

# Calliope State School

## Queensland State School Reporting

### 2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

Queensland state schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2014. I am very proud of the work of students and staff at Calliope State School and have pleasure in providing this report to you. The document can be accessed on the school website ([www.calliopess.eq.edu.au](http://www.calliopess.eq.edu.au)) or in a hard copy version at the office.

### School progress towards its goals in 2014

Goal	Progress		
Improving Reading, Writing, Numeracy and Spelling outcomes for every student.	The Great Results Guarantee funding supported early intervention for students to help them move towards improvement.		
	National Minimum Standard	Mean Scale Score	Upper Two Bands
	Positive trends in the following areas: Reading – Yr 7 Writing – Yr 3 & 5 Numeracy – Yr 3 & 7 Spelling – Yr 3, 5 & 7	Positive trends in the following areas: Reading – Yr 3, 5 & 7 Writing – Yr 3 Numeracy – Yr 3 & 7 Spelling – Yr 3 & 5	Positive trends in the following areas: Reading – Yr 3, 5 & 7 Writing – Yr 3 & 5 Numeracy – Yr 3 & 7 Spelling – Yr 5
High Quality Teaching Practices	A school-wide, inclusive process of developing a Pedagogical Framework articulating the schools approach to teaching is underway.  School-wide peer coaching and collegial coaching process implemented consisting of: - observation and conferencing - share successful practices through collaboration and reflective practice - act as a problem-solving vehicle - reduce isolation among teachers - create a forum for addressing instructional problems - support and assisting new teachers in their practice		
School Discipline	Essential Skills Classroom Management - twice yearly profiling sweeps (observation and feedback given to teachers) - 2 staff trained in classroom profiling SWPBS - monthly meeting by School Wide Positive Behaviour Support (SWABS) team members to discuss the behavior data and develop a plan of action for following month - prevention of behaviour problems and management of existing issues positively and consistently - developing skills and knowledge of staff and students for better teaching and learning - creating and maintaining a better school environment for students, teachers and the whole school community		

## Future outlook

Key 2015 focus areas based on school data sets and departmental priorities include:

- Improve Writing and Numeracy outcomes for every student through consistent school wide practises:
  - developing a monitoring, modelling, observation and feedback culture
  - developing and documenting the schools approach to the explicit teaching of Writing and Numeracy
  - implementing rigorous student targets and individual goal setting once a semester
  - developing writing exemplars at A and C standards for each year level
  - modelling RTR lessons for teachers
  - using Class Dashboard to analyse student behaviour, attendance and achievement data
- Ensure high quality teaching practises and maintain and promote a positive school culture by:
  - developing a Pedagogical Framework which articulates the school's approach to teaching
  - providing classroom coaching and feedback for teachers
  - reviewing and improving moderation processes for A-E academic results as well as effort and behaviour ratings
  - providing regular feedback to students to improve learning outcomes
  - conduct twice yearly profiling sweeps

## 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	498	223	275	90%
2013	478	234	244	91%
2014	556	263	293	93%

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

### Characteristics of the student body:

- Students from Calliope State School come from a wide range of socio-economic backgrounds with an ICSEA of 977 (35th percentile) in 2014.
- Approximately 4% of students identify as being Aboriginal or Torres Strait Islander decent.
- Less than 1% of students have English as an Additional Language.
- The school has had a steady growth in enrolments with the lower school expanding in numbers in recent times.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	21	21
Year 4 – Year 7 Primary	23	21	26
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	11	17	10
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> 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

- Instrumental Music, including Strings and Woodwind, Brass and Percussion
- THRASS Program
- UNiFY Programs – Write On, Critical Thinking, Sketch Up
- Chaplaincy Program

### Extra curricula activities

- ICAS Maths, English, Science, Spelling and Digital Technologies
- Interschool Sport including netball, rugby league, boys and girls soccer, AFL and volleyball
- Excursions including Year 7 Camp to Brisbane, Year 6 Leadership Camp and class excursions
- School Choir
- Community Services such as ANZAC Day march and school-based services
- Gladstone Cluster Schools Extended Learning Programs
- Literary Carnivale
- CQ Regional Shield
- Literacy/Numeracy Week activities
- Sewing Club
- Card Making Club
- Green Team
- Drama Club
- Community Christmas Concert
- Speech Choir

### How Information and Communication Technologies are used to assist learning

Calliope State School is very well resourced in terms of ICT hardware with all classrooms equipped with an electronic whiteboard, several computers and a digital camera. Teachers also have access to iPod Touches, iPads, Bee Bots, a robot named Eddy, which can be used for problem solving and programming. The Resource Centre contains a computer lab with 22 computers, a bank of mobile laptops and a multi-media room with Chroma screen technology. Desktop computers are being phased out and replaced with classroom laptops as they provide more flexible learning options and take up less classroom space.

Teaching staff have a high level of expertise in the area of digital learning. The C2C curriculum materials used in classrooms are embedded with digital learning experiences.

At Calliope State School our intention is that the choice to use digital technologies is as natural as choosing to pick up a pencil to write. Students use the Internet and eBooks as research tools, they record their learning using a wide range of programs and devices such as iPod Touches, and they communicate with classmates, teachers and the wider community using a variety of tools. Many teachers operate virtual classrooms for learning in the classroom and at home.

## Social Climate

Calliope State School is a School-Wide Positive Behaviour Support School (SWPBS), with the universal rules of being safe, respectful and responsible. Expectations for behaviour of all members of the school community are clearly defined and explicitly taught and reinforced across the school. Many opportunities for positive reinforcement are evident and consequences for inappropriate behaviours are clearly defined as being either Minor, and dealt with by staff, or Major, and referred to Administration.

Bullying in any form is not accepted and all members of Calliope State School accept their responsibility to promote positive relationships and to prevent bullying. Procedures for responding to incidents of bullying are outlined in the school's Responsible Behaviour Plan for Students.

The Chaplain is employed at the school three days per week and we continue to be resourced with a Guidance Officer for two days per week. Policeman Andrew is our Adopt-a-Cop.

## Parent, student and staff satisfaction with the school

Parents, students and staff indicated a high level of satisfaction with the school in 2014.

100% of parents responded that their child likes being at Calliope State School, that teacher's at this school motivate their child to learn and that they can talk to their child's teachers about their concerns.

98% of students responded that they are getting a good education at Calliope State School, their teachers provide them with useful feedback about their school work and their school looks for ways to improve and 100% responded that their teacher helps them to do their best.

100% of staff responded that they enjoy working at their school, they feel that their school is a safe place in which to work and students are treated fairly at their school.

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	82%	100%	95%
this is a good school (S2035)	88%	100%	88%
their child likes being at this school* (S2001)	100%	100%	93%
their child feels safe at this school* (S2002)	94%	100%	98%
their child's learning needs are being met at this school* (S2003)	88%	100%	93%
their child is making good progress at this school* (S2004)	94%	100%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	90%
teachers at this school motivate their child to learn* (S2007)	88%	100%	100%
teachers at this school treat students fairly* (S2008)	82%	88%	90%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	100%	90%
this school takes parents' opinions seriously* (S2011)	88%	100%	88%
student behaviour is well managed at this school* (S2012)	88%	88%	85%
this school looks for ways to improve* (S2013)	88%	100%	90%
this school is well maintained* (S2014)	94%	93%	90%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	99%	98%
they like being at their school* (S2036)	95%	94%	97%
they feel safe at their school* (S2037)	94%	95%	93%
their teachers motivate them to learn* (S2038)	97%	96%	97%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	98%
teachers treat students fairly at their school* (S2041)	88%	91%	90%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they can talk to their teachers about their concerns* (S2042)	88%	94%	95%
their school takes students' opinions seriously* (S2043)	92%	95%	93%
student behaviour is well managed at their school* (S2044)	89%	73%	92%
their school looks for ways to improve* (S2045)	97%	99%	98%
their school is well maintained* (S2046)	90%	96%	97%
their school gives them opportunities to do interesting things* (S2047)	92%	94%	97%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		90%	100%
they feel that their school is a safe place in which to work (S2070)		95%	100%
they receive useful feedback about their work at their school (S2071)		93%	82%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		93%	97%
staff are well supported at their school (S2075)		86%	85%
their school takes staff opinions seriously (S2076)		93%	81%
their school looks for ways to improve (S2077)		98%	97%
their school is well maintained (S2078)		95%	91%
their school gives them opportunities to do interesting things (S2079)		93%	91%

\* 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

Parents are encouraged to participate in their child's education by being involved in the many P&C Association activities and meetings, e.g. fundraising, tuckshop and supervising at school discos.

In 2014 we held an Open Night, Book Week, end of term Principals' Parades, a Christmas Concert and Grandparents' Morning, all of which were very well attended by parents and community members. Parents are also invited to various culminating activities and to volunteer in classrooms where possible.

Parent Information Sessions – Support-a-Reader, THRASS, Prep Induction

Parents are invited to attend an initial parent/teacher interview at the end of term one, with other opportunities to discuss progress formally following the reporting process, or informally, on appointment. A class newsletter is distributed at the beginning of each term to inform parents and caregivers about what can be expected in the term ahead.

## Reducing the school's environmental footprint

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

In 2011, the school developed the School Environmental Management Plan (SEMP), with the explicit goal of reducing waste, water, and electricity from the grid, as well as increasing biodiversity levels in the school.

The water consumption was significantly reduced from the 2012-2013 period to the 2013-2014 period.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	235,466	12,043
2012-2013	229,258	11,345
2013-2014	251,079	2,179

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.

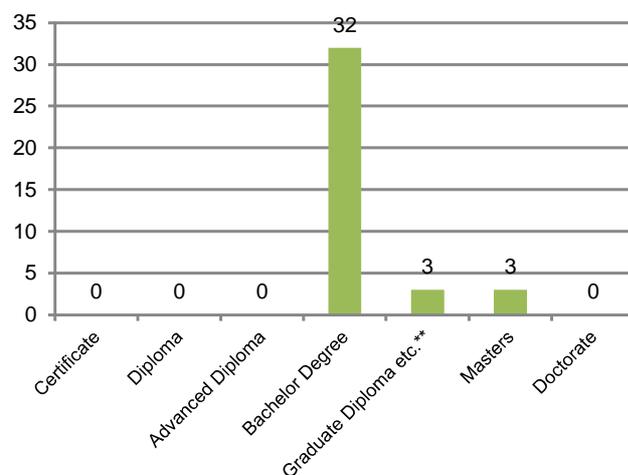
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	38	19	<5
Full-time equivalents	33	13	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.**	3
Masters	3
Doctorate	0
<b>Total</b>	<b>38</b>



\*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 \$23346.52

The major professional development initiatives are as follows:

- Explicit Instruction
- Effective Conversations
- First Aid
- Collegial Coaching
- Classroom Profiling
- Seven Steps in Writing

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.	96%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 82% 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.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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).	93%	93%	93%

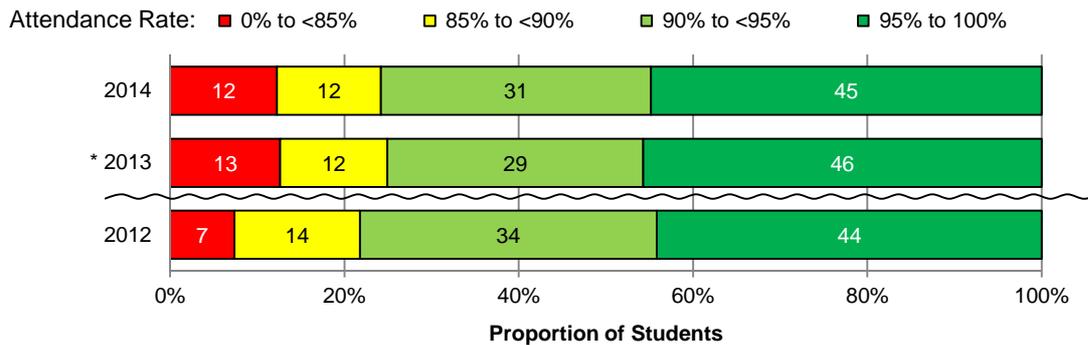
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	93%	94%	93%	93%	95%	94%	93%					
2013	91%	95%	93%	93%	93%	94%	91%					
2014	92%	92%	94%	94%	93%	94%	93%					

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.

Rolls are marked twice a day, at 9:10am and immediately following second break. Students who arrive after the 9:10am bell or leave before the 3:15pm bell must be signed in or out by their parent or guardian. Student absences are followed up in the first instance by classroom teachers. Any unexplained absences of 5 days or more are referred to the Administration team for follow up.

Parents receive a letter at the end of each term listing the term's absences and asking parents and guardians to supply a reason for any unexplained absences. The Principal invites parents of students with continual or recurring absences to attend a meeting to discuss absences, before proceeding with the formal EQ letters.

## 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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Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

In 2014 the school actively participated in the implementation of the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS) plan, including:

- All staff have access to Professional Development to in Cross Cultural Awareness;
- Providing Teacher Aide time for Indigenous students from P-3, considered to be at risk of not achieving; and
- Student profiling.

The gap remained across year 3, 5 and 7 results in 2014. The attendance rate of Indigenous students who attended Calliope SS in 2014 was 89.1% compared with 93.1% attendance of non-Indigenous students. This was an improvement on 88.3% Indigenous attendance in 2013.

In terms of performance the gap between Indigenous and Non-Indigenous reading achievement as measured in the NAPLAN reading test in year 3 (mean scale score) was 39 points in 2014. The gap slightly closed with a decrease from 52 points difference in 2013.

The gap in year five reading between Indigenous and non-Indigenous readers as assessed by the NAPLAN test in 2014 was 51 points which was an increase with the gap being 44 points in 2013 results.

Our priority is to reduce the gap to enhance the performance of Indigenous students.