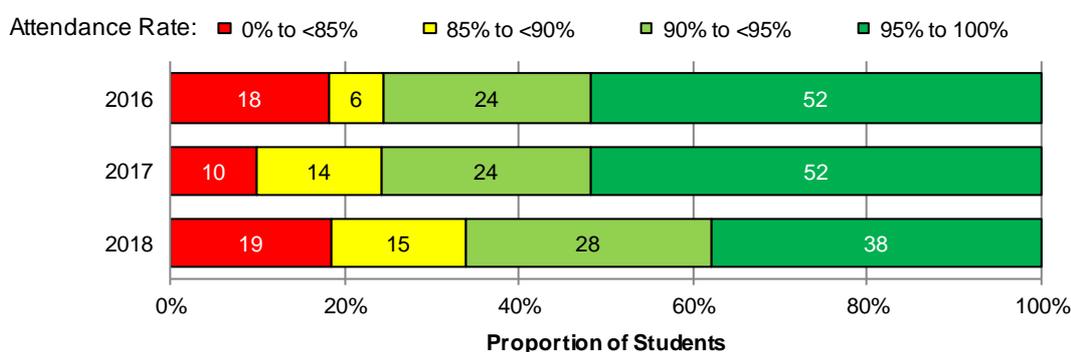
Year level	2016	2017	2018
Prep	93%	94%	88%
Year 1	92%	93%	92%
Year 2	96%	92%	92%
Year 3	95%	95%	88%
Year 4	90%	95%	95%
Year 5	92%	90%	92%
Year 6	93%	92%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Department of Education 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. This data is then entered into OneSchool and a text message is immediately sent to the parents asking for information regarding the whereabouts of their child. 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 absences from school, Department of Education guidelines are closely followed and proper authorities are notified.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		Go
School sector ▼	School type ▼	State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.