

# Calliope State School

## Queensland State School Reporting

### 2013 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 2013. This report is available online, as a paper copy and will be serialised in the new sletter throughout term3 in 2014.

This report includes a school and staff profile and information about the curriculum, social climate and achievement in 2013.

### School progress towards its goals in 2013

#### READING

○ Number of students at or above NMS in NAPLAN for Reading (with the exception of students with an ILP)	○ 100%	Year 3 – 90.2% Year 5 – 100% Year 7 – 92.6%
○ Trend data for reading for MSS and U2B is positive	○ 100% of trends are positive	33% of trends positive
○ School based reading data	○ 80% at or above, 25% above	Prep – exceeded Year 1 – above target exceeded Year 2 - exceeded Year 3 – exceeded Year 4 – exceeded Year 5 – above target exceeded Year 6 – exceeded Year 7 - exceeded
○ Validation of reading elements in the Continuum of Teacher Capabilities and Practice	○ All teaching staff	The Continuum of Teacher Capabilities and Practice is complex and requires refinement for 2014.

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### SPELLING

○ Updated spelling plan	○ Written spelling plan	Completed and in Curriculum Boxes
○ Trend data for Spelling for MSS and U2B is positive	○ 100%	66% of trends positive
○ Number of students at or above NMS in NAPLAN for Spelling (with the exception of students with an ILP)	○ 100%	Year 3 – 84.3% Year 5 – 93.3% Year 7 – 94.4%
○ Validation of spelling elements in the Continuum of Teacher Capabilities and Practice	○ All teaching staff	The Continuum of Teacher Capabilities and Practice is complex and requires refinement for 2014.

### HIGH QUALITY TEACHING PRACTICE

○ Teaching and Learning Audit	○ All indicators very high or outstanding	Five descriptors in the medium zone, eighteen descriptors in the high zone and eight descriptors in the Outstanding zone.
○ Discipline Audit	○ All indicators very high or outstanding	Two descriptors in the medium zone. All remaining descriptors in the High and Outstanding zones (no very high zone).
○ Validation of explicit instruction elements in the Continuum of Teacher Capabilities and Practice	○ All teaching staff	The Continuum of Teacher Capabilities and Practice is complex and requires refinement for 2014.
○ Coaching and Feedback	○ 100% participation	100% participation through Explicit Instruction Pods.
○ Pedagogical Framework	○ Document completed	Document drafted – to be published in 2014

### SCHOOL DISCIPLINE

○ Discipline Audit	○ All indicators very high or outstanding	Two descriptors in the medium zone. All remaining descriptors in the High and Outstanding zones (no very high zone).
○ School profiling - Essential Skills for Classroom Management	○ Positive trend from profile to profile	Profiling sweeps deferred to 2014

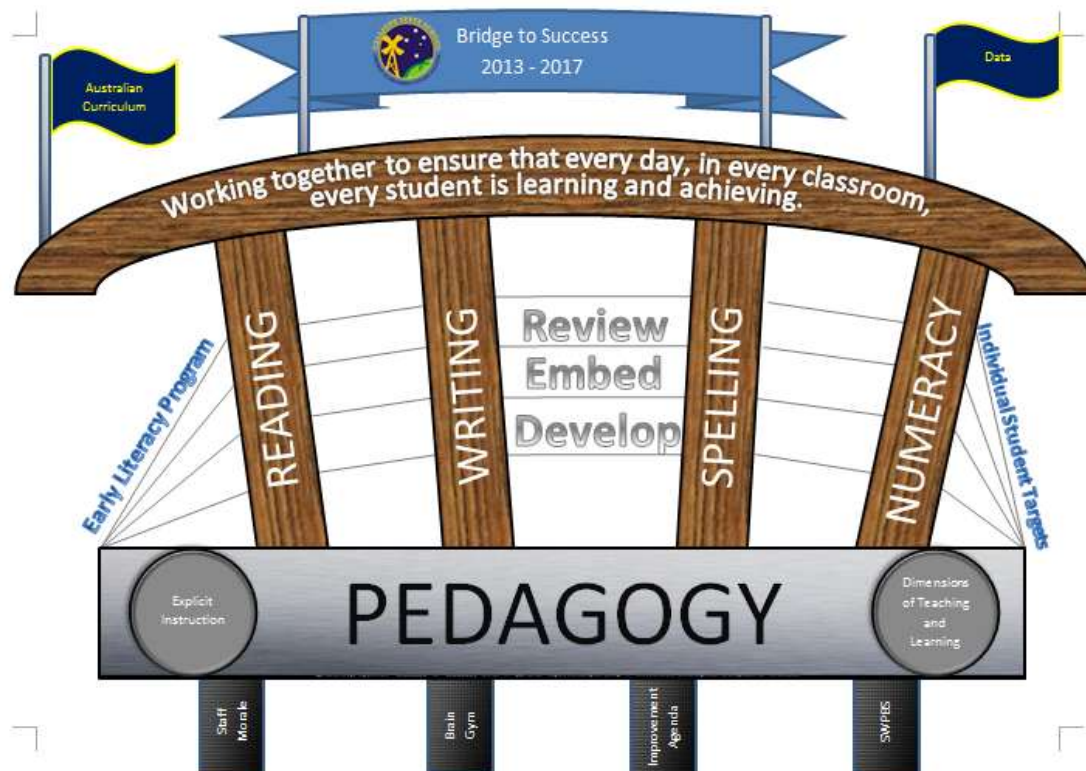
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### Future outlook

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.



### School improvement priorities and strategies for 2014 -

#### Improving Reading outcomes for every student

- Implement rigorous student targets and quarterly individual goal setting
- Develop teacher skills in regular use of reading data to inform teaching
- Early Literacy Program to build links with local early childhood providers and engage with parents of pre-school aged children
- Ensure consistent school-wide teaching practices through monitoring, observation and feedback for reading

#### Improving Spelling outcomes for every student

- Implement rigorous student targets and quarterly individual goal setting
- Ensure consistent school-wide teaching practices through monitoring, observation and feedback for spelling

#### Improving Writing outcomes for every student

- Develop writing exemplars at A and C standards for each year level
- Implement rigorous student targets and individual goal setting once a semester for writing
- Ensure consistent school-wide teaching practices through monitoring, observation and feedback for writing
- Develop and document the school's approach to the explicit teaching of writing including spelling, punctuation and grammar

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### **Improving Numeracy outcomes for every student**

- Arrange PD in the teaching of Numeracy
- Ensure consistent school-wide teaching practices through monitoring, observation and feedback for numeracy
- Develop and document the school's approach to the explicit teaching of numeracy

### **High Quality Teaching Practices**

- Extend and embed the Continuum of Teacher Capability and Practice
- Review and improve moderation processes
- Classroom coaching and feedback for teachers
- Regular feedback to students to improve learning outcomes
- Develop a Pedagogical Framework which articulates the school's approach to teaching
- Classroom dashboard used to analyse student behaviour, attendance and achievement data

### **School Discipline**

- Maintain and promote positive school culture through SWPBS
- Conduct twice yearly school profiling sweeps
- Develop moderation strategies for behaviour and effort ratings on report cards
- Provide opportunities to train all staff in Classroom Profiling

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:** 478

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	499	232	267	89%
2012	498	223	275	90%
2013	478	234	244	91%

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 with an ICSEA of 968 (31<sup>st</sup> percentile) in 2013. Approximately 4% 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

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	22	21
Year 4 – Year 7 Primary	26	23	21

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	16	11	17
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
- UNIFY Programs – Write On, Critical Thinking, Sketch Up
- Chaplaincy Program

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### 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
- Community Services such as ANZAC Day march and school-based services
- Gladstone Cluster Schools Extended Learning Programs
- Literary Carnivale
- Toolooa Super Challenge and Out of The Box (Tannum Sands SHS)
- CQ Regional Shield
- Literacy/Numeracy Week activities
- Sewing Club
- Card Making Club
- Green Team
- Band Camp
- Community Christmas Concert

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### 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.

In 2013, 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.

# Our school at a glance

## 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 2013, 88% of parents agreed that behaviour was well managed in the school and 100% of parents said that their child feels safe at this school.

73% of students surveyed were satisfied that student behaviour is well managed at this school and 99% of students felt that they are getting a good education at this school.

In 2013, the school increased the services of a Chaplain to three days per week, as well and continued to be resourced with a Guidance Officer for two days per week. In 2013 the school adopted Policeman Andrew as 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 2013.

100% of parents responded that their child likes being at Calliope State School, that their child is getting a good education at the school, that they can talk to their child's teachers about their concerns and that the school works with them to support their child's learning.

99% of students responded that they are getting a good education at Calliope State School and 100% responded that their teacher helps them to do their best. 96% of students said that their teachers motivate them to learn and 99% said that their teachers provide them with useful feedback about their school work.

100% of staff responded that students are encouraged to do their best at Calliope State School and that students are treated fairly. 93% of staff said that they receive useful feedback about their work.

### Performance measure (Nationally agreed items shown\*)

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

## Our school at a glance

this school looks for ways to improve* (S2013)	88%	100%
this school is well maintained* (S2014)	94%	93%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	99%
they like being at their school* (S2036)	95%	94%
they feel safe at their school* (S2037)	94%	95%
their teachers motivate them to learn* (S2038)	97%	96%
their teachers expect them to do their best* (S2039)	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	99%
teachers treat students fairly at their school* (S2041)	88%	91%
they can talk to their teachers about their concerns* (S2042)	88%	94%
their school takes students' opinions seriously* (S2043)	92%	95%
student behaviour is well managed at their school* (S2044)	89%	73%
this school looks for ways to improve* (S2045)	97%	99%
this school is well maintained* (S2046)	90%	96%
this school gives them opportunities to do interesting things* (S2047)	92%	94%

### Performance measure

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

\* 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 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.



# Our school at a glance

## 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 2013 we held an Open Night, Science Week, 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.

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.

A reduction in waste was a school target during 2013 with the introduction of a Litterless Lunch one day per week.

Electricity and water consumption were both reduced slightly from the 2011-2012 period to the 2012-2013 period.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	243,057	7,708
2011-2012	235,466	12,043
2012-2013	229,258	11,345

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

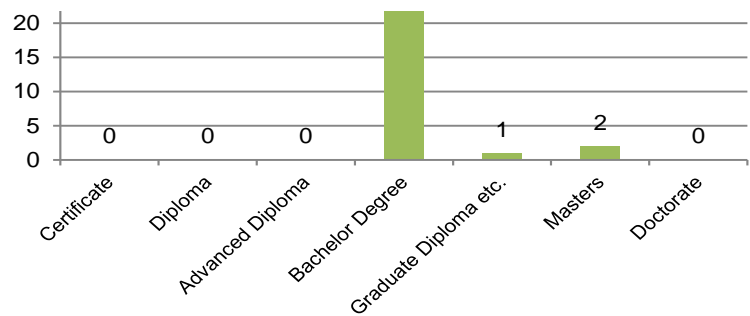
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	38	18	0
Full-time equivalents	32	12	0

## Qualifications of all teachers

Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.	1
Masters	2
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 2013 were \$ 26 740.90.

The major professional development initiatives are as follows:

- Explicit Instruction
- Effective Conversations
- First Aid
- Collegial Coaching
- Classroom Profiling
- MultiLit
- First Steps in Reading

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

# Our staff profile

## Proportion of staff retained from the previous school year

From the end of the previous school year, 81% of staff was retained by the school for the entire 2013 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'** textbox.

**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 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

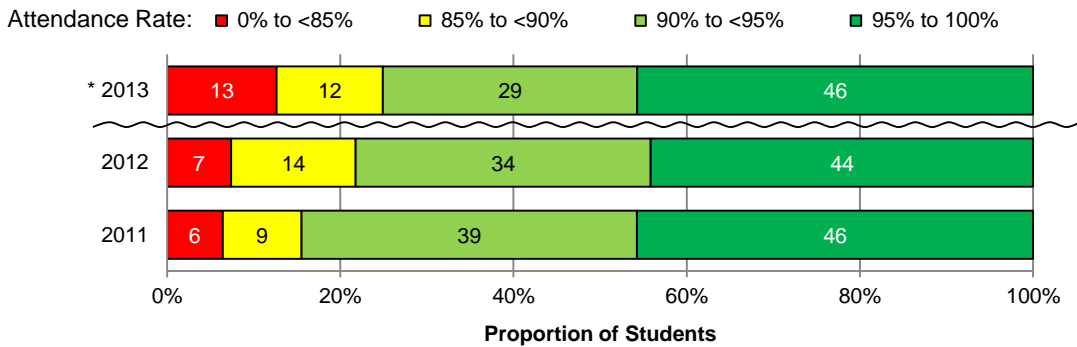
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	92%	94%	94%	96%	95%	94%	94%
2012	93%	94%	93%	93%	95%	94%	93%
2013	91%	95%	93%	93%	93%	94%	91%

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 from 2013 to that of previous years.

# Performance of our 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.

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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.

In 2013 students with 100% attendance for the term received a letter and ice-cream voucher in the mail. The two students with 100% attendance for the entire year received a prize of an iPad Mini at the final Principals' Parade, donated by local company Sibelco.

## 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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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 2013 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 increase 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 2013, the Indigenous student attendance rate was 86.4%, compared to the non-Indigenous attendance rate of 92.3%. The Indigenous attendance rate dropped from 90.6% in 2012.

In 2013, the gap between Indigenous and Non-Indigenous Mean Scale Scores was 52, as compared with 58 in 2012, for Year 3 Reading and 41 as compared with 45 in 2012 for Year 3 Numeracy.