

Carmila State School

Queensland State School Reporting

2014 School Annual Report



Postal address	Carmila West Road Carmila 4739
Phone	(07) 4950 2137
Fax	(07) 4950 2321
Email	the.principal@carmilass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Karen Murphy

Principal's foreword

Introduction

The community of Carmila State School share a vision for its children. We aim to:

- Establish, maintain and support a trusting, caring and positive learning community where staff, students, parents and community members are able to feel safe, valued and respected and are encouraged to participate in the "life of the school".
- Engage students in genuine, real-life learning experiences to create a supportive environment where students develop the essential skills and values needed to become positive life-long learners.
- Nurture self-confidence within students and encourage them to take responsibility for their own actions/behaviours and expect others to do the same.

The following report depicts a snapshot of our school for the 2014 school year. Detailed below is an overview of our goals, programs and achievements for 2014. As well as this report being available on our website, a hardcopy is also available at the office.

School progress towards its goals in 2014

Our Key priorities for 2014 were:

Improve student writing results

In 2014 our teacher aides undertook professional development in support-a-writer and an explicit approach to teaching writing continued to be our focus. The teaching of Grammar and Punctuation was also taught explicitly. This continues to be a focus for 2015.

Improve student spelling results

Internal monitoring data has shown that students have improved their spelling skills through an explicit approach to teaching phonics and spelling rules.

Improve student reading skills

During 2014, data was used to set learning goals for individual students. There was a whole school focus on comprehension and targeted intervention programs were developed for at-risk students. Reading continues to be a focus in 2015.

Implement Pedagogical Framework with a strong focus on Explicit Instruction

Teaching staff undertook professional development, coaching and feedback sessions utilising a pedagogy coach in the Explicit Teaching approach and have used this approach to teach new skills and improve areas needing improvement.

Implement the Australian Curriculum via C2C units, modifying them to suit our school context and individual student needs.

The Australian curriculum was implemented via the C2C multi-age units. Preparation for the implementation of Geography in 2014 began. This included the purchase of resource books and literature. The implementation of the Australian Curriculum will continue to be a priority as each new subject is rolled out.

Attendance

During 2014, the message that Every Day Counts was communicated to parents regularly via newsletters, phone calls and interviews.

This continues to be a focus in 2015 as we aim for 95% attendance throughout the year.

Future outlook

Our Key Priorities for 2015 are:

Improve writing skills

Improve reading skills

Focus on Every Day Counts strategy

Implementation of the Australian curriculum – Civics and Citizenship and HPE

Improve spelling skills

Effective teaching practices

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	43	19	24	80%
2013	37	16	21	78%
2014	32	11	21	86%

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

Characteristics of the student body:

Our small student body consists of rural students living 100km from the nearest city. In 2014, there were no indigenous students. A small proportion of our students have identified as having learning difficulties.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	19	10	
Year 4 – Year 7 Primary	21	23	14
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

A major highlight for the 2014 school year was a whole school camp to Fairbairn Dam Camp where students experienced many team challenges and leadership activities to enhance their personal development. Students learnt about the environment and about sustainable practices to protect our environment.

Extra curricula activities

- Tennis Coaching is provided in Term 3 by professional tennis coaches.
- Representative Sport
- Whole School Camp
- Dance Fever

How Information and Communication Technologies are used to assist learning

The use of computers is embedded in our units of work. Students use various software packages and the internet to support their learning. Our school subscribes to Mathletics and Reading Eggs which can then be accessed by students at home as well as at school to reinforce concepts taught in the classroom. Interactive whiteboards have been installed in both classrooms to assist student learning. An interactive TV is also located in the Prep – Year 3 classroom.

Social Climate

Staff are consistently working towards developing positive relationships with students and parents. Being a small school, students socialise with all age groups. Students are aware of our Responsible Behaviour Plan for Students and reflect on their behaviour throughout the year. During 2014, our school had a discipline audit. We received many commendations including “the school provides a supportive learning environment where there is clarity about how students are expected to behave, allowing minimal disruption to focused learning. A copy of the discipline audit report is available on our website. Students and staff have access to a school chaplain one day a week. In 2014, our chaplain was available for students, parents and staff to discuss their problems or concerns with her each Thursday. The topic of bullying is discussed on a regular basis within the curriculum and students are taught to identify bullying and learn how to deal with bullying. This also includes cyberbullying and the use of social media.

- 67% of parents reported satisfaction with the behaviour of students at this school.
- 82% of students reported satisfaction with the behaviour of students at this school.
- 100% of parents reported that their child was happy to go to this school.
- 94% of students reported that they were happy to go to this school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	60%	67%	67%
this is a good school (S2035)	40%	69%	83%
their child likes being at this school* (S2001)	71%	85%	100%
their child feels safe at this school* (S2002)	87%	92%	100%
their child's learning needs are being met at this school* (S2003)	60%	62%	67%
their child is making good progress at this school* (S2004)	60%	62%	67%
teachers at this school expect their child to do his or her best* (S2005)	67%	75%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	53%	62%	75%
teachers at this school motivate their child to learn* (S2007)	53%	69%	80%
teachers at this school treat students fairly* (S2008)	40%	46%	50%
they can talk to their child's teachers about their concerns* (S2009)	71%	100%	83%
this school works with them to support their child's learning* (S2010)	57%	50%	83%
this school takes parents' opinions seriously* (S2011)	36%	54%	83%
student behaviour is well managed at this school* (S2012)	20%	62%	67%
this school looks for ways to improve* (S2013)	36%	50%	100%
this school is well maintained* (S2014)	57%	77%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	76%	94%
they like being at their school* (S2036)	100%	94%	94%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	95%	100%	100%
their teachers expect them to do their best* (S2039)	95%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	94%	94%
teachers treat students fairly at their school* (S2041)	86%	67%	88%
they can talk to their teachers about their concerns* (S2042)	82%	89%	100%
their school takes students' opinions seriously* (S2043)	71%	78%	94%
student behaviour is well managed at their school* (S2044)	77%	67%	82%
their school looks for ways to improve* (S2045)	91%	94%	88%
their school is well maintained* (S2046)	86%	83%	100%
their school gives them opportunities to do interesting things* (S2047)	91%	83%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	86%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	86%
their school takes staff opinions seriously (S2076)		100%	86%
their school looks for ways to improve (S2077)		86%	86%
their school is well maintained (S2078)		71%	100%
their school gives them opportunities to do interesting things (S2079)		86%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are invited to volunteer in our classrooms and are welcome to come and participate in all activities.

All students have communication books for two-way communication.

Units of work and assessment tasks are explained in our newsletter.

Formal interviews are conducted each semester and informally throughout the year.

Parents are encouraged to attend our P&C meetings so that they can be part of the decision-making process.

Reducing the school's environmental footprint

In 2014 there was a decrease in electricity use as a result of our solar panels. There was minimal water usage.

Environmental units of work are included throughout the year and students and staff are focussed on reducing our environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	16,089	0
2012-2013	7,461	0
2013-2014	-8,361	0

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.

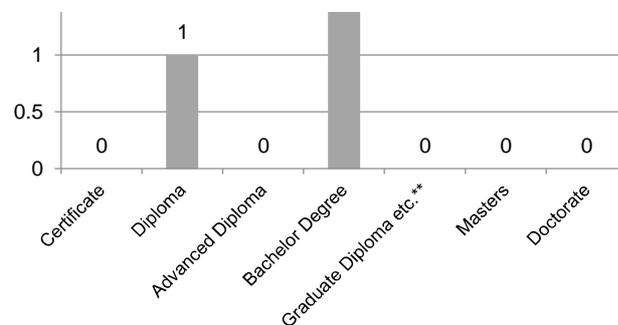
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	2	2	0

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	3



*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 \$13693.

The major professional development initiatives are as follows:

- Curriculum Risk Assessment Training
- Student Protection Policy
- Code of Conduct Training
- Asbestos Awareness Training
- Explicit Instruction Professional Development
- STLAN network meetings
- One School Training
- Explicit teaching of Writing
- Coaching
- Principals' Conference
- First Aid
- Asthma training

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

Average staff attendance

	2012	2013	2014
Average staff attendance			

Staff attendance for permanent and temporary staff and school leaders.

99%

99%

97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 75% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Attendance data for 2014 has been withheld because of low school numbers however our attendance figures have been steady over the last three years and in 2014 we experienced a 10% increase in students attending school in the 95% to 100% range.

r

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Attendance is recorded in our class rolls each morning and afternoon. When parents advise us as to the reason for any absences this is also recorded on the roll. Parents can explain absences in person, by phone or by writing a message in their child's communication book. Unexplained absences are followed up with either a phone call or a message in the communication book.

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

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 whose NAPLAN results 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 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

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past seven years, Carmila State School has had no Indigenous students in Year 3. Therefore, comments cannot be made on NAPLAN performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.