

Kalamia State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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, HASS, Design and Digital Technologies and Health and Physical Education. For all other subject areas students are engaged in the Essential Learnings from the Queensland Curriculum Assessment and Reporting Framework. Our school implemented Be You and Bounce Back programs focusing on supporting and nurturing happy, balanced kids. Since 2014 our school has been 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 'Achieving Great Things' provides the motivation for our school community to be proactive in seeking new challenges and striving for consistent improvement.

School progress towards its goals in 2018

Goals from AIP (Annual Implementation Plan) outlined the school priorities for 2018. Using data to inform our teaching practice was achieved through internal five-week data collection and collaborative conversations and in turn facilitated engagement and a positive learning culture among the student body.

The development of instructional leadership through the monitoring of teaching practice, feedback opportunities for all staff and the implementation of consistent classroom pedagogical practices was achieved through professional conversations, accessing quality professional development and engaging with mentors and colleagues.

The implementation of Positive Behaviour for Learning across the staff and student bodies facilitated the development of respectful relationships and a positive learning environment.

Future outlook

The key priorities for 2019 are to maintain a culture that promotes learning, implement consistent, effective learning and teaching strategies and to engage with the Australian Curriculum with a focus on creative and critical thinking. Developing an expert teaching team through access to quality professional development opportunities as well as moderation, collaborative planning and analysis will continue throughout 2019.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	13	14	18
Girls	5	3	10
Boys	8	11	8
Indigenous			
Enrolment continuity (Feb. – Nov.)	78%	90%	86%

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](#) 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.

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

Characteristics of the student body

Overview

The Kalamia State School student body comprised children from Sutcliffe Estate, Alva Beach and Ayr, who travel out from town to attend our school. The families of Kalamia State School have diverse occupational backgrounds with the majority of the school's families being wage earners. The school community is a positive group and family groups including nuclear families and extended families.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	10	12	21
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) 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.

Curriculum delivery

Our approach to curriculum delivery

A multi-age classroom in a small rural school provided for ability based and differentiated learning.

- The Australian Curriculum is 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 ICT's facilitating enhanced engagement and catering to different needs and abilities
- Literacy and Numeracy Blocks are identified as uninterrupted learning times
- Focussed and explicit teaching of reading across all year levels
- LOTE (languages other than English) – Japanese is offered to students in Year 5 and 6 through the Charters Towers School of Distance Education
- Intensive swimming instructions for a total of 10 weeks, utilizing the services of a qualified swim coaches at a local swim school.

- A caring and supportive learning environment focused on catering for individual needs
- Individual intervention processes including one-to-one instruction with teachers and teacher aides; specialised learning support intervention, on-line learning tasks; individual learning programs and access to age and ability appropriate resources.
- Specialist support services include occupational therapy, physiotherapy, speech-language pathology, intervention and guidance support.
- Additional speech-language support is purchased to support oral language development

Co-curricular activities

- Interschool competitions such as: cross country, swimming and athletics
- Community competitions including Burdekin Festival of Arts (School choir – Small Schools 1st Place)
- End-of-year School Presentation and Graduation Day
- Weekly parades including special guests, presentation of awards and events in our school
- Annual Fancy Dress Ball
- Simultaneous Story Time
- Prep Year Orientation sessions during Term 4 of the school year
- Under 8's Day with children from Kalamia State School Playgroup and the Burdekin Community
- Transition programs: transition to high school from years 5 and 6
- Social and fundraising activities include: Book Fair, cake calls, Daniel Morecombe Day, Jeans for Genes Day, Pirate Day.
- Environmental activities including beautifying the school environment and gardening tasks completed by all students.
- Engagement with Kids Matters and Bounce Back strategies for health and wellbeing
- Book Club in Terms 1, 2, 3 and 4
- Bullying No way Day

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 and are used by our students to learn research and communication skills. Students can engage with a wide range of programs from coding to information presentation as part of their everyday learning tasks and assessment requirements. The computer to student ratio is 1:1 with a range of laptops, desktops and iPads. Students engage in a range of on-line learning tasks such as Japanese language lessons, maths investigations through IXL Maths and Mathletics; reading through Reading Eggs and Study Ladder; movie making and PowerPoint presentations. Students are able to access and store information on any device within the school utilizing our WiFi connectivity.

Social climate

Overview

Kalamia State School, like many small schools, is family-oriented. The school community recognised the importance of a team effort. Kalamia State School's motto "Achieving Great Things" is evident through celebrations of success and access to support services including:

- Student, staff and parent successes are celebrated through our fortnightly newsletter and website.
- Awesome Rewards Day at the end of each term
- Good news stories are placed in local newspapers
- Social gatherings of school community e.g. Fancy Dress Ball
- Staff access to Employee Advisor

Our Responsible Behaviour Plan for Students and Positive Behaviour for Learning Framework clearly outlines the school's expectations of student behaviour and reflects support and strategies used to support students. Behavioural expectations are explicitly taught each week and students are acknowledged and rewarded for positive behaviours displayed both in and out of the classroom.

The school's culture is one where members work co-operatively as partners in the learning process. Dedicated and enthusiastic staff members and caring and committed parent community support students across all facets of their education and school life. The parent, student and staff satisfaction results are reflective of our school culture. The results of the annual School Opinion Survey show that 100 percent of students likes being at this school (S2036), 100 percent of students feel safe at this school (S2037) and 100 percent of students feel their teachers motivate them to learn (S2038).

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)	80%	100%	100%
• this is a good school (S2035)	60%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	75%	100%
• their child's learning needs are being met at this school* (S2003)	60%	100%	100%
• their child is making good progress at this school* (S2004)	80%	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)	60%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	80%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	75%
• they can talk to their child's teachers about their concerns* (S2009)	80%	100%	100%
• this school works with them to support their child's learning* (S2010)	80%	100%	100%
• this school takes parents' opinions seriously* (S2011)	80%	100%	100%
• student behaviour is well managed at this school* (S2012)	60%	100%	100%
• this school looks for ways to improve* (S2013)	80%	100%	100%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• 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%

Percentage of students who agree# that:	2016	2017	2018
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	83%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	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)	80%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	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.

Parent and community engagement

The parents of Kalmia State School demonstrate a 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. The parents support class activities, excursions, tuckshop and provide transport to and from sport and cultural events. Parent involvement is encouraged in our school in a variety of ways, both formally and informally, through

- Fortnightly school newsletters
- Weekly school parade and awards ceremony
- Use of social media platforms such as Facebook
- P & C functions and fundraising – Fancy Dress Ball, raffles, BBQ's
- Mother's Day Afternoon Tea
- Parent and Teacher Discussions (End of Term 1 and 3)
- End of Year Awards and Presentation Day
- Phone calls and discussions (both formal and informal)
- Volunteering opportunities – classroom activities, excursions, garden and projects

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Kalamia State School is committed to providing a safe, respectful, responsible and disciplined learning environment for students and staff, where students have the opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The school's Responsible Behaviour Plan clearly articulates the expectations the school has of children and their interactions and responses to others within the community. Personal safety and cyber safety are explicitly taught to children through the health and wellbeing programs. Strategies to deal with bullying and harassment are also explicitly taught to children through weekly wellbeing activities.

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
Short suspensions – 1 to 10 days	3	6	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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.

Environmental footprint

Reducing this school's environmental footprint

Kalamia State School continually strives to reduce our environmental footprint through the education of our students. Sustainability education has been a consistent part of the curriculum, with students developing ways of reducing our use of energy and water. Throughout 2018, solar panels continued to be used to reduce our environmental footprint. Mulching of gardens and the installation of irrigation timers has decreased the volume of water used to maintain the grounds. Staff and students are encouraged to compost their food scraps in our worm farm and use paper and classroom resources using sustainable practices.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	10,343	12,929	12,970
Water (kL)	288	244	253

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.

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.

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	2	6	0
Full-time equivalents	2	2	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	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*		
Bachelor degree	2	
Diploma	2	
Certificate	1	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 7,878.07

The major professional development initiatives are as follows:

- Principal Learning Days
- Principal Road Show
- Beginning Teachers conferences and Mentoring Workshops
- I-Educate Conference
- First Aid and CPR Qualifications
- Finance Workshops
- Restorative Practices Workshop
- Coaching and Mentoring opportunities including visits to other schools
- Writing Revolution Book study and collaborative development of writing strategies
- Regional Web conferences
- Moderation with cluster schools

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, 100% of staff were retained by the school for the entire 2018.

Performance of our students

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	92%	84%	85%
Attendance rate for Indigenous** students at this school			

* 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
Prep	DW	DW	83%
Year 1		86%	86%
Year 2	93%	DW	80%
Year 3	84%	88%	87%
Year 4	DW	76%	DW
Year 5	93%	DW	88%
Year 6	95%	91%	DW

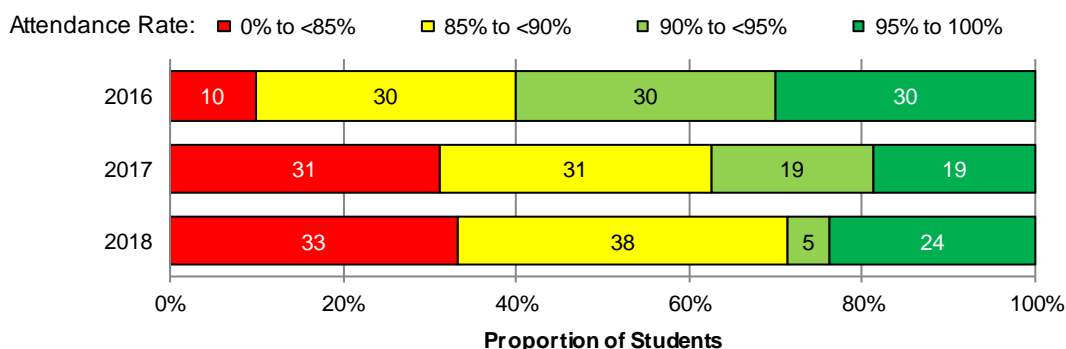
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

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](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

At Kalamia State School, we value regular school attendance and encourage students to attend school regularly through our rewards systems and regularly reporting attendance data in our school newsletter and P & C meetings. When students are absent from school, parents are contacted via phone.

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](#) 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.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. 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](#)) is an annual assessment for students in Years 3, 5, 7 and 9.