# Carina State School
# Queensland State School Reporting
# 2013 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.

# Our school at a glance

## School progress towards its goals in 2013

The key areas for improvement described in the Implementation Plan for 2013.

- ➢ Implement the Australian Curriculum
  - Staff continued to implement the Australian Curriculum for English, Maths and Science basing their work on the Curriculum to the Classroom work
  - The History curriculum with in the Australian Curriculum was also introduced for the first time.
  - Staff as well participated in Professional activities in preparation for the introduction of the new Geography Syllabus in 2014.

- ➢ Implement whole school pedagogical practices
  - Throughout the year staff worked on the development of the Pedagogical Framework of the school
  - Professional Development focused on a common approach to Goal Setting and co-construction of success criteria

- ➢ Using data to inform teaching practice
  - Data was gathered from a variety of sources – NAPLAN; Standardised Testing: Fountiss and Pennell; SA Spelling, PAT Maths; I can Do Maths and a number of other assessments for specific students; Learning Area assessments.
  - The data was used in a variety of forums to inform teaching - Principal and STLaN discussions with individual teachers, Focused Teaching Team discussions and whole staff considerations

- ➢ Develop instructional leadership with a focus on workforce performance
  - Each teacher developed a Developing Performance Plan
  - The school developed a First stage of a Feedback and Coaching Strategy.

- ➢ Develop productive partnerships with students, staff, parents, and the community
  - Student Leadership processes continued to be developed and in 2013 included Year 5s to prepare them for Year 6 leadership in their last year of Primary schools as well as the Year 7s.
  - Activities with Local High schools – Whites Hill SC, Cavendish Road SHS and Balmoral SHS
  - The parent body through the P&C continued a strong relationship with the School
  - An evolution of the reporting and formal parent interview processes strengthened the flow of information about student achievement.
  - Joint staff activities were facilitated by the Carindale Learning Connection

- ➢ Improve school performance
  - The school saw an improvement in NAPLAN Results in most strands.
  - Wildly Important Goals (WIGs) were set and largely achieved in Literacy and Numeracy

- ➢ Plan to transition Year 7 to high school
  - Joint planning occurred with Whites State College for a number of transition activities
  - A duplicate set of Year 6 leadership positions were planned to mirror Year 7 positions for the Year 6 last year in Primary School

## Future outlook

Our Key Priorities where strategies and actions have been outlined for 2014 include:

- ➢ Reading (WIGs set)
- ➢ Writing
- ➢ Numeracy (WIGs set)
- ➢ Retention
- ➢ Attainment
- ➢ Transition

# Our school at a glance

## School Profile

- ➢ Coeducational or single sex:                Coeducational
- ➢ Year levels offered in 2013:                Prep Year - Year 7
- ➢ Total student enrolments for this school:

|      | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|----------------------------------|
| 2011 | 327   | 156   | 171  | 93%                              |
| 2012 | 338   | 153   | 185  | 94%                              |
| 2013 | 320   | 141   | 179  | 92%                              |

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

Characteristics of the student body:

- ➢ Carina State School has 324 students in 13 classrooms overall, for of them 4 are multi-age classes.
- ➢ 5.5 % (18 students) of the total student body are ATSI students.
- ➢ 18.7% of the student body have 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 | | |
|-------|------|------|------|
|       | 2011 | 2012 | 2013 |
| Prep – Year 3 | 24 | 21 | 23 |
| Year 4 – Year 7 Primary | 23 | 25 | 26 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

## School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|-----------------------|------|------|------|
|                       | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 10 | 21 | 7 |
| Long Suspensions - 6 to 20 days | 3 | 1 | 1 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

## Curriculum offerings

Our distinctive curriculum offerings

- ➢ Daily literacy and numeracy blocks
- ➢ Reseach-based programs to teach reading, spelling and numeracy
- ➢ Games based Resilience Program for all Year levels
- ➢ Footsteps Dance Program

Extra curricula activities

- ➢ Whole School Musical Performance
- ➢ 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 5,6 and 7
- ➢ 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 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

- ➢ 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 though 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

| 2013 School Opinion Survey | Student | Parents |
|---|---|---|
| Student feels safe at the school | 97% | 100% |
| Student is treated fairly | 94% | 100% |
| Behaviour is well managed | 92% | 96% |
| Student likes being at the school | 96% | 100% |

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 with the school

- Overall the majority of parents, students and staff are very satisfied that Carina State School is a good school.
- Parents are highly satisfied that their children receive a high standard of education and are well supported with their learning. Results in the 2013 School opinion Survey showed improvement across each of these areas.
- Satisfaction levels from students showed improved satisfaction in all areas.

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

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

# Our school at a glance

| Performance measure *(Nationally agreed items shown*)* | | |
|---|---|---|
| Percentage of students who agree that: | 2012 | 2013 |
| they are getting a good education at school (S2048) | 88% | 99% |
| they like being at their school* (S2036) | 91% | 96% |
| they feel safe at their school* (S2037) | 91% | 97% |
| their teachers motivate them to learn* (S2038) | 93% | 97% |
| their teachers expect them to do their best* (S2039) | 97% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 96% | 99% |
| teachers treat students fairly at their school* (S2041) | 81% | 94% |
| they can talk to their teachers about their concerns* (S2042) | 84% | 98% |
| their school takes students' opinions seriously* (S2043) | 87% | 98% |
| student behaviour is well managed at their school* (S2044) | 69% | 92% |
| their school looks for ways to improve* (S2045) | 94% | 99% |
| their school is well maintained* (S2046) | 87% | 97% |
| their school gives them opportunities to do interesting things* (S2047) | 96% | 99% |

| Performance measure | |
|---|---|
| Percentage of school staff who agree that: | 2013 |
| they enjoy working at their school (S2069) | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% |
| they receive useful feedback about their work at their school (S2071) | 86% |
| students are encouraged to do their best at their school (S2072) | 100% |
| students are treated fairly at their school (S2073) | 100% |
| student behaviour is well managed at their school (S2074) | 89% |
| staff are well supported at their school (S2075) | 93% |
| their school takes staff opinions seriously (S2076) | 88% |
| their school looks for ways to improve (S2077) | 96% |
| their school is well maintained (S2078) | 96% |
| their school gives them opportunities to do interesting things (S2079) | 96% |

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

- ➢ 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 2013 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.

|  | Environmental footprint indicators | |
| --- | --- | --- |
|  | Electricity kWh | Water kL |
| 2010-2011 | 111,408 | 3,262 |
| 2011-2012 | 150,600 | 2,187 |
| 2012-2013 | 141,083 | 2,385 |

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

# Our staff profile

## Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|---|---|---|---|
| Headcounts | 24 | 17 | <5 |
| Full-time equivalents | 19 | 10 | <5 |

## Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|---|---|
| Certificate | 0 |
| Diploma | 1 |
| Advanced Diploma | 0 |
| Bachelor Degree | 22 |
| Graduate Diploma etc. | 0 |
| Masters | 1 |
| Doctorate | 0 |
| **Total** | **24** |
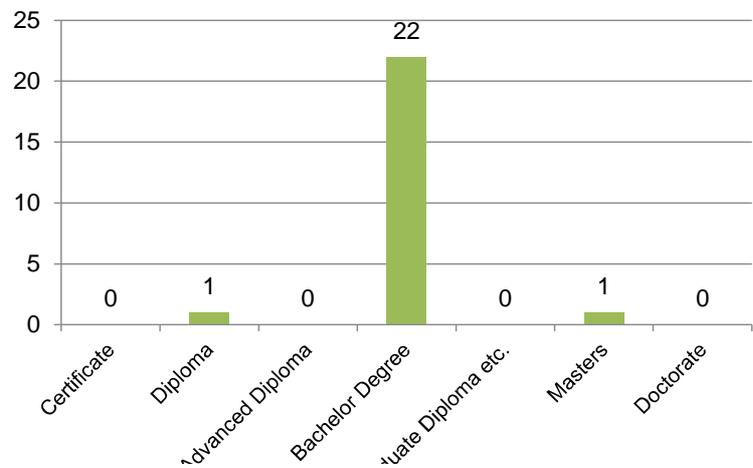


* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $22,915 – 43% of our General Grant

The major professional development initiatives are as follows:

Setting the climate for Learning
- ➢ Making learning visible through goal setting and success criteria
- ➢ 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 2013 was 100%.

# Our staff profile

| Average staff attendance | 2011 | 2012 | 2013 |
|---|---|---|---|
| Staff attendance for permanent and temporary staff and school leaders. | 94% | 92% | 94% |

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**.  Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

# Key student outcomes

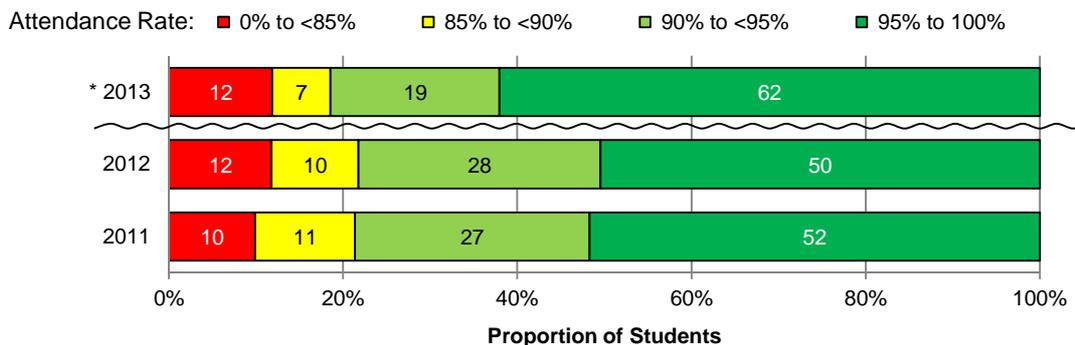| Student attendance | 2011 | 2012 | 2013 |
|---|---|---|---|
| The overall attendance rate for the students at this school (shown as a percentage). | 94% | 93% | 93% |

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011 | 92% | 95% | 93% | 94% | 94% | 93% | 94% | | | | | |
| 2012 | 94% | 94% | 93% | 88% | 95% | 94% | 92% | | | | | |
| 2013 | 95% | 96% | 88% | 95% | 94% | 94% | 93% | | | | | |

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

| | 0% to <85% | 85% to <90% | 90% to <95% | 95% to 100% |
|---|---|---|---|---|
| * 2013 | 12 | 7 | 19 | 62 |
| 2012 | 12 | 10 | 28 | 50 |
| 2011 | 10 | 11 | 27 | 52 |

Proportion of Students

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

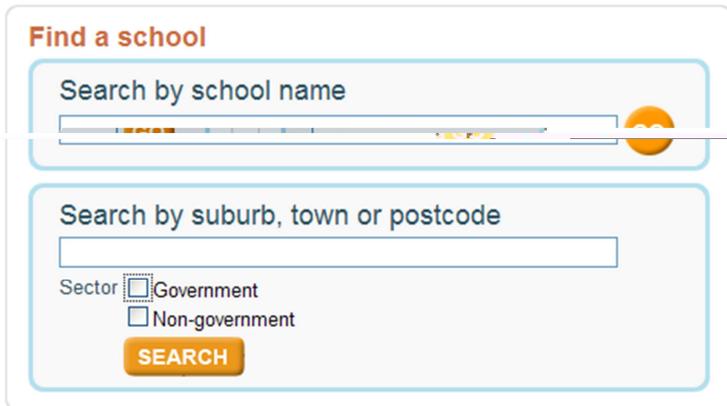## Description of how non-attendance is managed by the school

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

➢ 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.

# Performance of our students

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.



Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap
- There are 18 students who identify as ATSI.
- Their attendance during 2013 showed a 4.2% improvement over the level achieved in 2012. This improvement is continuing into 2014.
- Only 2 or 3 students were present in the year levels which completed the NAPLAN tests, so statistical comparisons and conclusions are difficult to draw. The mean scale scores in general can be said to have shown a general increase. We anticipate further improvement based on increased attendance and targeted intervention to continue to show improvement in 2014.