



Carina State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

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School Overview

Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Scott Padgett

Carina State School is a great school moving to greater. We take pride in our school and the way in which we continuously work together with our school community to provide quality teaching and learning experiences for our students. Carina State School is a community of learners. We work together, laugh together and solve problems together. We take pride in our active participation and open communication with parents and carers along with all members of our school community. Together we continue to build a school based on positive values and attitudes preparing our students today for a successful life tomorrow.

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.

Principal's Forward

Introduction

I feel extremely proud and somewhat honoured to be the current school principal. Carina State School is a 100 year old school with a strong tradition that is equally matched with a lively, innovative, engaging and forward looking focus. Our moral imperative is to ensure that every student is achieving and progressing, and that every child is really known. Carina State School is a respectful, responsible and safe community of joyful learners striving for personal best.

Carina State School works in genuine partnership with its School Community in order to maximise learning opportunities and outcomes for all students and set the foundation for Life Long Learning. The way we deliver education to our students has certainly changed over the past 100 years and it has been fascinating talking to past students who have been part of our Centenary Preparations leading up to this year.

For current students my wish is that your memories of Carina State School will be happy ones and that many of the friendships that you have made whilst you are at school are lifelong. My wish is that we have given you the best start possible in your educational life. Giving you the best possible start in life is every staff's mantra at Carina State School. My wish is that Carina State School has contributed to a society of honest, positive, independent, relational, hardworking and empathetic, members. Carina State School has weathered many storms.

The school has seen the tragedy and cost of the Great Depression, weathered many wars, survived countless floods, fires, cyclones and drought. Experiences of the past have made Carina State School the outstanding learning institution that it is today. Our enormous respect for the past provides the foundation for continued success as we embark on the next 100 years.

School Progress towards its goals in 2016

Consistent and Whole School Practices

- Literacy Block and Explicit Teaching of Reading

Curriculum

- Implementation of the Australian Curriculum

Value Added Collaboration

- Refinement of Classroom Practice with a focus on Instruction

Data Collection

- Where? (are our students),
- Where? (do we want students to be),
- How? (are we going to get students there) and
- How? (will we know when students have reached their goals)
- Personalised Learning

Positive School Environment

- Positive Behaviour for Learning

Future Outlook: 2017

Consistent and Whole School Practices

- Literacy Block and Explicit Teaching of Reading and Writing
- Age Appropriate Pedagogy

Curriculum

- Embedding the Australian Curriculum
- English, Mathematics and Science
- Success Criteria
- Curriculum, Assessment and Reporting Plan

Value Added Collaboration

- Refinement of Classroom Practice with a focus on Instruction
- Collaborative Conversations, Moderation

Data Collection

- Where? (are our students) Where? (do we want students to be) How? (are we going to get students there) and How? (will we know when students have reached their goals)
- Formative Assessment,
- Personalised Learning,
- Student Conferences

Positive School Environment

- A whole school approach, incorporating Positive Behaviour For Learning, explicitly taught School Values and acknowledgement

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	324	144	180	19	91%
2015*	284	137	147	20	94%
2016	252	122	130	16	95%

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 2016, 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

Overview

In 2016 Carina State School had 252 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	23	21
Year 4 – Year 7	27	28	23
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Carina State School is a co- educational learning facility catering for students from Prep to Year 6. Our weekly, *Launching into Learning Playgroup* also offers a quality learning program for children from Birth to 4 years and their families.

At Carina State School children's lives are touched and shaped by highly qualified teachers who are well trained to take up the challenges of modern school education. Explicit and planned learning outcomes for students is a balance of academic and social emotional.

Reading is the 'main game' currently at Carina State School. Cashed within a whole school process, at each year level, reading targets guide our explicit teaching of reading strategies and behaviours. Regular reading assessments of all children, provide feedback to teachers on the effectiveness of learning programs and processes.

The Australian Curriculum is delivered via a whole school process of collaborative planning and differentiation. The areas of the Australian Curriculum (KLAs - Key Learning Areas) are English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, and Health and Physical Education. Students are assessed against the Achievement Standard for that year level and given an A to E award. Formal reporting occurs mid and end of year.

For students in Year's three and five, all school in Australia undertake a NAPLAN Assessment in May. Students from Carina perform extremely well in all areas with all students reaching National Minimum standard and close to fifty percent achieving in the Upper Two Bands. Carina State School is achieving in close to the seventieth percentile when compared to all schools in Australia.

Our staff recognises that education is dynamic and they regularly engage in professional development opportunities to ensure that they have the skills and knowledges to prepare students for the 21st Century.

Co-curricular 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 3 - 6
- School camps for Years 5 (Tangalooma),6 (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 Assessments
- High school transition programs.

How Information and Communication Technologies are used to Assist 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

Overview

- 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 Positive Behaviour For Learning School where good behaviour, exemplified by explicit expectations – Respect, Responsibility and Safety which are explicitly 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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	84%	95%	98%
this is a good school (S2035)	91%	92%	100%
their child likes being at this school* (S2001)	94%	95%	98%
their child feels safe at this school* (S2002)	97%	100%	96%
their child's learning needs are being met at this school* (S2003)	78%	87%	96%
their child is making good progress at this school* (S2004)	81%	92%	96%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	84%	93%
teachers at this school motivate their child to learn* (S2007)	78%	92%	91%
teachers at this school treat students fairly* (S2008)	88%	95%	87%
they can talk to their child's teachers about their concerns* (S2009)	94%	95%	96%
this school works with them to support their child's learning* (S2010)	84%	95%	98%
this school takes parents' opinions seriously* (S2011)	74%	89%	89%
student behaviour is well managed at this school* (S2012)	84%	95%	93%
this school looks for ways to improve* (S2013)	88%	94%	100%
this school is well maintained* (S2014)	94%	95%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	100%	98%
they like being at their school* (S2036)	97%	100%	99%
they feel safe at their school* (S2037)	96%	100%	96%
their teachers motivate them to learn* (S2038)	97%	100%	99%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	96%
teachers treat students fairly at their school* (S2041)	92%	93%	98%
they can talk to their teachers about their concerns* (S2042)	97%	96%	94%
their school takes students' opinions seriously* (S2043)	96%	100%	93%
student behaviour is well managed at their school* (S2044)	86%	95%	90%
their school looks for ways to improve* (S2045)	94%	100%	98%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school is well maintained* (S2046)	96%	98%	96%
their school gives them opportunities to do interesting things* (S2047)	94%	100%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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)	95%	81%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	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%	94%
student behaviour is well managed at their school (S2074)	94%	88%	90%
staff are well supported at their school (S2075)	95%	92%	94%
their school takes staff opinions seriously (S2076)	84%	80%	90%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	96%	100%
their school gives them opportunities to do interesting things (S2079)	95%	100%	97%

* Nationally agreed student and parent/caregiver items

'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.

Respectful Relationships Programs

Our school implements a Positive Behaviour for Learning Program. We acknowledge and promote a community of positive behaviour and learning through the development of a framework that encourages behaviours through proactivity, prevention, acknowledgement and celebration.

This is achieved via explicit modelling and teaching of social skills. Carina State School's values have as their foundation a culture of 'Respect, Responsibility and Safety'.



School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	20	2	4
Long Suspensions – 6 to 20 days	1	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.

Environmental Footprint

Reducing the school's environmental footprint

- During 2016 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 air conditioners, 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	148,023	2,162
2014-2015	151,036	2,393
2015-2016	146,106	916

ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
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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.

School Funding

School income broken down by funding source

- School income, reported by financial year accounting cycle using standardized national methodologies and 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 states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	25	20	0
Full-time Equivalents	18	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	0
Bachelor degree	22
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$12 000.

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
 - Australian Curriculum - English

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	80%	85%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

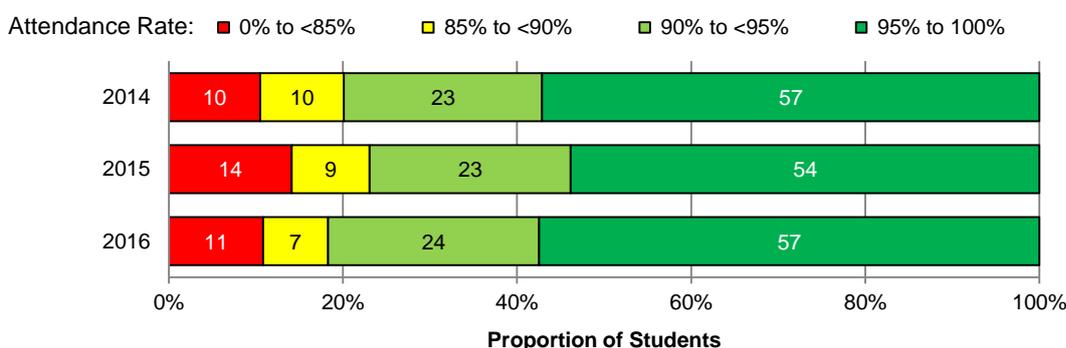
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	92%	92%	93%	95%	95%	94%	94%					
2015	92%	93%	92%	93%	95%	90%	93%						
2016	94%	93%	93%	93%	93%	95%	94%						

*Attendance rates effectively count 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.

- 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:

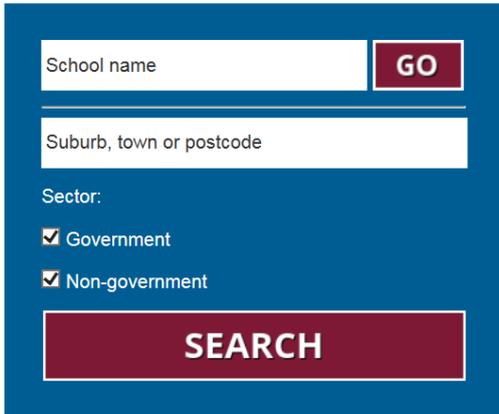
- Enforcement of Compulsory Schooling and Compulsory Participation Phase is followed and letters sent registered mail to home address of the families concerned.

NAPLAN

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states '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.