

Karalee State School (1938)

Queensland State School Reporting

2012 School Annual Report



Postal address	77 Arthur Summervilles Road Karalee 4306
Phone	(07) 3294 5333
Fax	(07) 3294 5300
Email	the.principal@karaleess.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Nathan Freeman (Principal)

Principal's foreword

Introduction

2012 was another exciting and productive year as members of the Karalee State School community worked together to enact our school motto: 'Learning Together'.

At Karalee State School staff continued to focus on providing quality learning experiences for all students by setting high expectations and delivering a rigorous and consistent curriculum through improved teaching practices. Our staff is committed to academic excellence and strive to identify and implement better teaching methods, with a focus on evidence-based teaching practices.

The school teaching staff have undertaken professional learning which aligns to our strategic agenda; Reading, Writing, Number and improved teaching practices.

The 2012-15 Strategic Plan outlines Karalee's explicit school improvement agenda. The plan incorporates three main focus areas: Implementation of the Australian Curriculum; High Quality Teaching Practice Focused on the Achievement of Every Student; and High Levels of Community Confidence in the School's Performance and Achievement. Specific details of the improvement plan are outlined in the 'Future Outlook' section.

The school reached out to the broader community throughout 2012 and many strong partnerships were forged. The leadership team prioritised the creation and fostering of these partnerships, both public and private, from the many parts of the community which Karalee State School serves. This focus on relationship building within our local context helped to foster recognition and acceptance of the responsibility for shared accountability in our results.

Throughout 2012 the school was supported through the dynamic work of our P&C Association. The P&C developed annual plans containing strategies designed to align to the school improvement agenda. Significant financial support was provided for the school's four year ICT Plan, as well as Enrichment and Enhancement Programs.

School progress towards its goals in 2012

One of the main goals of our 2012 Annual Implementation plan was to develop a whole school assessment and reporting framework with clear timelines and evidence-based criteria for student selection in Enhancement and Enrichment Programs. This was achieved with great success. The Enhancement Program focuses on early intervention support for children from Prep to Year 3. Some features of this Program include: full time Prep teacher aides throughout Semester One; professional development for all teachers and teacher aides in key intervention programs such as Chatterbox, Earobics, Support a Reader and QAR. Information and training sessions were also offered to our parents and wider members of the school community.

The Enrichment Program focuses on providing student opportunities for deeper understanding and extension. High interest on-line courses were offered through the Brisbane School of Distance Education. Additional staff were employed to work with our high-achieving students in Reading to develop and implement individual learning programs. The success of this program is evident in our 2012 NAPLAN results, where 45.9% of our Yr 3 students were placed in the Upper Two Bands nationally. The program later

Queensland State School Reporting

2012 School Annual Report



expanded to include Public Speaking classes where top performing students were identified and provided with an individual learning program to develop their skills and knowledge.

Another goal in 2012 was to effectively communicate the Karalee Improvement Agenda and P&C support plans to all students, staff and community members to narrow the focus and promote shared goals and aspirations.

Staff roles were clearly defined and performance measures developed that were able to be monitored through a focus on student performance. Increased staff understanding of how our school culture is aligned with the National Framework for Values Education and the National Curriculum within the Curriculum into the Classroom (C2C) context. Staff were asked to take a people first approach whereby as a school we prioritised relational learning and promoted positive relationships within staff and between the staff and our students and community.

The success of these strategies was evident in the 2012 School Opinion Survey (Staff) results as detailed below:

Staff and community relationships in this school are good- 100% (State average 92%)

I get on well with students in this school- 100% (State average 99%)

All aspects of staff morale- 100% (State average 93%)

98.9% of students also indicated they *'like being at my school'* (State average 88.6%)

96.3% of parents and caregivers indicated *'Teachers at this school are interested in my child's well-being'* (State average 94%)

Providing staff with quality professional development to support school improvement agenda and with formal, on-going detailed feedback on their classroom practices were two other goals in 2012.

To help achieve this goal all teachers attended a range of professional development activities throughout the year and were provided opportunities to share their knowledge with staff through presentations and mentoring. The professional development focused on school and systemic priorities and included the Teaching and Learning Framework, Karalee's Explicit Teaching Cycle, QAR reading sessions, Numeracy, Data Analysis, Moderating student work and Planning for Differentiation. Professional learning also included researching models for whole school reform and included sessions on work by Dr Jim Knight, Professor Michael Fullan, John Hattie, John Fleming and the Marzano Institute.

The leadership team scheduled class visits to make observations of individual teachers and provide feedback against agreed practices and components of the Explicit Teaching Cycle. Teachers were also afforded opportunities to observe and be observed by their peers to improve performance.

The success of these strategies was evident in the 2012 School Opinion Survey (Staff) results as detailed below:

I receive helpful feedback on my role at this school - 93.3% (State average 82%)

I have good access to quality professional development - 90.2% (State ave 85.2%)

Improving the delivery and access to ICTs to support teaching and learning was another school goal in 2012. This was achieved through:

Increased engagement of students in learning through the use of Information Communication Technology (ICT) by providing Smart Boards in every classroom and two functioning computer labs timetabled for class use. The school started a trial of iPads to create mobile classrooms and provide more opportunities for students to access ICTs to support teaching and learning. School-purchased resources such as Reading Eggs, Study Ladder and Mathletics were delivered using the iPads and proved extremely popular with students. Students were also provided with opportunities to access high-interest on-line courses through the Brisbane School of Distance Education and targeted programs such as the Project 600 for Yr 5 Mathematics. Students also accessed web-conferences, Ed Studios and blogs.

The success of these strategies was evident in the 2012 School Opinion Survey (Students) results as detailed below:

I can access computers and other technologies at my school for learning- 95.6% (76.5% Satisfied or neutral in 2011 survey)

Future outlook

Karalee State School will continue to work towards the major goals of the School Strategic Plan 2012-2015. The 2013 Implementation Plan outlines a number of key improvement strategies linked to these main goals which the school will implement:

The school's major goals are :

Queensland State School Reporting

2012 School Annual Report



- To deliver instructional leadership with an unrelenting focus on improvement
- To implement the Australian Curriculum across all year levels
- Develop and maintain productive partnerships with school community stakeholders
- Continuous monitoring of student achievement
- To develop and refine a consistent school approach to differentiated curriculum and instruction
- Provide staff with quality professional development to support the school improvement agenda
- To communicate the improvement agenda to the school community
- To develop a clear feedback strategy for communicating student performance to students and parents

Key school documents and policies to be developed and implemented in 2013 include:

- Teaching and Learning Framework
- School policy for a whole school, evidence-based approach to discipline
- Parent and Community Engagement Framework
- School Enrolment Management Plan
- Facilities maintenance plan for 'Advancing Our Schools' program

Other initiatives and important milestones for 2013 include:

- Developing class e-mail lists to improve communication to parents
- Every student to have an individual learning goal (Reading); clearly communicated to student and parents in Term One
- Major curriculum documents and school information to be e-mailed to all parents and caregivers at the commencement of Term One
- Completion of website upgrades
- Public Speaking classes and competition for students in Years 5-7
- Bandwidth upgrade from 1.5Mbps to 2.0Mbps
- Tennis coaching and competitions

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	527	267	260	95%
2011	519	247	272	94%
2012	542	261	281	95%

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

Characteristics of the student body:

The Index of Community Socio-Educational Advantage (ICSEA) school value was 1012 compared to a national value of 1000. The ICSEA scale identifies 24% of the school's population in the bottom 25% of the country. Additionally, it identifies that 21% of the school community are in the top 25% of the ICSEA scale.

Karalee State School had 10 (2%) students who identified as being of Aboriginal and/or Torres Strait Islander background.

Due to the location of the school and limited public transport options only 5% of students travel to and from school via bus and nearly 80% travel by car with approximately 15% of students walking or riding to school.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	21
Year 4 – Year 10	27	26	23
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	14	3	8
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Individual learning programs for identified students in Enhancement and Enrichment Programs
- Weekly ICT lessons for all students in Years 4-7
- Public Speaking lessons for all students in Years 5-7
- Years 5-7 students were taught German by a specialist LOTE (Languages Other Than English) teacher as part of the school's LOTE program. Year Seven students are provided with a pathway to continue their German studies by applying for acceptance into the German Immersion Program at Kenmore State High School
- In 2012, Karalee State School continued to implement a visual and performing arts focus with all classes participating in sessions with trained specialists. The programs are included in the school's flexible staffing arrangements and highlight our focus on the Arts. Students regularly perform in our Performing Arts Centre and have their art works showcased in Primary Arts Network Ipswich galleries
- Karalee State School had participated in a trial of the School Environmental Management Program (SEMP) plan in 2009 and was advantaged in being able to design and implement our school SEMP Plan again in 2012
- In 2012, Karalee State School continued to implement an environmental education focus that involved students learning how to sustain themselves, others and the world around them. Students participated in integrated curriculum units that were connected with real life learning experiences and that aimed to prepare students to be active, responsible citizens in the world. Students participated in a range of activities including recycling programs, composting and worm farming projects and water conservation investigations. The school has a Land for Wildlife area on our school site that is home to a variety of native flora and fauna
- Outside organisations were accessed to enhance the educational outcomes for students. Some of these included: Life Education Vans, Qld Police and Fire Services, RACQ, CSIRO, Brisbane Markets, QUT Extreme Science, Worm Farm and several art and drama shows
- Students were provided with opportunities to participate in excursions which complemented and enhanced their units of study e.g. Pullenvale Environmental Education Centre, Science Centre, Canberra, Mt Crosby Water Treatment Plant
- Years 4-7 students were offered the opportunity to attend year level camps which provided students with the opportunity to develop social interaction skills though high levels of physical challenge and teamwork
- Students were encouraged to develop and maintain an active and healthy lifestyle through the school Physical Education Program which was taught by a specialist Physical Education teacher and complemented by the Smart Moves physical activity program implemented by class teachers. All students in Years 5-7 participated in interschool sport with a significant number of students gaining selection to the Queensland School Sport representative sport pathway
- All students in Years 1-7 participated in a swimming program at our school community pool. The specialist Physical Education teacher and additional qualified instructors ensured that students developed water proficiency skills
- Students requiring additional support with Literacy and Numeracy were able to access additional support from our STLaN staff. The individual programs developed were managed by the STLaN (Support Teachers: Literacy and Numeracy) and was timetabled into the literacy and numeracy blocks conducted within the lower and middle school
- Students in Year 7 had the opportunity to be elected as School/House/ Music Captains and other leadership roles within the school. These students attended special leadership days during the year. As part of the leadership role they performed duties on parade and on other special occasions
- Students from Year 3-7 elected to participate in the school choir and instrumental music programs. These students attended weekly practice sessions and performed on school parades and on other special occasions

Extra curricula activities

- The school Student Council consists of elected representatives from each class from Year 4-7. They were responsible for coordinating free dress days, sausage sizzles and pizza days to fundraise for student determined priorities
- An instrumental program provided tuition for students in Years 5-7. Wind instruments are available for Years 5-7 students and a strings program is available for students in Years 3-7. Both bands participated in the Music Fest 2012 competition and perform on assemblies and at Eisteddfods
- Karalee's Got Talent show runs in Semester One and provides all students in the school to showcase their talents in performances to their peers, the staff and community members. Competitions are held for students in Years 3-5 and Years 6-7 with prizes donated by the P&C and local businesses. Public performances of Top 10 Performers are held in the

Our school at a glance

Performing Arts Centre

- Selected Year 7 students were members of the school Sound Crew and were responsible for organising audio equipment at school parades and special functions
- Karalee Home Reading Challenge with weekly prizes donated by the P&C and local businesses
- Students participated in a range of competitions including the Readers' Cup, Maths Team Challenges, Australian Schools Competitions (Spelling, English, Mathematics and Science)
- A school disco is held on the final Thursday of each term in the Community Hall
- A P&C operated Swim School runs during Summer
- Drama and Speech Club held in the Performing Arts Centre weekly throughout the year
- Dance lessons through an academy is held in the Performing Arts Centre weekly throughout the year
- Various after-school sports programs throughout the year on the school ovals

How Information and Communication Technologies are used to assist learning

Teaching and learning with ICT has become embedded in most classroom activities. All classrooms have interactive boards and internet connectivity working within a secure EQ network. Teachers participated in professional development that focused on interactive resources for literacy and numeracy. Teachers explored the use of virtual classrooms, housed within the Learning Place, to engage students in learning from home and school. The school enrolled students in the Brisbane School of Distance Education courses in 2012 to expose students to web conferencing and the use of E-Studios.

Class teachers were issued with their updated Dell laptops with Win 7 and Office 2010. The laptops allow the teachers to use a range of interactive resources to deliver curriculum and engage the students in learning. Classes have access to two main computer labs of twenty-five computers plus an additional four computers in each classroom.

A member of Karalee's teaching staff is a Smart Classrooms facilitator and provides professional learning opportunities for staff and students in ICTs. Students have access to iPads and multi-media technology such as the Green Room movie room. Students can access Mathletics, Reading Eggs and Study Ladder both at home and at school.

Before school and during the lunch break the main computer lab is open to students. A group of motivated students and staff assist the younger students logging on and navigating the network.

Social climate

A highlight of the Karalee social calendar was the school fete, called the 'Spring Fair', which was held in September. The fete was a massive community celebration and included many local businesses and community organisations such as the local police, fire brigade, ambulance, Red Cross to name a few. The activities, rides and stalls throughout the day gave way to a spectacular fireworks display at night. The Spring Fair raised over \$10 000 which was donated by the P&C to support the school's ICT plan.

In 2012 Karalee State School continued to implement the Peace Keepers program. Identified students and cohorts of students were acknowledged and received awards on weekly assemblies.

The Prep- Yr 7 Buddy program continued through 2012 with over 150 students involved in the project.

Karalee State School continued its strong history of involvement in the Ipswich district sport with many Interschool Sports teams successful in winning competitions in 2012. The school was represented in the following sports: Athletics, Swimming, Cross Country, AFL, Cricket, Dance, Hockey, Netball, Rugby League, Soccer and Touch Football. Many students went on to represent Met West Region and two students were selected to represent QLD in National Championships.

The Karalee's Got Talent was very popular with students, staff and parents in 2012. Hundreds of students entered the competition and the Top 10 performed for the school community at assemblies. The Top 3 were presented with awards at the final assembly of 2012. This concept is sure to continue bigger and better in 2013.

Parent attendance at these events was very high and reflected the positive feeling throughout the school community.

Parent, student and staff satisfaction with the school

The following table indicates the levels of satisfaction from parents, students and staff recorded in the School Opinion Survey in 2012

Our school at a glance

The percentage listed totals satisfied or very satisfied responses to survey questions.

Performance measure (<i>Nationally agreed items shown*</i>)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	92.9%
this is a good school	89.3%
their child likes being at this school*	96.6%
their child feels safe at this school*	96.6%
their child's learning needs are being met at this school*	86.2%
their child is making good progress at this school*	86.2%
teachers at this school expect their child to do his or her best*	89.7%
teachers at this school provide their child with useful feedback about his or her school work*	78.6%
teachers at this school motivate their child to learn*	89.3%
teachers at this school treat students fairly*	82.8%
they can talk to their child's teachers about their concerns*	92.9%
this school works with them to support their child's learning*	92.9%
this school takes parents' opinions seriously*	84.0%
student behaviour is well managed at this school*	82.8%
this school looks for ways to improve*	96.0%
this school is well maintained*	78.6%

Performance measure (<i>Nationally agreed items shown*</i>)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	92.4%
they like being at their school*	98.9%
they feel safe at their school*	92.4%
their teachers motivate them to learn*	98.9%
their teachers expect them to do their best*	97.8%
their teachers provide them with useful feedback about their school work*	88.9%
teachers treat students fairly at their school*	83.9%

Our school at a glance

they can talk to their teachers about their concerns*	82.6%
their school takes students' opinions seriously*	84.3%
student behaviour is well managed at their school*	73.6%
their school looks for ways to improve*	96.7%
their school is well maintained*	93.4%
their school gives them opportunities to do interesting things*	82.6%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	90.2%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are a valued and vital resource to Karalee State School. The goal in 2012 was to maximise participation from parents and other community members in the life of the school, with a specific focus on parents learning the language of our QAR reading comprehension program and being trained to be a Ready Reader. Information sessions were held throughout 2012 on both these priority areas by our leadership team.

A range of other information sessions were held for parents both in and out of school hours. All year levels offered parent sessions at the beginning of the school year to inform parents of key policies, procedures and expectations. Sessions to assist parents in supporting the development of literacy and numeracy skills of their child were also offered.

Other information sessions hosted by the school leadership team in conjunction with the Karalee P&C in 2012 included: Handwriting; Prep Enrolment; School Information Evening; Athletics; Reading Eggs; and Karalee Community Association evening.

The Parents and Citizens Association consisted of interested parents and citizens who oversaw service operations such as the School Tuckshop, Uniform Shop and Out of School Hours Care as well as fundraising. Throughout 2012 the P&C increased their fund raising efforts and as a result were able to contribute significantly to the resourcing of the school. In 2012 the P&C and school offered students the opportunity to be involved in a Swim School in the school pool and Drama and Speech School in the Performing Arts Centre.

Parent volunteers assisted teachers in a range of practical ways providing valuable support in a number of situations. e.g. changing home readers, helping during class rotations, attending school excursions, catering for school events. Staff held a Volunteers' Morning Tea at the end of the year to acknowledge the contribution of parents in their classrooms.

Parades held at Karalee State School were weekly occasions used to showcase student success and talent across a range of areas. Parent attendance was encouraged at these parades to show support for the school and students' learning. Special parades for ANZAC Day, Education Week, Literacy and Numeracy Week and our end of year parade where we farewelled Year Seven students were all very well attended. Highlights of the year were the Spring Fair, Easter Parade, Under 8s Week celebrations, the Christmas Concert and the final of Karalee's Got Talent.

A key goal of the Karalee State School 2012-2015 Strategic Plan is to improve communication with and between the school and community. The school leadership team, in conjunction with the P&C executive, have invested in consultation with marketing and promotions experts to develop our systems of communication and the messages we are sending.

All funds from the P&C in 2012 will be directed towards teaching and learning initiatives, with a strong focus on supporting the school's ICT plan for 2012-2015.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Karalee State School has a whole school curriculum framework that supports an Environmental Education philosophy that focuses on students discovering sustainable connections between self, others and place. We believe that it is not only our personal achievements and activities that define us but also our extended relationships to other people, creatures and places. It is our aim to engage students in forms of deep learning that give them the skills to move through their own sustainability transition to develop a strong sense of place and act with compassion, responsibility and creativity in the World.

Karalee State School actively works together with other organisations to preserve and manage our local catchment area and to care for the habitats of our natural flora and fauna. All year levels are involved in environmental projects that are linked directly to their curriculum units involving students and teachers in investigating environmental issues in partnership with external agencies.

Across the focus areas the goals of this plan are:

Management of Resources Energy, Waste and Water

- Lessen our school's ecological footprint in accordance with state government targets
- Maintain and enhance school recycling programs.
- Create a whole-school management plan on energy usage
- Maintain and enhance school recycling programs.

Management of School Grounds including Biodiversity

- Create and maintain safe and bio-diverse school grounds that are enjoyed by the community and are a valuable learning place for the students
- Increase the number of local native plant species and improve animal diversity within the school grounds

Our school at a glance

- Reduce introduced flora in accordance with local government authorities
- Develop a greater awareness of the roles insects play in biodiversity
- Increased number of local native plants and animal diversity in the school grounds.

Karalee State School is focused on continuing to grow and develop strategies to reduce the environmental footprint. The school is characterised by a strong sense of commitment and high expectations around the SEMP.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	197,863	2,614
2010-2011	203,236	1,986
2011-2012	155,792	1,833

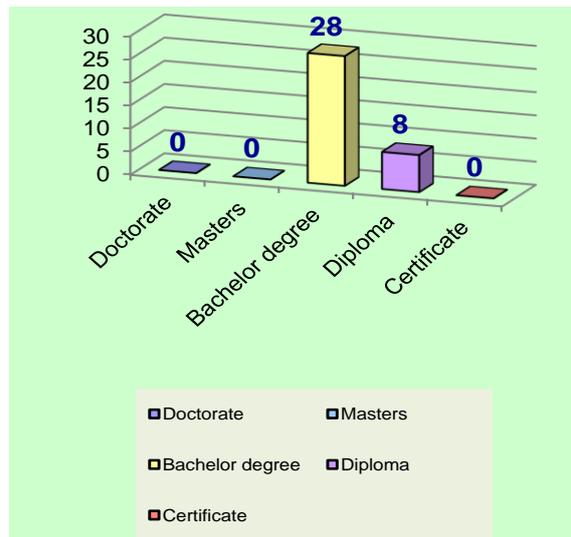
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	36	20	0
Full-time equivalents	30.9	13.4	0

Qualifications of all teachers

Doctorate	0
Masters	0
Bachelor degree	28
Diploma	8
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$32 655

The major professional development initiatives are as follows:

- ICTs including iPads, Web Conferencing and Ed Studios
- First Aid and CPR
- QAR Reading Comprehension
- Words Their Way Spelling

Our staff profile

- Differentiation
- Sound Waves
- Data Analysis
- Australian Curriculum and C2C
- Whole School Intervention- Support-a-Reader and Chatterbox
- Assessment and Reporting
- First Response Fire Training
- Moderation

Significant cost savings were made by utilising in-school expertise and by staff sharing information gathered at external professional development activities.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.2%	95.4%	95.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99.4% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

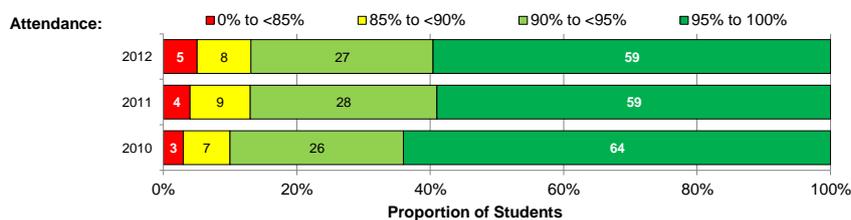
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	96%	95%	94%	96%	96%	95%	95%					
2011	96%	96%	96%	96%	94%	95%	93%					
2012	94%	94%	94%	94%	95%	95%	96%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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.

School rolls were marked by 9.15am each morning and in the afternoon at 1.40pm and submitted to the office on a weekly basis. Outlined below is the procedure followed in 2011 for student absences.

- Teachers insisted on a written note, personal contact or telephone contact to the office from parents explaining a student's absence.
- A proforma letter was sent home for all unexplained absences. Parents were required to explain the absences on this letter, sign it and return it to the school.
- All unexplained absences of 3 days or more were reported to a Deputy Principal by the class teacher. The Deputy Principal then contacts the parents by telephone.

In 2012 Karalee State School staff will be using the One School Electronic roll marking system across the school.

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.

Performance of our students

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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Karalee State School is strongly committed to closing the gap between Indigenous and Non-Indigenous students. Strategies such as individual educational plans for Indigenous students, incorporating Indigenous students in Support-A-Reader/Talker programs as well as embedding Indigenous perspectives in the school curriculum were implemented to improve educational outcomes for indigenous students.

By enhancing and strengthening the relationship between the school and Indigenous families, the gap in attendance in 2012 was 0.3%. The attendance rate of Indigenous students in 2012 was 94.8%.

Performance of our students

Strategies targeted to improving the Literacy and Numeracy skills of Indigenous students in the lower school contributed to a maintenance of Year 3 NAPLAN performance data of Indigenous students in key curriculum domains. Given the small Year 3 Indigenous cohort in 2012 (One student) no specific percentile data is provided.