

Kolan South State School Queensland State School Reporting 2015 School Annual Report



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Principal's foreword

Introduction

This School Annual Report provides a summary of school activities and achievements at Kolan South in 2015. Congratulations to the students, staff and parents for another very successful year.

School progress towards its goals in 2015

Annual Improvement Plan

- Continued to develop improved pedagogies and teacher knowledge and expertise in the teaching of Reading and Numeracy
- Continued to liaise with cluster schools to plan for improved transitions into high school in 2016

Future outlook

Improvement Priorities for 2016

- Analyse trends in student attendance and implement strategies to increase student attendance to 95% in primary years.
- 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

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2013 | 142 | 65 | 77 | 10 | 91% |
| 2014 | 139 | 61 | 78 | 9 | 93% |
| 2015 | 125 | 56 | 69 | 10 | 89% |

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

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

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

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

Characteristics of the student body:

The 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 2015. Some classes are multi-age. In 2015, we operated six classes – Prep, Yr 1/2, Yr 2/3, Yr 3/4, 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 satisfactory to very satisfactory 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

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | 22 | 22 | 18 |
| Year 4 – Year 7 Primary | 21 | 20 | 15 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

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

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 3 | 3 | 1 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

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

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

Curriculum delivery

Our approach to curriculum delivery

- Japanese, as the Language Other Than English
- Sports and Physical Education focus
- Corps of Drums
- Strings Instrumental Music Program
- Sporting Schools 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 4-6 participate in interschool sport, and modified sports are implemented for Years 3&4. In 2015, 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.

Active After School Communities Program

In 2015, the Active After School Communities Program continued 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 2015, under the coordination and tutorage of teacher aide, Kirstine Lythall-Webb. Practices were held two days per week. The Corps of Drums performed regularly throughout 2015 at events including Anzac Day, Interhouse Sports Day, Multicultural Festival, Bundy Crush Festival, Family Night and Christmas Pageant Parade.

Excursions

In 2015, 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 Brisbane. 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 improve 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 2015 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 2015.

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, discos, 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

| Performance measure | 2013 | 2014 | 2015 |
|---|------|------|------|
| Percentage of parent/caregivers who agree# that: | | | |
| their child is getting a good education at school (S2016) | 92% | 100% | 100% |
| this is a good school (S2035) | 92% | 100% | 100% |
| their child likes being at this school (S2001) | 92% | 100% | 100% |
| their child feels safe at this school (S2002) | 92% | 100% | 100% |
| their child's learning needs are being met at this school (S2003) | 91% | 100% | 100% |
| their child is making good progress at this school (S2004) | 92% | 100% | 90% |
| teachers at this school expect their child to do his or her best (S2005) | 96% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 92% | 82% | 80% |
| teachers at this school motivate their child to learn (S2007) | 92% | 91% | 100% |
| teachers at this school treat students fairly (S2008) | 83% | 91% | 80% |
| they can talk to their child's teachers about their concerns (S2009) | 92% | 100% | 100% |
| this school works with them to support their child's learning (S2010) | 92% | 100% | 100% |
| this school takes parents' opinions seriously (S2011) | 91% | 91% | 80% |
| student behaviour is well managed at this school (S2012) | 87% | 91% | 70% |
| this school looks for ways to improve (S2013) | 92% | 90% | 90% |
| this school is well maintained (S2014) | 100% | 100% | 100% |

| Performance measure | 2013 | 2014 | 2015 |
|---|------|------|------|
| Percentage of students who agree# that: | | | |
| they are getting a good education at school (S2048) | 100% | 95% | 96% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| they like being at their school (S2036) | 100% | 98% | 98% |
| they feel safe at their school (S2037) | 93% | 100% | 100% |
| their teachers motivate them to learn (S2038) | 100% | 98% | 98% |
| their teachers expect them to do their best (S2039) | 93% | 98% | 100% |
| their teachers provide them with useful feedback about their school work (S2040) | 100% | 95% | 98% |
| teachers treat students fairly at their school (S2041) | 93% | 93% | 82% |
| they can talk to their teachers about their concerns (S2042) | 93% | 91% | 91% |
| their school takes students' opinions seriously (S2043) | 79% | 93% | 98% |
| student behaviour is well managed at their school (S2044) | 100% | 91% | 87% |
| their school looks for ways to improve (S2045) | 93% | 100% | 100% |
| their school is well maintained (S2046) | 100% | 98% | 96% |
| their school gives them opportunities to do interesting things (S2047) | 100% | 98% | 96% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| 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% | 100% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 83% | 100% | 75% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 91% | 88% |
| staff are well supported at their school (S2075) | 100% | 91% | 100% |
| their school takes staff opinions seriously (S2076) | 100% | 91% | 100% |
| their school looks for ways to improve (S2077) | 100% | 91% | 100% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 100% |

'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 2015 including the 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 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.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | 43,513 | 0 |
| 2013-2014 | 44,031 | 0 |
| 2014-2015 | 44,148 | 3 |

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

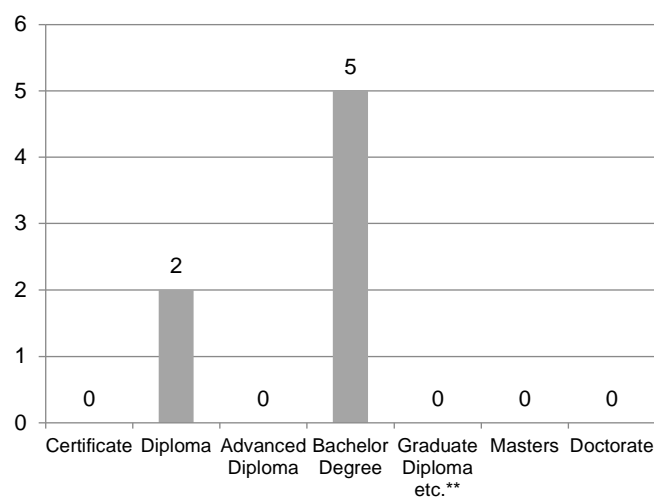
Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 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 |
| Total | 7 |



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$2700

The major professional development initiatives are as follows:

- Mandatory Training modules
- Curriculum Activity Risk Assessment
- Teachers and Teacher Aides attended sessions on behaviour management and First Aid
- 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 2015 was 100%.

| Average staff attendance | 2013 | 2014 | 2015 |
|--------------------------|------|------|------|
| | | | |

Staff attendance for permanent and temporary staff and school leaders.

97%

98%

98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

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

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

Find a school

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

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

Performance of our students

Key student outcomes

| Student attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 93% | 92% | 95% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 94% | 94% | 95% |

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

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

Student attendance rate for each year level (shown as a percentage)

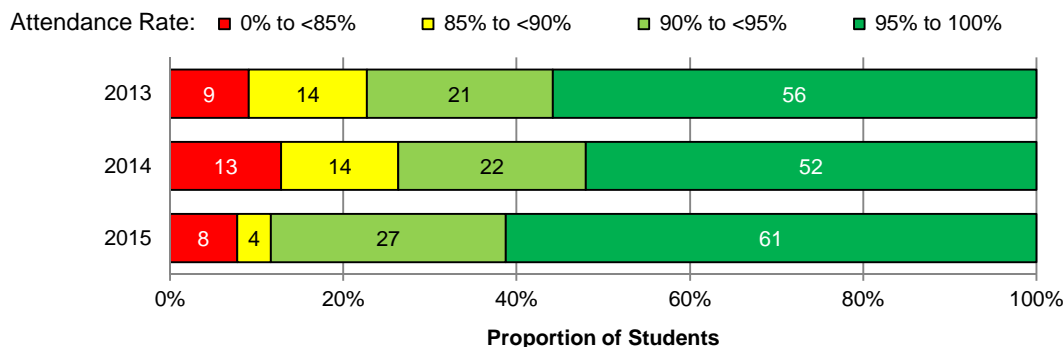
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2013 | 92% | 92% | 94% | 93% | 93% | 91% | 95% | 93% | | | | | |
| 2014 | 93% | 96% | 94% | 89% | 93% | 94% | 91% | 89% | | | | | |
| 2015 | 94% | 94% | 97% | 95% | 94% | 95% | 94% | | | | | | |

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

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 2015.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

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

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