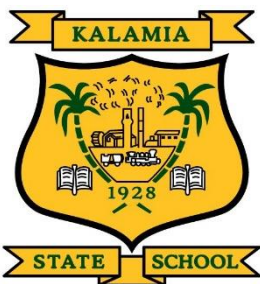


Kalamia State School

Queensland State School Reporting

2015 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

Our school is proud to provide students with an education in a caring and supportive environment. We cater for students from Prep to Year six. As a small school, we deliver our curriculum through a multi-Level class, with a variety of small group and individual learning groups.

We are committed to providing learning programs that cater for the diversity of students in our community. Our efforts to achieve this are supported by an exceptionally experienced and dedicated team of staff members who interact closely with the students and their families.

Our academic program is complemented and supported by a range of sporting, recreational and cultural activities. We continued to implement KidsMatter school program and endeavour to make learning exciting and engaging for all of our students.

At Kalamia State School, education involves the school community working in partnership to develop the full potential of each child in a warm, caring and personal environment. I extend a warm welcome to you and invite you to contact us with any enquiries you may have

Kalamia State School provides quality education for children from the Preparatory Year to Year 6, in a multi-level 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.

School progress towards its goals in 2015

This report provides a snapshot of the school performance and unique characteristics for the 2015 school year. From the 2015 Annual Implementation Plan, and funding from *Great Results Guaranteed* (GRG) of which we received \$5,000, most of key targets were achieved.

They included:

- Improve Reading, Writing and Numeracy outcomes
- Implementing the Australian Curriculum
- Building the capability of leaders and teachers
- Improve student attendance rates
- Embed school strategic documents

Future outlook

Our Key priorities for 2016 are:

- Improve Reading, Writing and Numeracy outcomes
- Build the capability of leaders and teachers
- Improve attendance rates

Investing For Success:

- Our school received \$5000 Investing For Success (IFS) funding. This money was used to support improving student outcomes in literacy and staff professional development about students with disabilities.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	11	3	8	1	78%
2014	10	4	6		71%
2015	11	6	5	3	89%

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:

Kalamia State School educates children from Kalamia Estate, Sutcliffe Estate, Alva Beach and some 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, of which only a handful live within a 1km radius of the school.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	6	6	2
Year 4 – Year 7 Primary			
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	4	0	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.

Curriculum delivery

Our approach to curriculum delivery

- 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 improve 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 like being at 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:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	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)	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)	100%	100%	67%
teachers at this school motivate their child to learn (S2007)	100%	100%	67%
teachers at this school treat students fairly (S2008)	100%	100%	67%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	67%
this school works with them to support their child's learning (S2010)	100%	100%	67%
this school takes parents' opinions seriously (S2011)	100%	100%	67%
student behaviour is well managed at this school (S2012)	100%	100%	67%
this school looks for ways to improve (S2013)	100%	100%	33%
this school is well maintained (S2014)	100%	100%	67%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	DW	100%	100%
they like being at their school (S2036)	DW	100%	100%
they feel safe at their school (S2037)	DW	100%	100%
their teachers motivate them to learn (S2038)	DW	100%	100%
their teachers expect them to do their best (S2039)	DW	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	DW	100%	100%
teachers treat students fairly at their school (S2041)	DW	100%	100%
they can talk to their teachers about their concerns (S2042)	DW	80%	100%
their school takes students' opinions seriously (S2043)	DW	100%	75%
student behaviour is well managed at their school (S2044)	DW	100%	75%
their school looks for ways to improve (S2045)	DW	100%	100%
their school is well maintained (S2046)	DW	100%	75%
their school gives them opportunities to do interesting things (S2047)	DW	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	83%
they feel that their school is a safe place in which to work (S2070)	100%	100%	83%
they receive useful feedback about their work at their school (S2071)	100%	100%	67%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	83%
students are treated fairly at their school (S2073)	100%	100%	83%
student behaviour is well managed at their school (S2074)	100%	100%	67%
staff are well supported at their school (S2075)	100%	100%	50%
their school takes staff opinions seriously (S2076)	100%	100%	50%
their school looks for ways to improve (S2077)	100%	100%	50%
their school is well maintained (S2078)	100%	100%	83%
their school gives them opportunities to do interesting things (S2079)	100%	100%	67%

[#] '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

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. Parents are involved in the consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at 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. Sustainability education has been part of the curriculum, with students developing ways of reducing our use of energy and water. In 2015 solar panels were continued to be used to reduce our environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	13,039	266
2013-2014	-1,155	44
2014-2015	-309	241

*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.

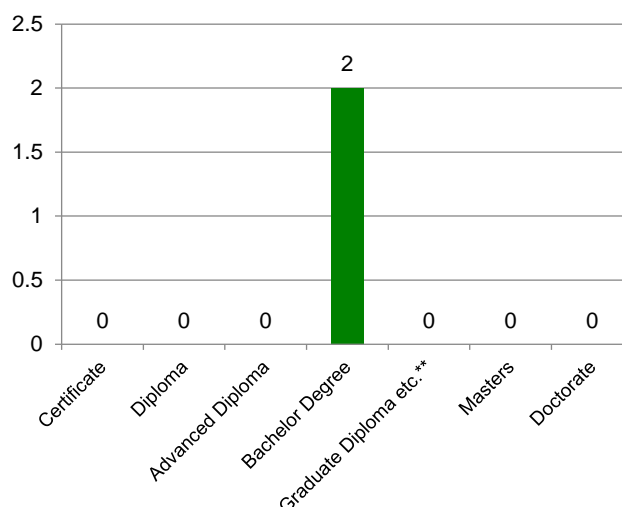
Our staff profile

Staff composition, including Indigenous staff

2015 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 2015 were \$ 6635.64.

The major professional development initiatives are as follows:

- Senior First Aid Certificate
- Moderation of assessment
- Principal leadership
- OneSchool Finance
- Mandatory training modules
- Asbestos training
- Explicit teaching of reading

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.	99%	96%	95%

Proportion of staff retained from the previous school year

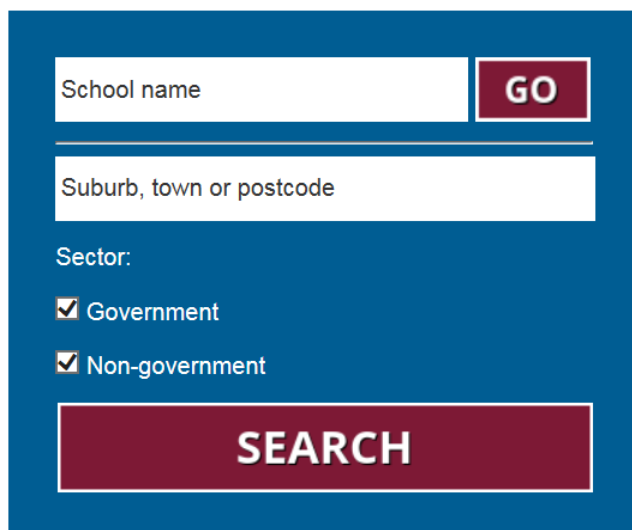
From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

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



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).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).		DW	68%

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)

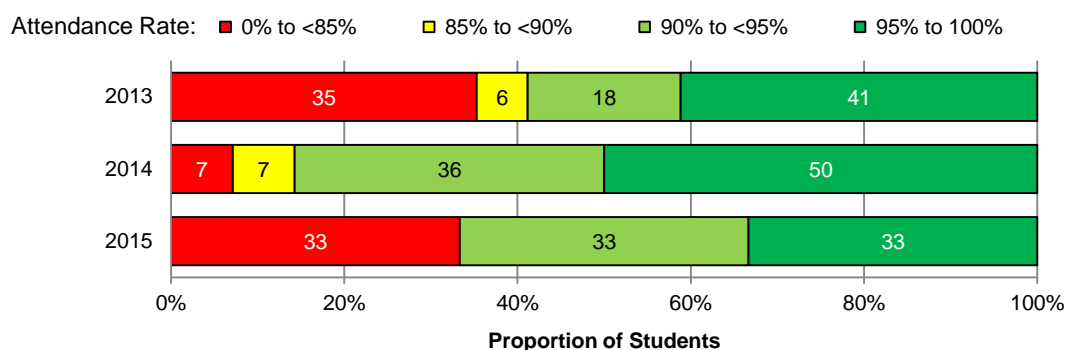
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	98%	DW	92%	0%	95%	DW	DW					
2014	DW	95%	97%	75%	96%	DW	DW	89%					
2015	79%	DW	93%	DW	DW	91%	DW						

*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.

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 2015 including:

- 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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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.