

# Karalee State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

2014 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 student engagement.

In 2014 our school performed well in most key performance indicators. Our school opinion survey results were outstanding across all domains and we continued to make exceptional student gains in NAPLAN testing.

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 2014 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.

### School progress towards its goals in 2014

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 97.4% of students say they like being at this school. (2014 School Opinion Survey results)

Our Enrichment Program focuses on providing student opportunities for deeper understanding and extension. Teams of high-quality teachers targeted high-achieving students in reading and number to develop and implement individual learning programs. The success of this program was evident in our 2014 NAPLAN results. 48.8% of our Year 3 students attained results in the Upper Two Bands (U2B) for reading, 42% for writing, 50% for spelling, 65% for grammar and punctuation and 38.8% for numeracy. Our improvement in Year 3 U2B% for all areas is significantly above the rest of the nation's improvement.

Our Enhancement Program focused on identifying Prep to Year 3 students for early intervention programs in reading and number. In the 2014 NAPLAN testing 100% of our Year 3 students attained National Minimum Standards (NMS) in spelling, grammar and punctuation and numeracy, with 97.5% attaining this standard in reading. 100% of Year 5 and 7 students attained NMS in reading.

Staff roles were clearly defined and performance measures developed that were able to be monitored through a focus on student performance. 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 2014 School Opinion Survey results as detailed below:

#### Staff Opinions

*I feel that staff morale is positive at this school- 100% (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'- 98% (State average 94%)*

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

*'I can talk to my child's teachers about my concerns'- 98% (State average 96%)*

#### Student Opinions

97.4% of students also indicated they *'like being at my school'* (State average 92.2%) and *'my teachers provide me with useful feedback about my school work'* – 99.1% (State average 92.5%)

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 2014.

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 2014 School Opinion Survey (Staff) results as detailed below:

*I receive helpful feedback on my role at this school - 100% (State average 88.5%)*

*I have good access to quality professional development - 100% (State average 88.6%)*

Improving the delivery and access to ICTs to support teaching and learning was another school goal in 2014.

The success of these strategies employed last year was evident in the 2014 School Opinion Survey (Students) results as detailed below:

*I can access computers and other technologies at my school for learning- 99.1% (State average 95.7%)*

*Staff Survey: I can access necessary information and communication technologies to do my job at this school- 100% (State average 92.6%)*

### **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 implemented in 2014 include:

- Teaching and Learning Framework
- Parent and Community Engagement Framework
- Reading Framework
- Facilities maintenance plan for 'Advancing Our Schools' program

Other initiatives for 2014 include:

- Using the QSchools app as tool for communicating with parents

## Our school at a glance

### School Profile

Karalee State School caters for 552 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 2014:** Prep Year - Year 7

**Total student enrolments for this school:** 552

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	542	261	281	95%
2013	546	260	286	97%
2014	552	256	296	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 1032 compared to a national value of 1000. 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		
	2012	2013	2014
Prep – Year 3	21	21	24
Year 4 – Year 7 Primary	23	27	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	8	8	8

Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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 Languages Other Than English (LOTE) 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 2014, 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 2014, 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 Support Teacher Literacy and Numeracy (STLaN) staff. The

individual programs developed were managed by the STLaN and timetabled into the literacy and numeracy blocks conducted within the lower and middle school

- Students in Year 6 and 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 2014 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
- Glee Club was held in 2014 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
- 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 2014 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 2014 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	93%	96%	98%
this is a good school (S2035)	89%	96%	100%
their child likes being at this school* (S2001)	97%	100%	100%
their child feels safe at this school* (S2002)	97%	100%	98%
their child's learning needs are being met at this school* (S2003)	86%	88%	100%
their child is making good progress at this school* (S2004)	86%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	90%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	91%	98%
teachers at this school motivate their child to learn* (S2007)	89%	96%	94%
teachers at this school treat students fairly* (S2008)	83%	96%	98%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	98%
this school works with them to support their child's learning* (S2010)	93%	88%	100%
this school takes parents' opinions seriously* (S2011)	84%	100%	98%
student behaviour is well managed at this school* (S2012)	83%	96%	98%
this school looks for ways to improve* (S2013)	96%	100%	98%
this school is well maintained* (S2014)	79%	100%	92%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	92%	99%	98%
they like being at their school* (S2036)	99%	92%	97%
they feel safe at their school* (S2037)	92%	90%	96%
their teachers motivate them to learn* (S2038)	99%	100%	99%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers expect them to do their best* (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	89%	96%	99%
teachers treat students fairly at their school* (S2041)	84%	92%	91%
they can talk to their teachers about their concerns* (S2042)	83%	92%	96%
their school takes students' opinions seriously* (S2043)	84%	87%	89%
student behaviour is well managed at their school* (S2044)	74%	74%	81%
their school looks for ways to improve* (S2045)	97%	93%	99%
their school is well maintained* (S2046)	93%	81%	94%
their school gives them opportunities to do interesting things* (S2047)	83%	95%	92%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		93%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		96%	100%
staff are well supported at their school (S2075)		98%	100%
their school takes staff opinions seriously (S2076)		95%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		93%	97%
their school gives them opportunities to do interesting things (S2079)		98%	100%

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

# 'Agree' represents the 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.

### Involving parents in their child's education

One of our key priorities for 2014 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 2014 included: Handwriting; QAR comprehension program; 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.

A highlight of the year was the Karalee Spring Fair which is held every second year and involves the Karalee and adjoining communities. The day was an outstanding success and raised money for the school's ICT plan.

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 functions where we farewelled both Year 6 and 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		
Years	Electricity kWh	Water kL
2011-2012	155,792	1,833
2012-2013	215,194	1,357
2013-2014	216,069	3,741

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.

## Our staff profile

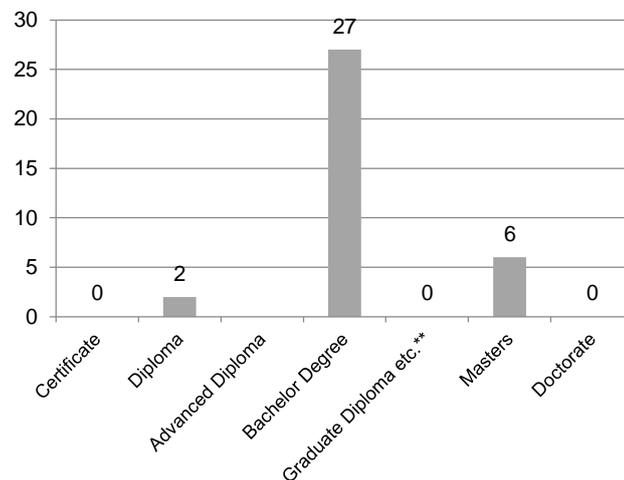
### Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	19	0
Full-time equivalents	31	13	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	
Bachelor Degree	27
Graduate Diploma etc.**	0
Masters	6
Doctorate	0
<b>Total</b>	<b>35</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 2014 was \$23 404

The major professional development initiatives were 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
- 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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	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 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	94%

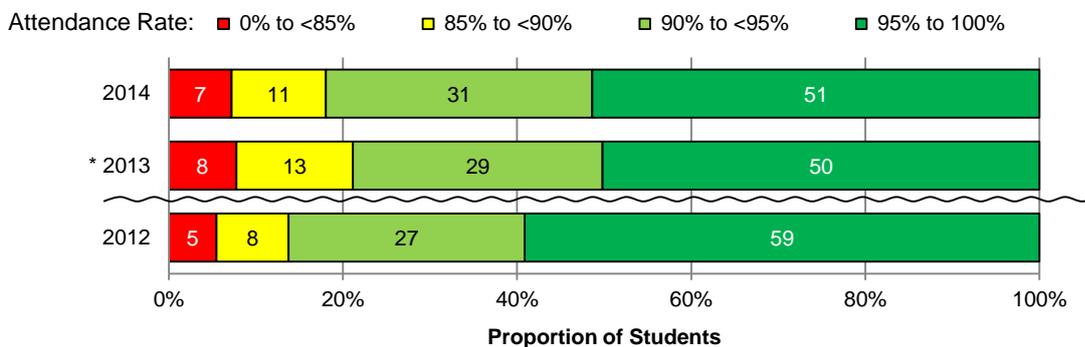
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	94%	94%	94%	94%	95%	95%	96%					
2013	94%	92%	95%	95%	94%	94%	95%					
2014	94%	93%	93%	95%	95%	93%	92%					

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 after 2012 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 DETE 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.

### 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/>.

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### 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, there was a positive gap in attendance in 2014. The attendance rate of Indigenous students in 2014 was 96.4%, compared to an overall school attendance of 93.7%.