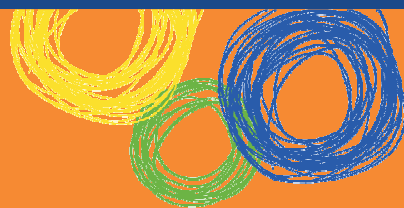


Kolan South State School

Queensland State School Reporting

2013 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 2013. 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 2013

Annual Improvement Plan

- Implemented **C2C in English, Maths, Science and History** in response to the rollout of Australian Curriculum
- Prepared for implementation of **Geography** – National Curriculum
- Professional Development of staff on comprehension strategies in school reading approach
- Continued to develop improved pedagogies and teacher knowledge and expertise in the teaching of Mathematics
- 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

2013 Achievements

Literacy and Numeracy

2013 was a magnificent year of achievements at Kolan South. Congratulations to students, staff and parents on the academic, sporting, musical and cultural achievements of our school throughout the year.

This year again, Kolan South ranks with the best in the district in National testing. Our Year 7's again achieved at above the national average in every area. That includes Reading, Writing, Spelling, Grammar/Punctuation and Numeracy.

In the Australasian English, Maths and Science Competitions, students at Kolan South were awarded 40 Credits, 11 Distinctions and 1 High Distinction. Congratulations to our students! There were some great individual performances.

Lily Mason achieved a High Distinction in English. Congratulations, Lily! Congratulations to Tahnaya Donald, McKenzie Ferguson, Brayden Wilson, Rydar Wood, Luke Wyatt, Jane Arnott, Shannon Searle and Rick Wirth who achieved Distinction Awards.

Maths Teams Challenge

In the last 5 years, Kolan South has achieved 1st place once and 2nd place on 4 occasions in the Bundaberg Maths Teams Challenge in the B Schools division. In 2013, we took out 1st Place again! Congratulations to this year's gold medal team of Nicole Johnson, Shannon Searle, Sam Houghton, Damon Wood and Rick Wirth. Well done to all of the students who represented our school.

Queensland State School Reporting

2012 School Annual Report



Sport

Kolan South has had an amazing year of sports achievements in 2013.

Kolan South performed extremely well at the District Cross Country trials, regaining the Gin Gin District Cross Country trophy. Twelve students represented Gin Gin District at the Bundaberg Zone Cross Country with some very good performances. Billy Arnott achieved 6th place missing Bundaberg selection by one spot, and Aylish Dunn came a creditable 9th place in her event.

In athletics, it was another strong performance. Kolan South won the Overall Champion Trophy at the Gin Gin District Sports for the 6th successive year. Well done to Rick Wirth who achieved Gin Gin Age Champion. 16 students from our school represented Gin Gin

District at the Bundaberg Zone Sports. Rick went on to represent Bundaberg Zone at the Wide Bay Primary Schools Sports, and was subsequently chosen in the Wide Bay team to compete at the State Athletics in Brisbane.

Bundaberg Zone representatives who participated at Wide Bay trials were Aylish Dunn (Touch), Shannon Searle (Netball), Joel Wyatt (AFL), Rick Wirth (AFL and Athletics), Damon Wood (AFL and Cricket), and Tarleah Richardson (Rugby League).

Three students represented Wide Bay at State Championships. Shannon Searle in Netball, Damon Wood represented Wide Bay in both AFL (as captain) and Cricket, while Rick Wirth represented Wide Bay in AFL and Athletics. To have 8 Bundaberg representatives and 5 Wide Bay sports representatives from our Year 7 class is an outstanding achievement and a credit to students and their families. Well done!

After School Programs

Thank-you to everyone for supporting the After School Sport program throughout the year, and to staff and parents who volunteered their time to help out with supervision. This year, we had programs in cricket, athletics, dance, touch, softball, soccer and table tennis. Well done to the large number of students who participated so enthusiastically.

Music

Kolan South State School continues to develop a proud tradition of cultural and community activities.

Our Corps of Drums, coordinated by Mrs Deane Drinnen, had another busy year in 2013, performing at a wide range of community events. This year, performances included Anzac Day, Interhouse Sports Day, Moore Park Festival, Multicultural Festival, Bundy Crush, Air League, Centenary Fair, Family Night and the Christmas Pageant.

Congratulations to band coordinator Mrs Deane Drinnen, Drum Major Emily Radley, and Corps of Drums members for another terrific year.

The strings instrumental group continued to develop in 2013 under the guidance of our instrumental teacher, Mrs Christine Buwalda. Our strings ensemble participated in weekly assemblies. A number of students participated in workshops and camps. Thank-you to Mrs Buwalda for being a fantastic teacher and well done to all of our strings students for their efforts.

Our recorder band plays for us on Thursdays for Assembly, and at the Anzac Day services. Thank-you and well done to our recorder band members – Tarleah Richardson, Nicole Johnson, Emily Radley, Meka Bentley and Billie-Jo Pampling.

Excursions

We had some very successful school excursions again in 2013. The Prep group took the annual Tilt Train trip to Maryborough, Year 1&2 group visited Mon Repos, Year 3&4 travelled to the Capricorn Caves near Rockhampton, while Year 5, 6 & 7 enjoyed a great experience at Chaverim. We wish to thank the P&C and our staff and parents for supporting these excursions, once again.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	120	56	64	87%
2012	127	59	68	91%
2013	142	65	77	91%

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 accepts students from preparatory year through to Year 7. Some classes are multi-age. In 2013, we operated six classes – Prep, Yr 1, Yr 2/3, Yr 3/4, Yr 4/5/6, and Yr 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		
	2011	2012	2013
Prep – Year 3	24	24	22
Year 4 – Year 7 Primary	29	19	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013

Our school at a glance

Short Suspensions - 1 to 5 days	1	10	3
Long Suspensions - 6 to 20 days	0	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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 2013, 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 2013, the Active After School Communities Program continued at Kolan South. Students were offered programs in athletics, touch, soccer, softball, 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 2013, under the coordination and tutorage of teacher, Deane Drinnen. Practices were held two days per week. The Corps of Drums performed regularly throughout 2013 at events including Anzac Day, Interhouse Sports Day, Multicultural Festival, Bundy in Bloom procession, Bundy Crush Festival and Family Night.

Excursions

In 2013, the Prep class visited Maryborough on the annual Tilt Train trip, Year 1 and 2 visited Mon Repos, Year 3 and 4 travelled to Rockhampton and the Capricorn Caves, and Year 5, 6 and 7 were challenged at Camp Chaverim. 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 which access wireless internet. Our computer:student ratio is approximately 1 computer to 4 students. Students and teachers were supported again in 2013 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 2013.**

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 2013 School Opinion Survey results shown below:

Performance measure (Nationally agreed items shown*)

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

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	79%	100%
they feel safe at their school* (S2037)	83%	93%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	95%	93%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	68%	93%
they can talk to their teachers about their concerns* (S2042)	78%	93%
their school takes students' opinions seriously* (S2043)	79%	79%
student behaviour is well managed at their school* (S2044)	74%	100%
their school looks for ways to improve* (S2045)	89%	93%
their school is well maintained* (S2046)	82%	100%
their school gives them opportunities to do interesting things* (S2047)	94%	100%

Performance measure

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

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

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 (eg Twilight Fair Committee) Many events were organised to encourage community involvement during 2013 including the Twilight Fair, sports days, Dance Night, 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	58,423	0
2011-2012	51,903	0
2012-2013	43,513	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

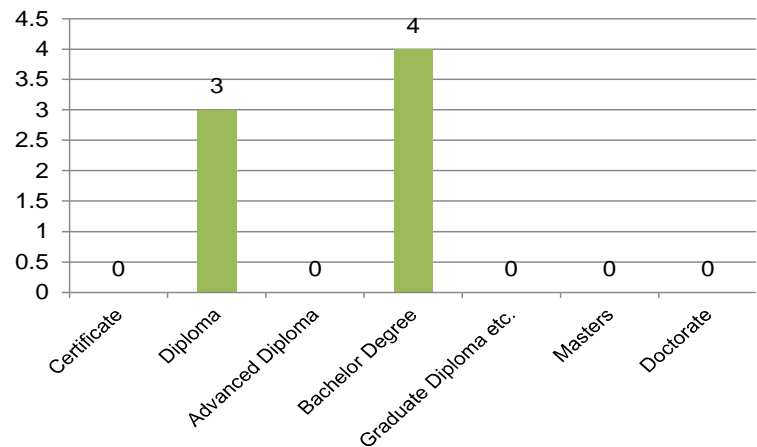
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	7	9	0
Full-time equivalents	7	5	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	4
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 2013 were \$ 4700

The major professional development initiatives are as follows:

- Mandatory Code of Conduct and Ant-Discrimination Training
- Curriculum Activity Risk Assessment
- National Curriculum workshops – Geography
- OneChannel sessions
- Teachers and Teacher Aides attended workshops on literacy (reading) and numeracy
- AO2s attended Admin network meetings and training workshops
- Principal attended State Principals' Conference

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 67% of staff was retained by the school for the entire 2013 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 web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

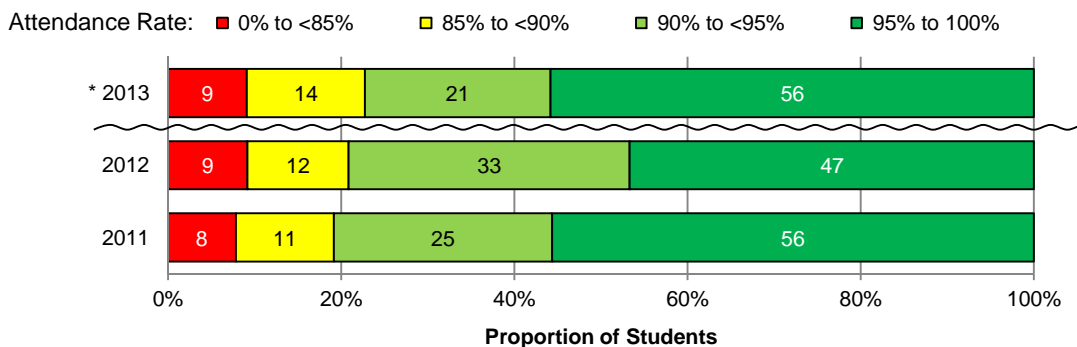
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	95%	94%	97%	96%	96%	93%					
2012	94%	92%	96%	91%	95%	94%	93%					
2013	92%	94%	93%	93%	91%	95%	93%					

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 from 2013 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 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.

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.

Performance of our students

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

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Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 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 2013, 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.