|  |
| --- |
| 0343 |
| Kalbar State School |
| ANNUAL REPORT |
| 2018 |
| Queensland State School Reporting |
| Every student succeeding  State Schools Strategy  Department of Education |

|  |
| --- |
| Contact information |
|  |

|  |  |
| --- | --- |
| Postal address | PO Box 17 Kalbar 4309 |
| Phone | (07) 5469 9333 |
| Fax | (07) 5469 9300 |
| Email | principal@kalbarss.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on:   * the [*My School*](http://www.myschool.edu.au/) website * the [Queensland Government data](http://data.qld.gov.au/) website * the Queensland Government [schools directory](https://schoolsdirectory.eq.edu.au/) website. |
| Contact person | Angela Chant, Principal |

|  |
| --- |
| From the Principal |
|  |

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. The school is undergoing a major redevelopment. A new Administration, Library, Hall and Canteen are in the process of being constructed. The total project costs are over six million dollars. 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. Physical Education plays a major role in the life of students. Each child receives over an hour of specialist time each week as well as involvement in the Smart Moves Program. 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. Through the school Project Club we also support a variety of charities. We have a very active and involved Parents and Citizens Association..

School progress towards its goals in 2018

**Strategy: Reading**

* Continue to embed Kalbar Independent 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.

* Embed quality, evidence based comprehension strategies in all classrooms.
* Develop and implement a school wide observation, coaching and feedback cycle in covering targeted KLAs.
* Embed the ‘Big 6’ as outlined in the school Reading Framework.

**Strategy: Australian Curriculum**

* Develop and implement quality assurance processes to ensure the Australian Curriculum is planned,

taught and assessed in every classroom

* Continue to build working partnerships with local early years providers.
* Encourage active participation in the school council and P&C.

**Strategy: Parent and Community Partnerships**

* Continue to lift profile of the school through marketing including professional brochures, media

advertising, signage and high school partnerships.

* Implement strategies to communicate with parents including up to date information around student progress and how they can best support student learning at home.

Future outlook (2019)

***Collaboratively review our whole school curriculum framework aligned to the delivery of the Australian Curriculum:***

* Teachers to engage in curriculum planning, moderation and professional learning with the leadership team.
* Quality assure all ACARA curriculum areas are planned, assessed and reported on across all year levels as intended.
* Implement the Kalbar State School Planning and Moderation cycle focusing on pre-moderation with teaching teams, calibration (data cycles) and formal moderation (in school and cluster moderation)
* Engage with Regional Office Curriculum Principal Advisor to support the full implementation of ACARA by 2020.
* Update and implement school wide assessment and data collection to align with ACARA expectations.
* Use of streamlined unit overviews to inform whole school, year level and classroom planning of English.
* Consolidate and monitor use of key programs such as, Words Their Way, Seven Steps to Writing and Multi-lit.
* All year levels to use current and historic trends to identify needs of students in Reading and Writing.
* Introduce a Coder’s Club and / or robotics program during to enhance Digital Technologies within the school.
* Consolidate the teaching of Digital Technologies in Prep - Year 6 to prepare for NAPLAN online in 2020.

***Collaboratively review the school Pedagogical Framework and quality assure implementing using an observation and feedback cycle:***

* Collaboratively update and implement the school wide pedagogical framework to reflect the ‘Kalbar way’ with a focus on the explicit teaching in ACARA English.
* Build staff capacity in the planning and teaching of evidence based high yield strategies. E.g. Dr Lyn Sharratt’s ‘Putting faces on the data’
* Engage with Dr Lyn Sharratt on the 14 Parameters of School Improvement. Begin the ‘Clarity’ journey with all staff.
* Build capacti6y in our Teacher Aides to support the teaching staff in the implementation of a differentiated English program reflecting the agreed upon practices.

***Develop and implement a parent and community framework:***

* Engage parents and community members in school activities which support the learning of students
* Broaden communication to the school community and beyond (website upgrade and electronic communication)
* Enhance learning partnerships with local community organisations, business and schools including early year’s providers.

|  |
| --- |
| Our school at a glance |
|  |

School profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Coeducational or single sex | Coeducational | | | |
| Independent public school | Yes | | | |
| Year levels offered in 2018 | Prep Year - Year 6 | | | |
| Student enrolments |  | | | |
| Table 1: Student enrolments at this school |  | | | |
| Enrolment category | 2016 | 2017 | 2018 | 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](https://earlychildhood.qld.gov.au/early-years/kindergarten-programs/kindergarten-in-indigenous-communities) 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. |
| Total | 212 | 202 | 212 |
| Girls | 108 | 106 | 105 |
| Boys | 104 | 96 | 107 |
| Indigenous | 7 | 5 | 5 |
| Enrolment continuity (Feb. – Nov.) | 97% | 92% | 95% |

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phase of schooling | 2016 | 2017 | 2018 | Note:  The [class size](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools) 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. |
| Prep – Year 3 | 24 | 25 | 22 |
| Year 4 – Year 6 | 22 | 21 | 28 |

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 Independent 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 Independent 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. Please refer to our Responsible Behaviour Plan for Students for further information.

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) | 100% | 100% | 100% |
| * this is a good school (S2035) | 96% | 100% | 100% |
| * their child likes being at this school\* (S2001) | 100% | 100% | 100% |
| * their child feels safe at this school\* (S2002) | 100% | 100% | 100% |
| * their child's learning needs are being met at this school\* (S2003) | 96% | 92% | 100% |
| * their child is making good progress at this school\* (S2004) | 96% | 100% | 100% |
| * 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) | 96% | 92% | 95% |
| * teachers at this school motivate their child to learn\* (S2007) | 100% | 92% | 95% |
| * teachers at this school treat students fairly\* (S2008) | 96% | 92% | 95% |
| * they can talk to their child's teachers about their concerns\* (S2009) | 100% | 92% | 100% |
| * this school works with them to support their child's learning\* (S2010) | 96% | 100% | 100% |
| * this school takes parents' opinions seriously\* (S2011) | 88% | 92% | 100% |
| * student behaviour is well managed at this school\* (S2012) | 96% | 92% | 100% |
| * this school looks for ways to improve\* (S2013) | 96% | 100% | 100% |
| * this school is well maintained\* (S2014) | 100% | 100% | 95% |
| \* 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) | 100% | 98% | 100% |
| * they like being at their school\* (S2036) | 99% | 100% | 97% |
| * they feel safe at their school\* (S2037) | 98% | 100% | 99% |
| * their teachers motivate them to learn\* (S2038) | 95% | 98% | 100% |
| * their teachers expect them to do their best\* (S2039) | 99% | 100% | 100% |
| * their teachers provide them with useful feedback about their school work\* (S2040) | 94% | 100% | 97% |
| * teachers treat students fairly at their school\* (S2041) | 89% | 89% | 94% |
| * they can talk to their teachers about their concerns\* (S2042) | 94% | 98% | 94% |
| * their school takes students' opinions seriously\* (S2043) | 94% | 98% | 95% |
| * student behaviour is well managed at their school\* (S2044) | 87% | 91% | 95% |
| * their school looks for ways to improve\* (S2045) | 96% | 100% | 100% |
| * their school is well maintained\* (S2046) | 95% | 98% | 99% |
| * their school gives them opportunities to do interesting things\* (S2047) | 99% | 98% | 99% |
| \* 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% | 94% | 95% |
| * they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 95% |
| * they receive useful feedback about their work at their school (S2071) | 93% | 94% | 85% |
| * they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 94% | 90% | 100% |
| * students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| * students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| * student behaviour is well managed at their school (S2074) | 100% | 100% | 100% |
| * staff are well supported at their school (S2075) | 93% | 88% | 85% |
| * their school takes staff opinions seriously (S2076) | 93% | 94% | 76% |
| * their school looks for ways to improve (S2077) | 96% | 100% | 89% |
| * their school is well maintained (S2078) | 100% | 100% | 100% |
| * their school gives them opportunities to do interesting things (S2079) | 96% | 94% | 83% |
| \* 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

Kalbar Independent 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 education 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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of school disciplinary absence | 2016 | 2017 | 2018 | 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. |
| Short suspensions – 1 to 10 days | 6 | 1 | 5 |
| Long suspensions – 11 to 20days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Environmental footprint

Reducing this school’s environmental footprint

Kalbar Independent 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 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

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 | 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. |
| --- | --- | --- | --- | --- |
| Electricity (kWh) | 120,532 | 87,244 | 62,908 |
| Water (kL) | 532 | 1,326 | 1,082 |
|  |  |  |  |

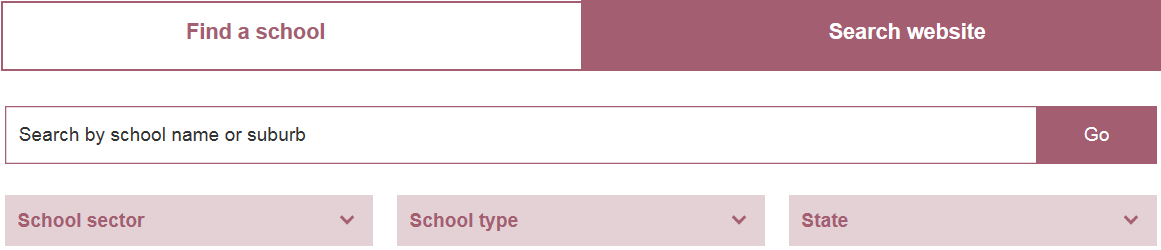
School funding

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*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘Finances’ and select the appropriate year to view the school financial information.



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 | 19 | 16 | 0 |
| Full-time equivalents | 14 | 9 | 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 | \*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
| --- | --- | --- |
| Doctorate | 0 |
| Masters | 0 |
| Graduate Diploma etc.\* | 0 |
| Bachelor degree | 19 |
| Diploma | 0 |
| Certificate | 0 |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $

The major professional development initiatives are as follows:

SWD - maintaining up to date knowledge ICP, ILP, EAP and document writing

On-line courses/mandatory training

Cluster Moderation – Writing

Curriculum Year level GTMJ SER initiative

Reading Pedagogical Practices

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. | 97% | 96% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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 | 93% | 92% | 91% |
| Attendance rate for Indigenous\*\* students at this school | 87% | 93% | 90% |
| \* 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 |  | Year level | 2016 | 2017 | 2018 | 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. |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep | 91% | 92% | 87% |  | Year 7 |  |  |  |
| Year 1 | 93% | 92% | 92% |  | Year 8 |  |  |  |
| Year 2 | 94% | 91% | 92% |  | Year 9 |  |  |  |
| Year 3 | 93% | 94% | 89% |  | Year 10 |  |  |  |
| Year 4 | 91% | 92% | 94% |  | Year 11 |  |  |  |
| Year 5 | 94% | 92% | 90% |  | Year 12 |  |  |  |
| Year 6 | 94% | 93% | 92% |  |  |  |  |  |

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx); and [*Roll Marking in State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Roll-Marking-in-State-Schools.aspx)*,* which outline processes for managing and recording student attendance and absenteeism.

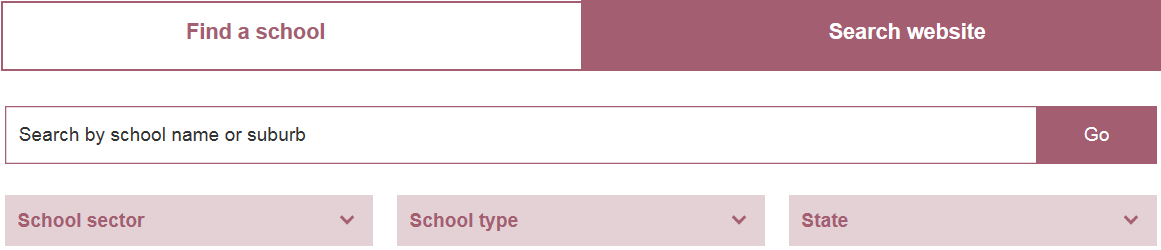
Class rolls are marked twice a day. Parents are required to contact the school in the case of absences. A note is sent home at the end of each week where non-notifications occur.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [*My School*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘NAPLAN’ to access the school NAPLAN information.



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](http://www.nap.edu.au/naplan)) is an annual assessment for students in Years 3, 5, 7 and 9.