Kalamia 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

Established in 1928, Kalamia State School is a multi-aged, co-educational state school situated close to Ayr, about 7km from the centre of town. Learning occurs in many different contexts at our school. In the classroom students are engaged in the Australian Curriculum in English, Mathematics, Science, History and in 2014 Geography. For all other subject areas students are engaged in the Essential Learnings from the Queensland Curriculum Assessment and Reporting Framework. Our school is a Kids Matter school, which means that we are focused on supporting and nurturing happy, balanced kids. From 2014 our school will also be taking part in the Stephanie Alexander Kitchen Garden Program, across all year levels. Our school enjoys a high level of parent and community engagement in school life. Parents are always welcome in the school and they are encouraged to assist with school programs.

The vision for Kalamia State School is for all students to become confident, responsible and independent lifelong learners. Our purpose is to create a safe, supportive, tolerant and disciplined environment in which our students will develop as confident, responsible and active citizens who are reliable, well-organised individuals with a positive sense of self worth. We value good manners, conscientiousness, socially acceptable attitudes and behaviours, active involvement in a range of school activities and positive attitudes towards learning. We endeavour to develop these qualities in all students. Our mission is to foster an environment where every individual is happy and is able to develop to their fullest potential. Our school motto 'Small Schools Achieve Great Things' provides the motivation for our school community to be proactive in seeking new challenges and striving for consistent improvement.

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.

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School Progress towards its goals in 2016

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This report provides a snapshot of the school performance and unique characteristics for the 2016 school year. From the 2016 Annual Implementation Plan, and funding from *Investing for Success (I4S)* 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

During 2017, our goal is:
* That greater than 90% of students to achieve a 'C' or better in English by the end of 2017.
* Embed Quality Teaching and Learning within the curriculum.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school: 12

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	10	4	6		71%
2015*	11	6	5	3	89%
2016	13	5	8		78%

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
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 1 km radius of the school.

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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	6	8	10
Year 4 – Year 7			
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- A multi-age classroom in a small rural school that provides for ability based / differentiated learning.
- The Australian Curriculum is being implemented across all subject areas in our school. These subject areas are formally reported on at the end of each Semester
- 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

Co-curricular Activities
During 2016, students from our school participated in:

- Interschool Sports and Athletics Carnivals
- Burdekin Small Schools' Cluster Days – small school interaction days designed to promote social learning through activities including sports and science.
- Swimming (Term 4) – across whole school
- ANZAC Day Parade

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
- iPads
- Direct curriculum integration of a range of generic software applications scaffolded and sequenced across the school e.g. Reading Eggs, Mathletics, Study Ladder.

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Overview

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 and website
- 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

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)	100%	100%	80%
this is a good school (S2035)	100%	100%	60%
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%	60%
their child is making good progress at this school* (S2004)	100%	100%	80%
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%	67%	60%
teachers at this school motivate their child to learn* (S2007)	100%	67%	80%
teachers at this school treat students fairly* (S2008)	100%	67%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	67%	80%
this school works with them to support their child's learning* (S2010)	100%	67%	80%
this school takes parents' opinions seriously* (S2011)	100%	67%	80%
student behaviour is well managed at this school* (S2012)	100%	67%	60%
this school looks for ways to improve* (S2013)	100%	33%	80%
this school is well maintained* (S2014)	100%	67%	100%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	80%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	75%	83%
student behaviour is well managed at their school* (S2044)	100%	75%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	75%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	83%	100%
they feel that their school is a safe place in which to work (S2070)	100%	83%	100%
they receive useful feedback about their work at their school (S2071)	100%	67%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
students are encouraged to do their best at their school (S2072)	100%	83%	100%
students are treated fairly at their school (S2073)	100%	83%	100%
student behaviour is well managed at their school (S2074)	100%	67%	100%
staff are well supported at their school (S2075)	100%	50%	80%
their school takes staff opinions seriously (S2076)	100%	50%	100%
their school looks for ways to improve (S2077)	100%	50%	100%
their school is well maintained (S2078)	100%	83%	100%
their school gives them opportunities to do interesting things (S2079)	100%	67%	100%

* 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.

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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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	0	2	3
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

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 2016 solar panels were continued to be used to reduce our environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	-1,155	44
2014-2015	-309	241
2015-2016	10,343	288

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.
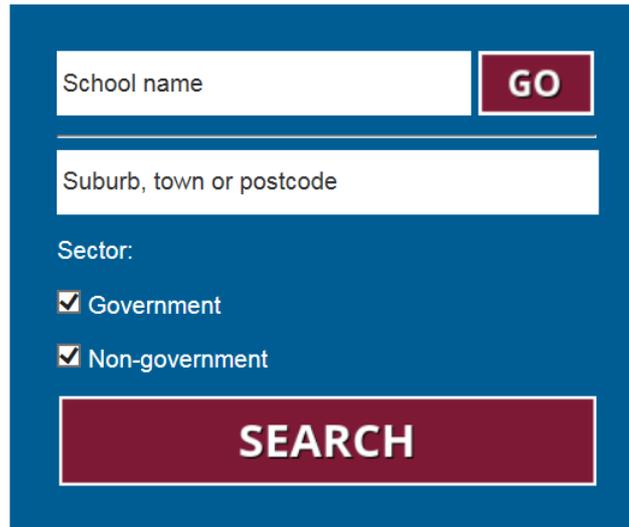
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School Funding

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* 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 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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time Equivalents	1	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

*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 $ 1,960.44
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
- Quality teaching and learning.

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

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 70% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	92%
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 student attendance rate in 2016 for all Queensland Primary schools was 93%.
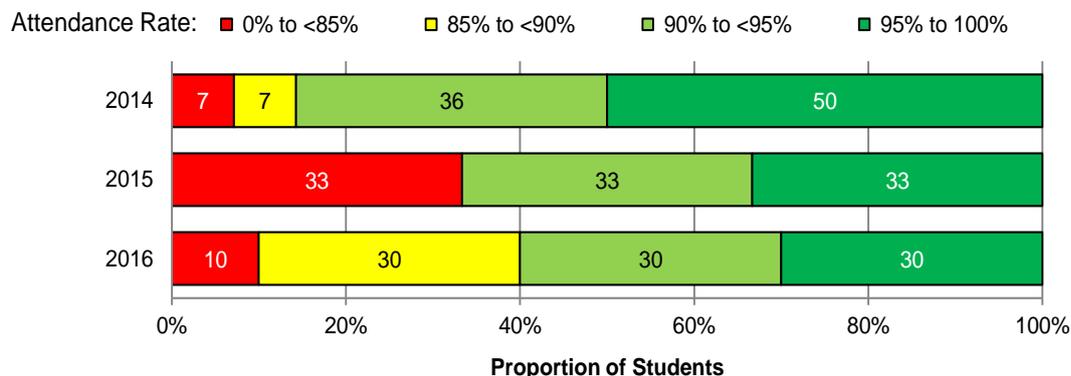
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	DW	95%	97%	75%	96%	DW	DW	89%					
2015	79%	DW	93%	DW	DW	91%	DW						
2016	DW		93%	84%	DW	93%	95%						

*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.

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Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	7	7	36	50
2015	33		33	33
2016	10	30	30	30

Proportion of Students

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. 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 2016 including:
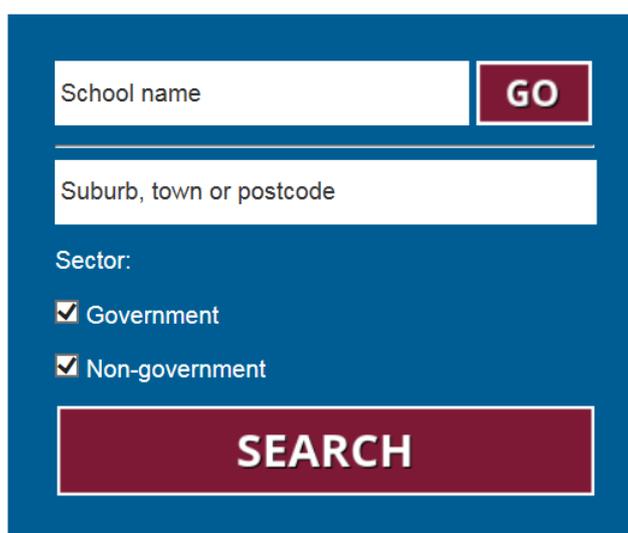- an award recognising the student with the highest attendance rate for the year
- regular information communicated to parents about the importance of regular attendance and the connection to high academic achievement
- current school attendance rates publicised in the school newsletter

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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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.