Karalee State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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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 expectations
- 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 seat performing arts complex, sporting grounds, purpose built playgrounds 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 educational opportunities include sporting and cultural pursuits.

Principal's Forward

Introduction

This report outlines the school performance and activities during 2016. It includes sections on:

- School progress towards its goals in 2016
- Future outlook
- School Profile
- Curriculum offerings
- Social climate
- Parent, student and teacher satisfaction with the school
- Involving parents in their child's education
- Reducing the school s environmental footprint
- Staff composition including indigenous
- Staff and qualifications
- Performance of our students

2016 was a very successful year for the school with improved student achievement and well-being. This report provides information on the achievements, the areas requiring further development and the plans for the future at Karalee State School.

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School Progress towards its goals in 2016

The 2016 school year saw a focus on systematic curriculum delivery, building an expert teaching team and implementing the revised Pedagogical Framework. The progress towards our major priorities are outlined below:

2016 Goals	Status
Implement a consistent school approach to the explicit teaching of phonics, fluency and comprehension	Achieved
Implement a consistent school approach to the explicit teaching of numeracy	Achieved
Consistently implement explicit instruction across the school	Achieved
Refine approaches for monitoring teacher practice and providing professional development and feedback to staff about explicit teaching practice	Achieved
Deliver a consistent approach to student diagnostic assessment in reading	Achieved
Teachers analyse and discuss systematically collected data to set individual and school performance goals, to identify gaps in learning and to monitor student progress	Ongoing
Use a range of multimedia and communication strategies to effectively communicate and promote school improvement agenda, key priorities and important events	Achieved
Mentoring opportunities for teachers with a focus on the teaching of reading	Achieved
Teachers continue to use school moderation processes through scheduled in-school moderation tasks	Ongoing

Future Outlook

In 2017 we are focusing on the following two key priorities from our school's explicit improvement agenda:

1. Successful Learners
   - deliver a high quality curriculum
   - use data to inform practice
   - meet student learning needs

2. Quality Teaching
   - Implement high quality, evidence-proven pedagogy
   - Embed differentiated teaching practices
   - Build teacher capacity

Our performance targets for 2017 include:

- Over 90% of students achieving at 'C' or better in the Semester Two reporting period for English, Maths and Science
- 95% attendance rate across the year
- 100% of Year 3 and 5 students achieving above the National Minimum Standard for all aspects of NAPLAN testing
- 55% of Year 3 students achieve in the top two bands for NAPLAN in reading and numeracy
- 45% of Year 5 students achieve in the top two bands for NAPLAN in reading and numeracy

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	552	256	296	8	95%
2015*	511	233	278	10	96%
2016	533	258	275	12	97%

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 2016, 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

Overview

Student enrolment growth for 2016 has continued to be strong across the school despite the fact that out of 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 students from our identified catchment area, or those that meet the exceptional circumstances outlined in our policy.

Students at Karalee State School 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 expectations for educational outcomes for students. Community involvement in school activities and social functions is very high.

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Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Prep – Year 3	24	25	25
Year 4 – Year 7	25	27	24
Year 8 – 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.

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 students' lives and worlds 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 Singfest
- Instrumental Music Program, including Strings Ensembles 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 – Prep to Year 3
- 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.

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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 'old library' now houses a second computer lab with 25 computers and a designated STEM space for lunchtime clubs. The STEM program is facilitated by our Specialist Science teacher and has been enhanced through the use of 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 behavior 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 expectations are formed and aligned. Students are acknowledged for demonstrating the school values on assembly.

At Karalee State School we are inclusive of all students, all learning styles and abilities and ensure individual students are catered for. We track student performance to ensure that no child gets left behind and that 12 months of learning occurs within 12 months. Teachers prioritise safe and supportive learning environments by building positive relationships with their students and involving parents as partners in the teaching and learning process.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	96%	100%
this is a good school (S2035)	100%	96%	100%
their child likes being at this school* (S2001)	100%	99%	100%
their child feels safe at this school* (S2002)	98%	99%	100%
their child's learning needs are being met at this school* (S2003)	100%	96%	100%
their child is making good progress at this school* (S2004)	100%	97%	100%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	91%	100%
teachers at this school motivate their child to learn* (S2007)	94%	96%	100%
teachers at this school treat students fairly* (S2008)	98%	89%	100%
they can talk to their child's teachers about their concerns* (S2009)	98%	93%	98%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	100%	90%	100%
this school takes parents' opinions seriously* (S2011)	98%	96%	100%
student behaviour is well managed at this school* (S2012)	98%	96%	98%
this school looks for ways to improve* (S2013)	98%	97%	100%
this school is well maintained* (S2014)	92%	97%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	98%
they like being at their school* (S2036)	97%	97%	97%
they feel safe at their school* (S2037)	96%	98%	98%
their teachers motivate them to learn* (S2038)	99%	98%	98%
their teachers expect them to do their best* (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	99%	100%	97%
teachers treat students fairly at their school* (S2041)	91%	96%	95%
they can talk to their teachers about their concerns* (S2042)	96%	96%	90%
their school takes students' opinions seriously* (S2043)	89%	96%	92%
student behaviour is well managed at their school* (S2044)	81%	96%	91%
their school looks for ways to improve* (S2045)	99%	97%	97%
their school is well maintained* (S2046)	94%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	92%	98%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	97%
staff are well supported at their school (S2075)	100%	100%	97%
their school takes staff opinions seriously (S2076)	100%	100%	97%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	97%	100%	95%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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 Parent and Community Engagement Framework. Parent and community involvement is a key aspect of maintaining a strong community spirit in our school setting.

Respectful relationships programs

Karalee State School is committed to providing a safe, respectful, tolerant, inclusive and disciplined 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 behaviours 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	8	18	29
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.

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Environmental Footprint

Reducing the school's environmental footprint

Our school is committed to reducing our environmental 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	216,069	3,741
2014-2015	216,658	
2015-2016	233,752	378

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.

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 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.**

Where it states **'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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	36	21	<5
Full-time Equivalents	32	13	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	8
Graduate Diploma etc.**	
Bachelor degree	26
Diploma	2
Certificate	

*Teaching staff includes School Leaders
**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 2016 was $57 968

The major professional development initiatives are as follows:
- Explicit Instruction
- Seven Steps to Writing
- Professional coaching and feedback
- Curriculum Planning Alignment sessions for all teachers
- Annual Performance Development Plans
- Metropolitan Regions Curriculum Leaders 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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

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Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	96%	96%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.
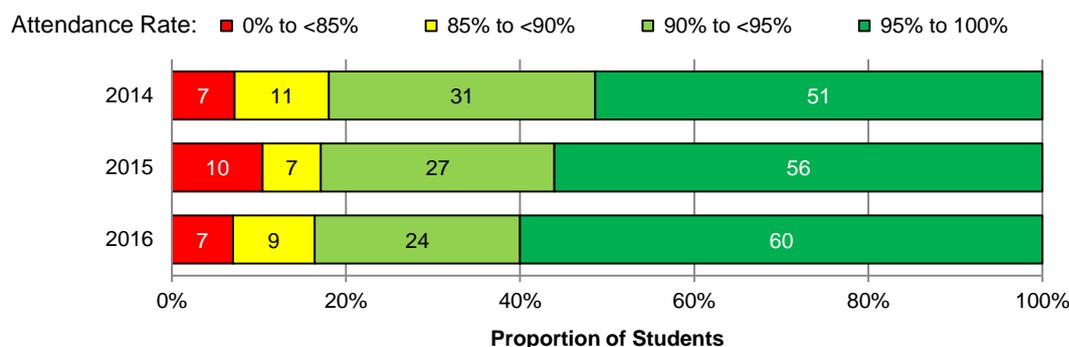
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	93%	93%	95%	95%	93%	92%					
2015	94%	93%	94%	93%	94%	96%	95%						
2016	93%	94%	94%	95%	95%	95%	96%						

*Attendance rates effectively count 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%
2014	7	11	31	51
2015	10	7	27	56
2016	7	9	24	60

Proportion of Students

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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.

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 and 239 of the Education (General Provisions) Act 2006).

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.

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 of an automated texting system to alert parents of their student's absence from school within 30 minutes of the beginning of the school 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 absence, late arrival, daily departure, vacation, illness, or some other reason for absence;
- Promoting high expectations for school attendance to the school community through the newsletter, parent meetings, school website and assembly.

NAPLAN

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 states **'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.

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