

# Karara State School

## Queensland State School Reporting

### 2015 School Annual Report



'Strive to Succeed'

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## Principal's foreword

### Introduction

At Karara State School we seek to engage our students in lifelong learning through academic, physical and social skilling activities. We endeavour to create clever and creative young men and women who are able to enrich their own lives and the lives of others.

By embracing the strong community and family orientated atmosphere, Karara State School provides students with the opportunity to develop skills that will better enable them to survive in a rapidly changing learning environment. The children at the school are passionately supported by professional and caring staff members who create exciting and challenging programs designed to allow them to demonstrate their capabilities.

### School progress towards its goals in 2015

School Progress towards its goals

- Reading
- Numeracy
- Writing
- Explicit Instruction

The school made good progress with the above improvement agendas and will continue to develop these in 2016.

## Future outlook

### Future Outlook

- Explicit Improvement Agenda for 2016 – Writing
- Continuation of Explicit Instruction
- Attendance – 95% for 2016.

## 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	4		4	1	30%
2014	6	2	4	1	100%
2015	9	3	6	1	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 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:

The School Year finished with 9 students from Prep – Year 6.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	8	5	8
Year 4 – Year 7 Primary			
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	0	0	3
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.

## Curriculum delivery

### Our approach to curriculum delivery

The distinctive features within this design are that:-

All Integrated Units of Study planned and taught to incorporate an investigative process, higher order thinking tasks, excursion opportunities, meaningful assessment and a focus on criterion based assessment to produce quality work.

Individualised learning plans constructed to maximise the talents and future opportunities for our students.

Knowing and understanding each student, the teacher employs the optimal techniques to challenge and extend every student in a calm and caring classroom; and Individual progress is mapped, recorded and reported against the Australian Curriculum relating to what a student should know and be able to do.

### Extra curricula activities

- Interschool Sports Days
- Individually and collectively participating in local shows and community and Regional Council events
- Annual school 'Swag-outs'
- Young Leaders Conference as part of our Leadership Program for Senior Students
- Project Club

### How Information and Communication Technologies are used to improve learning

Our vision is that students will be comfortable, competent, confident and critical when using ICT as a tool for learning. With future positive outcomes for students in the workforce, their recreational pursuits and society as a whole, we believe successful integration of ICT's in the classroom is integral to the success of our students as lifelong learners.

Currently the computers and tablets are used to broaden the educational options and opportunities available for our students. The computers will be used to allow students to access interactive curriculum articles and support their research based assignments. At the present time, the school has a 1-1 student to iPad, iMac ratio.

ICT's will also be used to allow teachers to network with other teachers outside of the school, engaging in learning and development activities and forming networks.

## Social Climate

Parents and the community support the high standards expected in work ethic and behaviour at Karara State School. The students find the school to be a safe and supportive learning environment and parents are positive in their attitudes and conversations when speaking with staff about the school. Expected school behaviours are explicitly taught which are based around the school's values; **STRIVE**. ( Safety, Tolerance, Responsibility, Integrity, Vision and Effort ).

### Parent, student and staff satisfaction with the school

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

Performance measure	2013	2014	2015
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)		DW	DW
they like being at their school (S2036)		DW	DW
they feel safe at their school (S2037)		DW	DW
their teachers motivate them to learn (S2038)		DW	DW
their teachers expect them to do their best (S2039)		DW	DW
their teachers provide them with useful feedback about their school work (S2040)		DW	DW
teachers treat students fairly at their school (S2041)		DW	DW
they can talk to their teachers about their concerns (S2042)		DW	DW

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
their school takes students' opinions seriously (S2043)		DW	DW
student behaviour is well managed at their school (S2044)		DW	DW
their school looks for ways to improve (S2045)		DW	DW
their school is well maintained (S2046)		DW	DW
their school gives them opportunities to do interesting things (S2047)		DW	DW

Performance measure			
Percentage of school staff who agree <sup>#</sup> 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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	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%

# '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 involved in the education of their children through participation in a number of activities. Tuckshop and school events are occasions for parents to play a part in the running of the school. The monthly P&C Meeting also creates opportunities for parents to discuss and reflect on issues that come up in the course of the school year. These meetings are efficiently run by the P&C President.

Weekly newsletters inform parents of upcoming events and dates as well as celebrating students' achievements and students learning goals. A consistently updated website gives the P&C a place to post their news and events. Parent/Teacher interviews are available at any time throughout the year, but are usually sought at the end of each Semester in conjunction with report cards. Parents also support the school by taking students to sports days, Young Leader Conferences, Under 8's Day, swimming lessons, working bees, as well as other cultural and sporting events.

## Reducing the school's environmental footprint

The school has reduced the cost and use of electricity with the instalment of solar panels and an energy saving approach to electricity usage. Water usage has dropped significantly with the purchase of water tanks and water saving techniques implemented into the day to day routines. The school has also maintains a veggie patch which produces vegetables for students families. A SEMP or (Sustainable Environmental Management Plan) outlines the school's continued approach to reducing its environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	9,572	0
2013-2014	6,901	0
2014-2015	2,411	

\*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.

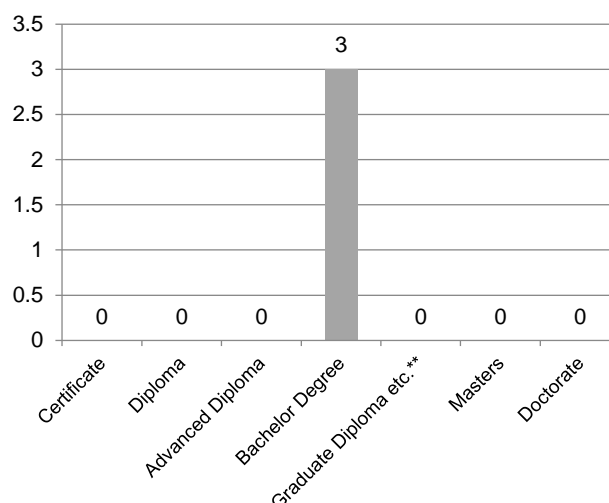
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	7	0
Full-time equivalents	1	2	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>3</b>



\*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 \$5000.00

The major professional development initiatives are as follows:

- Principals' Conference 2015
- Principal Business Meeting Days
- 7 Steps to Writing

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.	96%	98%	99%

### 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 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).	89%	96%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

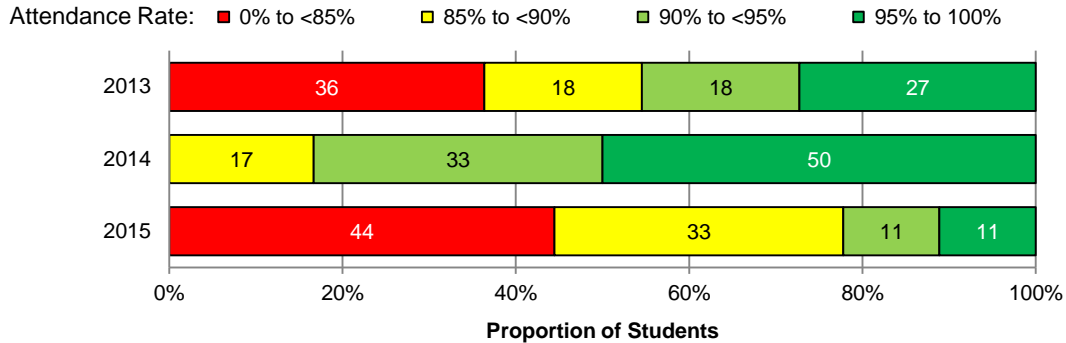
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		85%			90%		93%						
2014			94%		DW	93%		DW					
2015	87%		84%	88%		DW	83%						

\*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.

- Unexplained absences followed up
- Attendance displayed in newsletters
- Attendance spoken about on parades

## 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.

### Find a school

Sector:

Government

Non-government

SEARCH

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.

### Apparent retention rates Year 10 to Year 12

	2013	2014	2015
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Year 12 student enrolment as a percentage of the Year 10 student cohort.

Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.

### Outcomes for our Year 12 cohorts

	2013	2014	2015
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Number of students receiving a Senior Statement

Number of students awarded a Queensland Certificate of Individual Achievement.

Number of students receiving an Overall Position (OP)

Percentage of Indigenous students receiving an Overall Position (OP)

Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).

Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).

Number of students awarded an Australian Qualification Framework Certificate II or above.

Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.

Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.

Number of students awarded an International Baccalaureate Diploma (IBD).

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 16 February 2016. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013					
2014					
2015					

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013			
2014			
2015			

As at 16 February 2016. The above values exclude VISA students.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.