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Principal's foreword

Introduction

Carole Park State School is a Queensland Government State Primary School located at 260 Waterford Road, Carole Park, 4300. The student enrolment is 220 and this had been steadily declining for a number of years. The school is set within an isolated pocket of land surrounded by two motorways and an industrial estate. The school is on the outskirts of the community and is set within the Brisbane City Council local government area.

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. Our school motto is Living is Learning; Together; in Harmony We Can in recognition of our diverse community backgrounds. We are also operating under the umbrella of School Wide Positive Behaviour and are known as the Carole Park Cats: Caring, Courageous and Committed to Learning. To assist us in this delivery we are a National Partnership School: Low Socio-economic Status which ensures additional funding for the school from 2010 to 2013 to improve learning outcomes for our students.

The following report gives information on the academic, aesthetic and athletic performance for 2011.

School progress towards its goals in 2011

The school key priorities for 2011 were identified in the One Year Strategic Plan which was approved by both the P&C Association and the Assistant Regional Director.

The Priorities with outcomes for the year were:

- 1. Improving student outcomes**
 - a. The focus for 2011 was on Grammar and Punctuation. This saw excellent improvement in NAPLAN results for Years 3 and 7. This intervention identified those more able children and extension work was then undertaken. Please see the school's NAPLAN Results for further information.
 - b. Participation in the RoleM Project have seen standards in Prep 1 and 2 continue to improve.
- 2. Workforce Planning and Development**
 - a. We co-contributed to the employment of an additional teacher to reduce class sizes. Additional 0.4 Guidance Officer time was purchased which enabled us to have a Guidance Officer for three days a week. This allowed the social emotional needs of our students to be met as she co-ordinated support groups and supervised an art therapist for three days a week.
 - b. We continued to employ a Samoan Liaison Officer successfully for one day a week.
 - c. We were not so fortunate in to employing an Indigenous Liaison Officer.
 - d. We continued our successful partnerships with Lifehouse and Pathways to Prevention.
- 3. Staff Performance and Development**
 - a. We employed a Literacy Coach for two days a week. This position supported classroom teachers to strengthen their pedagogy around Literacy. With a change of staff, the emphasis around Numeracy Coaching shifted. We used our Numeracy Coach for First Semester only.
 - b. We also unpacked the ACARA National Curriculum in preparation for the changes that will be implemented in the 2012 school year.
 - c. Professional Development included Teacher Aide PD around Literacy and Numeracy



Future outlook

School Community Partnerships

- More effective communication with parent body regarding children's learning achievements and learning needs
- Sharing of student learning achievements through Classroom Showcase, Kinex Luncheons, Newsletter and Parades
- Stephanie Alexander Kitchen Garden Program commenced
- Improved student social and emotional well-being
- Liaison staff employed (Indigenous and Pacifica)

Literacy

- Improve NAPLAN Literacy Data across all year levels
- Literacy Coach to have worked with all teachers to support Reading Program, especially Guided Reading
- Bridging the Language Gap: Break it down, Build it up
- Continue Oral Language Program Implementation in Prep, Year 1 and Year 2
- Intervention in years 2-7 with a focus on reading (Support a Reader)
- Establishment of Teacher Resource Centre (Reading, Maths and Science resources as well as Teacher Reference)
- Smith Family Student 2 Student Program implemented
- Words Their Way to support C2C Spelling Program

Numeracy

- Improve NAPLAN Numeracy Data across all year levels
- Use of multiage units from C2C to assist in differentiation
- Participation in the RoleM (Representations of Literacy in Mathematics) pilot in conjunction with ACU
- Intervention in years 2-7 with a focus on numeracy using RoleM and First Step resources
- CDAT and Pat M informing teacher planning

Science

- Development of School Science Program
- Implementation of C2C Science units with appropriate time assigned
- Science resources centrally located in Teacher Resource Centre
- Continue Science Sparks Program Implementation with weekly utilisation of Science Spark
- Employment of Teacher Aide to keep program resourced

Closing the Gap

- Tracking Attendance Rates using ISSU Data Collection Tool
- Development of Individual indigenous Education Plans
- Bandscale all ESL including Indigenous Students
- Continued implementation of EATSIPs Plan
- Participation in Project Ability

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
214	103	111	85%

Characteristics of the student body:

Carole Park State School is a co-educational school catering for students from Years Prep – 7. Our student population celebrates the richness and diversity of our multicultural community including 23% Indigenous, 32% Pacifica, 7% Vietnamese and a number of refugee families. 34% of families identify as Australian.

A high proportion of families fall into the low socio-economic category due to unemployment. The MY School website has given the community a Socio-Economic Rating of 786 with 99% of the community being in the lowest quartile of the Index of Community Socio-Educational Advantage. The school community exhibits a diverse range of family groupings, with a significant number of single parent and blended families in our school community.

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 from the Learning Support Teacher – Literacy and Numeracy and other support programs involving additional teacher aides. Educational Support Plans are created in partnership with the Department of Child Safety for children enrolled who are in the care of the State. Currently 3% of our children are in care.

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.

There is no Early Childhood Facility within the community with early education programs being sourced through a Transition to School Program provided by the school, Save the Children Playgroup at the school and Parent Support Groups within the school.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	22.3
Year 4 – Year 10	22
All Classes	22.2

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	59
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings:

In 2011 the school officially commenced on its School Wide Positive Behaviour journey. This saw the launch of the Carole Park Cats: Caring, Courageous and Committed. Plans were developed that focused on the specific behaviours that we wish to see our children exhibit. Explicit teaching of behavior expectations occurs in every classroom, every week. Behaviour data is used to identify areas requiring support, and lesson plans are created or modified accordingly.

English

Bridging the Language Gap – Carole Park State School has introduced a 'Break it down, Build it up' approach to teaching Language features of units of work. This approach is a direct response to the demographic of the student cohort with significant LBOTE, MLOTE and Indigenous student numbers. Teachers are progressively undertaking Professional Development in understanding the support needs of ESL students. This involves:

- learning about Aboriginal and Torres Strait Islander students' language background(s),
- planning with a language perspective,
- analysing and teaching the language load of concepts, lessons, tasks etc
- assessing students' level of acquisition of Standard Australian English

Mathematics

Role M Mathematics is a collaborative project between Australian Catholic University, the Australian Government, Indigenous Education Workers and the community to implement culturally appropriate learning in Mathematics. The activities are visual, hands on, and reflect culturally inclusive schooling which align with the outcomes of the National Mathematics Curriculum. The strategies used in the activities to engage students are of particular benefit to Aboriginal students, Torres Strait Islander students and students whose language background is not English.

Science

Carole Park State School has worked collaboratively with a Primary Science Facilitator to implement the Australian Curriculum. Teachers have planned engaging and relevant 'hands on' activities for students that cater to individual learning styles.

Extra curricula activities

Sporting wise the school participated in Multicultural cricket and visiting sports days. The cost of transporting children to sporting venues has become prohibitive and we did not compete in regular Friday Interschool Sport but ran our own Intraschool Program on Fridays. This involved children from Years 5,6&7.

We continued our association with Books in Homes through the generosity of Mainfreight's sponsorship. The children again participated in the Premier's Reading Challenge.

Again a highlight of the year was Year 7 Graduation as were the Deadly Awards.

The Year 7 Leaders attended the Student ANZAC Day Service in the city and our own service this year was addressed by Major Matthew Campbell, a member of the 7th Brigade based at Enoggera Army Base.

We had two very active choirs, both Junior and Senior. We also hosted Carole Park's Got Talent to extend our choral program. A Samoan Dance Group was formed and Presented at school functions.

We also had the Queensland Arts Council visit, the Life Education Van and the Queensland Cancer Council puppets performed

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 in the Technology Resource Centre, and teachers plan for the incorporation of them 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. Each classroom also had Field Amplification system to assist with sound projection in classrooms.

Computers are used in a variety of ways to assist learning:

- As learning tools across the curriculum
- Literacy development through narratives including Reading Eggs and Living Books
- Numeracy development – various programs including Mathletics
- Microsoft Office Suite: Word, Excel and Powerpoint
- The school also purchased six mac computers and musical keyboards. These were used for composition purposes by small groups of year 7 students.

Social climate

As part of our National Partnership journey, the school employs a Guidance Officer for an additional two days to assist with the social emotional needs of our school community. We also have two Art Therapists who work with some students after parental permission has been gained.

Children also complete the Clowning Around Computer Program which helps us to identify children who may not be travelling as well as they could. This is then combined with academic and behaviour data to identify those children who need intervention. We have a dedicated space for our Support Staff. The Den is largely used to support children both academically and social emotionally.

When comparing School Opinion Surveys from 2010 to 2011 parents have reported an increase in both children feeling safe at the school and an increase in satisfaction with student discipline. The Student Opinion survey mirrored these results with 81.3% of students feeling safe or very safe. These increases have come as Carole Park Cats was introduced.

Parent, student and teacher satisfaction with the school

The table below displays results from the 2011 School Opinion Survey. All areas of performance showed excellent improvement with parent's satisfaction with the school providing a good education is up from 56% to 75%. Staff satisfaction with professional development and morale are up 16% and 20% respectively.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	81%
Percentage of parents/caregivers satisfied with their child's school	75%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	79%
Percentage of staff members satisfied with morale in the school	81%

Involving parents in their child's education

At Carole Park we involve parents as partners in their child's education in a number of ways:

- KINEX Lunches in conjunction with Lifehouse. Classes invited parents to participate in class activities before sharing lunch together
- Active P&C revenue to the school, including special occasion stalls and Friday tuckshop specials
- Class newsletters
- School newsletter
- Report cards and parent-teacher interviews twice yearly
- Parent attendance at special parades and events including Books in Homes, Sports Days, Easter Bonnet Parade and Under 8's Day
- Parent support groups for Vietnamese and Samoan parents in conjunction with Pathways to Prevention.
- We employed an indigenous Parent Liaison Officer, with limited success. This will continue to be a priority in 2012
- Parent attendance at Year 7 Graduation was fantastic as was parent attendance at the Deadly Awards
- Year 7 Transition meetings and gatherings
- Closing the Gap Breakfast

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. This data is automatically generated and I have concerns regarding the data around electricity usage.

The school developed our School Environmental Management Plan. A School Environment Management Plan (SEMP) is a document that sets out the school community's intentions in regard to environmental education and environmental management. It represents an agreement to work together across the whole school. Students also attended the Sustainability Conference held at the University of Southern Queensland, Springfield Campus.

A SEMP will help to integrate environmental considerations into whole-school planning. It will help to implement changes to school culture and everyday practices and to apply the principles of ecologically sustainable development across all school activities.

Environmental footprint indicators, 2010-2011

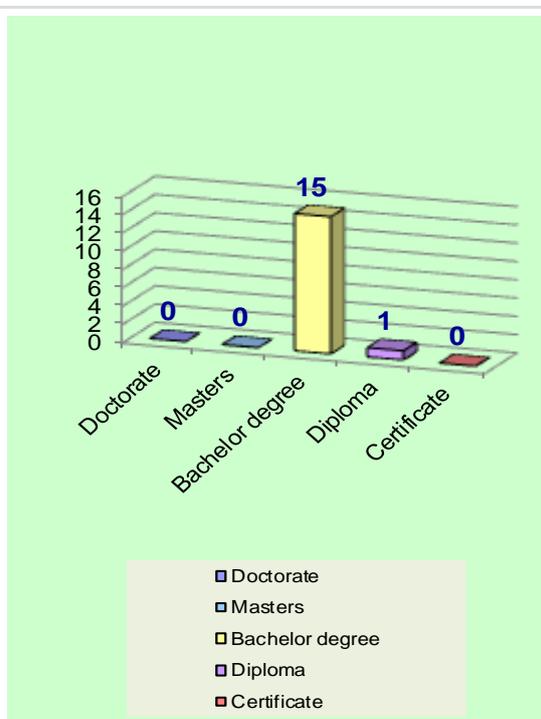
	Electricity KwH	Water KL
2011	2,757	14,838
2010	62,038	8,118
% change 10 - 11	-96%	83%

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	21	18	<5
Full-time equivalents	16	10	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	15
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$ 25 374. The major professional development initiatives were as follows:

- Literacy: Bridging the Gap, Language Learners
- Numeracy RoleM Project
- Coaching and Mentoring
- School Wide Positive Behaviour
- Kids Matter
- ELearning Conference
- Behaviour Management inc Essential Skills
- National Curriculum with Lesley Englert
- First Aid
- Environmental Management: SEMP, Sustainability Conference inc student participation
- Stephanie Alexander Kitchen Garden

In kind Professional Development was given in the following.

- Coaching and Mentoring
- Literacy: Running Records, Literacy Blocks, Grammar and Punctuation
- Cluster Moderation
- Science: Chemistry and Physics
- Behaviour: Behaviour Zone

As Principal, I attended the State Principals' Conference, QASSP Conference and various Regional and Cluster Meetings.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at 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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page. School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

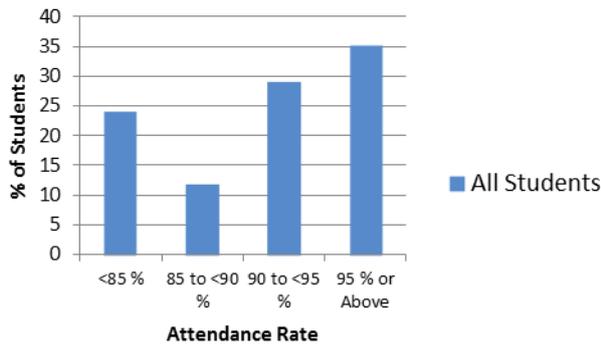
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
87%	91%	93%	92%	90%	91%	90%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Carole Park State School, Rolls are marked twice daily by classroom teachers with data entered electronically each afternoon. When a pattern of non-attendance becomes apparent parents are contacted by either teachers or office staff.

The school also participated in the Pilot for Project Ability, a joint project between the school, Department of Communities and Queensland Police aimed at reducing unexplained absences at school especially those children whose absences are impacting on their learning.

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.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The gap between indigenous and non-indigenous students continues to close with little difference in attainment in Reading and Numeracy. Writing achievement continues to be of concern. The Head of Curriculum attended training specifically aimed at assisting our indigenous learners with literacy. There is the added benefit as Language Learners pedagogy also benefits all children at the school.

Indigenous attendance at school has again improved this year. This trend has seen an attendance rate of 88%, up from 84.7% in 2010.

The employment of a Liaison Officer had limited success but the Deadly Awards were again very well attended by our Indigenous families with class teachers catering for the evening,

The school was fortunate enough to be involved with songroom activities that saw a group of students perform at the Powerhouse as part of the launch of PACE programs in the Inala area.

NAIDOC Activities saw participation by all students in a range of activities, culminating with the painting of a mural as background for the senior stage area.

We also hosted a Closing the Gap Breakfast.