



Karara 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

Karara State School is situated 51 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.

School progress towards its goals in 2018

In 2018, Karara State School progressed towards its goals:

- The explicit teaching of writing (sentence structure)
- Ensuring that all students meet the National Minimum Standards and are at and above them.
- Developing a whole school reading program
- Developing our feedback culture using our Swivl Camera.
- Our prep students achieved reading level PM 5 at the completion of 2019.

Future outlook

In 2019 Karara State School will STRIVE to meet its goals in-line with the Darling Downs South West region and work collaboratively with its neighbouring rural schools. Ensuring it is working toward fulfilling the drive to provide a full and rich learning environment governed by the Australian Curriculum.

- Refining and developing the whole school reading program
- Ensuring all students have access to the Australian Curriculum including languages, arts and technology
- Developing a whole school positive feedback culture where student voice is paramount
- Whole school meeting DDSW reading benchmarks

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	8	5	8
Girls	2	1	2
Boys	6	4	6
Indigenous		1	
Enrolment continuity (Feb. – Nov.)	100%	67%	56%

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

The school has one multi-age classroom that combines two teaching programs: a junior school program and a senior school program. All programs incorporate the Queensland C2C program and align with the Australian Curriculum. Our school has a remote Kindy Pod that operates twice a week and supports two children from the community.

Presently there are five students enrolled with 3 students in Prep – 3 and two students in year 5 and 6.

Many students living within the small community of Karara where the school is located live on agricultural farms or cattle and sheep stations and travel to school in private vehicles, there is currently no bus service. Most of the families' occupations are within the local farming/agricultural industry.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	8	4	3
Year 4 – Year 6			2
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

At Karara State School, we offer a comprehensive range of curriculum activities in a multi-age setting ensuring that we have big school opportunities at our small school. Our curriculum programs include:

- English C2C
- Pr!me Mathematics aligned with the Australian Curriculum
- History and Social Science C2C
- Science C2C

Co-curricular activities

We offer Sporting Schools once per week, where the students are taught tennis skills and how to work together effectively.

Additional extra-curricular activities include:

- Swimming lessons at the Leyburn State School Pool, Term 4
- School Camps
- Sports events each term with Warwick Clusters
- P&C events and fundraisers

How information and communication technologies are used to assist learning

Our school is well resourced and has recently upgraded all of its ICT facilities. We currently have six networked desktop computers, and six iPads which are all utilised for learning activities.

We offer a wide range of literacy and numeracy programs within the school including: Sunshine Online, Mathletics, Math seeds, and Reading Eggs.

We also provide the students with the C2C Digital Technologies Unit where students are able to use our ICT resources in STEM activities. Each day our ICT facilities are used to help engage students and transport them beyond the walls of the classroom. Frequent computerized learning, ensures that Karara students achieve the expected ICT goals and develop the skill sets required for life and learning in the 21st century.

Social climate

Overview

Karara students' behaviour is commendable with outward displays of respect, discipline and tolerance. We seek to provide a high level of quality and inclusive educational experiences that are relevant to the needs of our students. Our students are actively engaged in the annual anti bullying program "Bullying No Way," and are explicitly taught skills of how to deal with conflict including the 'high five strategy, playing safely and being kind to others.' We actively support our students to feel safe, and secure.

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)	100%	100%	67%
• this is a good school (S2035)	100%	100%	67%
• their child likes being at this school* (S2001)	100%	100%	67%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	67%
• their child is making good progress at this school* (S2004)	100%	100%	67%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	67%	100%	67%
• they can talk to their child's teachers about their concerns* (S2009)	67%	100%	67%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	67%	100%	33%
• student behaviour is well managed at this school* (S2012)	100%	100%	67%
• this school looks for ways to improve* (S2013)	100%	100%	67%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	DW	DW	100%
• they like being at their school* (S2036)	DW	DW	100%
• they feel safe at their school* (S2037)	DW	DW	100%
• their teachers motivate them to learn* (S2038)	DW	DW	100%
• their teachers expect them to do their best* (S2039)	DW	DW	100%
• their teachers provide them with useful feedback about their school work* (S2040)	DW	DW	100%
• teachers treat students fairly at their school* (S2041)	DW	DW	100%
• they can talk to their teachers about their concerns* (S2042)	DW	DW	100%
• their school takes students' opinions seriously* (S2043)	DW	DW	100%
• student behaviour is well managed at their school* (S2044)	DW	DW	100%
• their school looks for ways to improve* (S2045)	DW	DW	100%
• their school is well maintained* (S2046)	DW	DW	100%
• their school gives them opportunities to do interesting things* (S2047)	DW	DW	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	100%	75%	DW
• 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

Throughout 2018, parents and families were invited to join our P and C, volunteer in our tuckshop, assist on excursions, working bees and family events at the school.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, healthy and respectful relationships. Students are explicitly taught our school rules based on our STRIVE values.

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	0	0	0
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

The school aims to reduce its environmental footprint and power the school with solar panels on our classroom building.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	7,991	6,854	7,418
Water (kL)			

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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

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	2	5	0
Full-time equivalents	1	2	0

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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*		
Bachelor degree	2	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$8,868.38

The major professional development initiatives are as follows:

- Lyn Sharratt (LLCP) 'Faces on the Data'
- Spelling Professional Development
- Southern Downs Cluster Professional Development – quarterly
- SSP

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.	97%	95%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 17% 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	93%	91%	90%
Attendance rate for Indigenous** students at this school		DW	DW

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

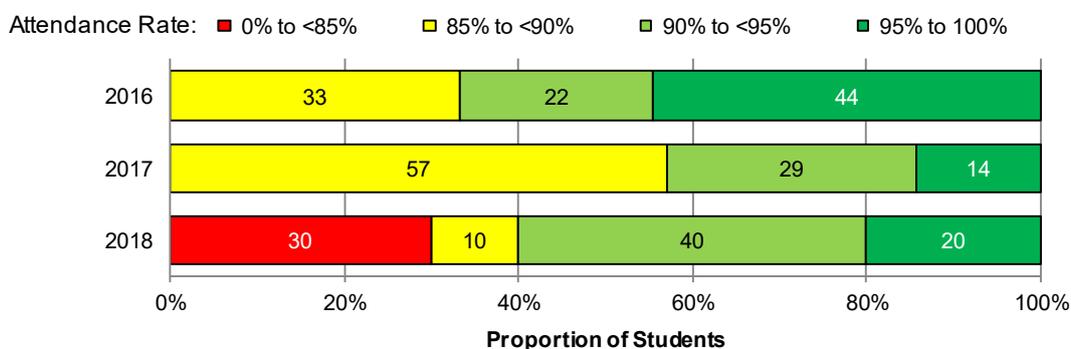
Year level	2016	2017	2018
Prep	DW	DW	92%
Year 1	94%		DW
Year 2		93%	DW
Year 3	91%		95%
Year 4	92%	89%	79%
Year 5		DW	DW
Year 6			DW

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

- A school attendance policy has been developed by the school to manage absentees.
- Parents are contacted by text or mobile by 9:30am for any unexplained absences.

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.