



Kalkie State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

Postal address:	PO Box 6226 Bundaberg East 4670
Phone:	(07) 4150 7444
Fax:	(07) 4150 7400
Email:	principal@kalkiess.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mrs Malinda Findlay (Principal)

School Overview

Kalkie State School, built in 1878, is steeped in tradition and maintains an excellent reputation for excellence in academic, sporting, and cultural achievements, as well as pastoral care. We have high expectations that students will do their very best and reach their full potential. Early intervention, extension programs, learning support and special needs classes enhance our inclusive, supportive environment. Kalkie has strong links with the local high school which provides further extension programs in English, Maths, Science and the Arts for Kalkie students. Our extensive music program includes the highly regarded Kalkie Drum Band, choirs, string ensemble and concert band. Kalkie is a Reef Guardian school and we have many projects to reduce our environmental footprint. For the second time in a row Kalkie SS won the prestigious South Queensland Reef Guardian Champion's Award for all the work the school does to help save the Great Barrier Reef and take care of our environment. Active participation in community events is strongly encouraged and often leads to success at district, regional and state levels. Kalkie has well maintained buildings and is surrounded by beautiful gardens that enhance our learning environment. The role of parents is strongly encouraged as we believe that working together we are able to achieve great things.

We at Kalkie State School believe:

- Education is the process of developing intellectual, physical and social skills that foster a further intrinsic desire to learn
- Children engage in optimal learning in an atmosphere of care and concern. The classroom environment must be both stimulating and conducive to learning providing opportunities for all students to succeed.
- Teachers will be enthusiastic, show encouragement and have realistic expectations of the individual child. They will provide stimulating and enriching programs with an open mind – open to new ideas, techniques and developments in education, to prepare our children for the future.
- Parental input is vital to the learning process. Parents need to be active supporters of the school, the teachers and the children.

Our Mission Statement

Kalkie State School and community are committed to providing an environment where children can reach their full potential to be effective and proud citizens of the future. Education at Kalkie will be characterised by a mutual respect, enthusiasm, high standards and equality.

Our Values

Staff and students at Kalkie promote the Kalkie 5C's – Care, Commitment, Courtesy, Cooperation and Consideration.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Strategy 1 - Writing

- Develop a shared understanding and commitment to developing writing stamina with reference to the general capabilities in the Australian Curriculum and across all Key Learning Areas.
- Enhance teacher knowledge of Australian Curriculum Writing through deepening knowledge of Achievement

Standards and Curriculum Intent.

- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in writing.
- Provide time for teaching staff to plan effectively for writing using data to inform the teaching and learning program aligned to the Australian Curriculum.
- Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices,
- Provide opportunities for staff to engage in moderation within and across schools.
- Deepen staff knowledge, understanding and pedagogical practices in writing, using modelled and shared writing – utilizing First Steps in Writing.
- Continue to develop staff skills around First Steps in Writing.
- Develop student competence in the four processes of Planning, Drafting, Refining and Publishing.
- Provide challenging learning opportunities for students to demonstrate their potential through quality samples of writing.
- Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.
- Analyse data at individual and cohort level to monitor performance and inform practice through teacher planned meetings.
- Provide opportunities for parents to engage with writing pedagogy through identified whole school events.

Strategy 2: Numeracy

- Identify and recruit school based mathematics cohort leaders e.g. HOC and classroom teachers.
- Enhance teacher knowledge of Australian Curriculum Mathematics through deepening knowledge of Achievement Standards and Curriculum Intent.
- Support teacher deep understanding of the Australian Curriculum to adopt and adapt the C2C materials to suit the school context.
- Provide time for teaching staff to plan effectively for mathematics using data to inform teaching and learning program aligned to Australian Curriculum.
- Use peer observation, feedback, differentiating, coaching and learning communities to improve teaching practices.
- Provide opportunities for staff to engage in moderation within and across schools.
- Deepen staff knowledge of proficiency strands – fluency, reasoning, understanding and problem solving.
- Provide challenging learning opportunities for students to demonstrate their potential through quality assessment tasks.
- Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.
- Triangulate Mathematics Data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes, Share triangulation data with whole staff.
- Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planned meetings.
- Practice and deepen number fact

Strategy 3: U2Bs

- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)
- Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, groupings, Rocket Writing)
- Provide challenging learning experiences that further develop reading and numeracy expertise
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

Future Outlook

Strategy – School Performance			
Actions	Targets	Timelines	Responsible Officer/s
Introduce the use of TrackEd to analyse student data regularly to monitor progress, guide teaching practices, transitions and prompt early intervention.	By the end of 2018, 100% staff will engage with TrackEd reports	Purchase of program in Term 1. Development of use throughout Term 2-4	Principal HOC
Drive school improvement through an inclusive and explicit improvement agenda, underpinned by the school improvement model and the School planning, reviewing and reporting framework.	100% of staff to engage with State School strategy, school improvement model, inquiry cycle and line of sight documents.	Term 1- Familiarisation of documents with staff Term 2-4 Use of inquiry cycle for development of pedagogical and behaviour framework	Principal All staff
Strategy – Build teacher quality			
Actions	Targets	Timelines	Responsible Officer/s

Implement and monitor use of an agreed, research-validated school-wide pedagogical framework (ASOT) & behavioural framework	In the 12 months, increase the school opinion survey results regarding behaviour from students, parents and staff- increase from 80% to 90%	Term 1- Research preferred behaviour framework Term 2- Develop whole school expectations Term 3 & 4- Implement consistent expectations	Principal
Align the teaching, assessing and reporting of the Australian Curriculum.	By the end of 2018, 100% staff will engage with most current version of Australian Curriculum to plan and implement units of work in the subject area of English	Term 1- Development of understanding	Regional HOD
Develop a deep understanding of the Australian Curriculum, and the requirements of the <i>P-12 curriculum, assessment and reporting framework</i> through professional development and collaborative learning communities		Term 2- Supported practice Term 3- Guided practice Term 4- Independent practice	Principal HOC Teaching Staff

Strategy – Successful Learners

Actions	Targets	Timelines	Responsible Officer/s
Through consistent practices, provide challenging learning experiences that further develop the English skills of all students.	Lift D and E achievement standard for English across all year levels, with a particular focus on early years intervention: Year 1 students (24% in 2017- target of 15% in 2018), Year 2 students (11% in 2017- target of 5% in 2018) and Year 3 students (15% in 2017- target 12% in 2018)	Ongoing	Principal HOC All staff
	Lift the performance of our top students in English across all year levels, with a particular focus on Years 4-6 students		Principal HOC All staff

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	291	140	151	12	90%
2016	254	121	133	16	92%
2017	241	115	126	14	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Kalkie State School has both multi-age and single year classes from prep to year 6. The student population reflects the location of Kalkie State School. Situated on the eastern edge of Bundaberg City, students that attend the school reside in both residential and semi-rural settings. The school is the Special Education Hub School for a cluster of schools and provides special needs programs to support students with a verified disability. The school has a very small Aboriginal and Torres Strait Islander population (6%).

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	21	24
Year 4 – Year 6	30	26	22
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- The Australian Curriculum has been implemented with the support of C2C resources in English, Mathematics, Science, Health, History, Geography and the Arts.
- German is the specialized Language Other Than English (LOTE) offered to students in years 5 and 6.
- School Programs are inclusive with Special Education Groups and students with disabilities integrated into mainstream classrooms.
- Kalkie continues to be a member of the Choral Coast Cluster of schools
- Extension programs are undertaken for students in the upper 2 bands particularly in the area of writing
- The Kalkie music program is extensive with all students participating in classroom music and instrumental music (strings, brass, woodwind, percussion) being offered to interested students.
- Kalkie has a strong Reef Guardian Program for interested students

Co-curricular Activities

The Kalkie SS Drum Band and music program continues to be an outstanding success. The drum band is invited to many playouts throughout the year and is asked to open or lead events such as Bundaberg Anzac Day March, Bundaberg Hockey Association Opening Day and the Bundaberg Soccer March Past, The school recorder band and drum band play the national anthem each week on the full school parade.

At Kalkie, students have many opportunities during lunch time to pursue their interests.

- ✓ Students involved in music are able to practice in the choir and recorder band.
- ✓ The computer lab and library is available for use during breaks
- ✓ Dance and drama are encouraged and students often practice under the supervision of a teacher for "Kalkie's Got Talent".
- ✓ The younger students have an opportunity to participate in games in our Activity Room and all students have the opportunity to join the chess club.

Sports is heavily supported by students and teachers give up their time for various team and individual sports, for example:-

- ✓ Kalkie Eels Rugby League team
- ✓ Kalkie Krushers Netball Team

How Information and Communication Technologies are used to Assist Learning

Kalkie aims to create conditions under which ICT's can be integrated as everyday tools for learning and delivering curriculum. Below are examples of how ICT were used to support learning in 2017.

- Coding websites included on School Library website – direct students to use during library lessons. Students use in library time and own time in library before school and lunchtimes
- Library website used as source site for useful student websites to support Curriculum – New this year Oliver Web based library catalogue with web page facility
- Lab – 31 Windows 8 computers; Pods – Upper C Block (6 Windows 7 computers); H Block (8 Windows 7 computers) B Block Lab (31 Windows 8 computers); B Block Lower (10 Windows 7 Computers) Teachers and teacher aides access the Lab & computer pods for classroom & group activities to deliver classroom curriculum
- Class set of Ipads are were available to support lessons.

Social Climate

Overview

Kalkie is a family oriented school and we welcome parent participation. Kalkie has a variety of strategies to provide a Safe and Supportive School Environment including the implementation of our "Responsible Behaviour Plan for Students". This document details clearly how the school manages student behaviour.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	91%	97%	90%
this is a good school (S2035)	95%	97%	95%
their child likes being at this school* (S2001)	96%	100%	87%
their child feels safe at this school* (S2002)	100%	93%	95%
their child's learning needs are being met at this school* (S2003)	91%	97%	87%
their child is making good progress at this school* (S2004)	91%	97%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	93%	87%
teachers at this school motivate their child to learn* (S2007)	96%	93%	92%
teachers at this school treat students fairly* (S2008)	96%	89%	89%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	95%
this school works with them to support their child's learning* (S2010)	87%	96%	92%
this school takes parents' opinions seriously* (S2011)	95%	86%	89%
student behaviour is well managed at this school* (S2012)	96%	83%	84%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school looks for ways to improve* (S2013)	100%	93%	84%
this school is well maintained* (S2014)	96%	97%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	96%	96%
they like being at their school* (S2036)	95%	96%	91%
they feel safe at their school* (S2037)	97%	95%	95%
their teachers motivate them to learn* (S2038)	96%	95%	94%
their teachers expect them to do their best* (S2039)	97%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	91%
teachers treat students fairly at their school* (S2041)	96%	90%	88%
they can talk to their teachers about their concerns* (S2042)	85%	88%	79%
their school takes students' opinions seriously* (S2043)	95%	94%	89%
student behaviour is well managed at their school* (S2044)	88%	85%	85%
their school looks for ways to improve* (S2045)	96%	95%	96%
their school is well maintained* (S2046)	96%	93%	94%
their school gives them opportunities to do interesting things* (S2047)	93%	96%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	97%	97%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	90%	89%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	79%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	94%
student behaviour is well managed at their school (S2074)	97%	94%	78%
staff are well supported at their school (S2075)	100%	97%	77%
their school takes staff opinions seriously (S2076)	100%	97%	87%
their school looks for ways to improve (S2077)	100%	100%	97%
their school is well maintained (S2078)	100%	97%	91%
their school gives them opportunities to do interesting things (S2079)	97%	100%	90%

* Nationally agreed student and parent/caregiver items

'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

Kalkie operates an 'Open Door' policy where all parents are welcomed and invited to visit and discuss the operation of the school with both teachers and administration.

Parents are a child's first teacher and our school acknowledges the importance of an effective home/school partnership and we strongly encourage teachers and parents to quickly build a respectful relationship for the benefit of each child.

Many parents volunteer their time regularly to assist with a variety of class/school activities and events and this is a strong feature of our school. Activities include: morning reading to an adult (Years 1-3); home reading program (Prep – Year 5); group rotations (Prep – Year 6); Reading, Maths & Literacy groups, Craft and Cooking activities; assisting with excursion /camps. Other events which have significant parental involvement include: School Anzac Day Ceremony, Interhouse athletics, Friday Whole School Parades, Drum Band practices and Play Outs; Family Fun Day, Outdoor Christmas Carols, School Musical, Grandparents Day and Celebration Days.

The school's commitment to engender a strong community spirit extends to the Kalkie Kids Playgroup. The playgroup is associated with Playgroup QLD and runs on a Wednesday morning. The playgroup was established to assist with an increased parental understanding and knowledge about the school and the support networks available in our local community. The school has an "Out of School Care" program which caters for 15-20 students each afternoon. Initially run by Fun Time, the P & C took over this program during 2017.

Other parental involvement includes: Parent's and Citizens Association, Tuck-shop committee, attending parent information sessions; Parent/Teacher interviews. Our P& C is an active and very supportive group of parents who meet monthly to discuss a wide range of topics relevant to our school.

Kalkie State School has a breakfast club which runs three morning per week with community members volunteering to assist.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The following programs support students' health and wellbeing at Kalkie State School:-

- Class teachers cover personal safety & awareness in health lessons throughout the year.
- Religious Education 1 lesson per week all year
- School Chaplain runs the Bridge Building Program

The school has an excellent student support team who meet on a regular basis to discuss student welfare issues. This team includes the Principal, Head of Special Education, Head of Curriculum, Guidance Officer and School Chaplain. Members of this team case manage individual students and their families to provide ongoing support. Students and families are also linked with external providers such as Child and family Connect, Phoenix House, Uniting Care and Edon Place.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	12	10	24
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Kalkie SS has a number of environmental issues for water and electricity management as well as recycling programs. Initiatives include:-

- ✓ Reef Guardian Lights Out at Lunch Program – posters in all classrooms, reef guardians visit classrooms during breaks and ensure fans/lights/air conditioners are switched off, reminders left for classes who have left lights etc on.
- ✓ Gardening Club – salads used in the school tuck-shop
- ✓ Food scraps providing food for chickens
- ✓ Recycling bins for cans, paper etc.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	89,559	
2015-2016	108,700	958



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2016-2017	98,246	48,831

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	24	21	0
Full-time Equivalents	21	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	4
Bachelor degree	15
Diploma	5
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$16,000.

The major professional development initiatives are as follows:

- Bridge Builders Program
- Principal's Conference
- Beginning Teachers Training
- Class Teacher Planning Days.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	95%	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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

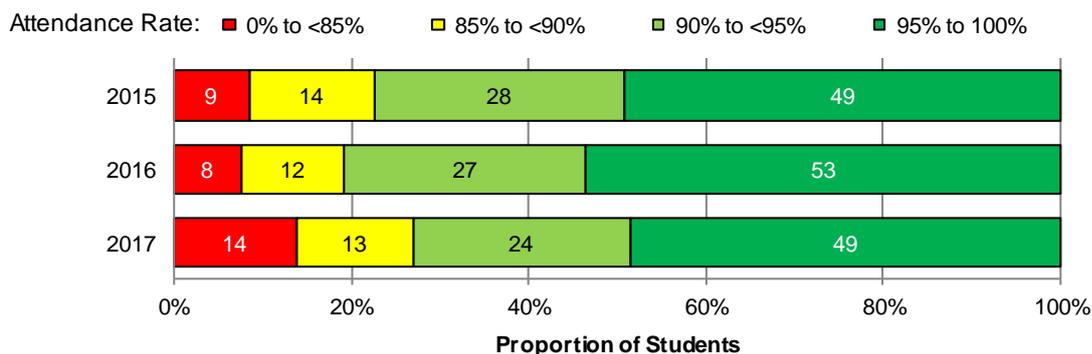
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	90%	95%	95%	92%	94%	92%						
2016	94%	92%	93%	94%	95%	93%	95%						
2017	94%	95%	94%	94%	93%	88%	91%						

*Attendance rates effectively count 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 Department of Education 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.

Class teachers complete electronic roll marking in One School each morning and afternoon. Any unexplained absences are followed up with phone contact by the class teacher and when necessary the Deputy Principal or Principal.

Parents are advised and reminded that regular student attendance will maximize their learning opportunities. The Principal or Deputy Principal will meet personally with parents to address student attendance concerns.

Individual incentive programs also occur to encourage students to attend school regularly.

NAPLAN

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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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.

Conclusion