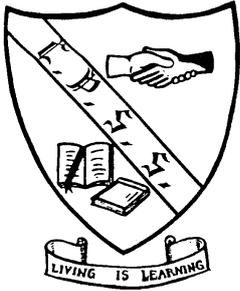


# Carole Park State School

## Queensland State School Reporting

### 2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Principal

## Principal's foreword

### Introduction

It is my pleasure to pen this report. Looking back over the 2013 school year has reaffirmed my belief that Carole Park State School is a great school!

Carole Park State School is a Queensland Government State Primary School located at 260 Waterford Road, Carole Park, 4300. The student enrolment is 210 and this had been steadily declining for a number of years as Housing Department accommodation decreases in the area. 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. 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.



## School progress towards its goals in 2013

The Pedagogical Framework was completed and is the focus document for curriculum in the school. Literacy and Numeracy continued to be the major focus for improvement in 2013. This saw outstanding results in Year Three Literacy and Numeracy NAPLAN Results. We have an excellent Early Years Program to assist with our students' literacy and numeracy that is strongly supported by a dedicated team of professionals. The Australian Curriculum continued to be implemented with English, Mathematics and History using Curriculum to the Classroom as our guide.

The inclusive practices that we implement at a school level were recognized as best practice when we were awarded the State Showcase Award for Excellence in Inclusive Education in 2013.

SWPBS continued to evolve as a program supporting the children at our school with many celebrations rewarding those children who continually model the Carole Park ethos of being caring, courageous and committed.

We continued to implement programs to improve attendance at the school. The Stephanie Alexander Kitchen Garden and Options Programs in the upper school assisted in improved attendance rates at the school.

2013 saw the end of our current School Planning Cycle and the Quadrennial School Review was approved by the P&C and Assistant Regional Director and was used to inform the 2014-2017 Strategic Plan.

## Future outlook

**The 2014 Annual Implementation Plan has eight priorities. These are:**

- Pedagogical Framework
- Numeracy
- Writing
- School Wide Positive Behaviour
- Science
- Retention
- Attainment
- Transition
- Attendance
- Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	214	103	111	85%
2012	222	107	115	96%
2013	212	100	112	85%

Student counts are based on the Census (August) enrolment collection.

### 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 20% Indigenous, 35% Pacifica, 8% Vietnamese and a small 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. In 2013 the My School website has given the community a Socio-Economic Rating of 875. 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 : 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. We also support our more vulnerable students and families through The Den. This is the space that houses our support staff and has a purpose built Guidance Office and Arts Therapy Room.

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. An early education program is offered through a school funded Pre-prep program. Playgroups are hosted at the school and provided by Save the Children Mobile Playgroup and Playgroup Queensland.

### Average Class Sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	20	24
Year 4 – Year 7 Primary	22	24	24
Year 7 Secondary – Year 10			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	59	62	48
Long Suspensions - 6 to 20 days	2	6	5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

**Carole Park State School was recognised for our distinctive approach to education when we were awarded the 2013 Showcase Award for Excellence in Inclusive Education.**

This award showcased the multifaceted approach we have to education. It was titled The Den: The Heart of Carole Park Cats and focussed on both our social and emotional support of children.

### School Wide Positive Behaviour

In 2012 the school continued on its School Wide Positive Behaviour journey. This saw the Carole Park Cats embedded within our School Responsible Behaviour Plan which was endorsed in 2012. Plans that focused on the specific behaviours that we wish to see our children exhibit continue to be developed and implemented. Explicit teaching of behaviour expectations occurs in every classroom, every week. Behaviour data is used to identify areas requiring support, and lesson plans are created or modified accordingly.

### 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, promote discussion between students 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-a large proportion of our school.

### English

A wide variety of programs are used with our students to ensure improved learning outcomes in Literacy. These programs are evaluated using a number of screeners and tests that track improved achievement. The Pedagogical Framework ensures that we have a consistency in approaches to the teaching of English.

### Early Years

We also offer a Pre-prep Program to children in Semester 2. In 2013 this program was once again led by Ms Sharry. We also continue to have Playgroup at the school. The mobile Playgroup has now moved to Elorac Place in 2014.

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## Extra Curricula Activities

In 2013 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.

Again a highlight of the year was Year 7 Graduation Ceremony which was supported by the Salvation Army Life House Project and sees our senior students sit down to a formal meal before an Official Graduation Ceremony followed by an evening of dance and games.

The Deadly Awards were again a highlight for our Indigenous students.

2013 saw the first year of Stephanie Alexander Kitchen Garden operating in the new kitchen located in E Block. Jenny was again our kitchen specialist and led a wonderful program ably supported by volunteers from Cummins and the Kenmore Evening View Club. Jenny also took over as Garden Specialist ensuring there was a flow of herbs and vegetables to the kitchen.

Year 6 and 7 participated in an Options Program that allows children to select an activity to participate in. These included cooking, gardening, logo, chess, photography and art (painting and tiling)

The Year 7 Leaders led the ANZAC Day Service again this year. The service was held in the hall and was wonderful. The reverence displayed by the students' was commendable.

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 4,5,6&7. We also competed in Gala Days for Soccer and the 5 a side soccer competition held at the local football ground.

We continued to host the Queensland Arts Council touring programs with about half of our students attending. The Extreme Science Van once again visited. A small group of children also participated in the dance competition at Stylin Up.

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## How Information and Communication Technologies are used to assist

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

- Through connectivity within and beyond the school
- As learning tools across the curriculum
- I pads for small group work in some Years 1,2&3
- The Learning Place
- Through communication texts Literacy development using programs such as Reading Eggs
- Numeracy development – various programs including Mathletics
- Microsoft Office Suite: Word, Excel and PowerPoint
- The school also has six mac computers and musical keyboards

## Social climate

Carole Park State School prides itself on the support we offer students academically, socially and emotionally. This was reinforced with our Showcase Award for Excellence in Inclusive Education.

<https://www.youtube.com/watch?v=GZAReXsvzDA>

“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 SWPBS, 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.” (Showcase Award for Excellence in Inclusive Education Application 2013)

Parent and Student Opinion Survey Data confirms this approach to student learning is extremely effective.

## Parent, student and staff satisfaction with the school

The School Community is surveyed annually to assess general satisfaction with the performance of the school. The 2013 Satisfaction Results were outstanding for Carole Park State School in all three domains, parents, students and staff, and generally sees improvement from 2012 to 2013.

Performance measure (Nationally agreed items shown*)	2012	2013
Percentage of parents/caregivers who agree that:		
their child is getting a good education at school (S2016)	92%	95%
this is a good school (S2035)	88%	95%
their child likes being at this school* (S2001)	92%	100%
their child feels safe at this school* (S2002)	92%	100%
their child's learning needs are being met at this school* (S2003)	88%	100%
their child is making good progress at this school* (S2004)	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%
teachers at this school motivate their child to learn* (S2007)	96%	100%
teachers at this school treat students fairly* (S2008)	92%	90%
they can talk to their child's teachers about their concerns* (S2009)	92%	95%
this school works with them to support their child's learning* (S2010)	85%	91%
this school takes parents' opinions seriously* (S2011)	91%	86%
student behaviour is well managed at this school* (S2012)	87%	86%
this school looks for ways to improve* (S2013)	87%	95%
this school is well maintained* (S2014)	87%	95%

# Our school at a glance

## Performance measure *(Nationally agreed items shown\*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	93%	98%
they like being at their school* (S2036)	85%	100%
they feel safe at their school* (S2037)	95%	98%
their teachers motivate them to learn* (S2038)	95%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	99%
teachers treat students fairly at their school* (S2041)	85%	99%
they can talk to their teachers about their concerns* (S2042)	93%	97%
their school takes students' opinions seriously* (S2043)	92%	100%
student behaviour is well managed at their school* (S2044)	80%	97%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	98%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	100%

## Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	96%
they receive useful feedback about their work at their school (S2071)	96%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	96%
staff are well supported at their school (S2075)	96%
their school takes staff opinions seriously (S2076)	96%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	96%



## Involving parents in their child's education

We use a number of strategies to ensure parent involvement in the school is fostered.

- KINEX lunches, which see family members visit the classroom to interact with their children before moving to the Hall to share lunch is very successful in engaging parents. The Salvation Army do a wonderful job providing the shared lunch. This happens in Term 2.
- The P&C Association consists of a small number of dedicated parents.
- Parent Teacher Interviews are conducted twice yearly and teachers are encouraged to contact parents on a regular basis to keep them informed of student progress.
- Parents also attend a variety of special days including Under 8's Day, Athletics Day, Year 7

## Our school at a glance

Graduation, The Deadly Awards and Books in Homes Presentations.

- Newsletters are distributed fortnightly with the number of parents subscribing to the e-newsletters continuing to grow. In 2012 the school website was completely overhauled.

### 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, school functions and outside school hours care.

The Carole Park State School Parents and Citizens Association meets six times a year to discuss a variety of issues including:

- Schoolwide Positive Behaviour
- Annual Implementation Plan
- School Annual Report
- Variations to School Routine
- Local Chaplaincy Committee
- Showcase
- Refreshed Store and
- Tuckshop
- Uniform Shop

The P&C fund all transport costs associated with excursions.

## 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. With the commencement of the Stephanie Alexander Kitchen Garden Program, the school also focussed on sustainability in relation to gardens within the school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	2,757	14,838
2011-2012	62,040	13,200
2012-2013	88,012	19,672

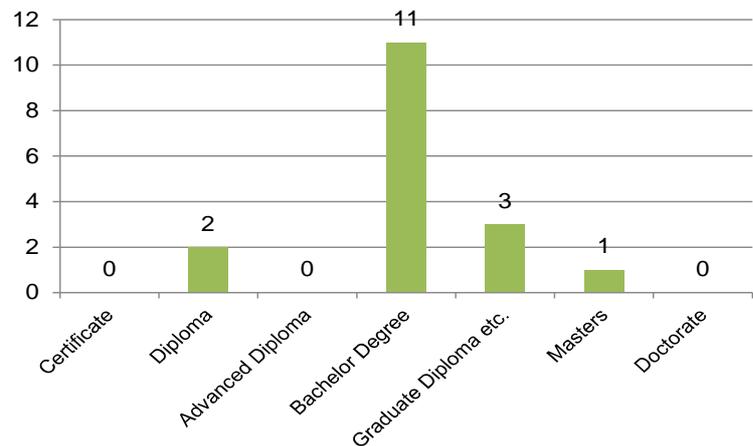
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	17	22	<5
Full-time equivalents	15	11	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	11
Graduate Diploma etc.	3
Masters	1
Doctorate	0
<b>Total</b>	<b>17</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 2013 were \$ 16012.43. The major professional development initiatives are as follows:

- Conferences: Principal, Head of Curriculum, Guidance Officer, Support Teacher: Literacy and Numeracy and English as a Second Language Teacher
- School-Wide Positive Behaviour Support
- QASSP Webinars for ipads
- Functions of Behaviour

## Our staff profile

- Crossing Cultures/Hidden Histories
- Explicit Teaching
- Compliance Training
  - Asthma
  - Asbestos
  - Anaphylaxis

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2013 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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.

# Performance of our students

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

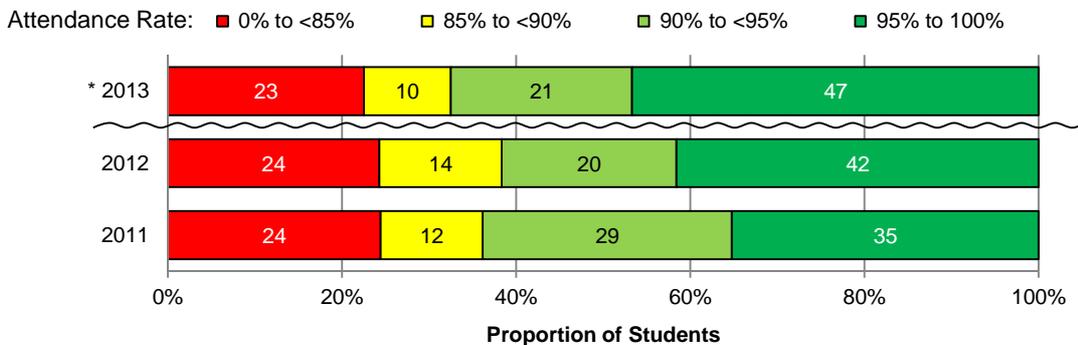
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	87%	91%	93%	92%	90%	91%	90%					
2012	89%	91%	88%	91%	91%	92%	86%					
2013	92%	88%	88%	89%	96%	93%	92%					

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### 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.

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The school has an Attendance Policy that can be accessed on the school website. This policy outlines the importance of attendance, the responsibilities parents and the school, and reinforces that every day counts.

At Carole Park State School, Rolls are marked twice daily by classroom teachers with data entered electronically each afternoon. Office staff record late arrival and early departure times on the rolls. When a pattern of non-attendance becomes apparent parents are contacted by either teachers or office staff.

Students with very poor attendance are placed on an Attendance Alert List and parents contacted daily should the student be absent.

Proactive

### 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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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

**Attendance:** The attendance rates for Indigenous in years 1, 5 and 7 were excellent. Unfortunately attendance rates in other classes was not as good. As a school we spend significant funds to assist students in the early years. If those students are not attending their ability to participate in these groups is limited and is reflected in their learning.

**Attainment:** Closing the Gap between the achievement of Aboriginal and Torres Strait Islander children and the rest of the cohort is significant in Year 3 with all children at or above National Mean Score and 50% of Indigenous students in the top two bands in writing and spelling.

### Year 3

- Reading 100% at or above NMS.
- Writing 100% at or above NMS. 50% in the top two bands.
- Spelling 100% at or above NMS. 50% in the top two bands.
- Grammar and punctuation 100% at or above NMS.
- Numeracy 100% at or above NMS.

### Year 5

- Reading 83% at or above NMS.
- Writing 66.7% at or above NMS.
- Spelling 66.7% at or above NMS.
- Grammar and Punctuation 66.7% at or above NMS.
- Numeracy 60% at or above NMS.

### Year 7

- Reading 85.7% at or above NMS. 10% in the top two bands.
- Writing 71.4% at or above NMS.
- Spelling 85.7% at or above NMS.
- Grammar and punctuation 57.1% at or above NMS.
- Numeracy 85.7% at or above NMS.

**Retention:** The school Aboriginal and Torres Strait Islander student's cohort saw 19% of students identifying as Aboriginal or Torres Strait Islander.

There was some movement of these students throughout the year.

