



Kolan South State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Kolan South State School is a co-educational primary school which caters for students in Prep to Year 6. The school mission is to 'be thorough in pursuit of a quality education' with the school values Be Respectful, Be Responsible and Be Safe. Curriculum offerings incorporate the Key Learning Areas - English, Maths, Science, HASS The Arts, Health & Physical Education, and Technology. Students in Years 5 and 6 also study Japanese. There is a strong focus on numeracy and literacy, Information and Communication Technologies, sports and physical education, and music. Our core curriculum programs are enriched by a diverse range of curricular and extra-curricular programs. The Corps of Drums performs at school and community events, and a strings instrumental program is also offered. There is a strong sense of 'community' and many events and activities are organised to provide a range of opportunities for students and families. These include sports days, discos and dance nights, Anzac Day commemorations, school fair, end of year family night, and many more. Annual excursions provide a range of positive learning outcomes for Prep to Year 6. An after school sports program operates throughout the year.

Principal's Foreword

Introduction

This School Annual Report provides a summary of school activities and achievements at Kolan South in 2016. Congratulations to the students, staff and parents for another very successful year.

School Progress towards its goals in 2017

Annual Improvement Plan

- Continued to focus on our key agendas of Reading and Numeracy
- Review Writing approaches
- Continued to implement differentiation strategies to support the upper 2 bands
- Continue to promote high levels of attendance

Future Outlook

Improvement Priorities for 2018

- Continue to implement strategies to increase student attendance to 95% in primary years

- Continue to develop and Implement strategies that help to improve reading, writing and numeracy outcomes for students
- Review the School Curriculum approach in line with the Australian Curriculum rollout
- Maximise parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	125	56	69	10	89%
2016	117	51	66	7	96%
2017	124	56	68	6	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The township of South Kolan is situated in a rural area adjacent to the Bingera Sugar Mill. While predominately a cane-growing area, development has led to the establishment of small acreage holdings. Most families either live on these small acreages, in the township of South Kolan, or in the Bingera area. The school community consists of a range of social backgrounds, work and living situations. Employment is characterised by families that depend on the mill, live on farms, commute to Bundaberg, own small businesses, or are currently seeking employment.

Kolan South accepted students from preparatory year through to Year 6 in 2017. Some classes are multi-age. In 2017, we operated five classes – Prep/Yr 1, Yr 1/2, Yr 2/3, Yr 4/5, and Yr 5/6. Attendances are generally good. For many of the students who come to Kolan South, school provides their main opportunity for sporting, recreational and cultural development.

We have a number of foster care families therefore resulting in a percentage of students-in-care on Education Support Plans.

Systemic data indicates that Kolan South State School is delivering high results in literacy and numeracy ie Year 3 and 5 Tests as compared to the national means, however we continue to identify areas for improvement. Our school community is committed to providing quality education for all.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	17	22
Year 4 – Year 6	20	24	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery



Our Approach to Curriculum Delivery

- Strong focus on Reading and Numeracy
- Japanese, as the Language Other Than English
- Sports and Physical Education focus
- Corps of Drums
- Strings Instrumental Music Program
- After School Sports programs

Co-curricular Activities

Swimming

The early years classes participated in the swimming program in term one, travelling to Bundaberg, while the upper classes took their turn in term 4.

Sport

Kolan South is a member of the Gin Gin District Primary Schools Sports Association. Students in Years 4-6 participate in interschool sport, and modified sports are implemented for Years 3&4. In 2017, students participated in district carnivals including softball, soccer and athletics. All students are involved in the athletics program and other internal school competitions are conducted throughout the year, involving most students.

After School Sports Program

In 2017, an after school sports program was again offered at Kolan South. Students were offered programs in athletics, touch, soccer, and modified cricket/softball. After school programs continue to be a great success with an average of about 40 students participating throughout the year in each session.

Corps of Drums

Drums Corps continued to strengthen at Kolan South during 2017, under the coordination and tutorage of staff members, Deane Drinnen and Kirstine Lythall-Webb. Practices were held two days per week. The Corps of Drums performed regularly throughout 2017 at events including Anzac Day, Interhouse Sports Day, Moore Park Festival, RiverFeast, Family Night and Christmas Pageant Parade.

Excursions

In 2017, the Prep class visited Bundaberg for a local day trip, Year 1 and 2 visited Mon Repos, Year 3 and 4 travelled to the Capricorn Caves, and Year 5 and 6 travelled to Agnes Water and the Town of 1770, including a trip to Lady Musgrave Island. All excursions were extremely successful and well-supported.

Year 6 Sexuality Education

Students in Year 6 participate in a sexuality education program provided by Family Planning Queensland (True).

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are integral to classroom programs. All classrooms have well-maintained computers with internet access. As well, a spare classroom is resourced as a computer lab for smaller groups. Our school has a bank of laptop computers and ipads which access wireless internet. Our computer:student ratio is approximately 1 computer to 4 students. Students and teachers were supported again in 2017 by our ICTs advisor (one day per fortnight) Teachers used school laptops for curriculum planning, assessment and reporting. Interactive whiteboards are used in all classrooms. Teachers use OneSchool regularly for planning and reporting. Kolan South subscribed to Mathletics and Reading Eggs in 2017.

Social Climate

Overview

Kolan South State School is a focus for community activity. Many events and activities are organised to provide a range of opportunities for students and families, both in school and out of school time. Sport and physical activity



is regarded highly, along with many educational, cultural, social and recreational programs. These include sports days, Corps of Drums, Instrumental Music, discos, Fair, Family Night, Anzac Day commemorations, and many more.

The students at Kolan South demonstrate a high standard of behaviour and cooperation in line with our school values of Respect, Responsibility and Safety. The school promotes an anti-bullying approach which consists of a 4-step plan.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	90%	100%	100%
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)	80%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	80%	89%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
this school works with them to support their child's learning* (S2010)	100%	100%	94%
this school takes parents' opinions seriously* (S2011)	80%	100%	94%
student behaviour is well managed at this school* (S2012)	70%	84%	94%
this school looks for ways to improve* (S2013)	90%	95%	100%
this school is well maintained* (S2014)	100%	89%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	96%	97%
they like being at their school* (S2036)	98%	100%	97%
they feel safe at their school* (S2037)	100%	96%	98%
their teachers motivate them to learn* (S2038)	98%	98%	98%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	92%
teachers treat students fairly at their school* (S2041)	82%	86%	92%
they can talk to their teachers about their concerns* (S2042)	91%	93%	92%
their school takes students' opinions seriously* (S2043)	98%	95%	85%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
student behaviour is well managed at their school* (S2044)	87%	88%	90%
their school looks for ways to improve* (S2045)	100%	100%	97%
their school is well maintained* (S2046)	96%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	95%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	89%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	89%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	89%	100%
student behaviour is well managed at their school (S2074)	88%	89%	100%
staff are well supported at their school (S2075)	100%	94%	100%
their school takes staff opinions seriously (S2076)	100%	89%	100%
their school looks for ways to improve (S2077)	100%	94%	100%
their school is well maintained (S2078)	100%	89%	100%
their school gives them opportunities to do interesting things (S2079)	100%	94%	100%

* 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

A range of communication strategies help to keep parents informed regarding school activities. These include the weekly newsletter, message board, parent/teacher interviews, class or special communications, assemblies and student folios.

Kolan South invited involvement from parents as classroom and tuckshop volunteers, on P&C and other committees. Many events were organised to encourage community involvement during 2017 including sports days, discos, Anzac Day commemorations, Colour Run and Family Night. Parents also assist on our excursion programs. Thank-you to the staff and parents for their committed efforts to improve our school.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. This message is emphasized at weekly assemblies and on a daily basis in classrooms.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	1	4	9
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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Environmental Footprint

Reducing the school's environmental footprint

Electricity usage is maintained due to an ongoing schoolwide effort to be as efficient as possible. Air conditioning is managed with discretion. Solar panels assist to reduce electricity usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	44,148	3
2015-2016	10,446	
2016-2017	41,586	

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

Suburb, town or postcode

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	8	0
Full-time Equivalents	6	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.**	
Bachelor degree	5
Diploma	2
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 2017 were \$3500

The major professional development initiatives are as follows:

- Mandatory Training modules
- Curriculum Activity Risk Assessment
- Staff attended sessions on First Aid
- Teachers attended a Cluster Numeracy PD and Vocabulary Workshop
- AO2s attended Admin network meetings and training workshops
- Cleaners attended training days
- Principal attended State Conference and Principal Forums

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	94%	93%

*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 2017 for all Queensland Primary schools was 93%.

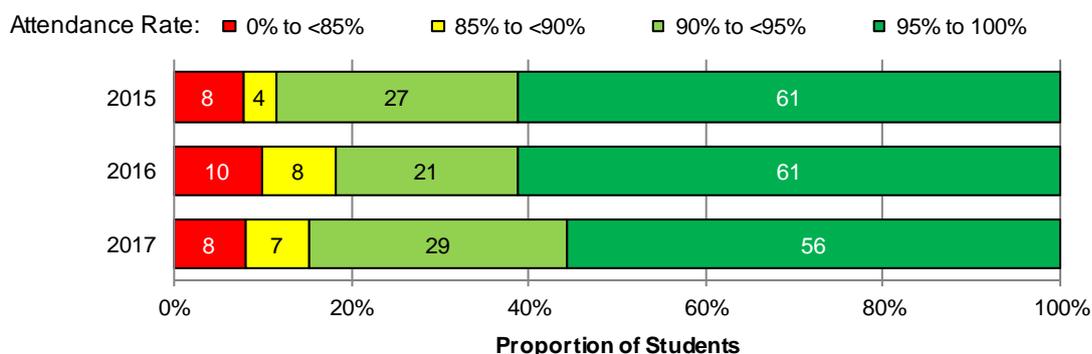
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	97%	95%	94%	95%	94%						
2016	95%	92%	94%	95%	93%	94%	93%						
2017	94%	96%	94%	94%	96%	95%	93%						

*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 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.

Attendance was a feature of the school newsletter, with reference to the 'Every Day Counts' campaign on regular occasions.

Class rolls are marked twice per day. An SMS message is sent to parents for unexplained absences in the morning. Parents are requested to provide a written note, phone call, e-mail or personal contact to explain the nature of absences. A note is sent home for unexplained absences. If students are absent for a number of days without explanation, an effort is made to contact the parents/ guardians to check on the reasons for absence. The Principal contacts parents to discuss attendance issues, as required.

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

School name

Suburb, town or postcode

Sector:

Government

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.

Conclusion

At Kolan South, our focus has been on promoting improvement and high standards across all areas including academic, sporting and musical endeavours.

We believe that academic success is enhanced with opportunities and involvement of students in a strong and engaged literacy and numeracy approach balanced by a culture of sport and physical activity, and cultural opportunities including music and community involvement.

Differentiated approaches and embedded schoolwide practices in reading and numeracy are features.

There is minimal disruption to classroom routines, and staff are focused on supporting every student.

We have endeavoured to maintain a focus on our improvement agenda.

Academic Success

We continue to seek high academic results at Kolan South.

In 2017 again, Kolan South ranks with the best in the region in National literacy and numeracy testing (NAPLAN). Our Year 3 and 5 results sit above the National mean in most areas.

In 2017, Kolan South was the Overall Champion School for the second year running at the Bundaberg Maths Teams Challenge, defeating all other teams in the primary competition. This is an outstanding result for a small school.

All students at Kolan South in Year 2 to 6 participate in the University of New South Wales English, Maths and Science Competitions. This is funded by P&C and school at no cost to school families. We again saw some outstanding efforts in these competitions in 2017.

Sport

Our interhouse and district sports days are annual highlights, and in 2017 Kolan South was Gin Gin District 'A Schools' winner for the 10th year in succession. It was a successful year again in sport, with 8 students representing Bundaberg Zone at regional trials, and three students being selected to represent Wide Bay at State Championships. The After School program continued to provide more opportunities for our students to be involved in a range of active programs and sports. Thank-you to staff who continued to organise and supervise interhouse sports training, lunchtime competitions, options programs and extra-curricular activities.

Music

We are very proud of our music program and involvement in cultural and community activities.

The Corps of Drums, coordinated by staff members Mrs Deane Drinnen and Ms Kirstine Lythall-Webb, had a busy and successful year once again, performing at a wide range of community events including ANZAC Day commemorations, Moore Park Festival, RiverFeast and the Christmas Pageant.

The Kolan South strings instrumental group continued in 2017 under the expert guidance of instrumental teacher, Mrs Christine Buwalda.

Choir and recorder groups were also active and added to the diverse range of musical opportunities for students. Thank-you to our music teacher, Mrs Sharlene Peterson, and students for their efforts.