



Carina State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

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.

Introduction

I feel extremely proud and honoured to be the current school principal. Carina State School is more than 100 years old, and has a strong tradition, 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.

For students my wish is that their memories of Carina State School will be happy ones and that many of the friendships they have made whilst at school will be lifelong. My wish is that we have given all students the best start possible in their educational life. Giving students the best possible start in life is every staff member's mantra at Carina State School.

School progress towards its goals in 2018

THE WHAT

Reading and Writing
Australian Curriculum
Positive School Environment

THE HOW

Consistent and Whole School Practices

Explicit Teaching of Reading and Writing

*Personalised Learning
Age Appropriate Pedagogy
Data Literacy
Value Added Collaboration
Differentiation
Planning and Moderation
Watching Others Work*

Australian Curriculum

Curriculum into The Classroom

Sequential Delivery of Programs / Units of Work

Positive School Environment

Positive Behaviour for Learning

A whole school approach, incorporating explicitly taught School values and acknowledgement

Future outlook

THE WHAT

Reading and Writing
Australian Curriculum
Positive School Environment

THE HOW

2019 Priorities

Consistent and Whole School Practices

*Explicit Teaching of Reading and Writing
Personalised Learning
Pedagogical Practices
Data Literacy
Value Added Collaboration
Differentiation
Watching Others Work*

Australian Curriculum

Guided by – Curriculum into Classroom

Critical Thinking

Positive School Environment

Positive Behaviour for Learning

A whole school approach, incorporating 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 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	252	293	324
Girls	122	131	140
Boys	130	162	184
Indigenous	16	25	26
Enrolment continuity (Feb. – Nov.)	95%	97%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In 2018, Carina State School had 324 students in 14 classrooms overall, none of them were composite classes.

- 26 students of the total student body were Aboriginal and Torres Strait Islander students.
- Our students were born in 22 different countries.
- The religious backgrounds of the students at the school are distributed across many 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, specifically Catholic and Anglican.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	24	24
Year 4 – Year 6	23	25	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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. Our *Launching into Learning Playgroup* also provides a structured and explicit Pre Prep Program facilitated by qualified Teachers and Teacher Aides.

At Carina State School children's learning is supported and provided 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 both academic and social emotional intelligences.

Reading has been at the centre of our Explicit Improvement Agenda. 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 three and five, all schools in Australia undertake a NAPLAN Assessment in May.

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

Co-curricular Activities:

- School Musical
- Footsteps Dance Program
- School dances
- Instrumental Music Program
- Choir
- 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 (Tangalooma Island), and Year 6 (Sydney, Canberra)
- Lunchtime and before school activities eg. Chess Club, Magazine Club
- Special Days: eg. Biggest Morning Tea, Harmony Day, Multi-Cultural day, National Day against Bullying.
- Swimming program
- University of NSW ICAS assessments
- High school transition programs.

How information and communication technologies are used to assist learning

One of the four, weekly, 'specialist subjects' for all students Prep to Year Six is Digital Technologies.

With two dedicated computer rooms, interactive whiteboards, pods of 4-7 computers and five 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 a purpose built Green Screen Room allowing students to learn the digital skills required to make movies, vodcasts etc.

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 (PBL) School where good behaviour, exemplified by our three expectations – Be Respectful, Be Safe, Be Responsible - is actively taught and acknowledged under our PAWS Program.
- 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	95%	100%
• this is a good school (S2035)	100%	91%	100%
• their child likes being at this school* (S2001)	98%	87%	100%
• their child feels safe at this school* (S2002)	96%	91%	100%
• their child's learning needs are being met at this school* (S2003)	96%	80%	100%
• their child is making good progress at this school* (S2004)	96%	93%	100%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	98%	100%
• teachers at this school motivate their child to learn* (S2007)	91%	89%	100%
• teachers at this school treat students fairly* (S2008)	87%	82%	100%
• they can talk to their child's teachers about their concerns* (S2009)	96%	93%	100%
• this school works with them to support their child's learning* (S2010)	98%	91%	100%
• this school takes parents' opinions seriously* (S2011)	89%	85%	100%
• student behaviour is well managed at this school* (S2012)	93%	82%	96%
• this school looks for ways to improve* (S2013)	100%	93%	100%
• this school is well maintained* (S2014)	100%	98%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	95%	98%
• they like being at their school* (S2036)	99%	95%	97%
• they feel safe at their school* (S2037)	96%	93%	94%
• their teachers motivate them to learn* (S2038)	99%	98%	98%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	96%
• teachers treat students fairly at their school* (S2041)	98%	93%	91%
• they can talk to their teachers about their concerns* (S2042)	94%	95%	89%
• their school takes students' opinions seriously* (S2043)	93%	92%	96%
• student behaviour is well managed at their school* (S2044)	90%	88%	88%
• their school looks for ways to improve* (S2045)	98%	95%	99%
• their school is well maintained* (S2046)	96%	98%	94%
• their school gives them opportunities to do interesting things* (S2047)	98%	93%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	95%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	97%
• they receive useful feedback about their work at their school (S2071)	93%	95%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	94%	95%	100%
• student behaviour is well managed at their school (S2074)	90%	91%	94%
• staff are well supported at their school (S2075)	94%	86%	94%
• their school takes staff opinions seriously (S2076)	90%	73%	88%
• their school looks for ways to improve (S2077)	100%	95%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	97%	91%	88%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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 active participants 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 programs
 - Volunteers in arts activities
 - Volunteers in the uniform shop
 - Local Chaplaincy Committee
 - Assemblies
 - Graduation and disco evenings
 - Working bees
 - Sports and swimming programs
 - Excursions

Respectful relationships education 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 has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	4	7	9
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

- During 2018 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	146,106	148,939	148,419
Water (kL)	916	2,372	150

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	31	19	<5
Full-time equivalents	21	12	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	1
Bachelor degree	14
Diploma	0
Certificate	0

*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 2018 were \$ 8500.00.

The major professional development initiatives are as follows:

- Visible Learning with Doug Fisher
- Targeted Reading Improvement
- Non-Violent Crisis Intervention
- Regional Pillar Days
- Collaborative Learning Communities
- Business Manager Symposium
- Music PD
- Internal Coaches Training -PBL

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	92%
Attendance rate for Indigenous** students at this school	85%	84%	77%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	92%	92%
Year 1	93%	93%	92%
Year 2	93%	92%	91%
Year 3	93%	95%	93%
Year 4	93%	92%	93%
Year 5	95%	93%	92%
Year 6	94%	94%	88%

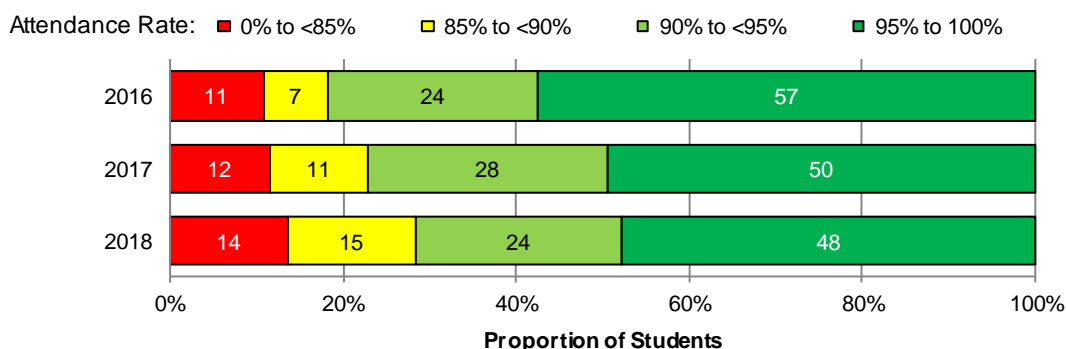
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 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.

Carina State School believes that every day counts when looking at continuous improvement. Systems are in place to monitor attendance and communicate with families and support agencies. The school administration will contact families directly if children are absent without reason.

A positive school culture and engaged learning assists in promoting a high attendance rate.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.