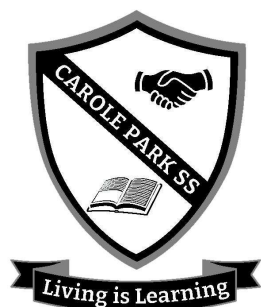


Carole Park State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

2015 has been significant in the lives and development of students at Carole Park State School. We continue to have a narrow and sharp focus on how we can support student achievement and growth academically, socially and emotionally. We want Carole Park students to be happy, to be competent learners and to be confident members of the school community. Our mission is to provide Carole Park students with an opportunity to succeed academically with support to set them up for future success beyond the schooling years. Teachers collaboratively in expert teaching teams, provide the support and feedback to the learner. We are a Positive Behaviour Learning school. The motto of Caring, Courageous and Committed underpins the attitude we aspire our students to demonstrate. We strive to maintain a positive attitude to learning. The teaching and learning practices are under constant monitoring and evaluation. We are focused on improving literacy and numeracy skills along with providing a safe and supportive learning environment.

School progress towards its goals in 2015

- Pedagogical Framework reviewed with whole staff and re-developed with leadership team;
- Reading targets set and embedded literacy practices supported by Literacy Coach in Semester 2;
- Restructuring of Pedagogical Framework and the involvement of coaches to support teaching and learning initiatives have continued as the leadership team remains focused on improving school outcomes;
- Attendance for all students including indigenous students remains a focus and a variety of communication processes were engaged to improve attendance. It will continue to be a focus;
- Positive Behaviour is a focus for instruction and monitoring of children's behaviour and its impact on learning.

Future outlook

Carole Park State School will continue to work on developing the professional standards in the areas of teaching and learning. The priority areas that will be developed are:

Pedagogical Framework - Use of Pedagogical Framework as the basis for teaching reinforced annually.

- Ensure that curriculum planning is aligned with ACARA and the Two Year Cycle
- Embed a classroom coaching and feedback model
- Develop and document the school's approach to the explicit teaching of writing, spelling and Grammar and Punctuation
- Develop and document the school's approach to the explicit teaching of numeracy

Reading – Implement a whole school approach to the teaching of reading.

- Implement data collection practices including benchmarks and targets for all students.
- Implement quarterly target setting data collection for students as per the pedagogical framework
- Ensure consistent, school wide practices in teaching comprehension

Numeracy – Identify and acquire appropriate diagnostic tools to inform intervention.

- Ensure consistent school-wide teaching practices on bookwork, number facts and language develop in mathematics
- Implement RoleM in years Prep to 5

Science – Implement a whole school process of teaching and moderation for student writing and built on the school's explicit teaching process.

Develop a Parent Engagement Framework

Improve student attendance

Continue the development of the School Wide Positive Behaviour – Embed in Carole Park SS teaching and learning and culture of the school.

- Ensure quality professional development
- Moderate and review current practices

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	212	100	112	40	85%
2014	212	101	111	34	89%
2015	220	100	120	44	87%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Carole Park State School is a co-education school catering for student from Years Prep to 6. 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.

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.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	23	25
Year 4 – Year 7 Primary	24	27	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	48	53	52
Long Suspensions - 6 to 20 days	5	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Positive Behaviour Learning

In 2015 the school continued on its Positive Learning Behaviour journey. Plans 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

Mathematics is taught in an inclusive inquiry based model. This aligns with the outcomes of the National Mathematics Curriculum. The strategies used in the activities to engage all students. Mathematics at Carole Park is language rich with hands on activities to support an inquiry model.

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.

Extra curricula activities

In 2015 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 provided the 5/6 classes with an opportunity to attend camp.

How Information and Communication Technologies are used to improve learning

Information Communication Technologies (ICTs) are used as an embedded process in teaching and learning. All students have access to computers within classroom hubs, laptops 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
- iPads for small group work in some Years 1,2&3
- Through communication texts Literacy development using programs such as Reading Eggs
- Numeracy development – various programs including Mathletics

Social Climate

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."

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	83%	100%
this is a good school (S2035)	95%	100%	88%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	83%	100%
their child is making good progress at this school (S2004)	100%	67%	78%
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%	83%	100%
teachers at this school motivate their child to learn (S2007)	100%	83%	100%
teachers at this school treat students fairly (S2008)	90%	60%	89%
they can talk to their child's teachers about their concerns (S2009)	95%	100%	100%
this school works with them to support their child's learning (S2010)	91%	80%	100%
this school takes parents' opinions seriously (S2011)	86%	83%	100%
student behaviour is well managed at this school (S2012)	86%	67%	78%
this school looks for ways to improve (S2013)	95%	100%	89%
this school is well maintained (S2014)	95%	83%	89%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	98%	87%	89%
they like being at their school (S2036)	100%	90%	93%
they feel safe at their school (S2037)	98%	86%	87%
their teachers motivate them to learn (S2038)	100%	97%	96%
their teachers expect them to do their best (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work (S2040)	99%	94%	99%
teachers treat students fairly at their school (S2041)	99%	88%	93%
they can talk to their teachers about their concerns (S2042)	97%	87%	86%
their school takes students' opinions seriously (S2043)	100%	85%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	97%	78%	85%
their school looks for ways to improve (S2045)	100%	96%	92%
their school is well maintained (S2046)	98%	90%	86%
their school gives them opportunities to do interesting things (S2047)	100%	94%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	96%	88%	95%
they receive useful feedback about their work at their school (S2071)	96%	81%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	88%	100%
student behaviour is well managed at their school (S2074)	96%	88%	95%
staff are well supported at their school (S2075)	96%	82%	95%
their school takes staff opinions seriously (S2076)	96%	81%	100%
their school looks for ways to improve (S2077)	100%	94%	100%
their school is well maintained (S2078)	96%	82%	86%
their school gives them opportunities to do interesting things (S2079)	96%	94%	95%

'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.

- 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 and Athletics Day. Awards and Books in Homes Presentations.
- Newsletters are distributed fortnightly with the number of parents subscribing to the e-newsletter continuing to grow.

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.

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

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	88,012	19,672
2013-2014	77,816	5,545
2014-2015	25,128	3,634

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

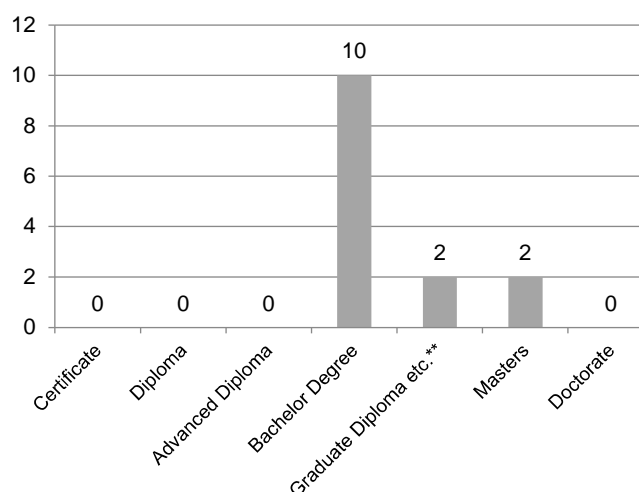
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. 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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	24	<5
Full-time equivalents	16	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	2
Masters	2
Doctorate	0
Total	14



*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 2014 were \$26745

The major professional development initiatives are as follows:

- QASSP and other Leadership Conferences
- School-wide Positive Behaviour Support
- Feedback FOR Learning consultancy

- Medical compliancy training
- Instructional Coaching training
- Australian Professional Standards for Teachers training
- Guided reading training

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	90%

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

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

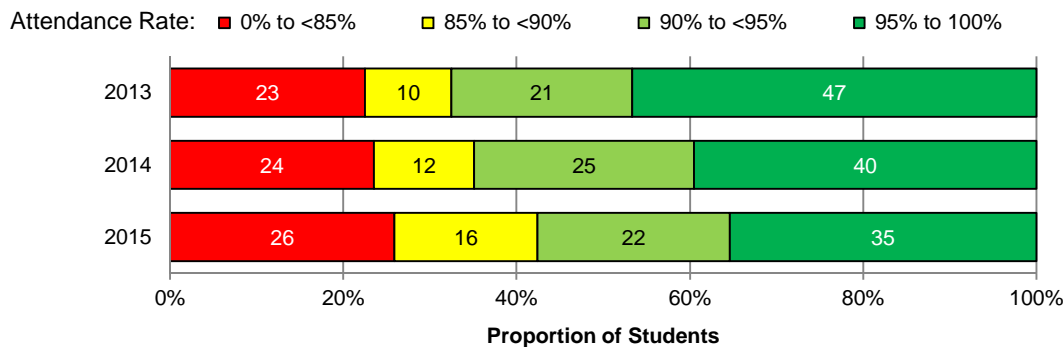
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	85%	92%	88%	88%	89%	96%	93%	92%					
2014	87%	87%	92%	90%	92%	91%	93%	92%					
2015	90%	83%	88%	91%	90%	91%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

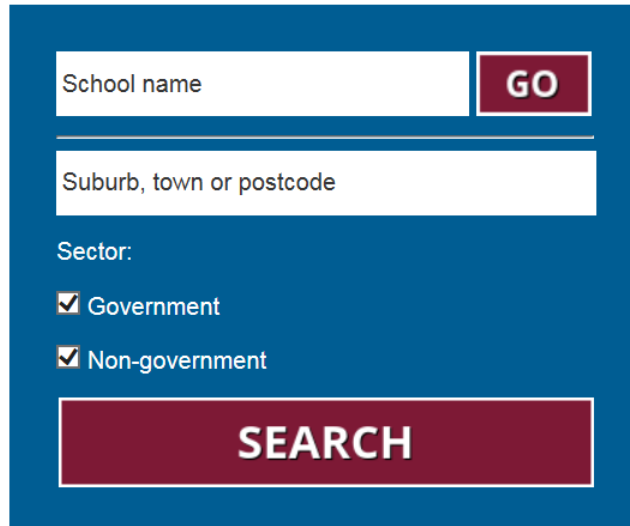
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.



National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.