


Our school at a glance

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Principal's foreword

Introduction

It is with much pride that I present the 2010 Annual Report for Kalkie State School. This report provides a summary of achievements for 2010 and goals for the future under several organisational headings including:
The School at a Glance, Our Staff Profile and Performance of our Students.

School progress towards its goals in 2010

During 2010 we continued to expand our whole school screening in numeracy and literacy by our Support Teacher-Literacy & Numeracy. Results were shared with class teachers who used them to provide direction
To improve student achievement.

Teachers of years 4-7 were also provided with data showing class and individual student performance to provide assist them to identify areas requiring additional development. At the end of 2010, teachers of years 4 and 6 maintained the majority of their class members and carried them through to years 5 and 7 respectively. This strategy was aimed at supporting improved NAPLAN achievement by individuals and the cohort as teachers commence the 2011 school year with full knowledge of the students in their class. It is hoped that at the end of 2011, this 'looping' in years 2/3 4/5 and 6/7 will again occur.

Classes for 2011 were settled prior to the end of the 2010 school year providing teachers with the opportunity to develop booklists appropriate to their class for 2011.

A staff decision was also made to not use text books for maths and English in recognition of the broad range of academic ability in each class and the inflexibility of using one text for all students.

Kalkie became a National Partnership School -Literacy in 2010 providing the support of a Literacy Coach to work with staff and students for two days each week.

Our student NAPLAN results were strong with generally improved results from 2009. School Opinion Survey results were again strong with areas for future improvement and focus identified. Again we believe these results reflect a strong school/community partnership and high expectations, enthusiasm and dedication of staff and supportive parents.

Our school at a glance

Future outlook

Implementation of QCAR and One School strategies continued to be a strong focus in 2010 and will continue into 2011 as we prepare for the introduction of the National Curriculum in 2012. The services of QCAR English and Mathematics advisors is organised for term one 2011 to provide support to staff as they prepare to move to the Australian National Curriculum and to support teachers to plan effective programs utilising Learning Place and Roadmap resources. Whole school programs in English, Maths and Science were completed in 2009 and were implemented during 2010.

Our teachers continued to be organised in professional teams; Junior (Prep-Yr 3), Intermediate (Yr 4&Yr 5) and Middle (Yr 6 & Yr 7). A change for 2011, whereby the three teams meld into two, will be considered. Teachers to share their strategies to differentiate curriculum for students with literacy and numeracy demands and disabilities at team meetings.

The Educational Leadership Team will become more focused on school improvement and will become known as the School Improvement Team. New members of this team will include the HOSES, Literacy Coach and ST-L&N and will work towards establishing a strong focus on school improvement with a clear agenda to access, review and utilise data to plan and inform effective teaching and learning experiences for all students and to achieve school targets.

ICT integration and focus continued in 2010 with staff professional development, hardware and software enhancement and maintenance and opportunities to share ICT Curriculum integration successes. This focus also included further refinement of Kalkie State School's intranet and increased usage of the One Portal site.

The role of the Literacy Coach will be reviewed with the aim of introducing a coaching feedback culture to the school, an audit response. This strategy is expected to improve teacher pedagogy and explicit teaching, supported by planning support and coaching feedback.

School based data will continue to be gathered and interpreted with the learnings and results used to enhance teaching in Student Achievement Teams and maintain literacy and numeracy focus with particular attention to Prep-Yr 3 to stretch student achievement. Review whole school intervention strategies to support students with literacy and numeracy demands.

Increased access and use of NAPLAN data and school based data to inform their teaching. This will include the use of previous tests to prepare students for 2011 NAPLAN and to identify gaps in student learning.

Continue Maths First Steps – Number training for staff to be continued during 2011 and Yr 4-7 staff to complete Primary Connections/Science Spark in-service.

All staff to participate in 2011 QCAT school based and district moderation to develop skills in assessment using standards and professional dialogue.

We will be working towards the implementation of the Developing Performance Framework to maintain sharp focus on teaching and learning and continue to implement Teaching and Learning Audit responses. The establishment of a Local Consultancy Committee (LCC) will be an initial step in this process.

Our school at a glance

School Profile

Kalkie State School, built in 1878 is steeped in tradition and maintains an excellent reputation for academic excellence, sport, cultural achievements and pastoral care. High expectations are placed on students who are encouraged to value effort and commitment as well as achievement. Our co-educational Prep-Year 7 curriculum is based upon the Essential Learnings of the Key Learning Areas, including German, with a strong focus on literacy and numeracy skills development that aims at skills mastery, higher order thinking and inclusion. Early intervention, Learning Support and Special Needs classes enhance our inclusive, supportive environment. Gifted and Talented programs, supported by a nearby State High School, aim to extend student abilities. Our extensive music program includes a marching Drum Band, choirs, string ensemble and concert band, extending class and individual lessons. Active participation in community events is encouraged with students often attaining success at district, regional and state level sporting events and eisteddfods. The role of parents is strongly supported, with an active Parents and Citizens Association providing resources, funding and support to maintain an enriched learning environment for all students.

Coeducational or single sex: Coeducational

Year levels offered: Prep-Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
364	185	179	87%

Characteristics of the student body:

Kalkie State School has both multi-age and single year classes from Prep to Year 7. The student population reflects the location of Kalkie State School. Situated on the eastern edge of Bundaberg City, students that attend the school reside in both residential and semi-rural settings. The school is the Special Education Hub School for a cluster of schools and provides special needs program support to students with a verified disability. The school has a very small Indigenous population (less than 3%).

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	86%	14%	0%
Year 4 – Year 10	25	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	23	100%	93%	7%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	4
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings Our distinctive curriculum offerings :

- German is the specialised Language Other Than English (LOTE) program offered to Year 5-7 students.
- School Programs are inclusive with Special Education groups and Students with Disabilities integrated into mainstream classrooms.
- Selected students from Yr 5-7 participate in a 'Challenge Maths' program conducted by Kepnock SHS Mathematics Head of Department.
- Kalkie continues to be a member of the Coral Coast Cluster of Schools.
- The Kalkie Music Program is an extensive one with Classroom Music as well as Instrumental Music in Strings, Brass, Woodwind and Percussion Instruments.

Extra curricula activities:

- The Reef Guardian Program continued in 2009 extending across all year levels.
- The renowned Kalkie Marching Drum Band, established in 1972 continues to perform for school and community events.
- Our music program also extends into choirs, string ensemble and concert band that participate in the local Eisteddfod and Fanfare competitions.
- Our Multi-Media Club continues to expand with members involved in recording school activities and events as a pictorial history of the school year.
- An Activities Room enables student social interaction through constructions and games including a Chess Club.
- Older Kalkie students continue to be involved in the Rugby League Development Cup program and other students achieve sporting success representing the school at district, region and state level.

How Information and Communication Technologies are used to assist learning:

Kalkie aims to create the conditions under which ICTs can be integrated as everyday tools for learning and delivering curriculum. We have formed a vision of an ICT-rich environment in which students and teachers have a seamless access to ICTs. To achieve this goal, professional development will focus on ICT as integral to all phases of learning. We already have a culture of sharing and mentoring in and across teaching teams. This will be enhanced by the use of our intranet tools as well as utilising more fully team site tools of OnePortal. The purchase of Interactive Whiteboards for every classroom with the expectation of all teachers achieving their ICT Certificates will further build our ICT capacity.

Social climate

Kalkie State School has a variety of strategies to provide a Safe and Supportive School environment including the implementation of our 'Responsible Behaviour Plan for Students'. This document details clearly how the school manages student behaviour.

Key elements of the plan focus on 'positives' with all staff supporting a proactive approach in conjunction with clear consequences for inappropriate behaviours.

Other pastoral care programs are comprehensive and include: Student Leadership Programs – Student School Leaders, Sports House Leaders, Music Leaders, Student Leader (General) and Drum Band Leaders. We also have the support of a visiting Guidance Officer, Behaviour Support Officer and School Chaplain to further support existing pastoral care initiatives in 2009.

Our school at a glance

Parent, student and teacher satisfaction with the school

The results of the Annual School Opinion Survey conducted for students, staff and parents continued to be positive in many areas while some areas have been identified as requiring further focus in 2011. Staff morale showed a decline with a change in principal after the retirement of the long-standing school principal (22 Years). Parent opinion about students getting a good education at Kalkie remained similar to other State schools, while students identified this area as very positive and above other State schools. Staff satisfaction with the level of professional development remained similar to that of other State schools.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	74%
Percentage of students satisfied that they are getting a good education at school	91%
Percentage of parents/caregivers satisfied with their child's school	77%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	75%
Percentage of staff members satisfied with morale in the school	69%

Involving parents in their child's education.

Kalkie operates an 'Open Door' policy where all parents are welcomed and invited to visit and discuss the operation of our school with both teachers and administration.

Parents are a child's first teacher and our school acknowledges the importance of an effective home/school partnership and we strongly encourage teachers and parents to quickly build a respectful relationship for the benefit of each child.

Many parents volunteer their time regularly to assist with a variety of class/school activities and events and this is a strong feature of our school. Activities include: Morning reading to an adult (Year 1-3); Home Reading program (Yr 1-5); Group Rotations (Prep-7); Reading, Maths, Literacy, Craft and Cooking activities; assisting with Excursions/Camps. Cultural Events which have significant parental involvement include: School ANZAC Day ceremony, Interhouse Athletics, Friday Whole School Assemblies/Celebrations, Parades (Senior-Monday afternoon, Junior-Tuesday afternoon, Whole School-Friday morning); Drum Band practices and play-outs; Fancy Dress Ball, Easter Hat Parade, Bike-a-thon/Walk-a-thon, Family Fun Day and Celebration Day.

Other parental involvement includes: Parents and Citizens Association, Tuckshop Committee, Management Committee; attending Parent Information sessions, Parent/Teacher Interviews. Our P&C Association is an active and very supportive group of parents who meet monthly to discuss a wide range of topics relevant to our school.

Our school at a glance

Reducing the school's environmental footprint

Kalkie State School has continued to work towards decreasing its environmental footprint. The new school hall (BER Project) captures and stores water for use in the toilets and uses energy saving lighting, water heating and cooling products. A solar hot water heater supply hot water to the tuckshop.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$34,785	\$14,366	\$0	\$3,164	\$3,215	\$0	\$14,040	74,941	1,882	0
2009	\$30,434	\$14,235	\$0	\$0	\$2,057	\$0	\$14,142	85,424	1,135	0
% change 2009 - 2010	14%	1%	N/A	N/A	56%	N/A	-1%	-12%	66%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	30	19	<5
Full-time equivalents	26	11	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	19
Diploma	9
Certificate	0

Qualification	Percentage
Doctorate	0%
Masters	7%
Bachelor degree	63%
Diploma	30%

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$20 466 .
 The major professional development initiatives are as follows: The major professional development initiatives are as follows:

- One School
- QCAR – Essential Learnings; Alignment of Curriculum, Assessment, Reporting
- Personality Traits
- Workplace, Health & Safety Overview/Asbestos Training
- Right to Information and Information Privacy
- Curriculum Unit Planning
- ICT Curriculum Integration
- Learning Place Review

Our staff profile

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 89% of staff members were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 93%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91%	93%	94%	93%	94%	92%	95%	N/A	N/A	N/A	N/A	N/A

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.

Class teachers mark class rolls daily and return the rolls to the Administration Office each Monday for entering into SMS. Any unexplained absences are followed up with phone contact by class teachers and when necessary the Deputy Principal or Principal. Parents are advised and reminded that regular student school attendance will maximise their learning opportunities. On occasions Deputy Principal or Principal will meet personally with parents to address student attendance concerns.

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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

Performance of our students

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

Kalkie State School has been working to close the gap between Indigenous student performance and that of non- Indigenous students. The engagement of a teacher to specifically support Indigenous students and their achievement will support the attainment of this goal. Focus has been on working with students in the 12 months leading up to the NAPLAN test years.