

# Our school at a glance



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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. We achieve this through a strong commitment to delivering high quality teaching practices; focused on each student's improvement and achievement.

Our school lies at the heart of the Karalee community and the strength of our family and community partnerships is what makes our school special. I invite you to become part of our school community as we work together to continue Karalee's tradition of fostering academic, cultural and sporting excellence.

'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 through the use of modern technology and multi-media. Our Performing Arts Complex is truly world standard and is evidence of our school's unwavering commitment to The Arts.

As Principal I am committed to creating a culture of high expectations and enhanced school performance. I encourage you to become part of the daily life of our school, to hold us to our commitments and work with us to achieve excellence in everything we do.

## Principal's Foreword

### Introduction

2013 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 2013 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 2013 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 2013

Karalee State School provides a safe, challenging and enjoyable environment for both students and staff. 100% of staff say they enjoy working here, 100% of parents say their child likes being at this school and 92.4% of students say they like being at this school. (2013 School Opinion Survey results)

Our Enrichment Program focuses on providing student opportunities for deeper understanding and extension. Teams of reading teachers targeted high-achieving students in Reading to develop and implement individual learning programs. The success of this program was evident in our 2013 NAPLAN results. Year 5 students performed statistically above the nation for the percentage of students in the Upper Two Bands for Reading, whereas our Year 3 and Year 7 Karalee students performed at a similar standard to the rest of the nation for Upper Two Bands Reading.

Our Enhancement Program focused on identifying Prep to Year 3 students for early intervention programs in Reading and Number. In the 2013 NAPLAN testing 100% of our Year 3 students attained National Minimum standards in Reading and Writing, with 96% attaining this standard in Numeracy.

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 2013 School Opinion Survey results as detailed below:

#### Staff Opinions

*I feel that staff morale is positive at this school-* 95.6% (State average 82.9%)

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

*There is good communication between all staff at this school-* 95.6% (State average 82.4%)

#### Parent Opinions

*'Teachers at this school are interested in my child's well-being'-* 100% (State average 94%)

*'My child like being at this school'-* 100% (State average 95%)

*'I can talk to my child's teachers about my concerns'-* 100% (State average 96%)

#### Student Opinions

92.4% of students also indicated they *'like being at my school'* (State average 92.4%)

Providing staff with quality professional development to support school improvement agenda and with formal, on-going detailed feedback

# Our school at a glance

on their classroom practices were two other goals in 2013.

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 2013 School Opinion Survey (Staff) results as detailed below:

*I receive helpful feedback on my role at this school - 93.3% (State average 87.9%)*

*I have good access to quality professional development - 95.5% (State average 86.4%)*

Improving the delivery and access to ICTs to support teaching and learning was another school goal in 2013.

The success of these strategies employed last year was evident in the 2013 School Opinion Survey (Students) results as detailed below:

I can access computers and other technologies at my school for learning- 99.2% (State average 96.2%)

Staff Survey: I can access necessary information and communication technologies to do my job at this school- 95.6% (State average 92.2%)

## Future outlook

Karalee State School will continue to work towards the major goals of the School Strategic Plan 2012-2015. The 2014 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 :

- 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 refine our feedback strategy for communicating student performance to students and parents

Key school documents and policies to be developed and implemented in 2014 include:

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

Other initiatives and important milestones for 2014 include:

- New school website

## School Profile

Karalee State School caters for 546 students from Prep to Year Seven in a safe, supportive and inclusive learning environment. Situated within a bush setting, our school lies at the heart of the Karalee community and boasts a diverse range of quality facilities designed to enhance the learning experiences of our students.

**Coeducational or single sex: Coeducational**

**Year levels offered in 2013: Prep Year - Year 7**

**Total student enrolments for this school: 546**

## Our school at a glance

		Enrolment Continuity			
		Total	Girls	Boys	(Feb – Nov)
Karalee State School caters for		519	247	272	94%
2012		542	261	281	95%
2013		546	260	286	97%

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 1032 compared to a national value of 1000. Karalee State School had 9 (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		
	2011	2012	2013
Prep – Year 3	22	21	21
Year 4 – Year 7 Primary	26	23	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	3	8	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

- Our distinctive curriculum offers individual learning programs for identified students in Enhancement and Enrichment Programs
- Weekly ICT lessons for all students in Years 4-7
- Public Speaking lessons and a speech competition for all students in Years 6 and 7
- Students in Years 5-7 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 2013, 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
- In 2013, 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 through 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
- 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 2013 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 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

## Our school at a glance

- Glee Club was held in 2013 for Prep to Year 2 students to showcase their musical talents
- 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 on-line learning courses in 2013 to expose students to web conferencing and the use of E-Studios.

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

Our school lies at the heart of the Karalee community and the strength of our family and community partnerships is what makes our school special. The student body are actively involved in a range of pro-social programs designed to develop and promote a more inclusive environment. Some of the 2013 programs included:

- Peace Keepers program. Identified students and cohorts of students were acknowledged and received awards on weekly assemblies
- Prep- Year 7 Buddy program involved over 150 students
- A Year 5 program called Random Acts of Kindness

### 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 2013

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	93%	96%
this is a good school (S2035)	89%	96%
their child likes being at this school* (S2001)	97%	100%
their child feels safe at this school* (S2002)	97%	100%
their child's learning needs are being met at this school* (S2003)	86%	88%
their child is making good progress at this school* (S2004)	86%	96%
teachers at this school expect their child to do his or her best* (S2005)	90%	100%

## Our school at a glance

teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	91%
teachers at this school motivate their child to learn* (S2007)	89%	96%
teachers at this school treat students fairly* (S2008)	83%	96%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%
this school works with them to support their child's learning* (S2010)	93%	88%
this school takes parents' opinions seriously* (S2011)	84%	100%
student behaviour is well managed at this school* (S2012)	83%	96%
this school looks for ways to improve* (S2013)	96%	100%
this school is well maintained* (S2014)	79%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	99%
they like being at their school* (S2036)	99%	92%
they feel safe at their school* (S2037)	92%	90%
their teachers motivate them to learn* (S2038)	99%	100%
their teachers expect them to do their best* (S2039)	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	89%	96%
teachers treat students fairly at their school* (S2041)	84%	92%
they can talk to their teachers about their concerns* (S2042)	83%	92%
their school takes students' opinions seriously* (S2043)	84%	87%
student behaviour is well managed at their school* (S2044)	74%	74%
their school looks for ways to improve* (S2045)	97%	93%
their school is well maintained* (S2046)	93%	81%
their school gives them opportunities to do interesting things* (S2047)	83%	95%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	93%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	96%
staff are well supported at their school (S2075)	98%

## Our school at a glance

their school takes staff opinions seriously (S2076)	95%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	93%
their school gives them opportunities to do interesting things (S2079)	98%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# Our school at a glance

## Involving parents in their child's education

One of our key priorities for 2013 was to improve communication and feedback to parents, in particular we focused on providing more opportunities for parents to be actively involved in their children's educational experiences. The school e-mailed key curriculum documents and a copy of their child's individual reading goals to all parents in Semester One. A comprehensive school events calendar and class overviews was also sent to all families in Term One.

Information sessions hosted by the school leadership team in conjunction with the Karalee P&C in 2013 included: Handwriting; Prep Enrolment; School Information Evening; Athletics; Reading Eggs; and Karalee Community Association evenings.

The Parents and Citizens Association consisted of interested parents and citizens who oversaw service operations such as the School Tuckshop, Uniform Shop, Swim School and Out of School Hours Care, as well as fundraising.

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 and training sporting teams. 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, Under 8s Week, Literacy and Numeracy Week, Science Week and our end of year parade where we farewelled Year Seven students were all very well attended.

## 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.

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
- 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
2010-2011	203,236	1,986
2011-2012	155,792	1,833
2012-2013	215,194	1,357

## Our school at a glance

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

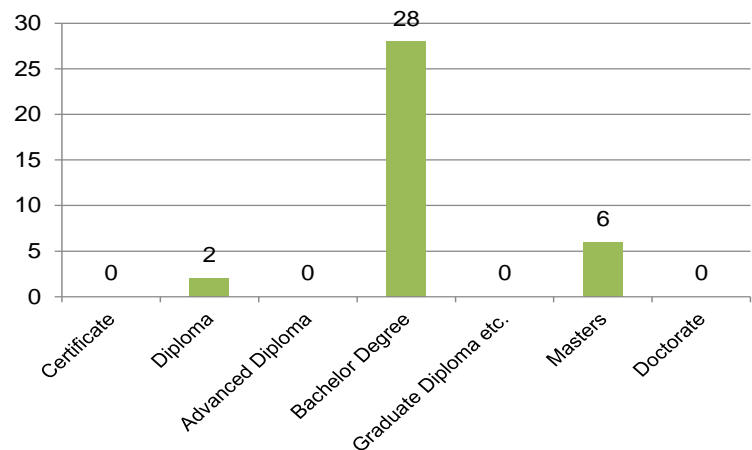
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	36	20	0
Full-time equivalents	30	13	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.	0
Masters	6
Doctorate	0
<b>Total</b>	<b>36</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$26 860

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
- Differentiation
- Sound Waves
- Data Analysis
- Australian Curriculum and C2C

## Our staff profile

- 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 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 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

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/>.

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

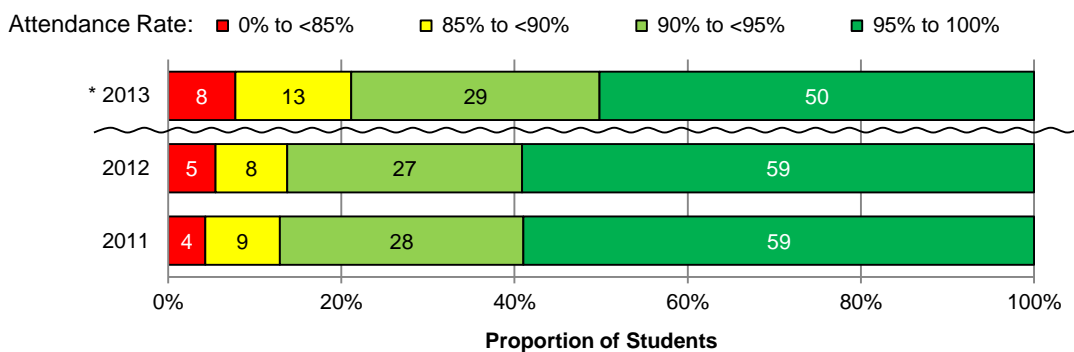
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	96%	96%	96%	96%	94%	95%	93%					
2012	94%	94%	94%	94%	95%	95%	96%					
2013	94%	92%	95%	95%	94%	94%	95%					

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

## Description of how non-attendance is managed by the school

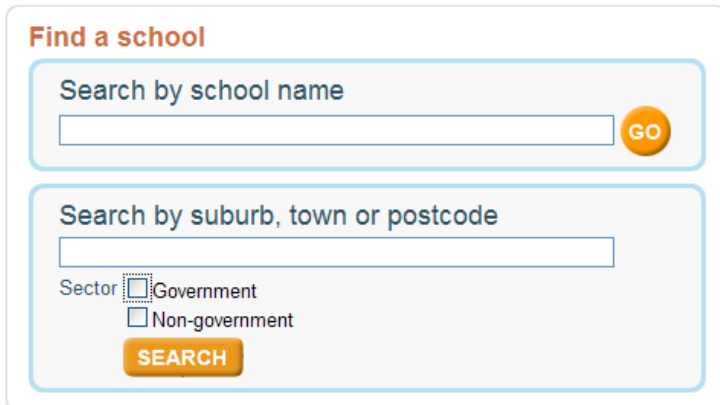
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

# Performance of our students

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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 2013 was only 2%. The attendance rate of Indigenous students in 2012 was 91.8%.

As at 5 May 2014. The above values exclude VISA students.