

# Kolan South State School (0279)

## Queensland State School Reporting

### 2012 School Annual Report



Postal address	2297 Gin Gin Road South Kolan, Bundaberg 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 2012. 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 2012

#### Annual Improvement Plan

- Implemented **C2C in English, Maths and Science** in response to the rollout of Australian Curriculum
- Prepared for implementation of **History** – National Curriculum
- **OneSchool** applications in **curriculum planning, implementation and assessment**
- Transitioned to **OneSchool administrative functions** as relevant and mandated
- Conducted a **Quadrennial School Review** to inform longer term planning agendas

#### 2012 Achievements

##### Literacy and Numeracy

In the National testing program (NAPLAN), Kolan South has again performed very well in 2012. Our current Year 3's, Year 5's and 7's have achieved at or above the national average in 10 out of 15 areas. That includes Reading, Writing, Spelling, Grammar/Punctuation and Numeracy.

In the Australasian English, Maths and Science Competitions, students at Kolan South were awarded 34 Credits and 8 Distinctions. There were some great individual performances.

Bailee Taylor achieved a Distinction while Kai Stitt, Lucy Stokes, Zahli Schrader, Laura Wells, Nicole Johnson, Samuel Kelly, Rick Wirth and Hannah McCracken achieved 2 Credits, Ryan Wirth, Damon Wood and Zoe Zweedyk achieved a Distinction and a Credit, Amber Blanch and Jane Arnott achieved a Distinction and 2 Credits, and Shannon Searle achieved 2 Distinctions and a Credit.

We are showing a pleasing improvement in our performance in English, Maths and Science throughout the years of our participation in these National competitions.

##### Bundaberg Maths Challenge

In the last 4 years, Kolan South has achieved 1<sup>st</sup> place once and 2<sup>nd</sup> place on 3 occasions in the Bundaberg Maths Teams Challenge in the B Schools division. In 2012, it achieved second again. Congratulations again to this year's silver medal team of Hannah McCracken, Zoe Zweedyk, Kate Williamson, Shaileigh Thompson and Jesse Gathercole, and well done to all of the other students

# Queensland State School Reporting

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who represented our school.

### **Japanese**

In 2012, Four Kolan South students were selected to participate in the Japanese Days of Excellence. Well done to Shaileigh Thompson, Zoe Zweedyk, Ella Berghuis and Haylee Pampling.

### **Sport**

Kolan South again won the Overall Champion Trophy at the Gin Gin District Sports. This is the 5th straight year that Kolan South have been Gin Gin District Champions. Well done to Billy Arnott and Jesse Gathercole who were Gin Gin Age Champions, this year.

15 students from our school represented Gin Gin District at the Bundaberg Zone Sports. Three of these students - Tarleah Richardson, Billy Arnott and Jesse Gathercole went on to represent Bundaberg Zone at the Wide Bay Primary Schools Sports.

In 2012, Kolan South also performed extremely well at the District Cross Country trials. Twelve students represented Gin Gin District at the Bundaberg Zone Cross Country.

In other sports, Britani Jones represented Bundaberg Zone in Softball at the Wide Bay trials, Hannah McCracken and Zoe Zweedyk participated in Bundaberg Zone Touch Trials with Hannah being selected as a shadow reserve, and Tarleah Richardson participated in the Girls in Rugby League program.

### **Active After School Programs**

Thank-you to every-one for supporting the After School Sport program on two afternoons throughout the year, and to staff and parents who have volunteered their time to help out with supervision. Programs included cricket, fitness, athletics, dance, touch, basketball, soccer and table tennis. Well done to the large number of students who participated so enthusiastically.

### **Music**

Our Corps of Drums, coordinated by Mrs Deane Drinnen, had a busy year in 2012, performing at a wide range of community events. Performances included Anzac Day, Interhouse Sports Day, Moore Park Festival, Multicultural Festival, Bundy in Bloom, Bundy Crush, Air League, Family Night and the Christmas Pageant Parade.

Congratulations to band coordinator Mrs Deane Drinnen, Drum Major Hannah McCracken, and Corps of Drums members for winning the Bundy in Bloom parade competition for the best marching band.

The strings instrumental group prospered in 2012 under the guidance of instrumental teacher, Mrs Christine Buwalda. Our strings ensemble participated in weekly assemblies, performed at the Bundaberg Eisteddfod and the Fanfare competition. In Fanfare, Kolan South achieved the Silver Award. A number of students participated in workshops and camps. Congratulations to Shaileigh Thompson, who was selected for the North Coast Music Excellence Program. Thank-you to Mrs Buwalda for her supervision, guidance, and support, and well done to all of our strings students for their efforts.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	130	59	71	90%
2011	120	56	64	87%
2012	127	59	68	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 2012, we operated five classes – Prep, Yr 1, Yr 2/3, 4/5, Yr 6/7. Six classes were formed towards the end of the year due to enrolment growth.

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		
	2010	2011	2012
Prep – Year 3	21	24	24
Year 4 – Year 10	22	29	19

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days		1	10
Long Suspensions - 6 to 20 days		0	2

# Our school at a glance

Exclusions	0	0
Cancellations of Enrolment	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 2012, 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 2012, the Active After School Communities Program continued at Kolan South. Students were offered programs in athletics, touch, basketball, modified cricket, dance and table tennis. This continues 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 2012, under the coordination and tutorage of teacher, Deane Drinnen. Practices were held two mornings per week. The Corps of Drums performed regularly throughout 2012 at events including Anzac Day, Interhouse Sports Day, Multicultural Festival, Bundy in Bloom procession, Bundy Crush Festival and Family Night.

#### Excursions

In 2012, the Prep class visited Maryborough on the annual Tilt Train trip, Year 1 and 2 participated in a local trip to Snakes Down Under at Childers, Year 3 and 4 travelled to the Sunshine Coast to Underwater World and Australia Zoo, and Year 5, 6 and 7 visited Brisbane. 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'.

# Our school at a glance

## 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 2012 by our ICTs advisor (one day per fortnight). Teachers used school laptops for curriculum planning, assessment and reporting. Interactive whiteboards have been provided for all classrooms in 2012. Teachers use OneSchool regularly for planning and reporting. Kolan South continued subscribing to Mathletics in 2012.

## 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 2012 School Opinion Survey results shown below:

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	97.0%
this is a good school	97.0%
their child likes being at this school*	97.0%
their child feels safe at this school*	93.9%
their child's learning needs are being met at this school*	97.0%
their child is making good progress at this school*	93.9%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	93.9%
teachers at this school motivate their child to learn*	93.9%
teachers at this school treat students fairly*	90.9%
they can talk to their child's teachers about their concerns*	96.9%
this school works with them to support their child's learning*	96.9%
this school takes parents' opinions seriously*	87.9%
student behaviour is well managed at this school*	87.9%
this school looks for ways to improve*	97.0%
this school is well maintained*	100.0%

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	78.9%
they feel safe at their school*	83.3%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	94.7%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	68.4%
they can talk to their teachers about their concerns*	77.8%
their school takes students' opinions seriously*	78.9%
student behaviour is well managed at their school*	73.7%
their school looks for ways to improve*	89.5%
their school is well maintained*	82.4%
their school gives them opportunities to do interesting things*	94.4%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	93.3%
with the individual staff morale items	100.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## 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 2012 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our electricity costs have increased due to having an extra building (library) built from the BER Program. As well, ICTs infrastructure, including interactive whiteboards, are additional users of electricity. Air conditioning is managed with discretion. We received extra solar panels through the Solar Schools Program in 2012 which is assisting to manage electricity usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	52,799	0
2010-2011	58,423	0
2011-2012	51,903	0

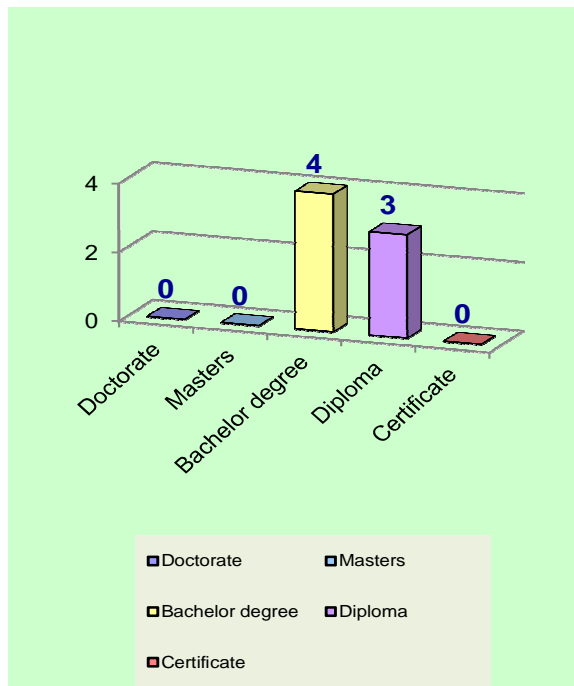
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	7	9	0
Full-time equivalents	6.5	4.2	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	4
Diploma	3
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$3300.

The major professional development initiatives are as follows:

- Code of Conduct and Ant-Discrimination Training
- Curriculum Activity Risk Assessment
- Interactive Whiteboard workshops
- National Curriculum workshops – History
- OneChannel sessions on Developing Performance Framework, C2C
- Teachers recorded CPL on QCT site



## Our staff profile

- PD agenda at staff meetings
- Teachers and Teacher Aides attended Behaviour Management workshops
- AO2s attended Admin conference and were supported by OneSchool support officer
- Principal attended Performance Feedback Workshop

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.7%	97.6%	97.7%

### 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 2012 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.

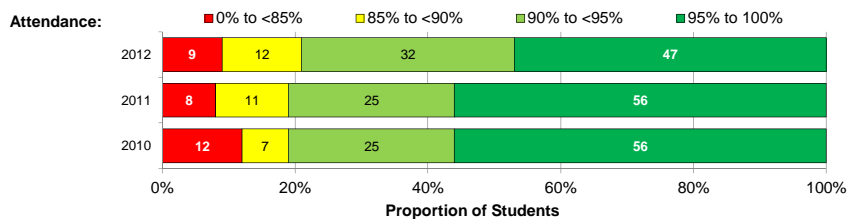
## Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	95%	94%	98%	93%	97%	91%	96%
2011	94%	95%	94%	97%	96%	96%	93%
2012	94%	92%	96%	91%	95%	94%	93%

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 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.

## 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.

# Performance of our students

**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>**.

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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 2012, the attendance rate for a small number of indigenous students was 4.5% 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.