Calliope State School (0020)
Queensland State School Reporting
2012 School Annual Report

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Principal's foreword

Introduction

The purpose of this report is to give a snapshot of the school and student performance at Calliope State School in 2012. This report is available online, as a paper copy and will be serialised in the newsletter throughout term 3 in 2013.

This report includes a school and staff profile and information about the curriculum, social climate and achievement in 2012.

School progress towards its goals in 2012

Reading, Spelling, and Understanding Data were the school priorities in 2012. Three of our twelve targets for Spelling and Reading were exceeded with a further two falling within a 3% margin. Improvement from 2011 to 2012 occurred in six out of twelve areas with a further two falling within a 2% margin. Reading and Spelling will continue to be a priority area in 2013.

Strand	Year Level	Measure	Previous Performance		Target	Performance
			2010	2011	2012	
Reading	Year 3	NMS	86%	95%	93%	**95.8%**
		U2B	8%	11%	45%	**42.3%**
	Year 5	NMS	85%	81%	91%	**90.2%**
		U2B	8%	17%	50%	**26.8%**
	Year 7	NMS	92%	98%	94%	**89.0%**
		U2B	24%	18%	50%	**16.4%**
Spelling	Year 3	NMS	86%	89%	92%	**94.4%**
		U2B	11%	13%	40%	**25.4%**
	Year 5	NMS	87%	96%	91%	**92.7%**
		U2B	12%	15%	26%	**9.8%**
	Year 7	NMS	88%	100%	92%	**83.6%**
		U2B	16%	17%	26%	**16.4%**

Future outlook

A Quadrennial School Review was conducted at the end of 2012, with the Bridge to Success being developed to illustrate the strategic direction of the school from 2013 to 2017.
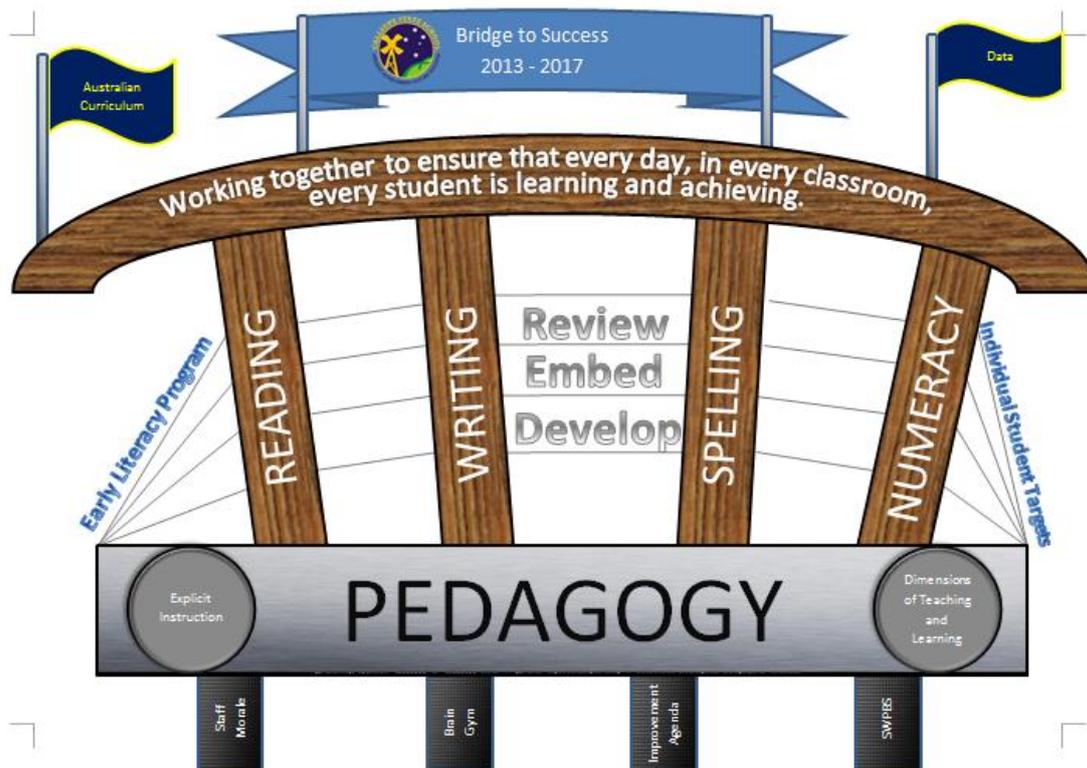
Reading and Spelling continue to be a priority in 2013 with the following key strategies being put in place:

- Research and adopt an approach to teaching reading,
- Review and update the current school-wide spelling plan,
- Early Literacy Program to build links with local early childhood providers and engage with parents of pre-school aged children,
- Implement rigorous student targets and quarterly individual goal setting for Reading,
- Implement rigorous student targets and quarterly individual goal setting for Spelling,
- Develop teacher skills in regular use of reading data to inform teaching,
- Ensure consistent school-wide teaching practices through monitoring, observation and feedback for Spelling, and
- Ensure consistent school-wide teaching practices through monitoring, observation and feedback for Reading.

Explicit Instruction has been added as a new priority for 2013 with the following key strategies being put in place:

- Regular feedback to students to improve learning outcomes;
- Develop a Pedagogical Framework which articulates the school's approach to teaching (with Explicit Instruction being the 'signature' pedagogy of Calliope State School);
- Classroom coaching and feedback for teachers

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	433	210	223	93%
2011	499	232	267	89%
2012	498	223	275	90%

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 socioeconomic and familial backgrounds. Approximately 6% of students identify as being Aboriginal or Torres Strait Islander and less than 1% of students have English as an Additional Language. A Special Education Program caters for Students with Disabilities who make up approximately 4 % of the school population.

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	24	24	22
Year 4 – Year 7	25	26	23

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days	5	16	11
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Instrumental music, including Strings and Woodwind, Brass and Percussion
- THRASS Program
- Learn to Swim
- Project 600 - Reading
- Chaplaincy Program

Extra curricula activities

- ICAS Maths, English, Science, Spelling and Computer tests
- 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
- School Musical
- Community Services such as ANZAC Day march and school-based services
- Gladstone Cluster Schools Extended Learning Program
- Literacy Carnivale

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 desktop 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.

In 2012, students participated in on-line learning programs such as Project 600 and UniFY (through Brisbane SDE). Students connected with a teacher and classmates through iConnect and The Learning Place to participate in these extension programs.

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 Bullying Prevention Strategy.

In the School Opinion Survey in 2012, 88.2%% of parents agreed that behaviour was well managed in the school, and 88.2% of parents were satisfied that the teachers at this school are interested in their child's wellbeing.

89.3% of students surveyed were satisfied that student behaviour is well managed at this school and 94.9% of students agreed that their teacher cares about them. 97.1% of students felt that they are getting a good education at this school.

In 2012, the school continued to offer the services of a Chaplain for two days per week, as well as being resourced with a Guidance Officer for two days per week.   A submission to The National School Chaplaincy and Student Welfare Program was successful in 2012, allowing for expansion of the Chaplaincy Program in 2013.

Parent, student and staff satisfaction with the school

Parents, students and staff indicated a high level of satisfaction with the school in 2012.

100% of parents responded that their child likes being at Calliope State School and that the teachers expect their child to do their best. 94.1% of parents felt that their child is making good progress at the school , that they can talk to their child's teacher about their concerns, and that the school works with them to support their child's learning.

97% of students responded that they are getting a good education at Calliope State School and that their teachers motivate them to learn. 95.1% of students like being at Calliope State School and 99% said that they were satisfied that their teachers expect them to do their best.

100% of staff were satisfied with staff morale in 2012 and 92.9% agreed that they had good access to quality professional development.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	82.4%
this is a good school	88.2%
their child likes being at this school*	100.0%
their child feels safe at this school*	94.1%
their child's learning needs are being met at this school*	88.2%
their child is making good progress at this school*	94.1%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	93.8%
teachers at this school motivate their child to learn*	88.2%
teachers at this school treat students fairly*	82.4%
they can talk to their child's teachers about their concerns*	94.1%
this school works with them to support their child's learning*	94.1%
this school takes parents' opinions seriously*	88.2%
student behaviour is well managed at this school*	88.2%
this school looks for ways to improve*	87.5%
this school is well maintained*	94.1%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012#
they are getting a good education at school	97.1%
they like being at their school*	95.1%

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they feel safe at their school*	94.2%
their teachers motivate them to learn*	97.1%
their teachers expect them to do their best*	99.0%
their teachers provide them with useful feedback about their school work*	96.1%
teachers treat students fairly at their school*	88.0%
they can talk to their teachers about their concerns*	88.3%
their school takes students' opinions seriously*	92.2%
student behaviour is well managed at their school*	89.3%
their school looks for ways to improve*	97.0%
their school is well maintained*	90.3%
their school gives them opportunities to do interesting things*	92.2%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	92.9%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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 2012 we held an Open Night, Science Week, end of term Principals' Parades, a Christmas Concert, Grandparents' Morning and School Musical, 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 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 implementation of the SEMP continued in 2012 with a focus on waste.

The increase in water consumption in the 2011-2012 period can be attributed to maintenance of the pool, making it necessary to empty and then refill the pool.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	245,217	0
2010-2011	243,057	7,708
2011-2012	235,466	12,043

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	35	15	0
Full-time equivalents	31.1	10.2	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	33
Diploma	0
Certificate	0
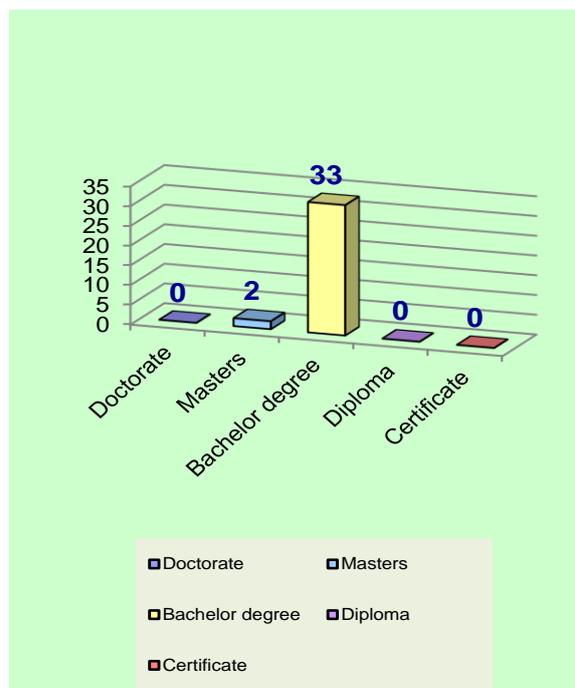
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $18 189.

The major professional development initiatives are as follows:

- Coaching - QELI/GCi Coaching program for School Leaders
- SWPBS – Key Leadership Team members attended the SWPBS Conference in Brisbane
- First Aide

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

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Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.4%	95.5%	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94.9% of staff was retained by the school for the entire 2012 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

[ ] GO

Search by suburb, town or postcode

[ ]

Sector [ ] Government
[ ] Non-government
SEARCH

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 web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	93%

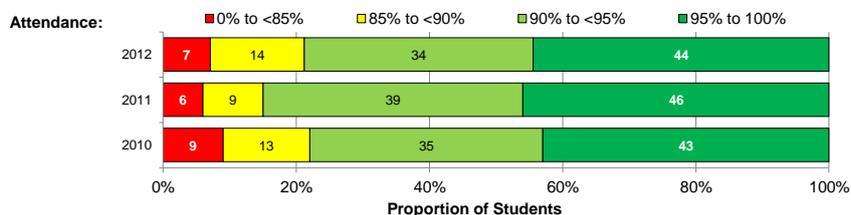The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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
2010	91%	94%	94%	92%	94%	92%	94%
2011	92%	94%	94%	96%	95%	94%	94%
2012	93%	94%	93%	93%	95%	94%	93%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2012	7	14	34	44
2011	6	9	39	46
2010	9	13	35	43

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Performance of our students

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.**

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 2012 the school actively participated in the implementation of the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools **(** EATSIPS) plan, including:

- Teachers have the opportunity to reflect on their own attitudes and perceptions of Indigenous people and histories;
- 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.

In 2012, the Indigenous student attendance rate was 90.6%, compared to the non-Indigenous attendance rate of 93.4%. The Indigenous attendance rate dropped from 93.4% in 2011.

In 2012, the gap between Indigenous and Non-Indigenous Mean Scale Scores was 58, as compared with 8.9 in 2011, for Year 3 Reading and 45 as compared with 47.3 in 2011 for Year 3 Numeracy.