Calliope State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Queensland state schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2015. 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.

School progress towards its goals in 2015

Develop and document the school's approach to the explicit teaching of Numeracy
Our work towards this goal is ongoing and is linked to the school's priority of developing high quality teaching practices including:
- Modeling RTR lessons for all teachers
- Videoing quality RTR lessons for numeracy
- Videoing quality Explicit Instruction lessons for numeracy
- Develop a shared bank of RRR powerpoints for numeracy
- Facilitate training for all teachers around RTR (Reveal the Reason) to implement in all classrooms.
- Organise an afternoon coffee meetings each term for informal discussion and reflection on teaching of numeracy.

Ensure consistent school-wide teaching practices through monitoring, observation and feedback for writing
- All teachers trained in Seven Steps for Writing Success
- Model quality teaching practices through ongoing development of Teacher Observation Program
- Implement classroom observation, coaching and feedback of the explicit teaching of writing
- Implement a process for professional discussion of and moderation of students writing to ensure standards are consistent internally and externally.
- Develop and document the whole school approach to the explicit teaching of writing including Spelling and Grammar & Punctuation.
- Document 'Expectations for Teaching Writing' including what, when, and how
- Adopt consistent school-wide assessment stratgies for writing, including criteria sheets.

Develop a Pedagogical Framework which articulates the school's approach to teaching
- Adopt / adapt/ develop a research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice.
- Embed Explicit Instruction as the 'signature' pedagogy of Calliope State School. Strategy: Classroom coaching and feedback for teachers
- Review the supervision model used within the school, ensuring that feedback is provided to
- teaching and non teaching staff.
- Provide PD on the skills of coaching, feedback and mentoring
- Facilitate peer observation and feedback.
- Model quality teaching practices

- Review and improve moderation processes
- Establish and document formal internal and cluster moderation processes for school improvement priority areas

High Quality Teaching Practices
- A school-wide, inclusive process of developing a Pedagogical Framework articulating the schools approach to teaching is underway.
- School-wide peer coaching and collegial coaching process implemented consisting of:
- observation and conferencing
- share successful practices through collaboration and reflective practice
- act as a problem-solving vehicle
- reduce isolation among teachers
- create a forum for addressing instructional problems
- support and assisting new teachers in their practice
- Teachers provide written feedback to students in all bookwork as per the school's Bookwork Guidelines

Future outlook

2016 Priorities are:

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

Further detail regarding the 2016 Annual ImplementationPlan can be found on the school website.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	478	234	244	19	91%
2014	556	263	293	24	93%
2015	588	283	305	40	89%

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 2015, 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:

. Students from Calliope State School come from a wide range of socio-economic backgrounds with an ICSEA of 977 (35th percentile) in 2015.
· Approximately 4% of students identify as being Aboriginal or Torres Strait Islander decent.
· Less than 1% of students have English as an Additional Language.
· The school has had a steady growth in enrolments with the lower school expanding in numbers in recent times.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	21	20
Year 4 – Year 7 Primary	21	26	27
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	17	10	39

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.

Curriculum delivery

Our approach to curriculum delivery

Calliope SS has implemented an adapt and adopt philosophy to the C@C resources provided by Education Queensland. Teaching staff work within year level teams and key priority team to ensure appropriate, relevant, rigourous and engaging learning opportunities are provided to every student.
Calliope SS school 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
- THRASS Program
- Seven Step to Writing Success
- Early Years Reading intervention program
- Chaplaincy Program
- Access to Gladstone Literacy Centre

Extra curricula activities

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

How Information and Communication Technologies are used to improve 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 26 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. 2015 has seen additional upgrades to bandwidth with an increase from 1.5Mb/s u tp 20Mb/s. The school is also participating the the Wireless Upgrade

Project which hwill be completed in term 3 of 2016. This will provide wireless internet access in every classroom and learning space in the school.

Social Climate

Calliope State School is a Positive Behaviour for Learning (PBL) (formerly SWPBS), 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.

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 are being developed as an ongoing priority

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	95%	96%
this is a good school (S2035)	100%	88%	100%
their child likes being at this school (S2001)	100%	93%	96%
their child feels safe at this school (S2002)	100%	98%	100%
their child's learning needs are being met at this school (S2003)	100%	93%	96%
their child is making good progress at this school (S2004)	100%	98%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	90%	96%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	88%	90%	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)	100%	90%	100%
this school takes parents' opinions seriously (S2011)	100%	88%	100%
student behaviour is well managed at this school (S2012)	88%	85%	81%
this school looks for ways to improve (S2013)	100%	90%	96%
this school is well maintained (S2014)	93%	90%	86%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	98%	96%
they like being at their school (S2036)	94%	97%	86%
they feel safe at their school (S2037)	95%	93%	90%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers motivate them to learn (S2038)	96%	97%	99%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	99%	98%	99%
teachers treat students fairly at their school (S2041)	91%	90%	81%
they can talk to their teachers about their concerns (S2042)	94%	95%	88%
their school takes students' opinions seriously (S2043)	95%	93%	85%
student behaviour is well managed at their school (S2044)	73%	92%	74%
their school looks for ways to improve (S2045)	99%	98%	92%
their school is well maintained (S2046)	96%	97%	92%
their school gives them opportunities to do interesting things (S2047)	94%	97%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	100%	94%
they feel that their school is a safe place in which to work (S2070)	95%	100%	97%
they receive useful feedback about their work at their school (S2071)	93%	82%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	84%	89%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	93%	97%	79%
staff are well supported at their school (S2075)	86%	85%	94%
their school takes staff opinions seriously (S2076)	93%	81%	93%
their school looks for ways to improve (S2077)	98%	97%	94%
their school is well maintained (S2078)	95%	91%	94%
their school gives them opportunities to do interesting things (S2079)	93%	91%	97%

# '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 2015 we held an Open Night, Book Week, end of term Principal's 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. Parents and the community were alson invited to a forum with the prinicipal 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,
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/resourses to the school. The school has a developing relationship with Calliope Rotary Club who have provided awards and prizes to recognise outstanding attendance.

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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	229,258	11,345
2013-2014	251,079	2,179
2014-2015	258,398	5,366

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	23	0
Full-time equivalents	38	15	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	7
Masters	5
Doctorate	0
Total	**48**
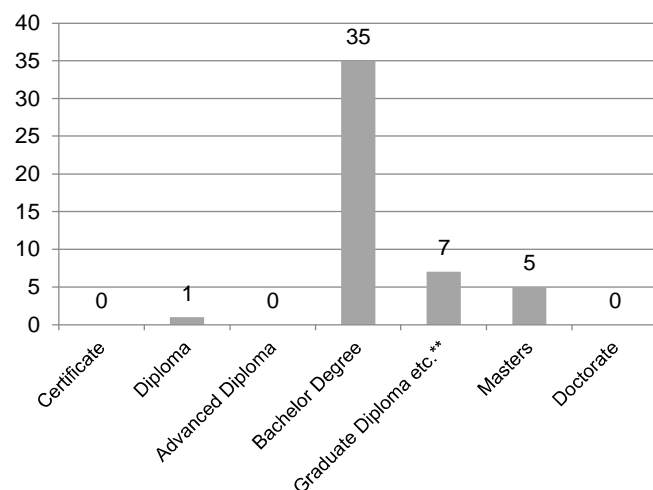
*Teaching staff includes School Leaders

**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 2015 were $23696

The major professional development initiatives are as follows:

Seven Step To Writing Success

Explicit Instruction

Numeracy Pedagogy

Coaching

Data Literacy

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
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, 97% of staff was retained by the school for the entire 2015 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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
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).	88%	89%	91%

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.

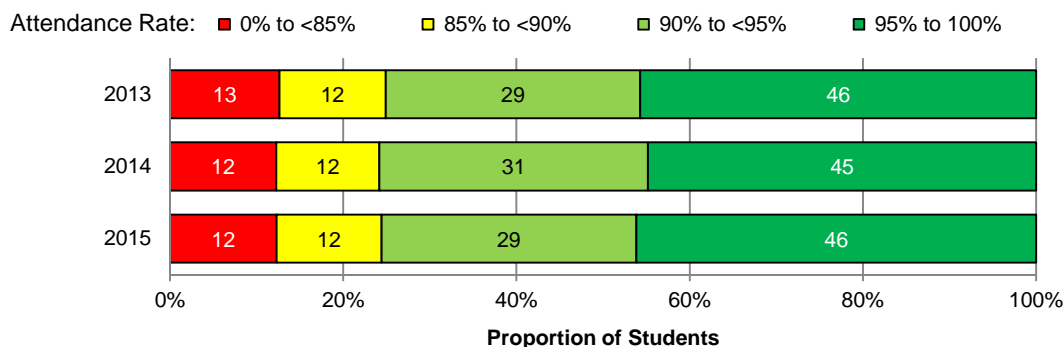The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	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
2013	92%	91%	95%	93%	93%	93%	94%	91%					
2014	93%	92%	92%	94%	94%	93%	94%	93%					
2015	92%	93%	93%	92%	95%	92%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Attendance Rate: ■ 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%
2013	13	12	29	46
2014	12	12	31	45
2015	12	12	29	46

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 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)

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.

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.**

Where it says **'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 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.