Carole Park State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Carole Park State School is a Queensland Government state primary school located in Carole Park and built on the traditional lands of the Jagera people. Our mission at Carole Park is to deliver the best possible learning opportunities for all students attending the school - preparing each one of them for living in our global community. The school is low-set, and classrooms and buildings are set in large, well maintained grounds. Students at Carole Park State School come from diverse cultural backgrounds including: Aboriginal, Anglo-Australian, Pacific Islander, African, Indian, Chinese and Vietnamese. Our school is enriched by these different cultural backgrounds. Many murals featuring the diverse cultural backgrounds of students adorn the walls around the school and in the play areas. We are focussed on improving literacy and numeracy standards as well as social and emotional learning. We have a dedicated team of staff which provides quality learning opportunities for our students. We are also focussed on connecting school and the community and are working towards the school connecting our community with services that improve the life of our students. At Carole Park we believe that: Living is learning.

Principal's Forward

Introduction

In 2016, Carole Park State School embarked on a number of significant areas of work.

School Progress towards its goals in 2016

Carole Park State School continued to work on developing professional standards of teachers in the areas of teaching and learning.

The priority areas that were developed:
Systematic Approach to Curriculum Delivery
- Ensured that curriculum planning is aligned with ACARA and the two year cycle.
- Implemented a whole school curriculum walkthrough process.
- Head of Curriculum engaged with a variety of schools and Principal Education Advisor Australian Curriculum to develop a whole school curriculum plan insuring that all students access the Australian Curriculum.
- Provided professional development for teachers to attend planning sessions with Head of Curriculum to improve understanding of the Australian Curriculum.
- Developed a classroom coaching and feedback model.

Data and Evidence Based Decision Making
- Leadership team worked with the research 'Putting FACES on the Data' by Lyn Sharratt to improve whole school performance.
- School established a systematic approach of data collection to identify student performance and future allocation of funds to develop and improve the performance of the whole school.
- Worked with the regional Principal Education Advisor Australian Curriculum to implement Early Start collection of data and the Literacy Continuum to provide teaching staff with an evidence based resource to inform their planning.

Reading – Implement a whole school approach to the teaching of reading
- Initiated a whole school approach to the teaching of reading.
- Implemented data collection practices including benchmarks and targets for all students.
- Master Teacher implemented a researched based action plan to improve teacher capabilities in using evidence and data to create reading goals for all students.
- Teacher and teacher aides received professional development in the practice of guided reading.
- Ensure consistent, school wide practices in teaching comprehension.

Foster Parent and Community Partnerships
The school worked alongside Mission Australia and the strategic community group Ellen Grove 2020, to establish a Pre Prep Fun Fair. This provided families to engage with the school throughout term 4, 2016, through a prep transition program.

This was hosted by the school and supported by 'Sing and Grow' program. As a result of this program Carole Park SS enrolled 31 Prep students in 2017.

Pedagogical Framework and Professional Development

- The leadership team reviewed the pedagogical framework with a focus on the pedagogical teaching approach of Explicit Instruction from the research of Anita Archer and Charles Hughes.
- Teaching Staff attendeded professional development session with Anita Archer.
- Teachers have been provided continuous professional development in Explicit Instruction through a book study and classroom observations and feedback from the principal.
- School commenced working with the Age Appropriate Pedagogy. This pedagogical approach has commenced in our Prep to 1 in 2016 and looking at expanding throughout the school in the future. The school worked alongside the regional Age Appropriate Pedagogical Coach.
- Carole Park SS teachers went on professional development 'Road Trips' to Walloon SS, Jamboree Heights SS and to Redbank SS to observe best teaching practice in a variety of areas.
- Principal and Leadership team attended conference to improve leadership of the whole school throughout 2016.

Positive Behaviour for Learning (PBL)

- A whole school review was conducted of student behaviour management.
- School conducted a surveys involving the whole school community to develop an understanding what was understood about the PBL process in the school.
- School engaged in a process of rebrand the PBL program. The school behaviour mascot was changed from a 'Cat' to a Croc. School engaged with a volunteer graphic designer to assist the school with imaging to support the three school expectations: Be Safe, Be Respectful and Be a Learner.

Future Outlook

In February, 2017, the school will engage in a whole school priority review conducted by the departments School Improvement Unit (SIU). We look forward as a school to have three professional educators visit our school and review the current practices happening in the school.

The school improvement agenda 2017 is:

1. Develop and Implement effective pedagogical practices based on research.

    - Provide professional development to the teaching staff based on the research of Anita Archer and Charles Hughes's 'Explicit Instruction'.

    - Observation, feedback and coaching model.

    - Communicate with the whole school community the effective pedagogical approach that is implemented at Carole Park State School.

2. Embed the whole school approach to the 'Teaching of Reading'.

    - Leadership Team to support and imbed the whole school's approach to the teaching of reading.

    - Formalise and implement a Case Management Model to improve the student results and inform teacher planning.

    - Implement whole school programs to improve phonological knowledge and application when reading.

3. Implement and Action the reviewed Student Responsible Behaviour Plan to improve school culture, student engagement and performance.

    - Establish effective management processes in the actioning of all behaviour at school.

    - Case management of student behaviour to improve student engagement.

    - Establish a Special Education Program to improve student engagement for all students.

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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	212	101	111	34	89%
2015*	220	100	120	44	87%
2016	214	107	107	43	91%

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

Carole Park State School is a co-education school catering for students from years Prep to 6. Our student population celebrates the richness and diversity of our multicultural community including 23% indigenous, 35% Pacifica, 8% Vietnamese and a small number of refugee families. 34% of families identify as Australian. The school community exhibits a diverse range of family groupings, with a significant number of single parent and blended families. Currently, a small number of students have been identified as having a disability and have an adjusted educational program to meet their needs. A further 30% of the current total school population receive intensive and individualised learning programs developed by the Support Teacher. Educational Support Plans are created in partnership with the Department of Child Safety for children enrolled who are in the care of the State. We also support our more vulnerable students and families through access to many third party agencies such as Mission Australia and the Salvation Army.

Most classes within the school are multi-age which enables teachers to cater for the individual needs of their students. Teachers plan cooperatively to ensure that the learning experiences across the school cater for and extend the wide variety of ability within our school.

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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	23	26	24
Year 4 – Year 7	27	28	26
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
Carole Park State School plan, teach and assess the Australian Curriculum. The Curriculum is delivered to the students through a research based pedagogical framework that is differentiated to support students learning. Students have the opportunity to participate in inquiry learning. Students with Disabilities are taught the Australian Curriculum at their level. These students are supported through individual learning plans and engage inclusively in all classes.
In years Prep-1, the school has embarked on implementing Age Appropriate Pedagogy. This approach provides students with teaching instruction that supports their development and is a safe and supportive approach to transition students in the early years of schooling. This safe and supportive approach underpins the philosophy of teaching at Carole Park State School. Our school is a PBL (Positive Behaviour Learning) school. In 2016, the school continued on its Positive Learning Behaviour journey. This program is focused on the specific behaviours that we wish to see our children exhibit and continue to develop throughout their schooling years and life. This program is taught to the students explicitly and reinforced throughout the day through awards.

Co-curricular Activities
In 2016, we continued our association with Books in Homes through the generosity of Mainfreight's sponsorship. This saw all children receive nine books throughout the year. We competed in Gala Days and sporting carnivals in our region. Students engaged in incursions and excursions throughout the year. Carole Park State School provide an opportunity to attend a school camp for years five and six every two years.

How Information and Communication Technologies are used to Assist Learning
Information Communication Technologies (ICTs) are used as an embedded process in teaching and learning. All students have access to computers within classroom hubs and laptops. Teachers plan for the incorporation of ICT's in meaningful and connected ways to everyday learning. ICTs may be used as a way to engage individual students or assist in skill building in others. ICTs are viewed not as a standalone or added element to the curriculum, but a natural part of learning. Interactive White Boards are installed in all classrooms and are widely utilised by staff. Computers are used in a variety of ways to assist learning:
· Through connectivity within and beyond the school,
· As learning tools across the curriculum,
· iPads for small group work in some Years 1,2 and 3, and
· Through multi-media texts programs such as Reading Eggs..

Social Climate

Overview
Carole Park State School recognises the need to support our students academically, socially and emotionally. We consider it our duty of care to provide our students with an opportunity for future success. We have recognised that we need to build resilience in our students in order that they achieve success in the classroom. Central to our philosophy is the belief that once children build capacity to deal with their complex backgrounds, they can build on their core learning priorities. Our school provides a supported, structured and safe setting where expected behaviours are explicitly taught through PBL, and students experience consistent expectations. Behaviour data reflects the success of this process. Triangulated analysis of student behaviour, academic and social and emotional data identified that the majority of our students required more than one area of support. Support provisions are centralised through One School and provide longitudinal overviews of support.

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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)	83%	100%	88%
this is a good school (S2035)	100%	88%	88%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	75%
their child's learning needs are being met at this school* (S2003)	83%	100%	100%
their child is making good progress at this school* (S2004)	67%	78%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	75%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	75%
teachers at this school motivate their child to learn* (S2007)	83%	100%	75%
teachers at this school treat students fairly* (S2008)	60%	89%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	88%
this school works with them to support their child's learning* (S2010)	80%	100%	88%
this school takes parents' opinions seriously* (S2011)	83%	100%	75%
student behaviour is well managed at this school* (S2012)	67%	78%	75%
this school looks for ways to improve* (S2013)	100%	89%	88%
this school is well maintained* (S2014)	83%	89%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	87%	89%	88%
they like being at their school* (S2036)	90%	93%	95%
they feel safe at their school* (S2037)	86%	87%	90%
their teachers motivate them to learn* (S2038)	97%	96%	95%
their teachers expect them to do their best* (S2039)	100%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	99%	88%
teachers treat students fairly at their school* (S2041)	88%	93%	86%
they can talk to their teachers about their concerns* (S2042)	87%	86%	79%
their school takes students' opinions seriously* (S2043)	85%	93%	87%
student behaviour is well managed at their school* (S2044)	78%	85%	64%
their school looks for ways to improve* (S2045)	96%	92%	98%
their school is well maintained* (S2046)	90%	86%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	90%	88%

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)	88%	95%	96%
they receive useful feedback about their work at their school (S2071)	81%	86%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	64%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	88%	100%	96%
student behaviour is well managed at their school (S2074)	88%	95%	96%
staff are well supported at their school (S2075)	82%	95%	92%
their school takes staff opinions seriously (S2076)	81%	100%	96%
their school looks for ways to improve (S2077)	94%	100%	100%
their school is well maintained (S2078)	82%	86%	88%
their school gives them opportunities to do interesting things (S2079)	94%	95%	96%

* 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

We use a number of strategies to ensure parent involvement in the school is fostered. We encourage our parents to attend school events with their students to celebrate the journey of learning together. Communication with the parents and community is conducted regularly and is supported with scheduled communication through weekly school parades, fortnightly newsletter, event notices and on Twitter.

Parents and Citizens Association

All state schools offer opportunities for parents to join a Parents and Citizens' (P&C) Association. These associations are involved in a variety of school activities from policy to financial planning as well as tuckshops, fundraising activities, and school functions and outside school hours care.

We have a small and supportive P&C Association of dedicated parents. The Carole Park State School Parents and Citizens Association meets six times a year to discuss a variety of issues including:
• Positive Behaviour Learning
• Annual Implementation Plan
• School Annual Report
• Variations to School Routine
• Local Chaplaincy Committee
• Tuckshop
• Uniform Shop

Respectful relationships programs

At Carole Park State School we have developed and implemented a variety of programs that focus on appropriate and healthy relationships. The school also acts within government guidelines to support student wellbeing and personal safety, including identifying and responding to abuse or neglect. Some of the actions and programs include:
- Positive Behaviour for Learning (PBL) whole school behaviour program with established and taught expectations, Be Safe, Be Respectful and Be a Learner.
- Breakfast Club
- Working with third party organisations including, Mission Australia, Wesley Mission, Salvation Army and Brisbane City Council
- Reporting harm or threats to authorities
- Chaplaincy Program

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- Adopt a Cop
- Working with local community churches to assist families in need

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	53	52	88
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

The school continues to monitor electricity usage. Unfortunately the water usage for the school also includes the water required to run the pool complex and this increases the amount of water that the school uses. The school reviewed the connectivity of the solar devices to ensure these were correctly working and data of its output is displayed on the school TeamSite.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	77,816	5,545
2014-2015	25,128	3,634
2015-2016	37,292	2,623

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.

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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
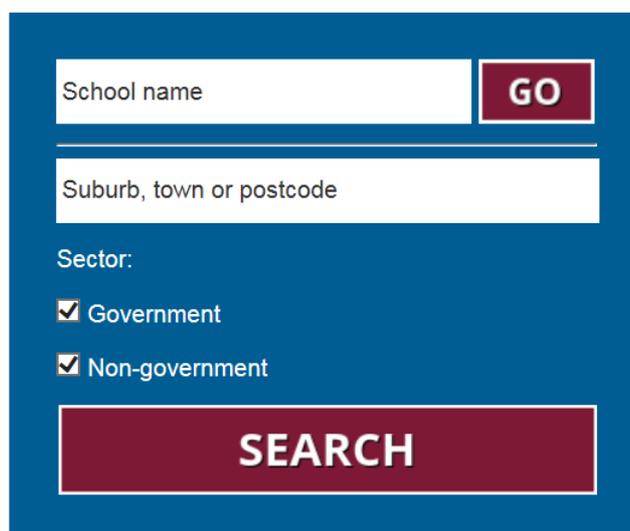
School name		GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	16	20	0
Full-time Equivalents	14	11	0

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	14
Diploma	
Certificate	

*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 $31 189.88.

The major professional development initiatives are as follows:

- Understanding and implementing the curriculum

- Implementation of the Literacy Continuum

- Implementation of Data and Evidence based decision making for teacher

- Profession Development Road Trips to Walloon SS, Jamboree Heights SS, Redbank SS

- Regional Leadership Days for Principal

- Principal attending Leadership Development (Queensland Association State School Principals' Conference)

- Attended the Anita Archer, Explicit Instruction workshops

- Positive Behaviour for Learning Workshops for teachers and school leaders

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.	95%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 99% of staff was retained by the school for the entire 2016.

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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).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	82%	84%

*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	87%	87%	92%	90%	92%	91%	93%	92%					
2015	90%	83%	88%	91%	90%	91%	94%						
2016	88%	90%	88%	88%	91%	93%	90%	DW					

*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:
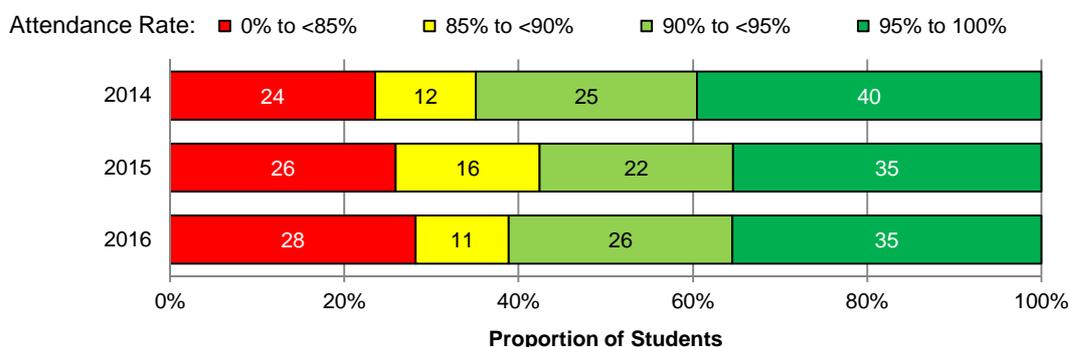
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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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.

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.**

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 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.

Conclusion

Carole Park State School is looking forward to 2017 and the exciting programs that will be consolidated and implemented. In 2016, a new permanent principal was appointed and a high retention of teaching staff and school office staff was maintained.

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