Kalbar State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Kalbar State School was established 127 years ago in the picturesque Fassifern Valley. The school is situated in the Scenic Rim Shire, 45km south of Ipswich. Many of the school families rely on farming and primary industries as their major income source, however there is significant growth in the area. Staff at Kalbar State School recognise that the fundamental goal of our teaching and learning program is to facilitate the development of literate and numerate students who can demonstrate agreed high standards as well as supporting the develpoment of the whole child. Physical Education plays a major role in the life of students. Each child receives over an hour of specialist time each week and outside agencies are often sought to provide our students with additional opportunities. Kalbar State School maintains strong community links: entrants into the Kalbar and Boonah shows, participation in the Kalbar Art Show, participation in Kalbar Country Day and ANZAC day Services. We have a very active and involved Parents and Citizens Association.

Principal's Forward

Introduction

School Progress towards its goals in 2016

The 2016 school improvement priorities in 2016 were:

READING

- Continue to embed a Kalbar State School Reading Framework.
- Build teacher capacity in Reading data collection.
- Targeted teaching to improve NAPLAN NMS and U2B in Reading.

*Reading remains a priority in 2017.

SPELLING

- Targeted teaching to improve NAPLAN NMS and U2B Spelling.
- Implement and embed a school wide Spelling Framework.
- Design and implement a coaching framework focussing on the teaching of Spelling.

*This priority has been fully completed in 2016.

NAPLAN IMPROVEMENT

- Implement and embed the 2016 NAPLAN strategy.

*NAPLAN U2B remains a priority in 2017.

DEVELEOP A DATA CULTURE

- Teacher conferences around classroom data twice a term
- Utilise Regional Data Coach to provide targeted professional learning to staff on developing data literacy skills

*Embedding a data culture in Reading remains a priority in 2017.

Future Outlook

Strategy – Reading	Timeline	Responsible Officer
Continue to embed Kalbar State School's Reading Framework with a specific focus on the explicit planning and teaching on the 5 reading procedures: Reading Aloud, Modelled, Guided, Shared and Independent Reading.	Throughout 2017	Principal HOC
Embed quality, evidence based comprehension strategies in all classrooms.		

Develop and implement a school wide observation, coaching and feedback cycle in Reading.		Classroom Teachers
		Support Staff
Embed the 'Big 6' as outlined in the school Reading Framework.		
Targeted data collection of Year 3/5 (Semester 1) & Year 2/4 (Semester 2) to support NMS and U2B Reading achievement.		

Strategy – Australian Curriculum	Timeline	Responsible Officer
Develop and implement quality assurance processes to ensure the Australian Curriculum is planned, taught and assessed in every classroom .	Throughout 2017	Principal
		HOC
		Classroom Teachers
		Support Staff

Strategy – Parent and Community Engagement	Timeline	Responsible Officer
Continue to build working partnerships with local early years providers.	Throughout 2017	Principal
Provide parent workshops.		HOC
Encourage active participation in the school council and P&C.		Classroom Teachers
Continue to lift profile of the school through marketing including professional brochures, media advertising, signage and high school partnerships.		Support Staff
Implement strategies to communicate with parents including up to date information around student progress and how they can support student learning at home.		

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	231	110	121	5	98%
2015*	212	101	111	4	97%
2016	212	108	104	7	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 2016, 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

Overview

Kalbar State School's student body is mostly Australian born with less than 3% population of an ethnic parentage. Socio-economic circumstances spread across the spectrum, as does the family occupation composition. Our students are resident, as opposed to transient and approximately 20% enrolments travel from outside the school's small catchment area due to parental choice. The vast majority of students begin school with us and remain for the duration of their primary education whereupon they transition to local high schools.

Our families value education and our teachers are able to work closely with parents and develop a strong rapport. Behaviour incidents are low.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	24
Year 4 – Year 7	26	26	22
Year 8 – 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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

Kalbar State School implements the Australian Curriculum across all year levels. The school offers LOTE (German), Music and PE amongst other extra curricula activities such as excursions, camps and incursions.

Our school also offers a comprehensive Koala Joey program once a week for children aged birth – 4 years old. This oral language program compliments the active Prep program in place.

Co-curricular Activities

Our students engage in Project Club to fundraise for local charities; Days of Excellence at Boonah State High; swimming lessons; excursions and incursions; Regional and District sports days; marching at ANZAC parades; Boonah Show; Kalbar Show; Curriculum Culmination Days; Under 8's Day; Writing Conferences and Public Speaking Competitions. Social Skilling Programs are run by our school Chaplain. Other opportunities include: instrumental music program, private music lesson opportunities and our annual Rockfest.

How Information and Communication Technologies are used to Assist Learning

Kalbar State School has over 60 classroom computers and laptops, which are internet connected and used by students and staff. Students have access to a variety of programs to enhance learning.

Social Climate

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	100%	100%
this is a good school (S2035)	94%	100%	96%
their child likes being at this school* (S2001)	94%	100%	100%
their child feels safe at this school* (S2002)	96%	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	100%	96%
their child is making good progress at this school* (S2004)	94%	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	96%
teachers at this school motivate their child to learn* (S2007)	96%	100%	100%
teachers at this school treat students fairly* (S2008)	90%	100%	96%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	100%
this school works with them to support their child's learning* (S2010)	90%	100%	96%
this school takes parents' opinions seriously* (S2011)	87%	100%	88%
student behaviour is well managed at this school* (S2012)	90%	100%	96%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
this school looks for ways to improve* (S2013)	94%	100%	96%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	96%	100%	100%
they like being at their school* (S2036)	94%	100%	99%
they feel safe at their school* (S2037)	97%	100%	98%
their teachers motivate them to learn* (S2038)	99%	98%	95%
their teachers expect them to do their best* (S2039)	100%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	94%
teachers treat students fairly at their school* (S2041)	93%	94%	89%
they can talk to their teachers about their concerns* (S2042)	94%	94%	94%
their school takes students' opinions seriously* (S2043)	93%	95%	94%
student behaviour is well managed at their school* (S2044)	90%	94%	87%
their school looks for ways to improve* (S2045)	98%	98%	96%
their school is well maintained* (S2046)	98%	98%	95%
their school gives them opportunities to do interesting things* (S2047)	100%	97%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	96%	97%
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)	90%	92%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	94%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	97%	100%	100%
staff are well supported at their school (S2075)	86%	85%	93%
their school takes staff opinions seriously (S2076)	83%	84%	93%
their school looks for ways to improve (S2077)	100%	96%	96%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	90%	92%	96%

* 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

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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

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. This is completed with the assistance of the school Guidance Officer, Chaplain and some outside agencies. Students focus on personal safety throughout the PE Australian Curriculum.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	11	2	6
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.

Environmental Footprint

Reducing the school's environmental footprint
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 led 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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	75,752	257
2014-2015		
2015-2016	120,532	532

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

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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

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

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	22	13	0
Full-time Equivalents	15	8	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	15

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Diploma	0
Certificate	0

*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 2016 were $17 956

The major professional development initiatives are as follows:

Reading pedagogy

Evidence based pedagogy

Data analysis

First Aid training

Teaching of spelling

Moderation

Peer coaching

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

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STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
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).	92%	90%	87%

*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 2016 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
2014	93%	94%	93%	94%	93%	95%	94%	93%					
2015	91%	95%	94%	91%	95%	93%	95%						
2016	91%	93%	94%	93%	91%	94%	94%						

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%
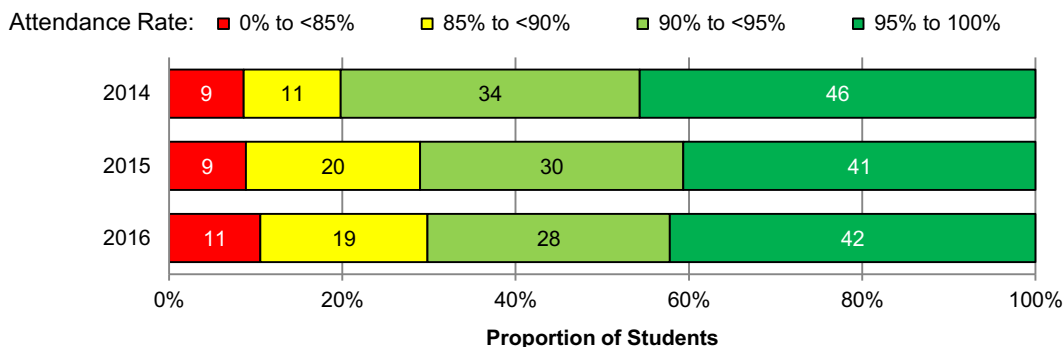
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

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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Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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 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

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.

Kind regards,

Angela Chant
Principal

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