Kalamia State School
Queensland State School Reporting
2014 School Annual Report

Postal address	PO Box 2126 Ayr 4807
Phone	(07) 4783 2191
Fax	(07) 4783 1052
Email	principal@kalamiass.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	Ben Cavanagh

Principal's foreword

Introduction

Kalamia State School provides quality education for children from the Preparatory Year to Year 7, in a multi-age setting. Our school community is dedicated towards achieving excellent results for our students and school. Our school motto, "Small schools achieve great things" is indicative of the philosophy of our strong school community.

This report provides a snapshot of the school performance and unique characteristics for the 2014 school year. From the 2014 Annual Implementation Plan a large percentage of key directions were achieved. This report will be made available to our parents and school community through a delivered photocopy with our fortnightly newsletter and on the school website.

School progress towards its goals in 2014

Priority	Progress Made
Reading	• Continued focus from previous year • Staff attended professional development on the explicit teaching of reading strategies • Reading groups embedded into the weekly timetable
Writing	• Explicit teaching of writing and spelling • Staff attended professional development on the explicit teaching of writing
Pedagogical Framework	• All staff were involved in the development and implementation of a whole school Pedagogical Framework based upon the Dimensions of Teaching and Learning (DoTL)
Learning and Wellbeing Framework	• Continued implementation of a Learning and Wellbeing Framework • Staff, parents and students engaged in KidsMatter Framework • Continued implementation of a social and emotional learning program - Bounce Back!
Parent and Community Engagement Framework	• Continued implementation of a Parent and Community Engagement Framework • Relationships between parents, community and school reinvigorated • Continued implementation of Stephanie Alexander Kitchen Garden Program • Continued implementation of KidsMatter Framework

Future outlook

Our key priorities for 2015:

- Improve Reading, Writing and Numeracy outcomes
- Implement the Australian Curriculum
- Build the capability of leaders and teachers
- Improve attendance rates
- Embed School Strategic Documents

Great Results Guarantee:

- Our school received $5000 Great Results Guarantee funding. This money was used to support improving student outcomes in literacy.

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 (Feb – Nov)
2012	32	15	17	81%
2013	11	3	8	78%
2014	10	4	6	71%

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

Characteristics of the student body:

Kalamia State School educates some children from Alva Beach however most children travel out from town to attend our school. The families of Kalamia State School have diverse occupational backgrounds. The majority of the school's families are wage earners.

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	14	6	6
Year 4 – Year 7 Primary			
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	4	4	0
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

- Explicit social and emotional learning lessons
- Oral language skill building
- Extensive access to and use of ICTs
- Literacy and Numeracy Blocks
- Focussed and explicit teaching of reading
- Camps and excursions providing real life, connected learning experiences
- A caring and supportive learning environment focused on catering for individual needs
- Stephanie Alexander Kitchen Garden Program
- Active sport representation including school, cluster and district based

Extra curricula activities

- Leadership Program

How Information and Communication Technologies are used to assist learning

Our classroom contains a bank of networked computers for everyday use by the students. Each unit of work contains ICT skills. There is an interactive whiteboard, which is regularly used by students and teachers alike. Our student computer ratio is 1:1. Staff and students have ready access to a wide range of ICT hardware and software including:

- Email and internet access
- Digital imaging using still and video cameras
- iPad
- Direct curriculum integration of a range of generic software applications scaffolded and sequenced across the school e.g. Reading Eggs, Mathletics, Study Ladder.

Social Climate

Like many small schools, Kalamia State School is family-oriented. The school community recognises the importance of a team effort. The school's culture is one where members work co-operatively as partners in the learning process. The students of Kalamia State School are well supported by a dedicated and enthusiastic staff and a caring and committed parent community.

The results of the annual School Opinion Survey show that 100 percent of students are happy to come to this school with the school mean being equal to or above that of the State and Like Schools. The School Opinion Survey results also show a 100 percent parent satisfaction rate that their children are safe at this school. This school mean is also consistently equal to or higher than that of the State.

Student, staff and parent successes are celebrated through our fortnightly newsletter, website and Facebook page. Good news stories are placed in local newspapers.

Social gatherings of school community e.g. Fancy Dress Ball.

Staff access to Employee Advisor.

A Responsible Behaviour Plan for Students and a Bullying Prevention Strategy are utilised in our school community to promote positive behaviours.

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)	92%	100%	100%
this is a good school (S2035)	92%	100%	100%
their child likes being at this school* (S2001)	83%	100%	100%
their child feels safe at this school* (S2002)	85%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	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)	92%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	85%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	92%	100%	100%
student behaviour is well managed at this school* (S2012)	85%	100%	100%
this school looks for ways to improve* (S2013)	85%	100%	100%
this school is well maintained* (S2014)	92%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	86%	DW	100%
they like being at their school* (S2036)	93%	DW	100%
they feel safe at their school* (S2037)	92%	DW	100%
their teachers motivate them to learn* (S2038)	93%	DW	100%
their teachers expect them to do their best* (S2039)	93%	DW	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	DW	100%
teachers treat students fairly at their school* (S2041)	79%	DW	100%
they can talk to their teachers about their concerns* (S2042)	86%	DW	80%
their school takes students' opinions seriously* (S2043)	86%	DW	100%
student behaviour is well managed at their school* (S2044)	69%	DW	100%
their school looks for ways to improve* (S2045)	100%	DW	100%
their school is well maintained* (S2046)	100%	DW	100%
their school gives them opportunities to do interesting things* (S2047)	92%	DW	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%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* 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

The parents of Kalamia State School show genuine interest in and concern for their children's education by supporting the school's many activities. Many parents provide assistance with school programs and initiatives. Our parents always support class activities, excursions, camps, tuckshop, providing transport to and from sport and cultural activities, and assisting with swimming classes.

The Parents and Citizens Association is active in providing a great deal of support to the school through grounds maintenance, fundraising and involvement in school activities. The members of the Association are involved in the decision-making processes of the school. Monthly P&C meetings are scheduled on a flexible basis.

Parents are kept up to date with school matters through fortnightly newsletters, email and through personal communications.

Parents are always welcomed into the school and encouraged to participate in school programs as much as possible.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Sustainability education has been a big part of the curriculum, with students developing ways of reducing our use of energy and water.

In 2014 solar panels were continued to be used to reduce our environmental footprint.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	18,391	405
2012-2013	13,039	266
2013-2014	-1,155	44

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.

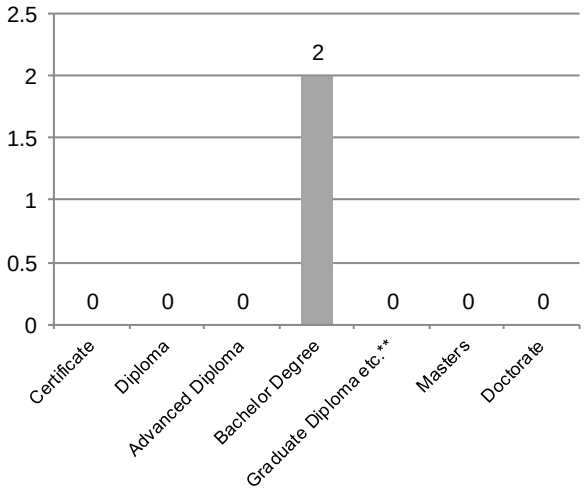
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	2	2	0

Qualification of all teachers

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



*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 $5030.68

The major professional development initiatives are as follows:

- Senior First Aid Certificate
- Moderation of assessment
- Principal leadership
- OneSchool Finance
- Explicit teaching of writing
- Stephanie Alexander Kitchen and Garden
- Faces to Data – Lyn Sharratt
- Kids Matter

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.	97%	99%	96%

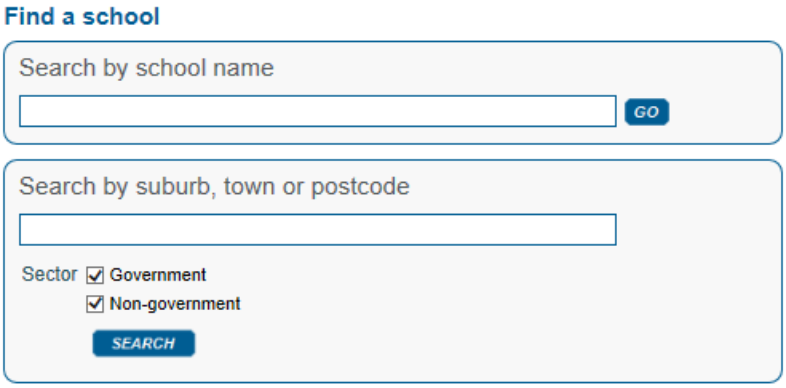
Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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.**



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%	94%	93%

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

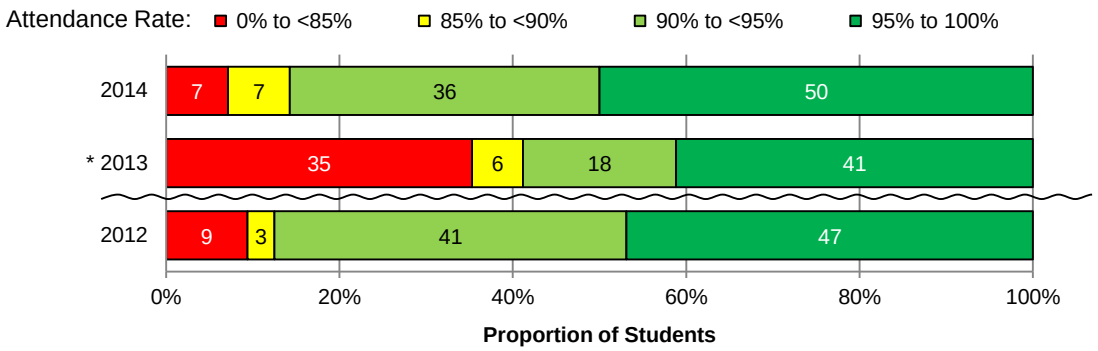
Student attendance rate for each year level (shown as a percentage)

	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%	91%	92%	95%	DW	98%	95%					
2013	98%	DW	92%	0%	95%	DW	DW					
2014	95%	97%	75%	96%	DW	DW	89%					

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.

Student attendance at Kalamia State School is monitored daily via the marking of class rolls in the morning and afternoon. The school has a low incidence rate of unexplained absences as parents are expected to report their child's absence via a phone call, note, email or personal communication with members of staff. Unexplained absences are followed up with notes or phone calls from school administration staff to ascertain the necessity of the absence. Reminders about parent obligations to ensure students attend school regularly, and the need to inform the school of student absence, are also relayed through the school newsletter and Handbook for Parents.

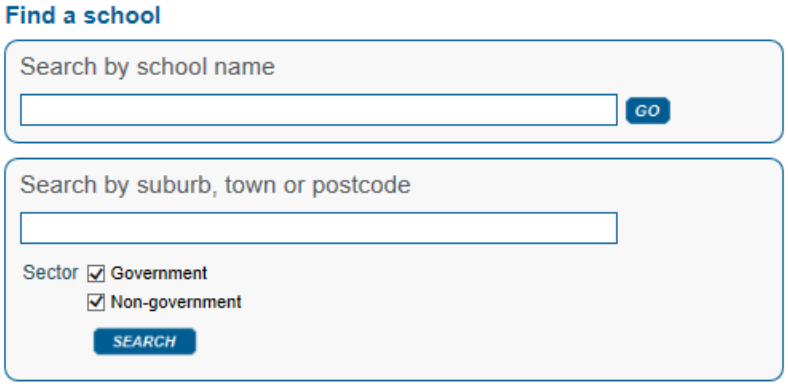
Many proactive strategies for encouraging high attendance rates were used during 2013 including:

- the introduction of an award recognising the student with the highest attendance rate for the year
- regular information communicated to parents about the importance of regular attendance and the connection to high academic achievement
- current school attendance rates publicised in the school newsletter

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

In 2013 we met all systemic targets in Closing the Gap between Indigenous and Non-Indigenous students, in the areas of Attendance, Attainment and Retention.