

# Kolan South State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	P O Box 7165 Bundaberg North 4670
Phone	(07) 4157 7361
Fax	(07) 4157 7289
Email	the.principal@kolasoutss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Jeff Searle (Principal)

## Principal's foreword

### Introduction

This School Annual Report provides a summary of school activities and achievements at Kolan South in 2014. Congratulations to the students, staff and parents for another very successful year. We are proud of our efforts and achievements.

School progress towards its goals in 2014

### Annual Improvement Plan

- Implemented **C2C in English, Maths, Science, History and Geography** in response to the rollout of Australian Curriculum
- Continued to develop improved pedagogies and teacher knowledge and expertise in the teaching of Reading and Numeracy
- Commenced development of an overarching Curriculum Framework based on ASoT
- Liaised with cluster schools to plan for transition of Year 7 into high school in 2015

### Future outlook

#### Improvement Priorities for 2015

- Analyse trends in student attendance and implement strategies to increase student attendance to 95% in primary years.
- Continue to use C2C resources to implement English, Mathematics, Science, History & Geography units (National Curriculum) ensuring alignment.
- Continue to develop and Implement strategies that help to improve reading and numeracy outcomes for students
- Continue to review whole school trends to update the explicit improvement agenda.
- Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.
- Promote 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

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	127	59	68	91%
2013	142	65	77	91%
2014	139	61	78	93%

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

### Characteristics of the student body:

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 7 in 2014. Some classes are multi-age. In 2014, we operated six classes – Prep, Yr 1/2, Yr 2/3, Yr 3/4, Yr 4/5, and Yr 5/6/7.

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 an increasing number of students identified as having a learning disability.

Systemic data indicates that Kolan South State School is delivering satisfactory to very satisfactory results in literacy and numeracy ie Year 3, 5 and 7 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	22	22
Year 4 – Year 7 Primary	19	21	20

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	10	3	3
Long Suspensions - 6 to 20 days	2	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

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

### Extra curricula 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 4-7 participate in interschool sport, and modified sports are implemented for Years 3&4. In 2014, students participated in annual team sports including as cricket, softball, touch, netball, and soccer. All students are involved in the athletics program and other internal school competitions are conducted throughout the year, involving most students.

#### Active After School Communities Program

In 2014, the Active After School Communities Program continued at Kolan South. Students were offered programs in athletics, touch, soccer, modified cricket, dance and table tennis. 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 2014, under the coordination and tutorage of teacher, Deane Drinnen. Practices were held two days per week. The Corps of Drums performed regularly throughout 2014 at events including Anzac Day, Interhouse Sports Day, Multicultural Festival, Bundy in Bloom procession, Bundy Crush Festival and Family Night.

#### Excursions

In 2014, the Prep class visited Maryborough on the annual Tilt Train trip, Year 1 and 2 visited Snakes Downunder, Year 3 and 4 travelled to the Sunshine Coast, and Year 5, 6 and 7 travelled to the Discovery Coast. All excursions were extremely successful and well-supported.

#### Year 7 Sexuality Education

Students in Year 7 participate in a sexuality education program provided by Family Planning Queensland.

#### Dance

Students in Years 4-7 can elect to participate in an optional team dance competition in Term 4 called 'So You Think You Can Dance'.

## 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 2014 by our ICTs advisor (one day per week). 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 2014.

## Social Climate

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, So You Think You Can Dance, discos, Twilight Fair, Family Night, Anzac Day commemorations, and many more.

The students at Kolan South generally 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 with the school

Parents, students and staff indicate high levels of satisfaction, as evident in the 2014 School Opinion Survey results shown below:

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	97%	92%	100%
this is a good school (S2035)	97%	92%	100%
their child likes being at this school* (S2001)	97%	92%	100%
their child feels safe at this school* (S2002)	94%	92%	100%
their child's learning needs are being met at this school* (S2003)	97%	91%	100%
their child is making good progress at this school* (S2004)	94%	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	82%
teachers at this school motivate their child to learn* (S2007)	94%	92%	91%
teachers at this school treat students fairly* (S2008)	91%	83%	91%
they can talk to their child's teachers about their concerns* (S2009)	97%	92%	100%
this school works with them to support their child's learning* (S2010)	97%	92%	100%
this school takes parents' opinions seriously* (S2011)	88%	91%	91%
student behaviour is well managed at this school* (S2012)	88%	87%	91%
this school looks for ways to improve* (S2013)	97%	92%	90%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	100%	100%	95%
they like being at their school* (S2036)	79%	100%	98%
they feel safe at their school* (S2037)	83%	93%	100%
their teachers motivate them to learn* (S2038)	100%	100%	98%
their teachers expect them to do their best* (S2039)	95%	93%	98%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	95%
teachers treat students fairly at their school* (S2041)	68%	93%	93%
they can talk to their teachers about their concerns* (S2042)	78%	93%	91%
their school takes students' opinions seriously* (S2043)	79%	79%	93%
student behaviour is well managed at their school* (S2044)	74%	100%	91%
their school looks for ways to improve* (S2045)	89%	93%	100%
their school is well maintained* (S2046)	82%	100%	98%
their school gives them opportunities to do interesting things* (S2047)	94%	100%	98%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	91%
staff are well supported at their school (S2075)		100%	91%
their school takes staff opinions seriously (S2076)		100%	91%
their school looks for ways to improve (S2077)		100%	91%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

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 2014 including the Twilight Fair, sports days, discos, Anzac Day Commemorations, and Family Night. Thank-you to the staff and parents for their committed efforts to improve our school.

## Reducing the school's environmental footprint

Electricity usage is decreasing due to a schoolwide effort to reduce waste. Air conditioning is managed with discretion. Solar panels assist to reduce electricity usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	51,903	0
2012-2013	43,513	0
2013-2014	44,031	0

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.

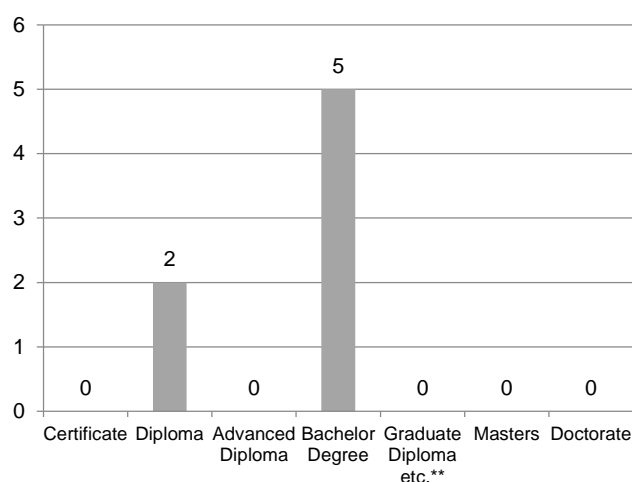
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	8	9	0
Full-time equivalents	7	5	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>7</b>



\*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 2014 were \$ 5600.

The major professional development initiatives are as follows:

- Mandatory Training modules
- Curriculum Activity Risk Assessment
- National Curriculum workshops – Geography
- Teachers and Teacher Aides attended workshops on literacy and numeracy
- AO2s attended Admin network meetings and training workshops
- Principal attended cluster and Band 5/6 Professional Development days

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

**Average staff attendance**

	2012	2013	2014
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, 86% of staff was retained by the school for the entire 2014 school year.

**School income broken down by funding source**

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	92%

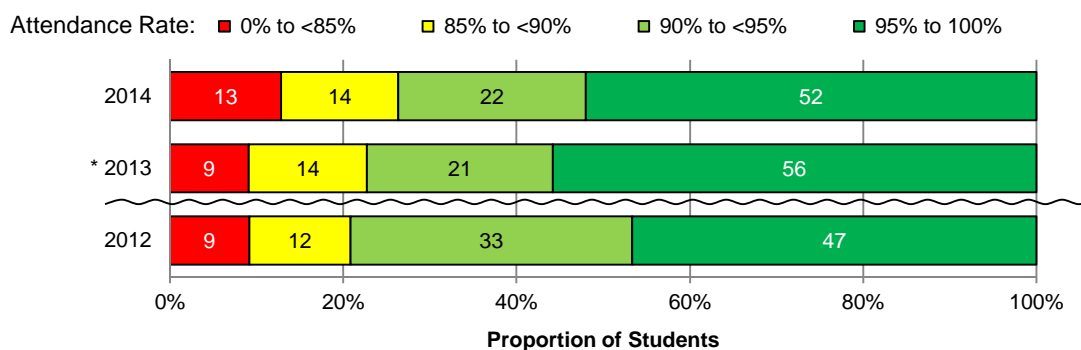
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	92%	96%	91%	95%	94%	93%					
2013	92%	94%	93%	93%	91%	95%	93%					
2014	96%	94%	89%	93%	94%	91%	89%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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. 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.

Certificates for positive attendance were issued in 2014.



## 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.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

In 2014, the attendance rate for a small number of indigenous students was higher than non-indigenous students. Because of the small number of indigenous students, there is no valid NAPLAN data for indigenous attainment in numeracy, reading and writing.