



Calliope State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training

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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. A Special Education Program caters for students with disabilities 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, state of the art Multipurpose Hall with the current construction of a science laboratory, outdoor learning area and practical learning kitchen.

Principal's Forward

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 2016. I am very proud of the work of students and staff at Calliope State School and have pleasure in providing this report to you. Everyone at Calliope State School is working together to ensure that every day, in every classroom, every student in learning and achieving. Our team of dedicated educators work together with students, their families, and the wider community, to bring the very best out of our students, in a safe, respectful and responsible teaching and learning environment.

Introduction

School Progress towards its goals in 2016

The 2016 school year began with our full school review. This rigorous review process closely examined the operations and strategic direction of the school as identified through interviews with 100 school community members as detailed perusal of school strategic documentation and frameworks. This review provided seven key recommendations for improvement and very positively assessed our current strategic direction and trajectory. Throughout the year we worked tirelessly and deliberately to enact the key recommendations of the review while maintaining focus on our three key priority areas of Wellbeing, Curriculum and Pedagogy.

Wellbeing

Initiate a Learning and Wellbeing Framework utilising the KidsMatter and PBL frameworks
Reinvigoration of School Wide Positive Behaviour and Support (SWPBS) and adoption of the PBL updates
Improve student attendance

Curriculum

Development of a consistent and viable whole-school curriculum plan
Improve staff data literacy

Pedagogy

Redevelopment of CSS Pedagogical Framework
Professional Learning
Signature Practices

Each of these areas have seen significant gains and work is set to continue on these priorities in 2017.

Future Outlook

The 2017 Calliope State School explicit improvement agenda once again provides unwavering focus on our core business of improving student outcomes through our sharp and narrow focus on Wellbeing, Curriculum and Pedagogy. We will continue to involve the entire school community in our journey and ensure that each stakeholder has opportunity to have a voice within our school. 2017 will see the inclusion of "Connecting with the Real World" as an overarching priority providing a much needed link to relevance and community context.

Wellbeing:

- Implement and embed Learning and Wellbeing Framework
- Staff Professional Learning
- Successful transitions

Curriculum:

- Delivery of a consistent and viable whole-school curriculum
- Staff data literacy

Pedagogy:

- CSS Signature Pedagogical Framework
- Clearly defined and consistent approach to the teaching of reading
- STEM (Science, Technology, Engineering, Maths)

Connecting to the Real World:

- Establish learning opportunities that link learning to real life contexts and world issues
- Enhance the IT Platform and available resources to support future-based learning within a digitally rich learning environment
- Provide diverse pathways and create strong partnerships with Secondary School staff to enhance student access, transition and success within future schooling pathways
- Challenge current practices through research, data, performance analysis and feedback

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:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	556	263	293	24	93%
2015*	588	283	305	40	89%
2016	593	289	304	46	91%

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

Students from Calliope State School come from a wide range of socio-economic backgrounds with an ICSEA of 977 (35th percentile) in 2016.

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 and that trend is expected to continue.

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	21	23	22
Year 4 – Year 7	26	27	24
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

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 team 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
- DD Code phonics (Prep)
- THRASS Program (Yr 1 – 6)
- Seven Steps to Writing Success
- Early Years Reading intervention program
- Access to Gladstone Literacy Centre

Co-curricular Activities

- ICAS Maths, English, Science, Spelling and Digital Technologies
- 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
- Literary Carnivale
- 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. Teachers also have access to iPod Touches, iPads, Bee Bots, a robot named Eddy, 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 26 computers and a bank of mobile laptops. Desktop computers are being phased out and replaced with classroom laptops and mobile trolleys 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 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 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. 2016 has seen continued upgrades to bandwidth with an increase from 1.5Mb/s up to 20Mb/s. The school has also participated in the Wireless Upgrade Project which was completed in term 3 of 2016. This has provided wireless internet access in every classroom and learning space in the school effectively creating an “anywhere, anytime” learning platform at our school.

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 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- due to be reviewed and revised in 2017. 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. Policeman Andrew is our Adopt-a-Cop. Further partnerships with the wider community, including Calliope Rotary Club, Calliope CWA and a range of additional community organisations.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	96%	98%
this is a good school (S2035)	88%	100%	100%
their child likes being at this school* (S2001)	93%	96%	100%
their child feels safe at this school* (S2002)	98%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	96%	95%
their child is making good progress at this school* (S2004)	98%	96%	93%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	96%	96%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	90%	96%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	90%	100%	96%
this school takes parents' opinions seriously* (S2011)	88%	100%	90%
student behaviour is well managed at this school* (S2012)	85%	81%	96%
this school looks for ways to improve* (S2013)	90%	96%	98%
this school is well maintained* (S2014)	90%	86%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	96%	95%
they like being at their school* (S2036)	97%	86%	92%
they feel safe at their school* (S2037)	93%	90%	97%
their teachers motivate them to learn* (S2038)	97%	99%	98%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	97%
teachers treat students fairly at their school* (S2041)	90%	81%	86%
they can talk to their teachers about their concerns* (S2042)	95%	88%	75%
their school takes students' opinions seriously* (S2043)	93%	85%	87%
student behaviour is well managed at their school* (S2044)	92%	74%	75%
their school looks for ways to improve* (S2045)	98%	92%	94%
their school is well maintained* (S2046)	97%	92%	92%
their school gives them opportunities to do interesting things* (S2047)	97%	95%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	94%	97%
they feel that their school is a safe place in which to work (S2070)	100%	97%	97%
they receive useful feedback about their work at their school (S2071)	82%	84%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	89%	91%
students are encouraged to do their best at their school (S2072)	97%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	97%	79%	95%
staff are well supported at their school (S2075)	85%	94%	81%
their school takes staff opinions seriously (S2076)	81%	93%	76%
their school looks for ways to improve (S2077)	97%	94%	97%
their school is well maintained (S2078)	91%	94%	92%
their school gives them opportunities to do interesting things (S2079)	91%	97%	84%

* 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 2016 we held an Open Night, Book Week, end of term Principal's Parades, a Christmas Concert and Grandparents' Morning, classroom Celebrations of Learning, 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. Parents and the community were also invited to forums with the principal to provide feedback on the operation of the school and report any concerns or positives about the school. Parent Information Sessions – Support-a-Reader, THRASS, Prep Induction, 1-2-3 Magic Positive Parenting program, How to Help Your Child with Homework, DD Code, PBL. 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. 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. Discussions are in place to establish a bush-tucker/sensory garden to complement the Special Education Program at the school. Gladstone Area Anglican Church organisation provides Breakfast club each week.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Calliope State School utilizes the 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

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	10	39	57
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

The school is active in promoting an environmentally conscious approach to delivery of services. Recent increases in electricity and water may be attributed to the rapid increase in student numbers and the resultant facilities constructions and installations. A student-driven recycling program is maintained and the school is conscientious in ensuring responsible use of climate control measures in classrooms.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	251,079	2,179
2014-2015	258,398	5,366
2015-2016	250,897	3,092

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.

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.

Find a school

Sector:

Government

Non-government

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	48	24	<5
Full-time Equivalents	40	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	4

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	38
Diploma	3
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 \$21580.

The major professional development initiatives are as follows:

- Seven Step to Writing Success
- Explicit Instruction
- DD Code
- Numeracy Pedagogy
- Coaching
- Data Literacy
- Mandatory staff training modules
- Reading strategies aligned to school Reading program
- Positive Behaviour for Learning
- Beginning Teacher Mentoring
- Pedagogical Coaches training
- First Aid/CPR
- Peer Review training
- High Performing Teams

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
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, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes 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%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	89%

*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%.

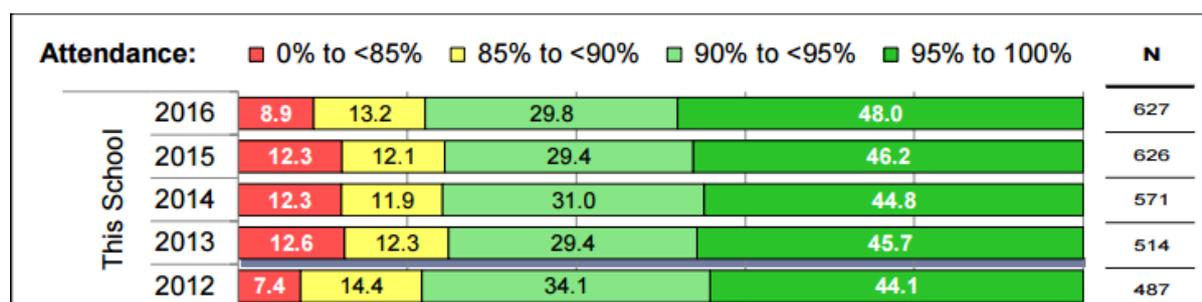
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	92%	94%	94%	93%	94%	93%					
2015	92%	93%	93%	92%	95%	92%	93%						
2016	93%	93%	94%	93%	93%	95%	94%						

*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.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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)

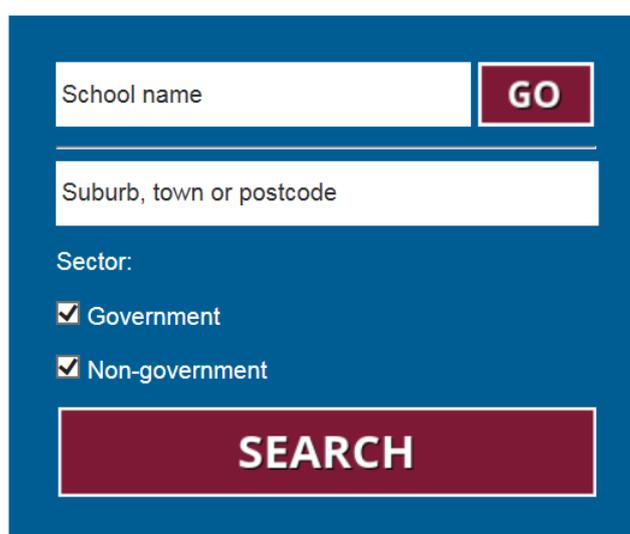
The Calliope State School attendance policy aims to ensure that all students are provided the best opportunity to learn by outlining attendance expectations. At Calliope State School we are committed to achieving an attendance rate of 94%. Rolls are marked twice a day, at 9:10am and immediately following 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 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.

Find a school



School name

Suburb, town or postcode

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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.