

Karalee State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

All Queensland schools annually publish meaningful information for parents about student and school performance. Each year Karalee State School sets specific goals and targets as part of its Strategic Planning process. The School Annual Report is a Summation of the annual planning and reviewing process. This includes reviewing student and school performance against the Outcomes, performance indicators and targets established in the previous year. The data reflected within this report was sourced from Education Queensland's Corporate Strategy and Performance Division and the Federal Government's *MySchool* website.

The

2015 School Annual Report provides a snapshot view of our school's priorities, its achievements and challenges, and is one way of communicating to the broader community the pride that we have in our students' learning endeavours and commitment to being the best that they can be.

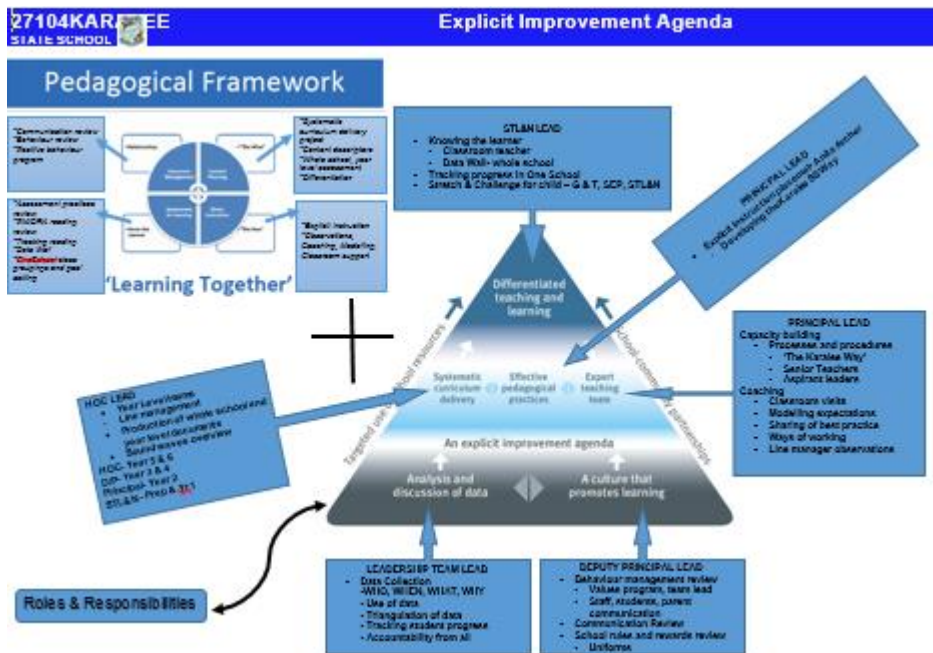
At Karalee State School we are committed to developing, supporting and nurturing the developmental needs and aspirations of our students. We aim to provide a learning environment that is responsive and forward looking, through the development of learning programs that well equip our students for the demands and rigours of a changing world. We are determined to work in partnership with parents and the community to create a culture of high expectations and to preserve these high standards in everything we do.

School progress towards its goals in 2015

The Karalee State School Improvement Plan in 2015 used school performance DATA to identify areas for improvements. This improvement was able to occur owing to the implementation of a suite of strategies supported by the latest educational research. Administration staff worked with staff to model the way, supporting staff through professional development to implement and monitor improvement strategies. At the end of 2015, we conducted quality assurance processes (using a range of data gathering tools) to ensure improvements and gains were made.

Future outlook

At KSS we have a sharp and narrow explicit improvement agenda which has been communicated with staff, students, parents and community members. We have ensured that there are rigorously actioned timelines and opportunity for celebrations at key junctures of our journey. The leadership team has taken on the role of working with a year level in order to ensure that the implementation of school-wide curriculum and improvement policies and practices are consistent and continual.



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	546	260	286	9	97%
2014	552	256	296	8	95%
2015	511	233	278	10	96%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Karalee State School (KSS) is a Band 8 primary school. Established in 1985, KSS has served an area that has seen growth over time due to the development of rural and residential land. KSS is located in the western suburbs of Ipswich and is part of the Metropolitan Region of Department of Education and Training.

The school has maintained student's numbers despite the transition of Year 7 to High school. With no local State High school within the suburb, a high number of students leave the state system to attend private high schools. Rarely do students from Years 4 and 5 leave to attend the private system for their middle years of schooling option. This is indicative of the curriculum offerings of KSS.

The standard of achievement of the students at Karalee is very high and similar to like schools in accordance with NAPALN testing.. Results for the Years 3, 5 and 7 in 2015 National Assessment Program Literacy and Numeracy (NAPLAN) assessments have been consistently high.

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

KSS has a highly supportive and active Parents' and Citizens' Association who contribute to the ongoing learning programs and school improvement projects of the school. Their support of our school is to be commended. The community has high expectations for educational outcomes for students. Community involvement in school activities and social functions is high. New families are welcomed into the social structure of the school.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	24	25
Year 4 – Year 7 Primary	27	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	8	8	18
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

In 2015 KSS offered a comprehensive curriculum program from Preparatory to Year 6 that was consistent with the Department of Education and Training policies and is focussed on learning for life. All Key Learning Areas (KLAs) were included. We are proud of the school's record of high academic achievement. Implementing the Australian Curriculum through an explicit teaching model, ensures that students are provided with high quality teaching which in turn maximises learning outcomes for all students. The school assists students to reach their full potential in all areas. To achieve this, our school offers a balanced program of academic, social, physical and cultural activities. Many of KSS students are actively involved in extra-curricular activities and support programs facilitated by the school.

Extra curricula activities

Here at KSS we provide a range of extra-curricular activities which assist in the holistic education of our students. These include;

1. Choir
2. External Testing Program (ICAS) for Year 1-6 in the areas of Science, Mathematics, Writing and English
3. Enrichment and Extension Programs for highly capable students, inclusive of a parent support program
4. Instrumental Music Program, including Strings Ensembles and Junior and Senior Concert Band
5. Readers cup challenges
6. Interschool Sporting Programs

7. School Camp Programs- Year 4, 5 & 6
8. Senior School Leadership Program, including Student Council
9. Peace Keepers Program
10. Buddy class programs
11. Performing Arts Program – Prep to Year 3
12. Support a reader
13. Gifted and Talented clubs
14. Karalee's Got Talent
15. Reading challenge.

How Information and Communication Technologies are used to improve learning

Here at KSS we ensure students have access to the equipment they need for an ever-changing and digital world. A network of the latest specification computers is connected to a powerful server. This ensures that the students have multiple access points to the latest software in each classroom and in the Computer Lab. Our entire school is networked for wireless connection. In Years Prep – Year 3, computers are used in a variety of ways to support and reinforce concepts taught. A variety of software is accessed to support learning in all areas of the curriculum. All students have their own log-in details for Mathematics and Reading eggs.

Social Climate

Here at KSS we ensure we are proactive rather than reactive where possible. We develop, foster and maintain respectful working and learning relationships between students and staff, parents and the wider community. Our responsible behavior plan outlines our school expectations and our Positive Behaviour Program indicates our proactive approach to behavior management.

At KSS we are inclusive of all students, all learning styles and abilities and ensure individual students are catered for. We track student performance to ensure that no child gets left behind and that 12 months of learning occurs within 12 months,

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

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	98%	96%
this is a good school (S2035)	96%	100%	96%
their child likes being at this school (S2001)	100%	100%	99%
their child feels safe at this school (S2002)	100%	98%	99%
their child's learning needs are being met at this school (S2003)	88%	100%	96%
their child is making good progress at this school (S2004)	96%	100%	97%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	98%	91%
teachers at this school motivate their child to learn (S2007)	96%	94%	96%
teachers at this school treat students fairly (S2008)	96%	98%	89%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	93%
this school works with them to support their child's learning (S2010)	88%	100%	90%
this school takes parents' opinions seriously (S2011)	100%	98%	96%
student behaviour is well managed at this school (S2012)	96%	98%	96%
this school looks for ways to improve (S2013)	100%	98%	97%
this school is well maintained (S2014)	100%	92%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	98%	97%
they like being at their school (S2036)	92%	97%	97%
they feel safe at their school (S2037)	90%	96%	98%
their teachers motivate them to learn (S2038)	100%	99%	98%
their teachers expect them to do their best (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	99%	100%
teachers treat students fairly at their school (S2041)	92%	91%	96%
they can talk to their teachers about their concerns (S2042)	92%	96%	96%
their school takes students' opinions seriously (S2043)	87%	89%	96%
student behaviour is well managed at their school (S2044)	74%	81%	96%
their school looks for ways to improve (S2045)	93%	99%	97%
their school is well maintained (S2046)	81%	94%	97%
their school gives them opportunities to do interesting things (S2047)	95%	92%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	93%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	96%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	96%	100%	100%
staff are well supported at their school (S2075)	98%	100%	100%
their school takes staff opinions seriously (S2076)	95%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	93%	97%	100%
their school gives them opportunities to do interesting things (S2079)	98%	100%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

With a full-time PAVE officer, we pride ourselves on parent involvement at KSS. From Reading groups through to Trivia nights, parents and community members are regularly made to feel welcomed and involved in their student's education. There are continual opportunities to witness learning activities and achievements here at KSS.

Reducing the school's environmental footprint

KSS remained committed to reducing our environmental footprint in 2015. Our School Environmental Management Plan (SEMP) outlined a range of measures designed to reduce water and electricity use which included the installation of more tanks, actively promoting to classrooms to reduce, reuse or recycle and turn off lights at lunch times.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	215,194	1,357
2013-2014	216,069	3,741
2014-2015	216,658	

*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.

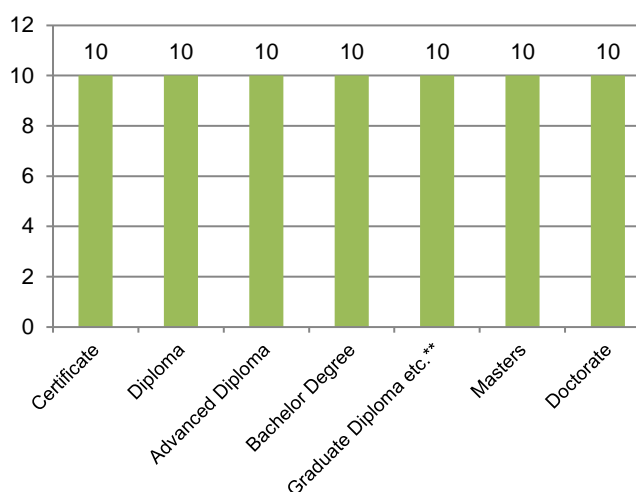
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	34	20	0
Full-time equivalents	29	13	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	70



*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 2015 were \$36, 979.21

The major professional development initiatives are as follows:

- Lynn Sharatt- putting faces on data
- Peer mentoring programs
- Sheena Cameron- Writing framework
- Anita Archer- Explicit Instruction

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2015 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

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students**Key student outcomes****Student attendance**

	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	96%	96%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

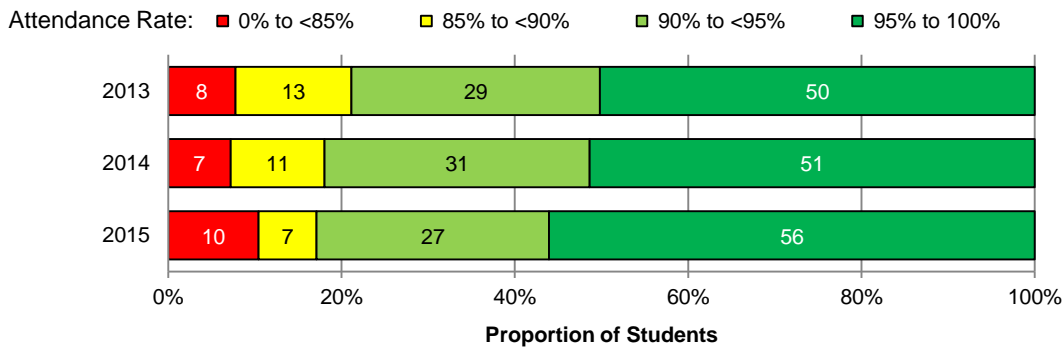
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	94%	92%	95%	95%	94%	94%	95%					
2014	93%	94%	93%	93%	95%	95%	93%	92%					
2015	94%	93%	94%	93%	94%	96%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.