



Calliope State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Mark Wright - Principal

# From the Principal

## School overview

Calliope State School offers dynamic, 21st century learning and teaching experiences, in a rural setting with traditional values. The school caters for students from Prep to Year 6. Our motto, 'Present Achievement, Future Success', reflects our belief that every student can achieve, every day, in every classroom, with the ultimate goal to become healthy, happy and productive citizens. Calliope State School students are Safe, Respectful and Responsible, and learn in a supportive learning environment. Our HUB support team support our students with disabilities to experience an inclusive approach to their schooling and all students are supported by a Guidance Officer, Chaplain and Support Teacher: Literacy and Numeracy. A focus on literacy and numeracy is enhanced by digital learning experiences. All classrooms are equipped with electronic whiteboards, computers and other digital learning tools to enhance teaching and learning. Students participate in a wide range of intra- and inter-school sports, including rugby league, soccer, volleyball and softball, and are able to participate in the instrumental music program from Year 3. The school is well resourced with a modern Resource Centre, swimming pool, two large ovals, a state of the art, Multipurpose Hall and the recent addition of a two storey Classroom and Administration Block.

## School progress towards its goals in 2018

In 2018 our school goals were:

<b>Wellbeing</b>	<ul style="list-style-type: none"> <li>• PBL Implementation/ Update</li> <li>• Parent Workshops (Child Development)</li> <li>• School Attendance (Every Day Counts!)</li> <li>• HPT- Pulse (Staff)</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Consistent approach to planning</li> <li>• Staff Data Literacy- what we collect and why to improve student learning outcomes</li> <li>• Implementation and Understanding of P-12 Framework</li> <li>• Parent Workshops (Curriculum areas)</li> </ul>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Consistent Approach to Teaching Reading</li> <li>• Observation and Feedback Cycles using EI</li> <li>• Age Appropriate Pedagogies</li> <li>• Know, Do and Vocab Anchor Charts</li> </ul>

Growth was made in all of these areas and the 3 priority areas of Wellbeing, Curriculum and Pedagogy have been refined in our 2019 outlook.

## Future outlook

The table below highlights our priority areas for 2019.

<b>Wellbeing</b> <i>Every student succeeding and engaging</i>	<ul style="list-style-type: none"> <li>• Embed PBL- expectation lessons, Risk Management Plans for identified students. Responsive data sharing with staff (year levels), students and parents. Trauma training for staff.</li> <li>• Students engaging with FFF, SOS, Weekly PBL.</li> <li>• Review termly RBP with staff and responsive scenarios.</li> </ul>
<b>Curriculum</b> <i>Every student succeeding in their learning</i>	<ul style="list-style-type: none"> <li>• Use Early Start and P-10 Literacy Continuum to monitor and develop 'next steps' for students.</li> <li>• Termly class data review- data collection and why including 999 meetings.</li> <li>• Develop consistency in A-E allocation and moderation processes.</li> </ul>
<b>Pedagogy</b> <i>Every teacher succeeding in their teaching</i>	<ul style="list-style-type: none"> <li>• Whole school reading training. Fortnightly reading meetings.</li> <li>• Termly school action plan for reading across the curriculum.</li> <li>• Develop school observation process and staff to engage-self: peer.</li> </ul>

# Our school at a glance

## School profile

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

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	593	613	670
Girls	289	296	332
Boys	304	317	338
Indigenous	46	49	72
Enrolment continuity (Feb. – Nov.)	91%	93%	93%

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

Students from Calliope State School come from a wide range of socio-economic backgrounds with a current ICSEA of 961.

The school population continues to increase annually with the movement of families into Calliope and surrounding suburbs.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	23
Year 4 – Year 6	24	24	27
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

Calliope SS has implemented an adapt and adopt philosophy to the C2C resources provided by Education Queensland. Teaching staff work within year level teams and key priority teams to ensure appropriate, relevant, rigorous and engaging learning opportunities are provided to every student. Calliope SS utilises Explicit Instruction as a signature pedagogy and ongoing professional learning for staff is embedded in the school's planning.

Our distinctive curriculum offerings include:

- Instrumental Music, including Strings and Woodwind, Brass and Percussion

- The Code phonics (Prep/Year 1)
- THRASS Program (Yr 1 – 6)
- Seven Steps to Writing Success
- Early Years Reading intervention program

## Co-curricular activities

- ICAS Maths, English, Science, Spelling and Digital Technologies
- Robotics Club
- Chess Club
- Dance Club
- Interschool Sport including netball, rugby league, boys and girls soccer, AFL and volleyball
- Excursions including Year 6 Camp to Brisbane, Year 5 Leadership Camp and class excursions
- School Choir
- Community Services such as ANZAC Day march and school-based services
- Gladstone Cluster Schools Extended Learning Programs
- CQ Regional Shield
- Chaplaincy Program
- Literacy/Numeracy Week activities
- Community Christmas Concert
- Speech Choir
- Science Week activities

## 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. Students also have access to iPod Touches, iPads, Bee Bots, Logo Ev3 robots which can be used for problem solving and programming and a green-screen for digital video creation and editing. The Resource Centre contains a computer lab with full class set of computers and a bank of mobile laptops. Classrooms have access to mobile laptop trolleys which 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 curriculum materials used in classrooms are embedded with digital learning experiences which are explicitly outlined in unit planning. 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 iPads, 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. The schools wireless network has been enhanced to support the increased use of technology in our school, with wireless internet access available in every classroom and learning space, effectively creating an “anywhere, anytime” learning platform.

## Social climate

### Overview

Calliope State School is a Positive Behaviour for Learning (PBL), with the universal values of being Safe, Respectful and Responsible. Expectations for behaviour of all members of the school community are clearly defined, 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 two days per week and we continue to be resourced with a Guidance Officer for three days per week. We are supported by a school Adopt-a-Cop. Further partnerships are in place with the wider community, including Calliope Rotary Club, Calliope CWA and a range of additional community organisations.

### 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)	98%	83%	92%
• this is a good school (S2035)	100%	98%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child likes being at this school* (S2001)	100%	96%	95%
• their child feels safe at this school* (S2002)	100%	96%	92%
• their child's learning needs are being met at this school* (S2003)	95%	89%	94%
• their child is making good progress at this school* (S2004)	93%	87%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	91%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	83%	94%
• teachers at this school motivate their child to learn* (S2007)	100%	89%	95%
• teachers at this school treat students fairly* (S2008)	96%	89%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	97%
• this school works with them to support their child's learning* (S2010)	96%	87%	94%
• this school takes parents' opinions seriously* (S2011)	90%	84%	84%
• student behaviour is well managed at this school* (S2012)	96%	83%	67%
• this school looks for ways to improve* (S2013)	98%	96%	91%
• this school is well maintained* (S2014)	96%	98%	97%

\* 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)	95%	96%	93%
• they like being at their school* (S2036)	92%	97%	82%
• they feel safe at their school* (S2037)	97%	98%	81%
• their teachers motivate them to learn* (S2038)	98%	97%	95%
• their teachers expect them to do their best* (S2039)	97%	99%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	90%
• teachers treat students fairly at their school* (S2041)	86%	94%	78%
• they can talk to their teachers about their concerns* (S2042)	75%	90%	72%
• their school takes students' opinions seriously* (S2043)	87%	95%	76%
• student behaviour is well managed at their school* (S2044)	75%	94%	61%
• their school looks for ways to improve* (S2045)	94%	97%	89%
• their school is well maintained* (S2046)	92%	98%	86%
• their school gives them opportunities to do interesting things* (S2047)	88%	99%	85%

\* 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)	97%	97%	91%
• they feel that their school is a safe place in which to work (S2070)	97%	97%	93%
• they receive useful feedback about their work at their school (S2071)	82%	88%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	95%	92%
• students are encouraged to do their best at their school (S2072)	97%	100%	91%
• students are treated fairly at their school (S2073)	100%	94%	80%
• student behaviour is well managed at their school (S2074)	95%	97%	64%
• staff are well supported at their school (S2075)	81%	88%	89%
• their school takes staff opinions seriously (S2076)	76%	76%	87%
• their school looks for ways to improve (S2077)	97%	97%	93%
• their school is well maintained (S2078)	92%	97%	98%
• their school gives them opportunities to do interesting things (S2079)	84%	97%	96%

\* 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

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 2018 we held an Open Night, Book Week, end of term Principal's Parades, Grandparents' Morning, classroom Celebrations of Learning and Christmas Concert. All of these functions were very well attended by parents and community members. Parents are also invited to various culminating activities and to volunteer in classrooms where possible. Parents and the community were also invited to forums with school to provide feedback on the operation of the school and report any concerns or positives about the school- P&C Meetings. Parent Information Sessions – Support-a-Reader, THRASS, Prep Induction, How to Help Your Child with Homework, The Code (phonics), PBL. The school chaplain facilitated termly 'Coping Café' sessions where parents were connected with school and external support services.

Parents are invited to attend formal interviews with their child's teachers in Terms One and Three, with other opportunities to discuss progress informally, or by 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. Community organisations are engaged to provide additional support/resources to the school. The school has an ongoing relationship with Calliope Rotary Club who have provided awards and prizes to recognise outstanding attendance and are actively engaged as mentors for Student Leaders. In 2018 Rotary continued to support our 'Rotakids' program. Gladstone Area Anglican Church organisation provides Friday Breakfast Club to our students each week.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Calliope State School utilises the Positive Behaviour for Learning (PBL) framework to deliver explicit lessons regarding positive relationships within and outside the school environment. Chaplaincy programs including Boys Unlimited, Shine and a range of other opportunities are available. The Friends program is delivered across Years 4-6. Fun Friends is used to support small groups of children requiring additional support in peer interactions.

## 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	57	34	58
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	1	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

The school is active in promoting an environmentally conscious approach to delivery of services. Students are actively engaged with the cleaning of rubbish from the school grounds and encouraged to minimise waste. There are solar panels used to return energy to the grid.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	250,897	122,693	303,356
Water (kL)	3,092	8390	6121

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.

The screenshot shows a search interface with a dark red header bar containing the text "Find a school" and "Search website". Below this is a search input field with the placeholder text "Search by school name or suburb" and a "Go" button. Underneath the search field are three filter buttons: "School sector" with a dropdown arrow, "School type" with a dropdown arrow, and "State" with a dropdown arrow.

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	51	26	<5
Full-time equivalents	44	16	<5

\*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	0
Masters	4
Graduate Diploma etc.*	7
Bachelor degree	39
Diploma	1
Certificate	0

\*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 2018 were \$27 039.

The major professional development initiatives are as follows:

- Fierce Conversations
- HPT Trainer PD
- Coaching Accreditation

- Beginning Teachers PD
- Phonics Training
- Principal's Conference
- Business Manager's Conference
- TRS to release teachers for PD
- QCAA PD
- First Aid for teaching and non-teaching staff

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.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 88% 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	93%	94%	93%
Attendance rate for Indigenous** students at this school	89%	90%	90%

\* 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

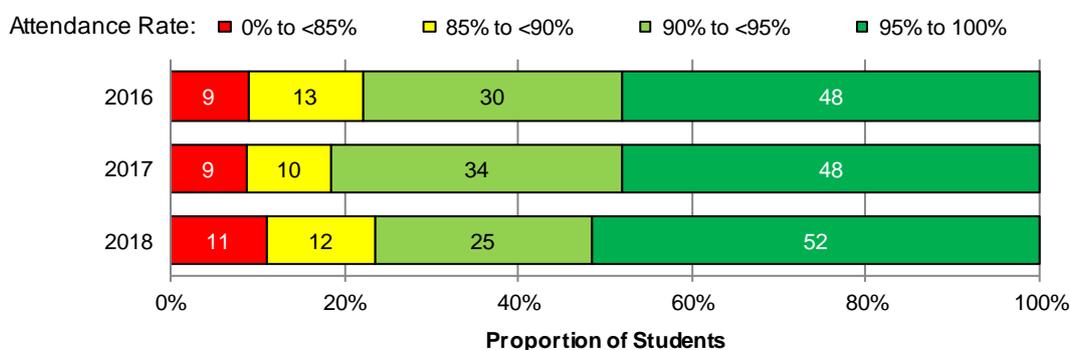
Year level	2016	2017	2018
Prep	93%	94%	93%
Year 1	93%	93%	92%
Year 2	94%	94%	93%
Year 3	93%	94%	93%
Year 4	93%	93%	93%
Year 5	95%	94%	94%
Year 6	94%	94%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

Calliope State School expects that every student will attend school every day of the school year unless there is a satisfactory reason. Satisfactory reasons for being absent are:

- having an unavoidable medical or dental appointment
- being required to attend a religious or cultural holiday (with prior permission obtained from the Principal)
- being sick or having an infectious disease
- having to attend an urgent family event (e.g. funeral)

The Calliope State School attendance policy aims to ensure that all students are provided the best opportunity to learn by outlining attendance expectations. At Calliope State School we are committed to achieving an attendance rate of 94%. 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 (or an identified pattern of absence) 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.

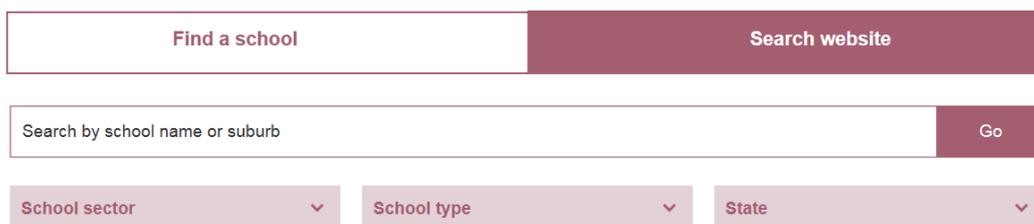
The Principal invites parents of students with continual or recurring absences to attend a meeting to discuss absences, before proceeding with the formal EQ letters.

## 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.



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 'NAPLAN' to access the school NAPLAN information.



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

#### 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.