



Carmila State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

General notes

1. The prepopulated template provided should assist you with the preparation of your school's 2018 School Annual Report (SAR). The template allows you to:
 - insert required information
 - remove non-applicable sections (depending on your school type and year levels offered).
2. Under information privacy principles, please carefully consider the nature of reporting where there are fewer than five people in a group, cohort or reporting field, or where all persons in a particular group have achieved identical results.
3. To allow any issues to be addressed by the 30 June deadline, your school's completed SAR **must be uploaded by 14 June 2019**. The SAR must be located no more than 'one click' away from your school's home page and be left on the website for a minimum of 12 months.

Schools that use the website for schools platform

For schools that use the websites for schools platform, refer to the [websites for schools help portal](#).

Schools that do not use the website for schools platform

For technical issues refer to your website provider and ensure that they are fully aware of your requirement to upload before the deadline.

4. Your school is required to be able to provide a hard copy of your school's Annual Report, on request, to a parent, carer or a person who is responsible for a student at your school and is unable to access the SAR on the internet.
- 5 **DELETE ALL RED TEXT before converting to PDF and publishing on the web.**

Contact information

| | |
|-----------------------|--|
| Postal address | Carmila West Road Carmila 4739 |
| Phone | (07) 4950 2137 |
| Fax | |
| Email | principal@carmilass.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website. |
| Contact person | Principal : Tine Keys |

School overview

Carmila State School is a Preparatory to Year Seven school, located 63km south of Sarina. Classes are multi-aged and are organised as Yrs Prep to 3 and Yrs 4 to 6. The staff is led by a teaching principal who is supported by a staff of teachers, teacher aides, support staff and administrative staff. The curriculum offers students comprehensive teaching and learning in all 8 Learning Areas, with a strong focus on literacy and numeracy. The rural setting of the school is enhanced by well-maintained grounds, quality play equipment and a multipurpose court. Parent participation is highly valued at our school. Parents are encouraged to be part of our classrooms and to become involved in our Parents and Citizens Association activities. Carmila State School is a part of the Sarina Links Cluster of schools. Principals and staff of these schools regularly work together to develop quality educational programs as well as to provide academic, cultural and sporting opportunities for students.

School progress towards its goals in 2018

| | |
|-----------------------------|--|
| Literate Learners | <p>Creating a whole school culture that differentiates the learning for all students to enable them to engage in a range of reading and writing experiences.</p> <p>Providing opportunities for students to write displaying their knowledge of spelling and grammar and punctuation.</p> <p>Targeted intervention for students at risk.</p> <p>Use data analysis to inform teaching of reading and writing.</p> |
| Numeracy | <p>Creating a whole school culture that differentiates the learning for all students to enable them to engage in a range of mathematical tasks.</p> <p>Providing opportunities for students to utilise a range of problem solving strategies</p> <p>Providing a range of opportunities for students to gain core and essential mathematical skills</p> <p>Use data to inform teaching.</p> |
| Quality Teaching | <p>Building a teaching team that can deliver a range of pedagogies and strategies across the range of abilities of our students.</p> <p>Building a culture of sharing expertise (internally and externally) specifically to promote individual learning and skill acquisition.</p> |
| Community Engagement | <p>Improve communication through the use of online sites - Facebook.</p> <p>Develop positive partnerships with prospective parents through hosting Play Group.</p> <p>Deliver parent workshops to support student learning.</p> |

Future outlook

| Priority | Plans | Outcomes |
|--|--|--|
| Reading | Provision of professional development for all staff. | Embed explicit teaching of reading within the curriculum. |
| Implementation of the Australian Curriculum | Providing staff the capacity and capability to use, adapt or modify C2C planning documentation to suit the context of the school. Review current pedagogical framework and update to align to P-12 CARF. | Aligned the three levels of curriculum plan to policy. |
| Literate Learners | Targeted intervention for students at risk. Providing opportunities for students to write displaying their knowledge of spelling and grammar and punctuation. Use data analysis to inform teaching of reading and writing. | A whole school culture that differentiates the learning for all students to enable them to engage in a range of reading and writing experiences. |
| Numeracy | Providing a range of opportunities for students to gain core and essential mathematical skills | A whole school culture that differentiates the learning for all students to enable them to engage in a range of mathematical tasks. |
| Quality Teaching | Staff have Developing Performance Plans | A teaching team that can deliver a range of pedagogies and strategies across the range of abilities of our students. |
| Community Engagement | Deliver parent workshops to support student learning. | Great communication through the use of online sites |

Our school at a glance

School profile

| | |
|------------------------------------|--------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | No |
| Year levels offered in 2018 | Prep Year - Year 6 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 22 | 18 | 16 |
| Girls | 5 | 6 | 5 |
| Boys | 17 | 12 | 11 |
| Indigenous | | | |
| Enrolment continuity (Feb. – Nov.) | 72% | 100% | 100% |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our small student body consists of rural students living 100km from the nearest city. In 2018, there were no indigenous students. A proportion of our students have identified as having learning difficulties or disabilities. We have a diverse range of learners across all levels of the school.

Average class sizes

Table 2: Average class size information for each phase of schooling

| Phase of schooling | 2016 | 2017 | 2018 | Note: |
|--------------------|------|------|------|--|
| Prep – Year 3 | 24 | 17 | 16 | The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target. |
| Year 4 – Year 6 | | | | |

Curriculum delivery

Our approach to curriculum delivery

Our Approach to Curriculum Delivery

At Carmila State School we offer a curriculum that covers eight Learning Areas – English, Mathematics, Science, Geography, History, The Arts, Health and Physical Education and Technology.

This curriculum is delivered across all year levels in a multi-age setting and according to the Australian National Curriculum Expectations. Differentiated approaches allow students to progress at their own rate. New content is explicitly taught with many opportunities for consolidation, extension and/or remediation given. Assessment is analysed regularly and informs our teaching and learning.

Co-curricular activities

A strong focus on cultural and historical heritage

An Arts program designed to integrate the school with the community

Students socialize with other small school communities for sports days, end of term and end of year celebrations, Under 8s' Day and excursions

Students participate in school camps and excursions which are relevant to the current curriculum content and which enhance their interpersonal skills

Students, as individuals and groups, participate in local shire events such as the ANZAC Day march and service, which promotes the school to the wider community

Most annual school events, such as the Christmas concert and Student Induction, are open to the wider community to attend

Whitsunday Voices Literacy Festival

Tennis Coaching is provided in Term 3 by professional tennis coaches.

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 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 utilised for our students.

Social climate

Overview

Because of its rural location there is a caring and warm family environment within the school and the school community. The students play together and actively take care of each other while the community is actively involved in the school, and displays its commitment to the education of the students.

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 it is available for staff, parents and community to view. A copy of the Responsible Behaviour Plan is available on the School website.

Pastoral care programs, including Religious Education and an on-site chaplain one day per week provide a strong base for students to share any issues with responsible adults for discussion and appropriate action.

The topic of bullying is discussed as needed 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. Student learning is supported through inclusive practices and differentiation to enable all students to engage and be successful in the learning environment.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree [#] that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • their child is getting a good education at school (S2016) | 100% | 17% | 100% |
| • this is a good school (S2035) | 100% | 17% | 100% |
| • their child likes being at this school* (S2001) | 100% | 33% | 100% |
| • their child feels safe at this school* (S2002) | 100% | 50% | 100% |

| Percentage of parents/caregivers who agree [#] that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child's learning needs are being met at this school* (S2003) | 75% | 17% | 100% |
| • their child is making good progress at this school* (S2004) | 75% | 17% | 100% |
| • 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) | 75% | 40% | 100% |
| • teachers at this school motivate their child to learn* (S2007) | 100% | 33% | 100% |
| • teachers at this school treat students fairly* (S2008) | 88% | 17% | 83% |
| • they can talk to their child's teachers about their concerns* (S2009) | 100% | 33% | 100% |
| • this school works with them to support their child's learning* (S2010) | 88% | 50% | 100% |
| • this school takes parents' opinions seriously* (S2011) | 100% | 33% | 100% |
| • student behaviour is well managed at this school* (S2012) | 100% | 17% | 86% |
| • this school looks for ways to improve* (S2013) | 88% | 17% | 100% |
| • this school is well maintained* (S2014) | 88% | 33% | 100% |

* 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.

Table 4: Student opinion survey

| Percentage of students who agree [#] that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 100% | 100% | 100% |
| • they like being at their school* (S2036) | 91% | 100% | 100% |
| • they feel safe at their school* (S2037) | 100% | 80% | 100% |
| • their teachers motivate them to learn* (S2038) | 100% | 100% | 100% |
| • their teachers expect them to do their best* (S2039) | 100% | 100% | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 100% | 100% | 100% |
| • teachers treat students fairly at their school* (S2041) | 82% | 80% | 100% |
| • they can talk to their teachers about their concerns* (S2042) | 91% | 100% | 100% |
| • their school takes students' opinions seriously* (S2043) | 100% | 80% | 100% |
| • student behaviour is well managed at their school* (S2044) | 100% | 60% | 100% |
| • their school looks for ways to improve* (S2045) | 100% | 100% | 100% |
| • their school is well maintained* (S2046) | 100% | 100% | 100% |
| • their school gives them opportunities to do interesting things* (S2047) | 91% | 80% | 100% |

* 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.

Table 5: Staff opinion survey

| Percentage of school staff who agree [#] that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069) | 100% | 100% | DW |
| • they feel that their school is a safe place in which to work (S2070) | 100% | 100% | DW |

| Percentage of school staff who agree [#] that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they receive useful feedback about their work at their school (S2071) | 100% | 100% | DW |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | DW | DW | DW |
| • students are encouraged to do their best at their school (S2072) | 100% | 100% | DW |
| • students are treated fairly at their school (S2073) | 100% | 83% | DW |
| • student behaviour is well managed at their school (S2074) | 100% | 100% | DW |
| • staff are well supported at their school (S2075) | 100% | 67% | DW |
| • their school takes staff opinions seriously (S2076) | 100% | 100% | DW |
| • their school looks for ways to improve (S2077) | 100% | 100% | DW |
| • their school is well maintained (S2078) | 100% | 100% | DW |
| • their school gives them opportunities to do interesting things (S2079) | 100% | 100% | DW |

* 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

Parents are always welcome to attend classes and are encouraged to actively participate in school activities. Parents assist in our daily reading program and regular workshops are held to train parents in the teaching of reading and spelling.

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

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

The school has an active and enthusiastic P&C with representative membership from the local community. The P&C meets regularly and discusses relevant topics in a collaborative and effective manner. Weekly newsletters are sent home to keep parents informed.

The wider community is included in the life of the school in the way of invitation to special events such as ANZAC Day services and Christmas concerts and celebrations.

Regular interviews are held with parents of students with diverse needs. Successful strategies are discussed and alterations are made as required to assist these students with their individual learning.

Respectful relationships education programs

Students and staff have access to pastoral care in the form of our school chaplain. The students have a close relationship with the chaplain and feel comfortable speaking to her.

Students with specific needs have a visiting therapist on a regular basis and look forward to these interactions.

The students are learning the *7 Habits of Highly Effective People*, which, combined with the Health program that teaches them how to act appropriately in different relationships and how to stay safe, supports and reinforces Carmila State School's Responsible Behaviour Plan.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Respectful relationships is also dealt with in Health as part of the Australian Curriculum.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days | 0 | 0 | 0 |
| Long suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school is very conscious of its environmental footprint and care is used in the consumption of energy and the use of water.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 20,019 | 10,791 | 12,782 |
| Water (kL) | | | 224 |

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

| | | |
|---------------------------------|----------------|-------|
| Find a school | Search website | |
| Search by school name or suburb | | |
| Go | | |
| School sector | School type | State |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

| |
|---------------------|
| View School Profile |
|---------------------|

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts | 2 | 5 | 0 |
| Full-time equivalents | 2 | 3 | 0 |

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate | |
| Masters | |
| Graduate Diploma etc.* | |
| Bachelor degree | 1 |
| Diploma | 1 |
| Certificate | |

*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 2018 were \$18 877

The major professional development initiatives are as follows;

- Touch of Light
- Kinesiology
- First Aid
- Teacher Aides professional development
- Professional Development Framework
- Regional Principal's Conference
- In – house mentoring

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 98% | 99% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school | 91% | 91% | 92% |
| Attendance rate for Indigenous** students at this school | 100% | | |

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

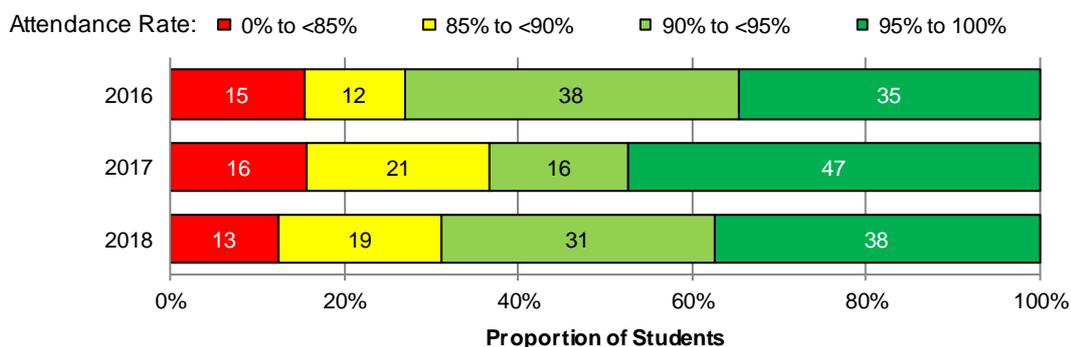
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep | 94% | 92% | 92% |
| Year 1 | 90% | 90% | 94% |
| Year 2 | 94% | 95% | 94% |
| Year 3 | DW | 76% | 95% |
| Year 4 | 88% | DW | DW |
| Year 5 | 89% | 85% | |
| Year 6 | 92% | 94% | 89% |

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

The attendance roll is marked twice daily. When possible parents notify the school in advance of absences or phone the office on the morning of any unexpected absences. This is recorded on the roll. If the situation should arise that a parent did not make phone contact, a written explanation is required on the next day of attendance. If no explanation is provided, parents would be contacted and the information entered on OneSchool along with all other attendance records. Newsletter articles are printed to remind the school community of the direct relationship between school attendance and academic achievement. Students are rewarded for excellent attendance records.

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 NAPLAN tests are available via the [My School](#) website.

The My School website has withheld data for this year due to the low numbers of students in year 3 and no participants in year 5. However our students received 100% at or above National Minimum Standard (NMS) in all areas except Grammar and Punctuation.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

| | | | |
|---------------------------------|---|----------------|----|
| Find a school | | Search website | |
| Search by school name or suburb | | | Go |
| School sector | ▼ | School type | ▼ |
| State | | ▼ | |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Table 13: Outcomes for our Year 12 cohorts