

Kalbar State School

Queensland State School Reporting

2015 School Annual Report



INDEPENDENT PUBLIC SCHOOL

Postal address	PO Box 17 Kalbar 4309
Phone	(07) 5469 9333
Fax	(07) 5469 9300
Email	principal@kalbarss.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	Chris Muir

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.

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

Chris Muir

Principal

School progress towards its goals in 2015

- Student Learning Support success evidenced by students in lower bands progressed strongly
- Professional Development – Explicit Teaching, ICT (edstudios, Ipads) Differentiation, spelling teaching training, Comprehension teaching 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
- Low behaviour incidents
- Community involvement and harmony has stabilised
- Improvements to School facilities – grounds, buildings & community satisfaction with grounds
- Embedded pedagogical framework (Explicit Instruction- Archer & Hughes)
- 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 and monitoring will be streamlined.
- Data Collection and analysis processes will be streamlined
- 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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	224	102	122	9	96%
2014	231	110	121	5	98%
2015	212	101	111	4	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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. 94% 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 991. This places the area in the 39nd 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		
	2013	2014	2015
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	25	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	11	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

“Virtual Classrooms or Ed Studios”, have been set up by several teachers whereby teacher and students have a dedicated safe web space to share their learning among all class members. The teacher places homework, class assignments, and weekly and daily work expectations on the virtual classroom site for the students to access. Online mathematics, reading and spelling resources are used to support skill development. Access to the Internet provides a rich source of research material for students across all curriculum areas. All classes use Mathletics and Reading Eggs, an online resource available for access by students at home and school to improve individual skills and competencies in the area of literacy and numeracy. A range of software is available for students to access. These include multimedia and movie making applications.

All classes have a mix of lap tops and ipads to be used to support learning in their classrooms. Lap tops and ipads can also be borrowed from the library during class time and during lunch breaks.

Curriculum delivery

Our approach to curriculum delivery

- Explicit Instruction Framework (Archer & Hughes) used in teaching new concepts in Mathematics and Literacy
- Explicit teaching of Reading in all year levels with teaching and learning programs based on valid and reliable data about each student.
- Explicit reading goals are established with feedback for growth for each student.
- Based on feedback, teachers are provided with a coach focussing on developing capacity in the teaching of reading.
- Arts program including: Instrumental music program for years 4-6, Junior and Senior Choirs
- A strong student leadership program including a student council.
- High valuing of sports activities including representative sports opportunities, intra-school activities.

Extra curricula activities

- Instrumental Music
- Guitar Tuition
- Rockfest
- School Camp for years 5 and 6
- Sports events: Cross Country, Athletics Carnival, Interschool sports competitions
- Project Club
- Koala Joeys Pre-Prep program

How Information and Communication Technologies are used to improve learning

All classes P-6 at Kalbar State School are actively engaged in using Interactive Whiteboards (IWB). Within their planning, teachers embed learning episodes that involve the use of computers and the interactive whiteboard. The IWB enables students to receive instant feedback promoting discussion, deep learning and conversation. The world is at the teachers and students fingertips via the Internet and the educational use of you-tube, Google earth and research sites.

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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	96%	100%
this is a good school (S2035)	91%	94%	100%
their child likes being at this school (S2001)	97%	94%	100%
their child feels safe at this school (S2002)	91%	96%	100%
their child's learning needs are being met at this school (S2003)	97%	94%	100%
their child is making good progress at this school (S2004)	94%	94%	100%
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%	94%	100%
teachers at this school motivate their child to learn (S2007)	94%	96%	100%
teachers at this school treat students fairly (S2008)	88%	90%	100%
they can talk to their child's teachers about their concerns (S2009)	97%	96%	100%
this school works with them to support their child's learning (S2010)	94%	90%	100%
this school takes parents' opinions seriously (S2011)	94%	87%	100%
student behaviour is well managed at this school (S2012)	91%	90%	100%
this school looks for ways to improve (S2013)	94%	94%	100%
this school is well maintained (S2014)	97%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	96%	96%	100%
they like being at their school (S2036)	96%	94%	100%
they feel safe at their school (S2037)	87%	97%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their teachers motivate them to learn (S2038)	98%	99%	98%
their teachers expect them to do their best (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	96%	98%	98%
teachers treat students fairly at their school (S2041)	87%	93%	94%
they can talk to their teachers about their concerns (S2042)	96%	94%	94%
their school takes students' opinions seriously (S2043)	89%	93%	95%
student behaviour is well managed at their school (S2044)	81%	90%	94%
their school looks for ways to improve (S2045)	98%	98%	98%
their school is well maintained (S2046)	91%	98%	98%
their school gives them opportunities to do interesting things (S2047)	93%	100%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	96%
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%	90%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	100%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	97%	97%	100%
student behaviour is well managed at their school (S2074)	97%	97%	100%
staff are well supported at their school (S2075)	93%	86%	85%
their school takes staff opinions seriously (S2076)	93%	83%	84%
their school looks for ways to improve (S2077)	97%	100%	96%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	90%	90%	92%

'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

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
- Excursions and camp support
- Transporting students to swimming, sporting venues and other activities
- Tuckshop volunteers
- P&C executive officers and members
- Supporter reader programs
- Working Bees

Reducing the school's environmental footprint

Data is sourced from the school annual utilities returned 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 model. The school has engaged in preparing and implementing a sustainable environmental management program. Growth in school population and the addition of major facilities has lead to increased energy 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 the 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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	58,104	587
2013-2014	75,752	257
2014-2015		

*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

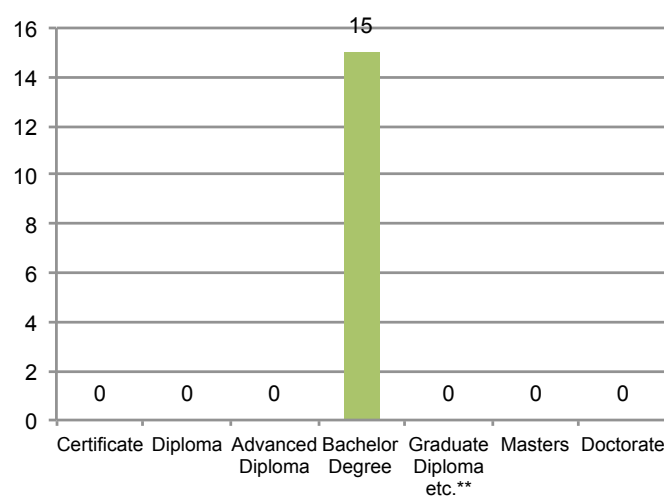
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	22	12	0
Full-time equivalents	15	8	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 total funds expended on teacher professional development in 2015 were \$[10, 900].

The major professional development initiatives are as follows:

- Teaching spelling
- Explicit teaching pedagogy(Archer and Hughes)
- Teaching reading
- Comprehension training
- Writing moderation
- Analysing garter
- Peer mentoring, internal and external

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

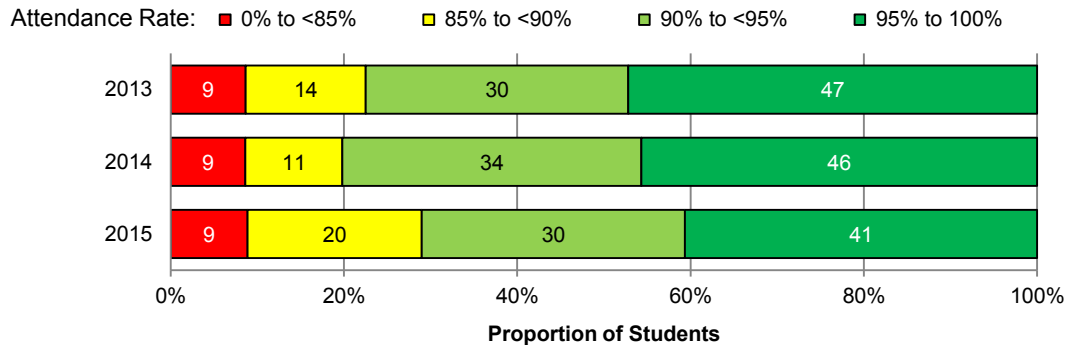
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	90%	95%	95%	93%	95%	90%	96%					
2014	93%	94%	93%	94%	93%	95%	94%	93%					
2015	91%	95%	94%	91%	95%	93%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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 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.

Find a school

Sector:

Government

Non-government

Where it says '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 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.