


QUEENSLAND STATE SCHOOL REPORTING - 2010

Kolan South State School (0279)

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Principal's foreword

Introduction

This School Annual Report provides a summary of school activities and achievements at Kolan South in 2010. Congratulations to the students, staff and parents for another very successful year. We are proud of their efforts.

School progress towards its goals in 2010

2010 was a year full of achievements at Kolan South. Congratulations to students and staff on their academic, sporting, and cultural achievements throughout the year.

In the classroom, we are seeing very promising academic results from our students, with continued strong overall efforts in the National testing program (NAPLAN), success in competitions such as the Bundaberg Maths Teams Challenge (1st Place in 'B' Schools), and many students being achieving higher awards in the Australasian English, Maths and Science Competitions.

Our interhouse and district sports days are always highlights, and in 2010 we were Gin Gin District champions for the third year running. We continue to have many district and Bundaberg Zone representatives. We had two Wide Bay representatives in 2010. For the second year running, Joshua Zweedyk was selected in the Wide Bay Primary Schools Rugby League team. Emily Myers also represented Wide Bay in athletics (800 metres) at the state championships in Townsville. The After School Communities program continues to provide more opportunities for our students to be involved in a range of active programs. Many students are joining local sporting associations through the interest generated in sports, at school.

We are proud of our involvement in cultural and community activities. The Corps of Drums, coordinated by teacher Deane Peterson, performed at a wide range of community events. The strings instrumental group continued in 2010 under the guidance of instrumental teacher, Annette Christensen. Our strings group participated in workshops, and performed at family night. Dance and disco nights continued to provide regular social opportunities for our students. End-of-year excursions are an annual highlight. The Year 1&2 group visited Snakes Down Under, Year 3&4 travelled to the Sunshine Coast to visit Underwater World and Australia Zoo, while Year 5, 6 & 7 participated in a three-day camp at Chaverim, our local outdoor education

centre. Thank-you to staff who continued to organise and supervise interhouse sports training, lunchtime competitions and extra-curricular activities.

Our major community event of the year was the annual school fair, which was held as a twilight function successfully for the third time. This was again well-supported by the local community. A community dawn commemorative service is now a regular event at our school on Anzac Day with involvement from many of our students, staff and parents.

It was a very busy year for facilities development. The federal government's Building the Education Revolution program (BER) provided our school community with a new library building, a sports equipment shed, and a shade structure for the adventure playground. We were also provided with a new transpiration area and septic system.

Thank-you to our staff, our very supportive P&C, and our volunteers, who continue to work hard to provide and improve opportunities for our students.

Future outlook

Our main strategic priorities for the future direction of Kolan South State School are:

1. Develop and implement School Curriculum Plan in line with QCAR and National Curriculum
2. Strengthen Literacy and Numeracy outcomes
3. Extend opportunities for all students
4. Improve support for Individuals
5. Integrate ICTs
6. Provide Professional Development for staff in response to system, school, and personal needs

Our school at a glance

School Profile

Coeducational or single sex: Co-educational

Year levels offered: Preparatory Year to Year 7

Total student enrolments for this school: 130

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
130	59	71	88%

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 live on acreages, depend on the mill, work on farms, commute to Bundaberg, own small businesses, or are currently seeking employment.

Kolan South accepts students from preparatory year through to Year 7. Classes are multi-age. Currently, we operate five classes – Prep, Yr 1, Yr 2/3, 4/5, Yr 6/7.

Overall enrolments have decreased a little over the last couple of years and we have a small percentage of transient families. A percentage of families have moved from interstate, which initially brings about transitional issues. Attendances are generally good. For many of the students who come to Kolan South, school provides their only opportunity for sporting, recreational and cultural development.

Currently, we have only a small number of students identified as having a learning disability.

Systemic data indicates that Kolan South State School is delivering satisfactory to very satisfactory results ie Year 2 Net, Year 3, 5 and 7 Tests as compared to the national means, however we have identified areas for improvement. Our school community is committed to providing quality education for all.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	21	100%	100%	0%	0%
Year 4 – Year 10	22	67%	67%	0%	33%
All Classes	22	83%	83%	0%	17%

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	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 5-7 participate in interschool sport, and modified sports are implemented for Years 3&4. In 2010, 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 2010, the Active After School Communities Program continued at Kolan South. Students were offered programs in athletics, touch, tennis, modified cricket and active games. This continues to be a great success with an average of about 30 students participating throughout the year in each session.

Corps of Drums

Our school at a glance

Drums Corps continued to strengthen at Kolan South during 2010, under the coordination and tutorage of teacher, Deane Peterson. Practices are held on Tuesday and Thursday mornings. The Corps of Drums performed regularly throughout 2010 at events including Anzac Day, Interhouse Sports, Thabeban School Sports Day, Multicultural Festival, Bundy in Bloom procession, Twilight Fair and Family Night.

Excursions

In 2010, the Prep class visited Maryborough on the annual Tilt Train trip, Year 1 and 2 participated in a local excursion to Childers to visit Snakes Down Under, Year 3 and 4 travelled to the Sunshine Coast to visit Australia Zoo and Underwater World, and Year 5, 6 and 7 participated in a recreational camp at Chaverim Outdoor and Environmental Centre. All excursions were extremely successful.

Year 7 Sexuality Education

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

So You Think You Can 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 computer:student ratio is approximately 1 computer to 5 students. Students and teachers were supported again in 2010 by our ICTs advisor (one day per week). Teachers used school laptops for curriculum planning, assessment and reporting. The QSA Assessment Bank is accessed by teachers as well as the Learning Place and Curriculum Exchange. Teachers continued using One School for student reporting in 2010. Kolan South continued subscribing to Mathletics and Spellodrome in 2010.

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, Dance Night, 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.

Our school at a glance

Parent, student and teacher satisfaction with the school

Parents, students and staff indicate high levels of satisfaction, as evident in the 2010 School Opinion Survey results shown below:

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	73%
Percentage of students satisfied that they are getting a good education at school	79%
Percentage of parents/caregivers satisfied with their child's school	87%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	55%
Percentage of staff members satisfied with morale in the school	82%

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. In 2010, Parent/Teacher information sessions were held very early in first term followed by Parent/Teacher interviews towards the end of term one, in order to provide early progress information.

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 2010 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

Our electricity costs have increased. This may be partly due to air conditioning costs. Our solar panels system has just been modified so that hopefully there will be a reduction in electricity usage in the near future.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$12,279	\$11,151	\$0	\$648	\$480	\$0	\$0	52,799	0	0
2009	\$9,113	\$8,313	\$0	\$0	\$0	\$0	\$800	49,632	0	0
% change 2009 - 2010	35%	34%	N/A	N/A	N/A	N/A	- 100%	6%	N/A	N/A

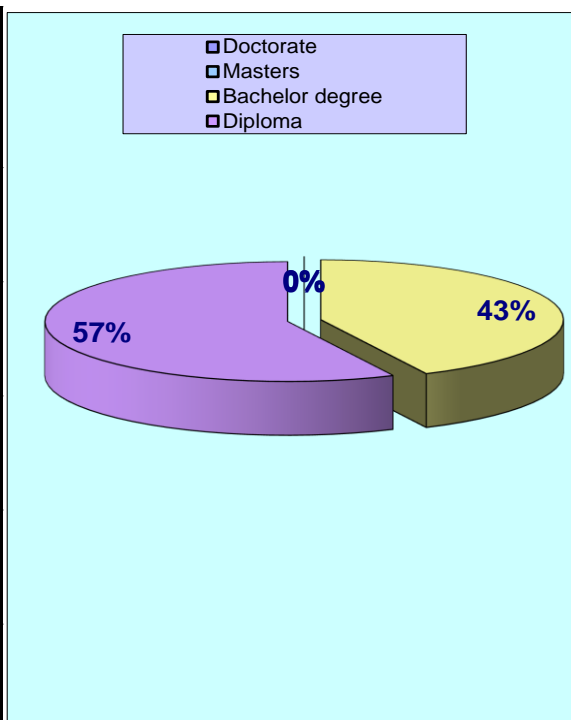
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	7	7	0
Full-time equivalents	7	4	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	3
Diploma	4
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$5800.

The major professional development initiatives are as follows:

- Indigenous Perspectives – Crossing Cultures
- Science Sparks – Year 4 to 7
- School and Class Data Analysis
- Literacy - Persuasive Writing and Spelling

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 92% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010						
Student attendance for each year level						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
95%	94%	98%	93%	97%	91%	96%

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 a number of occasions.

If students are absent for more than 2 days, an effort is made to contact the parents/ guardians to check on the reasons for absence. 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. The Principal contacts parents to discuss attendance issues, as required.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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 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 2010, the gap between attendance and of indigenous to non-indigenous students was 1.2%, with attendance and retention exceeding the 2012 state target. The gap for mean scale attainment scores for one student did not meet the system target.