

Kalbar State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The Kalbar community have always demonstrated a high sense of pride in its school. All members of the staff take pride in their work and in the school itself. It is no surprise therefore that both academic and survey results are positive.

This report identifies the goals of the school, its direction, its achievements, and the community's perspective on the performance of the school. Whether you are a present member of the Kalbar School community, a prospective member, or just an interested reader, I am sure that you will identify the many strengths of the school and see the value of the hard work of many and the great results we achieve.

In 2015 Kalbar School becomes an Independent Public School. This new focus will allow for new directions and focus for Kalbar State School and its community.

I am always happy to speak to people about the direction, achievements and advantages of education at Kalbar State School, should you have further questions after reading this report.

Chris Muir

Principal

School progress towards its goals in 2014

- Student Learning Support success evidenced by students in lower bands progressed strongly
- Professional Development – Explicit Teaching, ICT (edstudios, Ipads) Differentiation, Vocabulary teaching training, Comprehension teaching training, Behaviour management training.
- ICT integral to curriculum. Evidenced by all teachers using Curriculum to the Classroom and use of interactive whiteboards, ipads, edstudios, virtual classrooms.
- Improved student learning outcomes
- Improving behaviour trends
- Community involvement and harmony has improved
- Improvements to School facilities – grounds, buildings & community satisfaction with grounds
- Embedding the Explicit Teaching Pedagogical Framework
- Positive staff relations, valuing of staff, staff morale and well-being (evidenced by School Opinion Surveys)
- Curriculum delivery is increasingly delivered in most classrooms electronically.

Future outlook

- Improve student-learning outcomes in literacy and numeracy across the school. A range of actions are in place or will be in place to enhance learning.
- Progression of upper bands. Evidence points to students in higher bands not showing the same degree of progression as those in lower bands.
- Progression of grammar & punctuation in middle and upper bands in upper school
- Student behaviour/bullying –A focus from all staff has been placed on reducing student bullying. Marketing to parents that our relative rate of bullying is low will be improved.
- Assessment for learning, student feedback strategies will be implemented
- Variety of classroom and school activities and opportunities will be extended through “Options Program.”
- Increased active involvement of parents in education.
- School curriculum programs will be regularly updated.
- To have an active and engaged ICT program embedded throughout the school that leads to visible and measureable outcomes for students and curriculum delivery that utilises Information Communication Technology.
- Support children’s holistic wellbeing through health and physical activity programs; strategies that support positive behaviour; and learning environments that encourage creative thinking and actions as global citizens.
- Improve transitions between home, school and secondary education.
- Implement innovative programs to enhance student outcomes and form stronger partnerships with community

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	248	108	140	94%
2013	224	102	122	96%
2014	231	110	121	98%

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

Characteristics of the student body:

The school continues to maintain its mono-cultural nature. 100% of students have English as a first language however 2.6% of students are now from a non-Australian background or have non-Australian background experiences. Ninety-four % of people living in Kalbar speak English as their first language at home. Indigenous Australians make up 2% of the school population however none of these are involved with any indigenous groups outside of school.

Kalbar and surrounds has an ICSEA score of 967. This places the area in the 32nd percentile. Twenty-five percent of students come from single parent families.

Our students demonstrate manners and respect which impacts on the low number of behaviour incidents with which we deal. Most of our families value education and on the whole teachers are able to work closely with parents to ensure a strong rapport. Behaviour incidents are low.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	22
Year 4 – Year 7 Primary	26	25	26
Year 7 Secondary – Year 10			

Phase	Average Class Size		
	2012	2013	2014

Year 11 – Year 12

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	4	3	11
Long Suspensions - 6 to 20 days	0	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

Kalbar State School's curriculum framework is a dynamic document that reflects our journey of curriculum reform in a multi-age setting that began in 2012. We continue to work towards creating a school curriculum that is engaging, relevant and that leads to academic achievement.

The influences on our curriculum framework are evident through:

- a constructivist approach to teaching;
- the Productive Pedagogies embedded in units;
- a team approach to the planning and implementation of units;
- ICTs and Technology integrated into all units of work;
- a reporting framework that supports a 5 point scale.

Extra curricula activities

Extra curricula activities

- HPE School Camping Program:

- Year 5 students participate in a Leadership Camp at the end of the year
- Project Club: students in the upper school actively participate in Project Club where they are encouraged in decision-making practices to support school, local and global charities through fund-raising events.
- School Band
- Choir
- Options Program
- Days of Excellence
- Arts Council
- Various in-house shows
- Friends for Life
- Guidance Counseling.
- Chaplaincy Service

How Information and Communication Technologies are used to assist learning

Kalbar State School continues to look forward to the future creating a major focus on Information Technology . Information Communications technology has once again found a focus as a goal for our Strategic Plan for 2012-2016. Teachers predominantly use Curriculum to the Classroom as their major curriculum document for literacy, numeracy and science. Teachers utilise the electronic tools and resources as part of this toolkit. The interactive whiteboard is used in all classrooms as a method of delivering curriculum, and motivating students. It enables teachers to cater for all learning styles.

Our ratio of 1:4 computers in the school continues to be maintained, with our depreciation schedule on track for realizing that no computer in any classroom is over 4 years old. Year 6 & 7 students have a bank of laptops to assist in ICT integration.

A few ways we assist student learning are:

- Use of on-line learning
- Curriculum to the Classroom
- Mathletics
- Reading Eggs
- Interactive Whiteboards
- Video Production
- Using Learning Objects

- accessing relevant websites for teaching and learning opportunities
- ipad use
- EdStudio and Virtual Classroom implemented across school
- Project 600 involvement

Social Climate

Kalbar State School offers a safe, supportive environment where everyone feels safe and is valued. The school climate is very positive with students, parents, teachers and members of the community working together to maximise the learning opportunities of all our students. This is reflected in School opinion Survey results shown below. The administration works closely with the School Parents and Citizens. The school works within a framework that manages behaviour in a positive way and promotes education.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	97%	96%
this is a good school (S2035)	97%	91%	94%
their child likes being at this school* (S2001)	92%	97%	94%
their child feels safe at this school* (S2002)	97%	91%	96%
their child's learning needs are being met at this school* (S2003)	100%	97%	94%
their child is making good progress at this school* (S2004)	100%	94%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	91%	94%
teachers at this school motivate their child to learn* (S2007)	100%	94%	96%
teachers at this school treat students fairly* (S2008)	92%	88%	90%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	96%
this school works with them to support their child's learning* (S2010)	97%	94%	90%
this school takes parents' opinions seriously* (S2011)	92%	94%	87%
student behaviour is well managed at this school* (S2012)	92%	91%	90%
this school looks for ways to improve* (S2013)	95%	94%	94%
this school is well maintained* (S2014)	100%	97%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	96%	96%
they like being at their school* (S2036)	88%	96%	94%
they feel safe at their school* (S2037)	90%	87%	97%
their teachers motivate them to learn* (S2038)	100%	98%	99%
their teachers expect them to do their best* (S2039)	98%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	98%
teachers treat students fairly at their school* (S2041)	88%	87%	93%
they can talk to their teachers about their concerns* (S2042)	91%	96%	94%
their school takes students' opinions seriously* (S2043)	88%	89%	93%
student behaviour is well managed at their school* (S2044)	95%	81%	90%
their school looks for ways to improve* (S2045)	95%	98%	98%
their school is well maintained* (S2046)	98%	91%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	93%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	9
they receive useful feedback about their work at their school (S2071)		90%	90%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		97%	97%
student behaviour is well managed at their school (S2074)		97%	97%
staff are well supported at their school (S2075)		93%	86%
their school takes staff opinions seriously (S2076)		93%	83%
their school looks for ways to improve (S2077)		97%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		90%	90%

* 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

Kalbar State School values the involvement our parents play in the daily running of the school. They are actively involved in many aspects of the teaching and learning program through:

- classroom activities in reading groups and other literacy activities
- support art and cooking activities
- PMP (Perceptual Motor Program) in the Early Childhood area
- Excursion/camp support
- Transporting students to swimming, sporting venues and other activities
- Tuckshop volunteers
- P & C Executive, officers and members
- P & C Sub-committees
- Parent fundraising
- Parent availability to help when asked
- Support a Reader Programs
- Chess Club
- Options Program
- Fitness Program

Partnerships have been developed in many ways over the past years between school and local community members and groups. These partnerships complement our school program and we highly value the support and interest shown to the 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.

Kalbar State School promotes environmental sustainability through education and its day-to-day practices. Staff members have awareness that to truly teach environmental sustainability it must be modelled. The school has engaged in preparing and implementing a Sustainable Environmental Management Program. Growth in school population and the addition of major facilities has led to increased energy use over this period. Actions are in place to minimize energy use. The school has implemented the following systems to reduce its environmental footprint.

- Solar Electricity
- Water Storage systems with a capacity of over 50,000 L
- Ensuring Air conditioners are set to maximize output and energy consumption
- Ensuring lights are turned off when areas are not in use.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2011-2012	83,188	617
2012-2013	58,104	587
2013-2014	75,752	257

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.

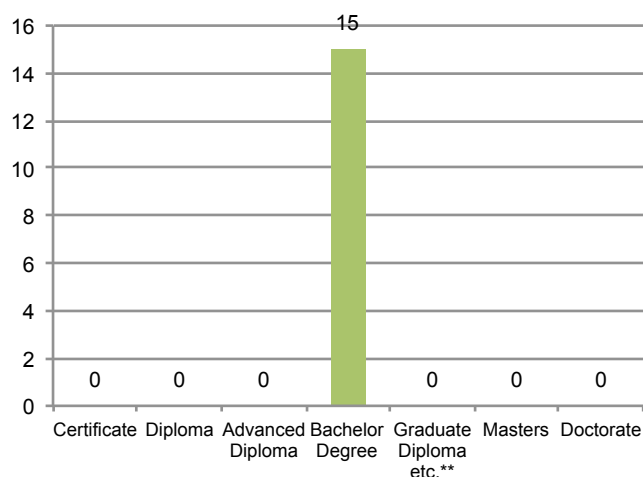
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	23	12	0
Full-time equivalents	15	7	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	15



*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 major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2014 were \$10,884

The major professional development initiatives are as follows:

Staff engaged in Professional development in the following areas in 2014

1. Teaching Spelling
2. Explicit Teaching Pedagogy (Archer & Hughes)
3. Teaching Reading
4. Comprehension Training
5. ICT – Edstudios, ipads
6. Behaviour Support
7. Writing - Moderation
8. Analysing Data
9. Peer Mentoring internal and external

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

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% 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

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 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%

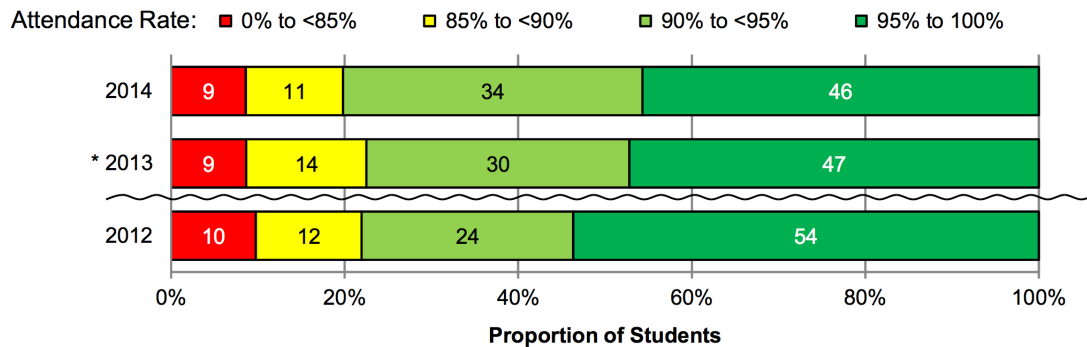
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	94%	93%	94%	94%	94%	95%	96%					
2013	90%	95%	95%	93%	95%	90%	96%					
2014	94%	93%	94%	93%	95%	94%	93%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*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 rolls are marked twice a day. Parents are required to contact the school in the case of absences. A note is sent home at the end of each week where non-notifications occur.

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

Data Withheld- low cohort