Kallangur State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Kallangur State School proudly serves the community providing opportunities for students to engage in innovative learning activities whilst developing their own positive self image and confidently mastering new skills. Kallangur Values (Respect, Care, Responsibility , Effort) serve as a focal point for participation within the school and are aligned with our rules and expected behaviours. The values are reflected in our curriculum units. Unit contexts engage students in meaningful real life activities requiring them to investigate, understand, evaluate, problem solve, communicate, create and reflect.

We value a variety of teaching approaches and strategies and select these according to the purpose of the learning experiences. There is a clear focus on explicit literacy and numeracy teaching. Our students are supported in their learning by Early Intervention strategies and Learning and Special Needs Support. Parents are encouraged to become actively involved in the school, with our Parents and Citizens Association fostering cohesion within the school community and providing the advice and additional resources critical to our success.

School progress towards its goals in 2018

2018 saw Kallangur State School make significant growth in key initiatives. A concentrated approach towards behaviour expectations and support, saw classrooms become dedicated places of learning in which teachers were consistent in expectations, and supported by administration and parents in ensuring these expectations were met. This was evidenced by the 97% of teachers who agreed that 'student behaviour is well managed at their school' in the staff opinion survey.

Communication was also a key focus of the school in 2018. 'Class Dojo' continued to be used by every class in the school, enabling parents and teachers to communicate easily through the use of an app on a Smartphone or a PC. Teachers could share class work, behaviour charts and feedback and communicate quickly and easily. 'Message Media' continues to successfully notify parents of unexplained absences the same morning. This helps us protect our children in today's uncertain times. The school's Facebook page has continued to grow in popularity. It is updated almost every day with all the things that are happening at the school. The events calendar allows parents to keep up to date and ensure students do not miss any opportunities.

The use of technology to enhance learning continues to be a major focus. The 1:1 iPad classes have proved a great success with classes in year levels 2 to 5 filled to capacity. The 'Digital Discovery Centre' continues to be a hub for STEAM activities ustilised by classes, extra-curricular groups and staff professional development. This room enables students to experience coding, virtual reality, 3D printing, Spheros, BBots, drones and more.

The implementation of the Australian Curriculum, ensuring consistency and scaffolded learning opportunities for all students is a continued focus. The Head of Curriculum and Head of Teaching/Master Teacher provide support and direction to all teachers. A detailed 'Staff Handbook' provides teachers with everything they need to provide a consistent and structured curriculum.

As part of our ongoing commitment to improve student outcomes, 2018, saw the formation of the Literacy team to:

1. identify the literacy and cognitive demands in learning units across the curriculum,
2. implement school wide evidence-based practices that will best address these demands and
3. identify relevant professional development opportunities.

We also began our 'Journey to Inclusion' in 2018. A team was formed and a regional Inclusion Coach was engaged to develop and implement the 'Whole school approach to differentiated teaching and learning'. The team supported change in how diverse learners are catered for at Kallangur State School. Intervention was targeted from Learning Support and SEP to support students with the greatest needs in literacy.

As part of our priority improvement of effective teaching, we started implementation of Age Appropriate Pedagogies across Prep in Term 4 2018. The idea is to make curriculum delivery more contextualised and age appropriate to the developmental levels of our students in Prep.

Future outlook

In 2019, our improvement agenda remains focused on the continual improvement of effective teaching practices and building the capacity of teachers to analyse and use student data to provide responsive intervention and differentiated classroom teaching to support student learning and engagement. Our core foci are literacy, differentiation and numeracy. We continue to upskill and review our practices as part of a continuous reflection, improved practice and feedback loop.

The recording of classroom differentiation within planning documents was proposed. This will be included to guide differentiated assessments that support and enhance learning outcomes for those students accessing the curriculum at a different year level.

1. Provide resources and professional development for teachers to develop their repertoire of practice to effectively differentiate for the range of students in their classes.

2. Establish a collegial approach that utilises the curriculum knowledge of staff members to develop quality, differentiated assessments that are available prior to the commencement of each unit.

As part of our continued focus on student improvement, Kindergarten to Prep transition processes were reviewed in 2018. As a consequence we will be trialling new enrolment processes for Prep 2020, building relationships with our feeder Early Childhood Centres and expanding on our pilot Pre-prep playgroup in Term 4, 2019. We aim to familiarise our pre-prep students with our school to ensure familiarity, confidence and improved outcomes for our students.

Age Appropriate Pedagogies has been rolled out across Prep in 2019. This initiative has increased engagement, improved behaviour across the cohort and will improve academic success by the end of the year. This programme will roll out to Year 1 in 2020 with Year 2 following in 2021.

It is planned to increase the access to shared iPads across to the school in 2019. Shared iPads will be distributed across the school in a ratio, no less than 1 iPad to 5 students. With the current success of the one to one iPad classes in 2018, the school will seek the interest from the community to expand the number of iPad classes in 2019 to include year 6. The increasing use of technologies will result in the necessity for a bandwidth upgrade to ensure quality access to online learning applications.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	794	798	810
Girls	390	396	386
Boys	404	402	424
Indigenous	81	91	107
Enrolment continuity (Feb. – Nov.)	93%	95%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program for ATSI students, however, we ran a pre-Prep program for students in general. The Pre-prep programme in 2018 ran for 30 minutes per week, for 9 weeks during Term 4. This involved familiarising students with the school, teaching basic routines, encouraging social interactions and engaging students in activities appropriate to their development. 20 students were involved in the programme and successfully intergrated into Prep in 2019. Term 4, 2019 we will expand this programme to include 40 students.

Characteristics of the student body

Overview

Kallangur State School had 810 students (December 2018) who represented many cultural backgrounds. Students are respectful of the diverse and rich cultures that exist within the school community. 13% of the students who attended Kallangur State School in 2018 were Aboriginal and/or Torres Strait Islander and 9.3% were from families who speak languages other than English. 4% of our students have a verified disability.

We also have a proud number of "generational" families who attend the school. These are families where three generations have chosen Kallangur State School as their school of choice.

Kallangur State School provides a quality educational program for students enrolled in the school catchment. The ICSEA of the school in 2018 was 949.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	24
Year 4 – Year 6	26	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Kallangur State School uses the Australian Curriculum to provide students with the opportunity to achieve consistent standards in what all young Australians should learn as they progress through schooling. Teachers work within the cohort and phase of learning, design and implement teaching programs, which align with the Australian Curriculum, to meet the needs of the learners within their class. A school data and assessment schedule defines the collection of student learning data and guides teachers to be explicit about the intent of learning programs.

The school has a quality instrumental music program where students learn brass, woodwind, percussion or stringed instruments. The school band and ensemble groups perform at community events. Kallangur State School has a *Languages Other than English* program (LOTE) in Spanish for students in Years 5 and 6.

Co-curricular activities

- Swimming program
- Pastoral Care programs
- STEAM electives (Science, Technology, Engineering, Arts, Mathematics) including, Spheros, advanced drawing techniques, stop motion, Minecraft Edu, rockets and Lego Mindstorms.

2018 saw the first Roboclub group created. Students programmed EV3 Lego Robots to perform synchronised moves to music. One of our teams placed in the top 10 at the Queensland State Robocup Competition and were eligible to compete at the National Robocup Competition in Melbourne in September 2018. The team competed and performed admirably. Roboclub students are working hard in preparation for the competition for 2019.

How information and communication technologies are used to assist learning

Students at Kallangur State School utilise digital pedagogies to engage in a variety of learning experiences. 2018 saw a major redevelopment in the use of digital technologies. Work on the enterprise platform has ensured a much more consistent and stable infrastructure, which will ensure better opportunities for students.

The use of technology to enhance learning continues to be a major focus. Staff are engaging in professional learning to improve their skills and knowledge to effectively, efficiently and creatively use an iPad to enrich learning activities. Professional learning activities include completing Apple Teacher iPad tasks, Tech Talk after-school sessions and in-class coaching and mentoring with the Master Teacher.

Students at Kallangur State School utilise digital pedagogies to engage in a variety of learning experiences. Online application subscriptions include the use of Mathletics and Sunshine Classics. A trial commenced with Seesaw and Showbie in the one to one iPad classes. The applications provide opportunities for students and teachers to create digital content, track learning progress, provide feedback and share the student's digital work with their parent/s. All students participated in Digital Technology lessons to meet the year level expectations of the Australian Curriculum: Technologies.

The 'Digital Discovery Centre' in the Library is utilised to enable students to experience coding, virtual reality, 3D printing, stop animation, robotics, drones and Minecraft.

The employment of a school technician full time continues to provide improved support for teachers. The iPad fleet increased from 147 iPads in 2017 to 266 in 2018 to provide greater access to digital learning opportunities.

Social climate

Overview

Kallangur State School has a long history of offering high quality learning opportunities. It is well regarded as a safe, supportive and disciplined environment. This is supported by the School Opinion Survey with 97% of students and parents feeling safe at school and rating the school as a 'good school'. School staff and members of the community have worked hard to create a positive culture that promotes learning. Staff, students, parents and community members clearly articulate their pride in the school and in the work that has been undertaken to enhance the school culture. (Findings from 2019 school review)

Parents, school leaders and teachers work together in collegial and supportive ways to create an inclusive environment that meets the learning needs of all students. The school has developed processes to work with students identified for differentiated, focused and intensive support. This process is supported through the development of the 'Whole school approach to differentiated teaching and learning.'

The fundamental ethos of Kallangur State School is that every student and staff member has a right to learn and teach in a safe, supported environment and to be treated with respect by other students, staff and community members.
The core school values are:
- Respect
- Responsibility
- Care
- Effort

Students are required to treat people and equipment within the community with respect, exercise responsibility in their activities and daily routines, take care and make an effort in all that they do. Students at Kallangur strive to achieve their potential in all learning settings.

Support programs

- Levelled Literacy Intervention

- speech programs

- Support a Talker

- decoding

- maths intervention

- EAL/D support programs

- supportive play

The school has a Chaplaincy program that provides care for students and their families. The Chaplain works three days per week and supports the wellbeing of students, their families and staff. She also supports student attendance and community engagement with local churches and other community groups.

Kallangur State School has an active Parents and Citizens Association who meet regularly and operate the Tuckshop, School Shop and the high quality 'Outside School Hours Care' services at 'Klub Kallangur'.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	93%	97%
• this is a good school (S2035)	87%	88%	92%
• their child likes being at this school* (S2001)	90%	95%	95%
• their child feels safe at this school* (S2002)	83%	95%	97%
• their child's learning needs are being met at this school* (S2003)	83%	91%	90%
• their child is making good progress at this school* (S2004)	93%	93%	90%
• teachers at this school expect their child to do his or her best* (S2005)	93%	95%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	95%	87%
• teachers at this school motivate their child to learn* (S2007)	90%	98%	90%
• teachers at this school treat students fairly* (S2008)	76%	86%	86%
• they can talk to their child's teachers about their concerns* (S2009)	88%	95%	89%
• this school works with them to support their child's learning* (S2010)	85%	89%	87%
• this school takes parents' opinions seriously* (S2011)	72%	90%	84%
• student behaviour is well managed at this school* (S2012)	74%	91%	95%
• this school looks for ways to improve* (S2013)	84%	93%	97%
• this school is well maintained* (S2014)	85%	91%	98%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	98%	97%
• they like being at their school* (S2036)	94%	94%	94%
• they feel safe at their school* (S2037)	93%	95%	97%
• their teachers motivate them to learn* (S2038)	96%	93%	97%
• their teachers expect them to do their best* (S2039)	98%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	92%	95%
• teachers treat students fairly at their school* (S2041)	91%	89%	94%
• they can talk to their teachers about their concerns* (S2042)	88%	83%	88%
• their school takes students' opinions seriously* (S2043)	92%	86%	89%
• student behaviour is well managed at their school* (S2044)	84%	83%	87%
• their school looks for ways to improve* (S2045)	98%	94%	97%
• their school is well maintained* (S2046)	95%	87%	98%
• their school gives them opportunities to do interesting things* (S2047)	95%	94%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	98%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
• they receive useful feedback about their work at their school (S2071)	100%	92%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	91%	100%
• students are encouraged to do their best at their school (S2072)	100%	98%	98%
• students are treated fairly at their school (S2073)	100%	98%	97%
• student behaviour is well managed at their school (S2074)	100%	98%	97%
• staff are well supported at their school (S2075)	96%	98%	95%
• their school takes staff opinions seriously (S2076)	96%	96%	94%
• their school looks for ways to improve (S2077)	100%	98%	97%
• their school is well maintained (S2078)	98%	96%	98%
• their school gives them opportunities to do interesting things (S2079)	98%	98%	98%

* 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

Kallangur State School invites parents to be a part of school life through volunteering in classrooms, attending school events and joining the school Parents and Citizens Association. Kallangur State School has an active Parents and Citizens Association, which operates the:

- *School Shop* to supply uniforms and school booklist requirements;
- *Tuckshop;* and,
- *Klub Kallangur*, a high quality, before, after and vacation care program.

School support staff operate parent information sessions to assist parents/carers:

- in becoming familiar with the school
- understanding the Australian Curriculum
- supporting their child's learning and
- understanding the learning achievements of their children.

Parents are invited to attend class information sessions, parent education workshops and receive regular news and 'Class Dojo' messages from their class teacher and the school newsletter. The school Facebook page keeps parents constantly updated with school information. Parent/carer and teacher interviews are held each semester.

2018 the pre-prep playgroup saw parents attend each session with their children and were active participants in their child's learning. This will be expanded in 2019 to include more students and parents. Parents were invited into classrooms in 2018 for the first Term to assist with transitioning students to the school environment. This was expanded in 2019 with the idea of learning circles for the first 15 minutes of the day as a trial. The feedback from parents has been overwhelmingly positive.

Respectful relationships education programs

At Kallangur State School, staff support wellbeing by building a positive learning culture – providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. Students support their own wellbeing by being involved in their school and community – and research on resilience shows a sense of belonging is crucial for young people.

Wellbeing is enhanced when it is embedded in the curriculum and taught by the regular classroom teacher. It is multidimensional and characterised by feeling well and functioning well. Social emotional learning is the process of developing and practising important social and emotional understandings and skills. These understandings can be grouped into five key areas: self-awareness skills, self-management, social awareness skills, relationship skills and social decision-making skills.

KSS staff have access to Friendly Schools Plus, Reboot and Anti-bullying resources.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	90	115	71
Long suspensions – 11 to 20 days	2	7	2
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Kallangur State School students are involved in a gardening club which, in partnership with Klub Kallangur, has produced gardens that utilise composting of waste material to enrich the soil. Vegetables grown in the gardens are donated to Kallangur Kafe (the tuckshop) for use in salads. The school has beautiful gardens that are well maintained and well respected by staff and students.

Students and staff act to reduce the use of electricity, water and other resources to minimize the impact on the environment by turning off lights and appliances when not in use. The school uses some solar panels to harvest energy and reduce the carbon footprint of the school. School waste is combed and sorted. The school utilises recycling facilities within the local community including the 'Containers for Change' initiative in 2019.
The school pool requires additional water usage and provides a valuable sporting venue for students and the after-hours swimming program.

Consumption data sourced in the report below comes from the validated utilities expenditure return submitted at the end of each financial year. The data provides an indication of the consumption trend.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	237,505	217,238	205,507
Water (kL)		3,994	1,030

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	54	39	5
Full-time equivalents	49	27	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	5
Bachelor degree	41
Diploma	4
Certificate	0

*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 2018 were $26,232.74

The major professional development initiatives are as follows:

- Teacher pedagogical practice.
- Digital Pedagogies
- Reboot
- Student support programs (eg. Dyslexia, speech language disorders, inclusion)
- Reading and writing workshops

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	91%
Attendance rate for Indigenous** students at this school	88%	89%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	92%	92%	92%	Year 7			
Year 1	92%	91%	91%	Year 8			
Year 2	92%	92%	91%	Year 9			
Year 3	93%	93%	91%	Year 10			
Year 4	92%	93%	92%	Year 11			
Year 5	92%	91%	92%	Year 12			
Year 6	91%	92%	90%				

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	15	12	26	47
2017	14	13	29	44
2018	18	14	22	46

Proportion of Students (0% 20% 40% 60% 80% 100%)
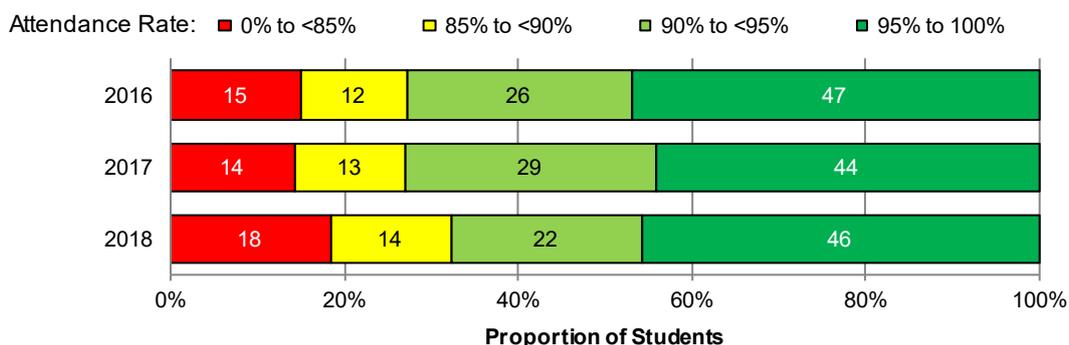
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMSPR- 036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. School rolls are marked twice per day, each morning and afternoon. Students who are absent without notification will have a text message sent to parents informing them of the absence. Families who cannot attend school for a number of days are required to complete an application for Exemption from State Schooling to be approved by the Principal.

Kallangur State School maintains close links with families and engages with them to support regular student attendance at school. Teachers monitor student attendance using the OneSchool data dashboard. Teachers or the school administrative staff contact parents/carers if students demonstrate unexplained absences or significant absences from school.

The school regularly promotes the benefits for student learning that comes with regular school attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

| School sector ⌄ | School type ⌄ | State ⌄ |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

| View School Profile |

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.