Kalkie State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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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. Kalkie SS won an Australia Day 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.

School progress towards its goals in 2018

Strategy One: Use of Data

-Purchase Track Ed program for data collection

-Staff engage with state schooling strategy, school improvement model, inquiry cycle and line of sight documents

-Improve data literacies of staff through focused professional conversations and PD opportunities

-Collate a list of data collected at Kalkie SS in begin to inform

Strategy Two: Align the planning, teaching and reporting to the latest version of Australian Curriculum

–Develop a shared understanding of the Australian Curriculum and across all Key Learning Areas

–Enhance teacher knowledge of Australian Curriculum through deepening knowledge of Achievement Standards and Curriculum Intent

–Provide time for teaching staff to plan effectively to inform the teaching and learning program aligned to the Australian Curriculum

-Provide opportunities for staff to engage in moderation within schools.

–Provide challenging learning opportunities for students to demonstrate their potential

–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.

Strategy Three: Life the performance in English

–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

−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

Improvement Focus 1: Build Teacher Quality

By the end of 2019, 100% staff will engage with the most current version of Australian Curriculum to plan, implement and assess units of work across all Learning Areas.

Improvement Focus 2: Successful Learners

Lift the performance of our top students across all year levels, with a particular focus on Years 4-6. Life D and E achievement standard for English across all year levels, with a particular focus on early years intervention.

Improvement Focus 3: School Performance

By the end of 2019, 100% staff will engage with provided data.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	254	241	235
Girls	121	115	112
Boys	133	126	123
Indigenous	16	14	24
Enrolment continuity (Feb. – Nov.)	92%	94%	95%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 (approximately 10%).

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	24	23
Year 4 – Year 6	26	22	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our Approach to Curriculum Delivery

☐The Australian Curriculum has been implemented with the support of C2C resources in English, Mathematics, Science, HPE, HASS 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 Years 4-6

☐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 are 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.

• 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 clearly details how the school manages student behaviour.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	90%	97%
• this is a good school (S2035)	97%	95%	100%
• their child likes being at this school* (S2001)	100%	87%	100%
• their child feels safe at this school* (S2002)	93%	95%	100%
• their child's learning needs are being met at this school* (S2003)	97%	87%	97%
• their child is making good progress at this school* (S2004)	97%	90%	97%
• teachers at this school expect their child to do his or her best* (S2005)	96%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	87%	100%
• teachers at this school motivate their child to learn* (S2007)	93%	92%	100%
• teachers at this school treat students fairly* (S2008)	89%	89%	94%
• they can talk to their child's teachers about their concerns* (S2009)	100%	95%	97%
• this school works with them to support their child's learning* (S2010)	96%	92%	97%
• this school takes parents' opinions seriously* (S2011)	86%	89%	100%
• student behaviour is well managed at this school* (S2012)	83%	84%	93%
• this school looks for ways to improve* (S2013)	93%	84%	100%
• this school is well maintained* (S2014)	97%	90%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	96%	96%
• they like being at their school* (S2036)	96%	91%	94%
• they feel safe at their school* (S2037)	95%	95%	100%
• their teachers motivate them to learn* (S2038)	95%	94%	100%
• their teachers expect them to do their best* (S2039)	98%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	91%	97%
• teachers treat students fairly at their school* (S2041)	90%	88%	91%
• they can talk to their teachers about their concerns* (S2042)	88%	79%	91%

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)	94%	89%	90%
• student behaviour is well managed at their school* (S2044)	85%	85%	94%
• their school looks for ways to improve* (S2045)	95%	96%	99%
• their school is well maintained* (S2046)	93%	94%	94%
• their school gives them opportunities to do interesting things* (S2047)	96%	88%	100%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	97%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	89%	84%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	79%	100%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	100%	94%	100%
• student behaviour is well managed at their school (S2074)	94%	78%	100%
• staff are well supported at their school (S2075)	97%	77%	100%
• their school takes staff opinions seriously (S2076)	97%	87%	100%
• their school looks for ways to improve (S2077)	100%	97%	100%
• their school is well maintained (S2078)	97%	91%	90%
• their school gives them opportunities to do interesting things (S2079)	100%	90%	100%

* 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, Inter-house athletics, Friday Whole School Parades, Drum Band practices and Play Outs; Family Fun Day, 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 two morning per week with community members volunteering to assist.

Respectful relationships education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	10	24	8
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's 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:-

✓ Gardening Club – salads used in the school tuck-shop

✓ Food scraps providing food for chickens, guinea pigs and worm farms

✓ New waste system where rubbish is sorted into recycling, redcycle, waste, food scraps and bottles/cans/poppers

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	108,700	98,246	74,651
Water (kL)	958	48,831	800

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
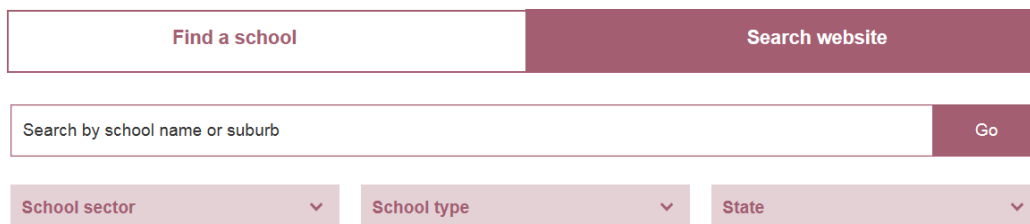
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	**Search website**

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	21	20	0
Full-time equivalents	19	11	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	4
Bachelor degree	10
Diploma	5
Certificate	

*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 2018 were $12, 038.51

The major professional development initiatives are as follows:

- Bridge Builders Program
- Principal's Conference
- Beginning Teachers Training
- Curriculum Planning Days

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	92%	91%
Attendance rate for Indigenous** students at this school	95%	95%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	94%	92%
Year 1	92%	95%	90%
Year 2	93%	94%	93%
Year 3	94%	94%	91%
Year 4	95%	93%	91%
Year 5	93%	88%	93%
Year 6	95%	91%	88%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	8	12	27	53
2017	14	13	24	49
2018	14	20	29	37

Proportion of Students
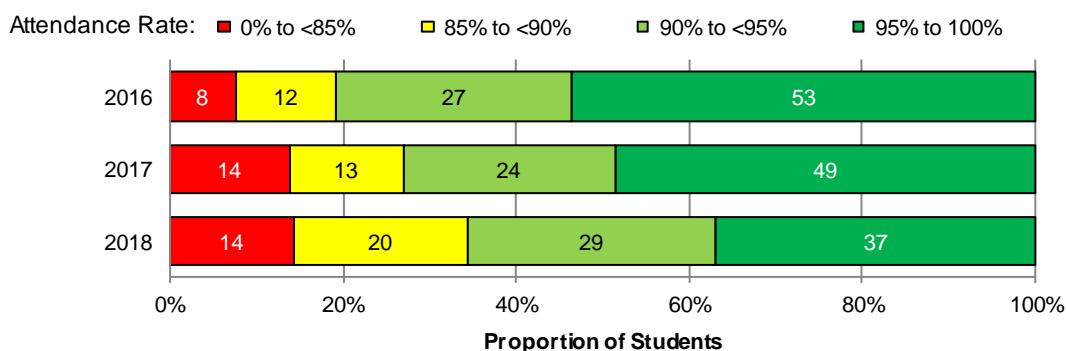
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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.
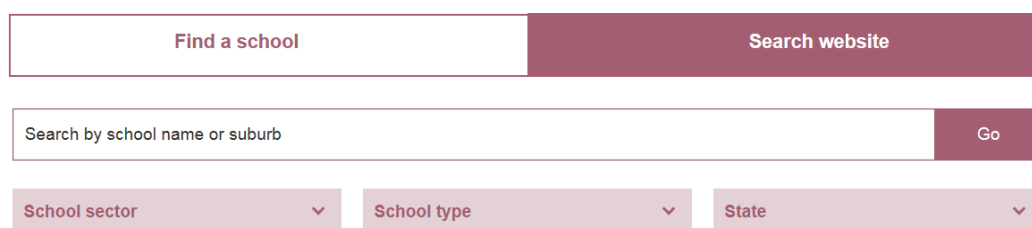
Parents are advised and reminded that regular student attendance will maximize their learning opportunities. The Principal will meet personally with parents to address student attendance concerns. Individual incentive programs also occur to encourage students to attend school regularly.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.