



Karalee State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

At Karalee State School we offer a world class education that equips our students with the knowledge, skills and attributes required to be successful in the future. "Learning Together" is our school motto and one we live by each day as we strive to deliver innovative and engaging learning experiences for all students.

Our staff are committed to achieving excellence in teaching practice to ensure our students achieve the best possible learning outcomes. The school has a strong direction that is underpinned by our four core priorities:

- Successful learning
- Quality teaching
- High expectation
- Strong partnerships

Karalee State School offers students an extensive choice of extra-curricular activities and teaching and learning is supported by a range and quality of resources rare in a primary school, including: the latest computer and digital technologies; fully air-conditioned rooms; two computer labs; a state of the art 150 set performing arts complex, sporting grounds, purpose build playground and a heated swimming pool.

A strong feature of our school is the music program. Students can participate in School Choir, Strings and Band. Other additional education opportunities include sporting and cultural pursuits.

School progress towards its goals in 2018

The 2018 school year saw a focus on systematic curriculum delivery, building an expert teaching team and implementing the Australian Curriculum through our Pedagogical Framework. The progress towards our major priorities are outlined below:

2018 Goals	Status
Review and implement the Australian Curriculum through the whole school curriculum plan. Release teachers quarterly to align curriculum, assessment and pedagogy.	Achieved
Use assessment data to develop and implement class Differentiation Profiles using OneSchool Dashboard	Ongoing
Implement and embed a consistent, whole school approach to explicitly teaching literacy and numeracy	Achieved
Teacher analyse and discuss systematically collected data to set individual and school performance goals, to identify gaps in learning and to monitor student progress	Achieved
Mentoring opportunities for teachers with a focus on the teaching of writing	Ongoing
Use the Professional Standards for Teachers through Annual Performance Reviews to guide capability development	Achieved

Future outlook

In 2019 we are looking forward to beginning the process of introducing Positive Behaviour for Learning and embracing the opportunities to revisit our school values. We will be undertaking a School Review which will inform our next Quadrennial School Review.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	533	566	570
Girls	258	269	274
Boys	275	297	296
Indigenous	12	22	31
Enrolment continuity (Feb. – Nov.)	97%	96%	98%

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.

Characteristics of the student body

Overview

Student enrolment growth for 2018 has continued to be strong across the school despite the fact that our catchment enrolments have decreased since Karalee became enrolment managed in 2014. The enrolment management process ensures that the school's facilities continue to meet the needs of our local community. In accordance with Karalee state School's enrolment management policy we accept only student from our identified catchment area or those that meet the exceptional circumstances outlined in our policy.

Students at Karalee are well behaved and demonstrate a respect for school staff and students. Students understand and accept responsibility for their actions. The community values the education of their children and ensures support in all aspects of school life. There are a number of outstanding curriculum and extra-curricular activities offered here which only add to the unique and vibrant feel of our school.

Karalee State School has a highly supportive and active Parents' and Citizens' Association who contribute to the ongoing learning programs and school improvement projects of the school. Their support of our school is to be commended. The community has high expectation for educational outcomes for students. Community involvement in school activities and social functions is very high.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	24	23
Year 4 – Year 6	24	25	27
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

At Karalee State School, our curriculum and pedagogy is purposefully connected. The school uses a clear conceptual link to the curriculum content descriptions when planning for teaching and learning.

Purposefully connected curriculum and pedagogy is used to:

- Maintain the integrity of the curriculum;
- Align teaching and learning across the curriculum area with assessment tasks
- Build connectedness to student; lives and world through engaging and meaningful learning contexts and
- Provide an innovative solution to planning the range of learning areas and subjects that comprise the Australian Curriculum

Co-curricular activities

At Karalee State School we provide a range of extra-curricular activities which assist in the holistic education of our students. These include:

- Choir; including Choral Fanfare and Sing-fest
- Instrumental Music Program, including Strings Ensemble and Junior and Senior Concert Band
- Robotics and Coding Clubs
- External Testing Program (ICAS) for Year 1-6 in the areas of Science, Mathematics, Writing and English
- Enrichment and Extension Programs for highly capable students
- Readers Cup
- Interschool Sport
- School Camps – Year 4,5 & 6
- Senior School Leadership Program, including Student Council
- Peace Keepers
- Buddy Class
- Performing Arts
- Gifted and Talented programs
- Karalee's Got Talent
- Reading Challenge

How information and communication technologies are used to assist learning

Karalee State School focuses on incorporating eLearning strategies to engage and empower all learners (teachers and students), preparing them to contribute confidently, effectively and innovatively within global communities. Karalee State School has a dedicated strategy to use Information and Communication Technologies to improve learning. Curriculum Programs place an emphasis on ICT to enhance learning and engagement.

Our Resource Centre houses a 25 seat computer lab, conference rooms, a library, a multi-media room and enough space for three classes to visit at one time. Every classroom has interactive smart board technology, a minimum of four computers and access to class sets of iPads. The STEM program is facilitated by our Specialist Science teacher and has been enhanced through the use of the coding and robotics.

Social climate

Overview

At Karalee State School we ensure we are proactive rather than reactive, where possible. We develop, foster and maintain respectful working and learning relationships between students and staff, parents and the wider community.

Our Responsible Behaviour Plan for Students provides the expectations for developing responsible behaviour at our school. Central to our plan are the four school values that have been embraced by our school community: Be Safe, Be Respectful, Be Responsible and Be a Learner. These values form the basis on which our school rules and expectation are formed and aligned. Students are acknowledged for demonstrating the school values on assembly.

Students at Karalee State School are treated fairly and consistently. Our School Opinion Survey results below indicate continued satisfaction with the school and its performance.

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)	100%	95%	97%
• this is a good school (S2035)	100%	97%	98%
• their child likes being at this school* (S2001)	100%	97%	98%
• their child feels safe at this school* (S2002)	100%	92%	98%
• their child's learning needs are being met at this school* (S2003)	100%	97%	93%
• their child is making good progress at this school* (S2004)	100%	95%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	95%
• teachers at this school motivate their child to learn* (S2007)	100%	98%	93%
• teachers at this school treat students fairly* (S2008)	100%	94%	91%
• they can talk to their child's teachers about their concerns* (S2009)	98%	98%	91%
• this school works with them to support their child's learning* (S2010)	100%	97%	95%
• this school takes parents' opinions seriously* (S2011)	100%	92%	91%
• student behaviour is well managed at this school* (S2012)	98%	86%	84%
• this school looks for ways to improve* (S2013)	100%	91%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	96%	86%	90%

* 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)	98%	100%	100%
• they like being at their school* (S2036)	97%	98%	98%
• they feel safe at their school* (S2037)	98%	97%	97%
• their teachers motivate them to learn* (S2038)	98%	99%	98%
• their teachers expect them to do their best* (S2039)	99%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	97%
• teachers treat students fairly at their school* (S2041)	95%	94%	94%
• they can talk to their teachers about their concerns* (S2042)	90%	91%	93%
• their school takes students' opinions seriously* (S2043)	92%	96%	93%
• student behaviour is well managed at their school* (S2044)	91%	93%	90%
• their school looks for ways to improve* (S2045)	97%	98%	97%
• their school is well maintained* (S2046)	95%	98%	96%
• their school gives them opportunities to do interesting things* (S2047)	97%	98%	97%

* 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%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	98%
• they receive useful feedback about their work at their school (S2071)	100%	90%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	85%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	93%	100%
• student behaviour is well managed at their school (S2074)	97%	83%	98%
• staff are well supported at their school (S2075)	97%	78%	96%
• their school takes staff opinions seriously (S2076)	97%	85%	100%
• their school looks for ways to improve (S2077)	100%	93%	100%
• their school is well maintained (S2078)	95%	93%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	93%	98%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

Parents are involved as partners in their child's education through the development of positive and supportive relationships at both individual teacher parent level and at the collaborative whole school level. Parents have access to classroom assistance programs, dialogues and reporting sessions, school committees and associations, parents and citizens committee, as well as participating in individual and class programs.

With a Parent and Community Engagement liaison officer, jointly financed by our P&C and the school, we pride ourselves on parental involvement at Karalee. From reading groups through to trivia nights, parents and community members are regularly made to feel welcomed and involved in their child's education.

The P&C and the parent body work collaboratively with the staff to maximise the learning experiences for all students. In consultation with our school community we have developed a Parents and Community Engagement Framework. Parent and community involvement is a key aspect of maintaining a strong community spirit in our school setting.

Respectful relationships education programs

Karalee State School is committed to providing a safe, respectful and tolerant, inclusive and discipline learning environment for all students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong well-being.

Karalee's Positive Behaviour Program is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. To assist students in achieving this goal, all teachers across the school explicitly teach a range of expected behaviours specific to the different areas in our school e.g. expected behaviour in the library differ from those behaviours deemed acceptable in the playground

Implementing the Respectful relationships education program in conjunction with the Responsible Behaviour Plan, has given students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships values and responsible decision-making.

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	29	19	52
Long suspensions – 11 to 20 days	0	0	1
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

Our school is committed to reducing our environment footprint. We have implemented a school infrastructure plan for the future to support sustainability which includes: water saving devices, replacing light bulbs in the school with energy saving bulbs, solar panels, electronic newsletters, electronic reporting, placing temperature limits on air-conditioners, switching off lights etc when rooms are vacated.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	233,752	219,137	228,254
Water (kL)	378		885

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.

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

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

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	38	21	<5
Full-time equivalents	35	14	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	10	
Graduate Diploma etc.*		
Bachelor degree	25	
Diploma	2	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 25,907

The major professional development initiatives are as follows:

- Supporting students with complex needs
- Teacher release for school visits
- Professional coaching and feedback
- Curriculum Planning Alignment sessions for all teachers
- Annual Performance Development Plans
- Metropolitan Regions Curriculum Leader Forums, GEMS training and problem solving
- First Aid and CPR
- Annual mandatory training

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.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	95%	95%	94%
Attendance rate for Indigenous** students at this school	96%	95%	92%

* 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

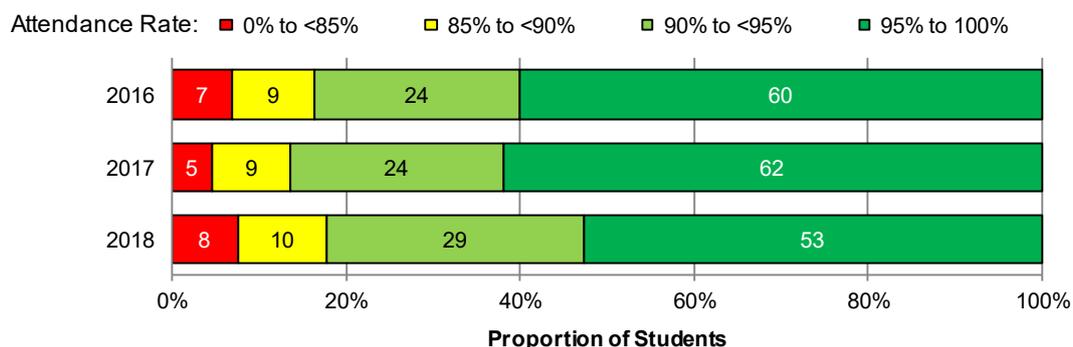
Year level	2016	2017	2018
Prep	93%	95%	95%
Year 1	94%	95%	94%
Year 2	94%	95%	94%
Year 3	95%	95%	94%
Year 4	95%	95%	93%
Year 5	95%	95%	94%
Year 6	96%	94%	94%

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



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 school 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.

The parent or carer will be contacted in writing to determine if there is a reasonable excuse for the absence/s (Director General's Guidelines ss176 of the Education, General Provisions, Act 2006).

At Karalee State School we promote 100% attendance through our school attendance policy. This includes:

- Marking rolls twice a day through the OneSchool platform at 9am and 1.45pm;
- Consistently recording and following up unexplained student absences on a regular basis;
- Establishing procedures for student absences – all parents must contact the school absentee line to record a student absence;
- Use on an automated texting system to alert parents of their students absence from school within 30 minutes of the beginning of the day;
- Monitoring attendance data to identify absenteeism trends and individual students with high levels of absenteeism
- Non-attendance is coded for entry and subsequent analysis depending on whether it is full day

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

Go

School sector ▼

School type ▼

State ▼

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



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

