

'Strive to Succeed'

Karara 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

Karara State School is situated 50 kilometers from Warwick, QLD on the Cunningham Highway. The School's unique history and relationship with the community has led to a stable environment and quality education for 100 years. This multi-age single teacher school successfully extends the strengths of all students while catering to their individual needs through consistent planning, communication and excellent pedagogical and curriculum sustainability. The training and preparation of all staff support students learning in the lower years, whilst the upper years receive a strong framework to apply their knowledge to a range of contexts. Parents are involved in the school through the Parents and Citizens Association. Parents and Staff have consistently rated the school very highly in the previous years' School Opinion Survey. The students demonstrate artistic integrity through annual school plays shown to the community at the end of year. At Karara State School we 'Strive to Succeed' by recognising the child's potential to achieve great things every day.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

- The school's explicit improvement agenda for 2016 was writing. The school developed an improvement writing agenda which we implemented throughout 2016 and will continue to do so in 2017.
- Karara State School made good progress towards its goals for 2016 and was displayed on our school's website using the traffic light system.
- Other minor improvement agendas were to ensure an attendance of 95% for the year and will be something we continue to build on in 2017.

Future Outlook

- In 2017, the school will continue to implement the 2016 Writing Framework.
- Spelling and Attendance to be given priority as well.

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 | 6 | 2 | 4 | 1 | 100% |
| 2015* | 9 | 3 | 6 | 1 | 100% |
| 2016 | 8 | 2 | 6 | | 100% |

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

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 | 5 | 9 | 8 |
| Year 4 – Year 7 | | | |
| 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

- Australian Curriculum taught, assessed and reported.
- Digital Technology Program (Bee Bots / Mind Storm)

Co-curricular Activities

- Sporting Schools - tennis

How Information and Communication Technologies are used to Assist Learning

In 2016, we trialed the use of digital technologies such as Bee Bots and Mind Storm Lego. The purpose was for kids to engage and experience programming and coding which they could use in different key learning areas.

Social Climate

Overview

We create a very safe and warm learning environment for all students. School rules were explicitly taught weekly with the students and shared with the school community. Having only a small number of students, students were given individual support through extension and learning support through teachers, aides and support teachers.

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) | DW | 100% | 100% |
| this is a good school (S2035) | DW | 100% | 100% |
| their child likes being at this school* (S2001) | DW | 100% | 100% |
| their child feels safe at this school* (S2002) | DW | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | DW | 100% | 100% |
| their child is making good progress at this school* (S2004) | DW | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | DW | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | DW | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | DW | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | DW | 100% | 67% |
| they can talk to their child's teachers about their concerns* (S2009) | DW | 100% | 67% |
| this school works with them to support their child's learning* (S2010) | DW | 100% | 100% |
| this school takes parents' opinions seriously* (S2011) | DW | 100% | 67% |
| student behaviour is well managed at this school* (S2012) | DW | 100% | 100% |
| this school looks for ways to improve* (S2013) | DW | 100% | 100% |
| this school is well maintained* (S2014) | DW | 100% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | DW | DW | DW |
| they like being at their school* (S2036) | DW | DW | DW |
| they feel safe at their school* (S2037) | DW | DW | DW |
| their teachers motivate them to learn* (S2038) | DW | DW | DW |
| their teachers expect them to do their best* (S2039) | DW | DW | DW |
| their teachers provide them with useful feedback about their school work* (S2040) | DW | DW | DW |
| teachers treat students fairly at their school* (S2041) | DW | DW | DW |
| they can talk to their teachers about their concerns* (S2042) | DW | DW | DW |
| their school takes students' opinions seriously* (S2043) | DW | DW | DW |
| student behaviour is well managed at their school* (S2044) | DW | DW | DW |
| their school looks for ways to improve* (S2045) | DW | DW | DW |
| their school is well maintained* (S2046) | DW | DW | DW |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| their school gives them opportunities to do interesting things* (S2047) | DW | DW | DW |

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) | 100% | 100% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | DW | 100% | 100% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 100% | 100% |
| staff are well supported at their school (S2075) | 100% | 100% | 100% |
| their school takes staff opinions seriously (S2076) | 100% | 100% | 100% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 100% |

* 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

In 2016, parents were encouraged to join the school's P and C and to become an active member at Karara State School. Parents were also welcomed to join us on excursions, school cluster events, Sports Days, tuckshops and volunteering for working bees.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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 | 0 | 3 | 0 |
| Long Suspensions – 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

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

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

Environmental Footprint

Reducing the school's environmental footprint



| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 6,901 | 0 |
| 2014-2015 | 2,411 | |
| 2015-2016 | 7,991 | |

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 | 3 | 7 | 0 |

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Full-time Equivalents | 1 | 2 | 0 |

Qualification of all teachers

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

*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 \$9570.32

The major professional development initiatives are as follows:

- Writing – 7 Steps to Writing
- WART Principal Trip
- Explicit Teaching – Anita Archer
-

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. | 98% | 99% | 97% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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). | 96% | 87% | 93% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | DW | DW | |

*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 | | | 94% | | DW | 93% | | DW | | | | | |
| 2015 | 87% | | 84% | 88% | | DW | 83% | | | | | | |
| 2016 | DW | 94% | | 91% | 92% | | | | | | | | |

*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.

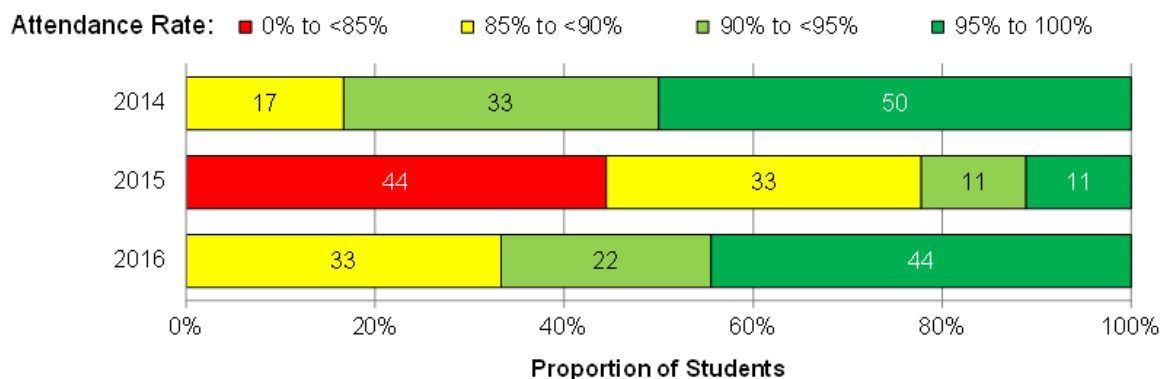
DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

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.

- Roll marked on One School, twice a day.
- Parents phoned by 9:30am on the day for any unexplained absences.
- School Action Plan for Attendance to ensure all students are above 85%.

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

School name

Suburb, town or postcode

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.

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