# Kalkie State School
# Queensland State School Reporting
# 2014 School Annual Report

| | |
|---|---|
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## Principal's foreword

Introduction

It is with much pride that I present the 2014 Annual Report for Kalkie State School. This report provides a summary of achievements for 2014 and goals for the future under several organisational headings including:

- The School at a Glance,
- Our Staff Profile and
- Performance of our Students.

School progress towards its goals in 2014

| | |
|---|---|
| **Successful Learners**<br><br>• Implement the Australian Curriculum<br>• Key literacy and numeracy improvement strategies<br>• Differentiation strategies | • The Australian Curriculum is embedded along with the Kalkie Assessment and Reporting Framework<br>• Reading at Kalkie strategies are embedded and progress is evident<br>• Differentiation strategies for learning and assessment are embedded<br>• Various strategies are used to ensure a progression of students in the Upper 2 Bands |
| **Great People**<br><br>• Implement performance reviews for all staff (eg. DPF)<br>• Learning and Wellbeing Framework | • The DPF with all staff is embedded ensuring an alignment to school improvement priorities and individual needs.<br>• Consultation and feedback structures are in place and occur in a timely manner (Once a term)<br>• Processes are in place to monitor staff and personal wellbeing |
| **Empowerment**<br><br>Develop and enact a pedagogical framework based on ASOT | The school is working through all elements of ASOT. Currently Design Questions 1 is embedded |
| **Engaged Learners**<br><br>Getting Ready For Secondary School<br><br>Parent and Community Engagement Framework | Year 6 and 7 students undertook a smooth transition to secondary school<br><br>Special activities occur for parents/grandparents to observe student learning and celebrate student achievement<br><br>Multiple communication channels are used to communicate with parents eg email, SMS, face book, telephone, web portal and letter<br><br>During 2014 the school actively promoted the school at Kindergartens |
| **High Standards**<br><br>T&L Audit priorities<br><br>Discipline Audit priorities<br><br>Internal Audit priorities<br><br>Opinion Survey priorities | The recommendations of the audits were implemented<br><br>The satisfaction of parents during 2014 were well above previous years |

Future outlook

| Successful Learners | Know the learner-analyse a range of data to ensure learners needs are known to all<br>Meet learners needs-differentiate the curriculum, teaching and assessment to cater for all students |
|---|---|
| Great People | Develop professional knowledge- embed ACARA<br>Develop professional practice- balanced reading program embedded, 7 steps to writing embedded<br>Develop professional engagement- embed elements of ASOT, continue to use PLC's as forum for professional discussion and sharing, provide opportunities for coaching and mentoring |
| High standards | Embed the Explicit Improvement Agenda<br>Implement strategies from audit reports |
| Engaged Partners | Enhance partnerships with local groups, businesses<br>Promote parent participation through increased communication<br>Provide programs and opportunities for parents to support their child's learning |

# Our school at a glance

School Profile

**Coeducational or single sex:    Coeducational**

**Year levels offered in 2014:      Prep Year - Year 7**

**Total student enrolments for this school:**

| | Total | Girls | Boys | Enrolment Continuity<br>(Feb – Nov) |
|---|---|---|---|---|
| 2012 | 346 | 164 | 182 | 89% |
| 2013 | 322 | 160 | 162 | 88% |
| 2014 | 308 | 147 | 161 | 93% |

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

Characteristics of the student body:

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 program support to students with a verified disability. The school has a very small Indigenous population (less than 4%)

## Average class sizes

| Phase | Average Class Size | | |
|---|---|---|---|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 24 | 22 | 18 |
| Year 4 – Year 7 Primary | 24 | 21 | 25 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

## School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---|---|---|---|
| | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 11 | 3 | 13 |
| Long Suspensions - 6 to 20 days | 2 | 0 | 0 |
| Exclusions# | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

## Our distinctive curriculum offerings

- German is the specialised Language Other Than English (LOTE) program offered to Year 5-6 students.

- School Programs are inclusive with Special Education groups and Students with Disabilities integrated into mainstream classrooms.

- Selected students from Yr 3-6 participate in a 'Challenge Maths' program conducted by Kepnock SHS Mathematics Head of Department.

- Selected students in years 5-6 participate in Academic challenge programs ( English and Science) conducted by Kepnock SHS

- Kalkie continues to be a member of the Coral 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 an extensive one with Classroom Music as well as Instrumental Music in Strings, Brass, Woodwind and Percussion Instruments.

- Kalkie has a strong Reef Guardian program for interested students

## Extra curricula activities

The Reef Guardian Program continued in 2014 extending across all year levels.

The renowned Kalkie Marching Drum Band, established in 1972 continues to perform for school and community events.

Our music program also extends into choirs, string ensemble and concert band that

participate in the local Eisteddfod and Fanfare competitions.

Kalkie's Got Talent involves many students' performances and has become an annual event.

An Activities Room enables student social interaction through constructions and games including a Chess Club.

Older Kalkie students continue to be involved in the Rugby League Development Cup program and other students achieve sporting success representing the school at district, region and state level.

## How Information and Communication Technologies are used to assist learning

Kalkie aims to create the conditions under which ICTs can be integrated as everyday tools for learning and delivering curriculum. We have formed a vision of an ICT-rich environment in which students and teachers have a seamless access to ICTs. To achieve this goal, professional development will focus on ICT as integral to all phases of learning. We already have a culture of sharing and mentoring in and across teaching teams. This will be enhanced by the use of our intranet tools as well as

utilising more fully team site tools of OnePortal. To continue to enhance ICT in the classroom the school purchased XO's for all students in prep-3

## Social Climate

Kalkie is a family oriented school and we welcome parent participation. Kalkie State School 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. In the 2014 school opinion survey 100% of parents agree this is a good school and would recommend this school to others.

## Parent, student and staff satisfaction with the school

| Performance measure | | | |
|---|---|---|---|
| Percentage of parent/caregivers who agree# that: | 2012 | 2013 | 2014 |
| their child is getting a good education at school (S2016) | 94% | 93% | 100% |
| this is a good school (S2035) | 94% | 93% | 100% |
| their child likes being at this school* (S2001) | 91% | 100% | 94% |
| their child feels safe at this school* (S2002) | 97% | 96% | 100% |
| their child's learning needs are being met at this school* (S2003) | 91% | 85% | 94% |
| their child is making good progress at this school* (S2004) | 94% | 93% | 94% |
| teachers at this school expect their child to do his or her best* (S2005) | 97% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 91% | 96% | 92% |
| teachers at this school motivate their child to learn* (S2007) | 97% | 96% | 94% |
| teachers at this school treat students fairly* (S2008) | 86% | 96% | 97% |
| they can talk to their child's teachers about their concerns* (S2009) | 94% | 96% | 92% |
| this school works with them to support their child's learning* (S2010) | 97% | 96% | 97% |
| this school takes parents' opinions seriously* (S2011) | 88% | 83% | 94% |
| student behaviour is well managed at this school* (S2012) | 86% | 89% | 94% |
| this school looks for ways to improve* (S2013) | 91% | 88% | 100% |
| this school is well maintained* (S2014) | 100% | 100% | 100% |
| **Performance measure** | | | |
| Percentage of students who agree# that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 98% | 100% | 96% |
| they like being at their school* (S2036) | 95% | 94% | 91% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of parent/caregivers who agree# that: | 2012 | 2013 | 2014 |
| they feel safe at their school* (S2037) | 97% | 98% | 90% |
| their teachers motivate them to learn* (S2038) | 100% | 100% | 96% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 98% | 100% | 97% |
| teachers treat students fairly at their school* (S2041) | 92% | 98% | 91% |
| they can talk to their teachers about their concerns* (S2042) | 92% | 97% | 89% |
| their school takes students' opinions seriously* (S2043) | 86% | 97% | 93% |
| student behaviour is well managed at their school* (S2044) | 81% | 89% | 87% |
| their school looks for ways to improve* (S2045) | 94% | 97% | 93% |
| their school is well maintained* (S2046) | 100% | 100% | 97% |
| their school gives them opportunities to do interesting things* (S2047) | 100% | 95% | 97% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 89% | 91% |
| they feel that their school is a safe place in which to work (S2070) | | 97% | 100% |
| they receive useful feedback about their work at their school (S2071) | | 76% | 75% |
| students are encouraged to do their best at their school (S2072) | | 100% | 100% |
| students are treated fairly at their school (S2073) | | 97% | 100% |
| student behaviour is well managed at their school (S2074) | | 80% | 87% |
| staff are well supported at their school (S2075) | | 80% | 81% |
| their school takes staff opinions seriously (S2076) | | 79% | 83% |
| their school looks for ways to improve (S2077) | | 91% | 94% |
| their school is well maintained (S2078) | | 94% | 100% |
| their school gives them opportunities to do interesting things (S2079) | | 80% | 88% |

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

# 'Agree' represents the 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

Kalkie operates an 'Open Door' policy where all parents are welcomed and invited to visit and discuss the operation of our 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 (Year 1-3); Home Reading program (Prep-5); Group Rotations (Prep-6); Reading, Maths, Literacy, Craft and Cooking activities; assisting with Excursions/Camps. Cultural Events which have significant parental involvement include: School ANZAC Day ceremony,  interhouse Athletics, Friday Whole School Assemblies/Celebrations , Drum Band practices and play-outs; Fancy Dress Ball, Easter Hat Parade, Family Fun Day and Celebration Day.

In 2013 we introduced Grandparents day as a way of involving the important people in our children's lives. In 2104 the participation rate in this event doubled with over 100 grandparents and or pseudo grandparents attending the school.

Other parental involvement includes: Parents and Citizens Association, Tuckshop Committee, Management Committee; attending Parent Information sessions, Parent/Teacher Interviews. Our P&C Association is an active and very supportive group of parents who meet monthly to discuss a wide range of topics relevant to our school.

## Reducing the school's environmental footprint

Kalkie SS has a number of environmental initiatives for water and electricity management as well as recycling programs.

| Years | Environmental footprint indicators | |
| --- | --- | --- |
| | Electricity kWh | Water kL |
| 2011-2012 | 76,700 | 1,159 |
| 2012-2013 | 72,783 | 1,086 |
| 2013-2014 | 79,144 | 3,341 |

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.
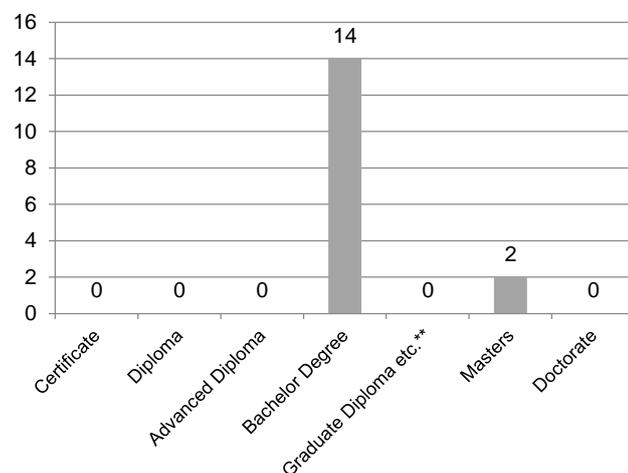
## Our staff profile

### Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|---|---|---|---|
| Headcounts | 29 | 17 | 0 |
| Full-time equivalents | 24 | 10 | 0 |

**Qualification of all teachers**

| Highest level of attainment | Number of Teaching Staff * |
|---|---|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 14 |
| Graduate Diploma etc.** | 0 |
| Masters | 2 |
| Doctorate | 0 |
| **Total** | **16** |



*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 2014 were $22079

The major professional development initiatives are as follows:

ASOT

Literacy & Numeracy

7 Steps to Writing

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

| Average staff attendance | 2012 | 2013 | 2014 |
|---|---|---|---|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 95% |

## Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2014 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

[                    ] GO

Search by suburb, town or postcode

[                    ]

Sector ☑ Government
☑ Non-government

SEARCH

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 webpage.

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

## Performance of our students

### Key student outcomes

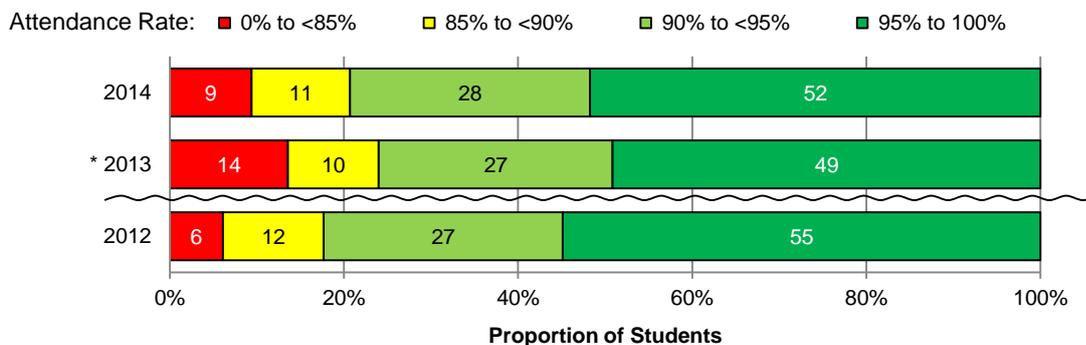| Student attendance | 2012 | 2013 | 2014 |
|---|---|---|---|
| The overall attendance rate for the students at this school (shown as a percentage). | 94% | 93% | 93% |

The overall attendance rate in 2014 for all Queensland 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 |
| 2012 | 95% | 96% | 94% | 94% | 94% | 95% | 92% | | | | | |
| 2013 | 92% | 93% | 93% | 93% | 93% | 91% | 94% | | | | | |
| 2014 | 93% | 94% | 93% | 93% | 94% | 93% | 92% | | | | | |

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.

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

| | | |
|---|---|---|
| 2014 | 9 | 11 | 28 | 52 |
| * 2013 | 14 | 10 | 27 | 49 |
| 2012 | 6 | 12 | 27 | 55 |

0%   20%   40%   60%   80%   100%

**Proportion of Students**

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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.

Class teachers mark class rolls daily and return the rolls to the Administration Office each Monday for entering into One School. Any unexplained absences are followed

up with phone contact by class teachers and when necessary the Deputy Principal or Principal.

Parents are advised and reminded that regular student school attendance will maximise their learning opportunities. On occasions the Deputy Principal or Principal will meet personally with parents to address student attendance concerns.

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

## 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.**

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## Achievement – Closing the Gap

There continues to be a slight gap between indigenous and non-indigenous students most predominately in year 3 in the areas of Reading, Writing and Numeracy. There have been some significant improvements in all areas in year 3 data. There is improvement in attendance of our indigenous students. The school is working towards closing the gaps in those areas through individual tutoring and incentive schemes for attendance.