

Carina State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Carina State School's daily work involves creating a respectful, responsible and safe community of learners striving for personal best. It is our conviction that with these qualities our students and staff can achieve anything in life they need to. To realise our goal, our curriculum and learning is underpinned and invested in the employment of best practice pedagogies. We seek to engage students in the kinds of learning opportunities appropriate for them as life-long learners and world citizens in an increasingly global and networked society. We believe our moral purpose to be, the student acquisition of:

- Educational excellence
- Social Responsibility
- Learning for the future, and
- Continued Personal Growth and Well-Being.

This report aims to present data regarding the school's student and staff profile, the achievements of the school, curriculum offerings, student achievement and perceptions about the school. Copies of this report are available at the school office and in the Foyer.

School progress towards its goals in 2015

Our Key Priorities strategies for 2015 included:

- Reading (WIGs set)
 - Work continued in strengthening the teaching of reading with the work of a Literacy Coach in the school
 - A new assessment and reading strategy program – CARs and STARs was further embedded on a school-wide basis
 - Students were increasingly brought into goal setting and achievement of the school Wildly Important Goals (WIGs) assisted by the use of public scorecards and Visible learning Procedures.
 - A successful literacy intervention was further embedded working with students likely to fall below National Minimum Standards in Prep to Year 2
- Numeracy (WIGs set)
 - Strong work to increase student automaticity in number facts and solving multi - step problems continued in trying to achieve the school Wildly Important Goals (WIGs) assisted by the use of public scorecards and Visible learning Procedures.
 - School wide consistent programs in numeracy were introduced.
 - A successful Numeracy intervention was further embedded working with students likely to fall below National Minimum Standards in Numeracy. This involved students in Prep to Year 2

- Retention
 - Leadership and transition activities were conducted with Year 6 students to prepare them for secondary school in 2016
 - Prep Experience days were held to assist Kindergarten students to prepare for school.
- Attainment
 - The school's A-E data shows that school-wide 85% received a C or better in English and Mathematics.

Future outlook

Our Key Priorities where strategies and actions have been outlined for 2016 include:

- Reading - School WIGs set
 - for Literal Comprehension and
 - Inferential Comprehension
- Writing - School WIGs set for
 - Technical aspects of writing
 - The 'craft' of writing
- Numeracy - School WIGs set for
 - number facts automaticity
 - Multi-step Problem solving
- Attainment
- Retention and Transition.

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	320	141	179	19	92%
2014	324	144	180	19	91%
2015	284	137	147	20	94%

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:

In 2015 Carina State School had 284 students in 11 classrooms overall, for of them 4 were composite classes.

- 5.5 % (18 students) of the total student body were ATSI students.
- 18.7% of the student body had non-English speaking families
- Our students were born in 26 different countries
- The religious backgrounds of the students at the school are distributed across 21 different denominations or religions. The largest group is the portion that chooses to 'not state any religion'. The largest 3 groups outside of this are Christian denominations, specially Catholic and Anglican

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	19	21
Year 4 – Year 7 Primary	26	27	23
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	7	20	2
Long Suspensions - 6 to 20 days	1	1	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

Daily literacy and numeracy blocks

- Research-based programs to teach reading, spelling and numeracy
- Games based Resilience Program for all Year levels

Extra curricula activities

- Whole School Musical Performance
- Footsteps Dance Program
- School dances
- Instrumental Music Program
- Choirs
- Excursions across all year levels to support curriculum studies
- Outside School Hours Care
- Strong student leadership program and Student Council
- Premier's Reading Challenge
- Under 8's activities with Carina C&K
- Interschool sport for all children in Years 4-7
- School camps for Years 5 (Mapleton), 6 and 7 (Sydney, Canberra)
- Lunchtime activities eg. Chess Club, Environmental Club, this includes Student Council organised activities
- Special Days: eg. Biggest Morning Tea, Harmony Day, Multi-Cultural day, National Day against Bullying.
- Swimming program
- University of NSW tests
- High school transition programs.

How Information and Communication Technologies are used to improve learning

With 2 dedicated computer rooms, Interactive whiteboards, pods of 4-7 computers and 5 iPads in every classroom, students develop their ICT skills within the context of integrated units, literacy and numeracy programs.

- Programs are developed to support the digital literacy of all students and to support the continuing development and acquisition of digital pedagogies for staff.
- Students access a wide range of programs to facilitate learning and as tools for presenting their learning.
- The Resource Centre has had a purpose built Green Screen Room allowing students to learn the digital skills required to make movies, vodcasts etc.
- Children in the Middle Phase are accessing Virtual Classrooms and Project rooms to develop on-line communication skills..

Social Climate

- Carina State School has a clear purpose to be a respectful, responsible and safe environment where all members can strive to achieve their personal best and do it smiling. This is fostered and developed through an active student leadership team, staff and P&C. The social and emotional well-being of all within our school community is important to us. This has been supported through the development of a curriculum that includes social awareness as well as a range of various extra-curricular activities to enable us to further develop a feeling of belonging and pride.
- We are a School-Wide Positive Behaviour School where good behaviour, exemplified by our Six Expectations – Respect, Responsibility, Safety, Learning, Striving and Smiling, is actively taught and acknowledged under our PAWS program.
- Each class participates in the 'Games Factory' to support and affirm positive relationships, self-esteem and conflict resolution skills with a strong focus on the development of Emotional Resilience.
- Cultural diversity is shared and celebrated in every classroom through integrated units of work allowing students to share and learn about each other.
- Our School Opinion Survey data continues to show that parents, students and staff are satisfied that Carina State School is a good school. We are committed to a zero tolerance approach towards all forms of bullying and work proactively with parents and students to assist them to develop strategies in dealing with situations where bullying may occur.

2015 School Opinion Survey	Student	Parents
Student feels safe at the school	100%	100%
Student likes being at the school	100%	95%

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	84%	95%
this is a good school (S2035)	96%	91%	92%
their child likes being at this school (S2001)	100%	94%	95%
their child feels safe at this school (S2002)	100%	97%	100%
their child's learning needs are being met at this school (S2003)	96%	78%	87%
their child is making good progress at this school (S2004)	100%	81%	92%
teachers at this school expect their child to do his or her best (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	84%	84%
teachers at this school motivate their child to learn (S2007)	100%	78%	92%
teachers at this school treat students fairly (S2008)	100%	88%	95%
they can talk to their child's teachers about their concerns (S2009)	100%	94%	95%
this school works with them to support their child's learning (S2010)	100%	84%	95%
this school takes parents' opinions seriously (S2011)	96%	74%	89%
student behaviour is well managed at this school (S2012)	96%	84%	95%
this school looks for ways to improve (S2013)	96%	88%	94%
this school is well maintained (S2014)	100%	94%	95%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	96%	100%
they like being at their school (S2036)	96%	97%	100%
they feel safe at their school (S2037)	97%	96%	100%
their teachers motivate them to learn (S2038)	97%	97%	100%
their teachers expect them to do their best (S2039)	99%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	99%	97%	100%
teachers treat students fairly at their school (S2041)	94%	92%	93%
they can talk to their teachers about their concerns (S2042)	98%	97%	96%
their school takes students' opinions seriously (S2043)	98%	96%	100%
student behaviour is well managed at their school (S2044)	92%	86%	95%
their school looks for ways to improve (S2045)	99%	94%	100%
their school is well maintained (S2046)	97%	96%	98%
their school gives them opportunities to do interesting things (S2047)	99%	94%	100%

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)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	86%	95%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	93%
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)	89%	94%	88%
staff are well supported at their school (S2075)	93%	95%	92%
their school takes staff opinions seriously (S2076)	88%	84%	80%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	96%	100%	96%
their school gives them opportunities to do interesting things (S2079)	96%	95%	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

- Parents are encouraged to become an active participant in all aspects of school life through a range of activities and opportunities. An active and committed P&C and an involved community support Carina State School. Our school enjoys parent and community involvement through:
- P&C association
- Volunteers in classroom literacy and numeracy programs
- Volunteers in arts activities
- Volunteers in the uniform shop
- Local Chaplaincy Committee
- Assemblies

- Graduation and disco evenings
- Working bee's
- Sports and swimming programs
- Excursions.

Reducing the school's environmental footprint

- During 2015 there was a continued strengthening of policies to ensure responsible usage of electricity. As all classrooms are air-conditioned, guidelines were necessary for the usage of airconditioners, lighting and IT ensured an increasingly efficient level of use.
- Solar Power cells are also installed on the roof of A block.
- Water usage has been reduced with the increased volume of tank water used in the maintenance of the grounds and the toilets.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	141,083	2,385
2013-2014	148,023	2,162
2014-2015	151,036	2,393

*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.

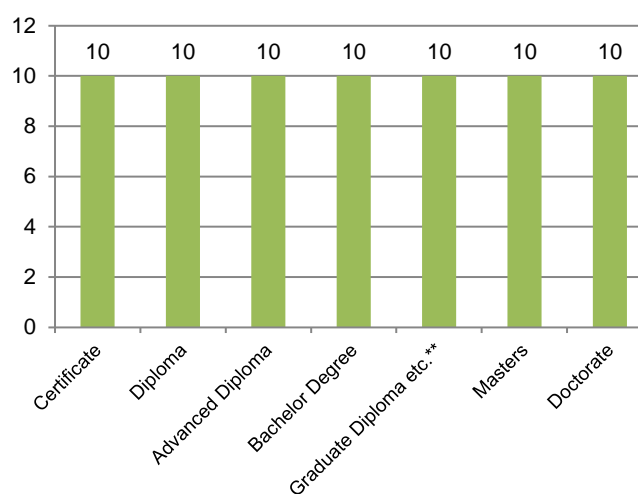
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	20	0
Full-time equivalents	18	10	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 \$10 000

The major professional development initiatives are as follows:

- Setting the climate for Learning
 - Making learning visible through goal setting and success criteria
 - Gradual Release of Responsibility Model
 - Student engagement
 - High Expectations
 - Positive and proactive processes in Behaviour Management
- Improving Literacy and Numeracy
 - Teaching Reading
 - Multi-step problem solving

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.	94%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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

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 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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	85%	80%

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)

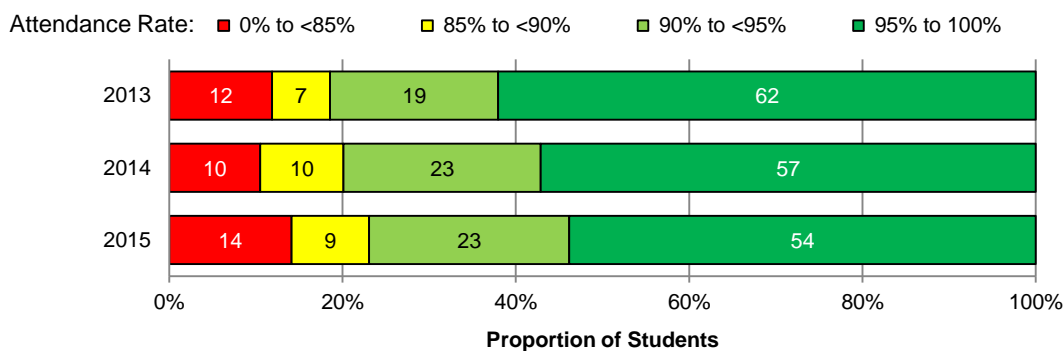
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	95%	96%	88%	95%	94%	94%	93%					
2014	92%	92%	92%	93%	95%	95%	94%	94%					
2015	92%	93%	92%	93%	95%	90%	93%						

*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.

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.

- Teachers are required to mark rolls twice daily by 10am and at 2pm to record attendance of students. Teachers are to notify the office after 3 consecutive absences or after noticing sporadic attendance. Phone calls are then made to parents/caregivers. If attendance does not improve, flowchart B of SMS-PR-017:
- Enforcement of Compulsory Schooling and Compulsory Participation Phase is followed and letters sent registered mail to home address of the families concerned.

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, and 5 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

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.