



Karumba State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Karumba State School provides a multigrade co-educational learning environment for its students. Karumba State School is dedicated to providing quality educational outcomes to each student, with a focus on literacy, numeracy and Information and Communication Technologies. We strive to provide all students with a challenging and relevant curriculum within a supportive learning environment. Our students are given opportunities to lead through Student Representative Council and formal leadership roles as well as through participation in extra curricular activities. Our extra-curricula activities ensure that students at Karumba State School experience a range of activities throughout the year. Students at Karumba State School have interactive whiteboards in each classroom, a school pool and multi-purpose courts. Students also participate in Japanese lessons via teleconference with Cairns School of Distance Education. Our active Parents and Citizens and staff host the Karumba State School Fete annually and assist our students to fundraise for camps and excursions. Karumba State School provides a safe and engaging environment for all students to grow and learn.

Principal's Foreword

Introduction

This report contains cultural and academic data about Karumba State School.

Karumba is a unique community in the South-Eastern corner of the Gulf of Carpentaria, with a resident population of 500. The population throughout the prawning and tourist season grows to in excess of 3000, made up of itinerant workers and tourists. Karumba State School currently has 30 students enrolled across 2 classrooms. The current staffing allocations include the Principal, two full time teachers, three teacher aides, cleaner, grounds person and an administration officer. Students, staff and the school community strive to maintain very high expectations for student outcomes, school staff and the Karumba community.

Students have the option of catching a bus to Normanton or attend boarding school or distance education from Years 7 to 12. Karumba State School enjoys the many sporting, cultural and academic opportunities that being part of a remote area cluster encapsulates, including participation in the annual Croydon Touch and Swimming Carnival and Eisteddfod, the Festival of Sport held in Karumba and the cluster Athletics Carnival held in Normanton.

The Karumba State School Parents and Citizens' Association hold many fundraising events throughout the school year and contribute funds to our school. The fete is the most significant event held during the school year. The school has developed and is continually enhancing its relationships with the Karumba community, Karumba Children's Centre and various medium to small businesses in the Karumba and Normanton communities. These relationships enhance the cultural, human and financial resources of our school and build a sense of community.

School Progress towards its goals in 2017

In 2017 Karumba State School was scheduled to receive \$22,380 through Investing for Success (I4S) Agreement. This funding was used to drive Karumba State School's explicit improvement agenda for 2017 which was to:

Build staff capacity across a range of professional competencies	Making Progress
Build productive relationships with the community	Continuing
Improve attendance rates	Continuing
Employ additional Teacher Aide to implement Reading Intervention Program	✓
Implement Individualised Case management of student achievement across grades P-6 for English	✓
Implementation of reading intervention practices with resources targeted at students who are operating below Regional Regression Analysis	✓
Improve Reading outcomes	✓

Future Outlook

In 2018 Karumba State School will

- Improve literacy outcomes for all students in Prep to Year 6 through individualized case management and reading intervention practices,
- Target resources to support students to reach Regional Regression Analysis Benchmarks by monitoring early phase literacy and numeracy, including the scheduling of Early Start assessments.
- Implement Gradual Release of Responsibility techniques Modelled, Shared, Guided, Independent
- Improve attendance, and build sustainable productive relationships with the community.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	41	21	20	5	80%
2016	33	18	15	5	84%
2017	30	15	15	5	75%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Karumba State School students are enrolled across 2 classrooms. The student body is made up of families from all walks of life, with most working in the fishing, tourism or cattle industries. Most students in Grades 7 -9 attend an out of town high school through daily bus runs. Other students in Grades 7 -12 attend boarding school or enrol in distance education. Approximately 25% of all students identify as Aboriginal or Torres Strait Islander.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	19	16	9
Year 4 – Year 6		17	13
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Karumba State School delivered the following curriculum offerings in 2017:

- Individual and small group instructions occurred on a daily basis.
- School-wide reading intervention program involving students being grouped across the school for targeted teaching at an instructional level.
- Social and emotional learning lessons.
- Literacy and Numeracy Blocks.
- Individually designed programs for students with disability

Co-curricular Activities

Karumba State School students had the opportunity to participate in the following co-curricular activities:

- Annual Croydon Eisteddfod, Touch and Swimming Carnival
- Annual Festival of Sport (basketball and hockey)
- Annual Normanton Show
- Annual Karumba State School Fete
- Active After School Communities activities (including table tennis, athletics, basketball, and more)

How Information and Communication Technologies are used to Assist Learning

The school has an electronic whiteboard in each classroom and the library. There are 25 wireless laptops available for class use in the library plus 5 iPads in each classroom. The Library, classrooms and office block have wireless capabilities. The staff and students also have access to cameras, video cameras, digital resources and online resources in each of the schools teaching and learning areas.

Social Climate

Overview

The school social climate is supportive and welcoming. The school Responsible Behaviour Plan clearly defines the processes taken for appropriate and inappropriate behaviours and these are reflected inside and outside the classrooms. The students are able to work towards Silver and Gold reward days as additional incentives.

Students are actively encouraged to take on a leadership role with the school through Student Council. Our school leaders take responsibility for running parade each week and also organise fundraising activities.

The school continuously strives to provide a supportive and communicative environment for students, parents and staff. Communication is open and feedback is listened and acted upon. Parents are confident that teachers expect the best from students at all times. Parents also feel they can talk to their child's teacher about concerns. Students like being at our school and more importantly, feel safe whilst at Karumba State School. Students and staff agree that we are constantly looking for ways to improve. The staff feel that their school is a safe place in which to work and they enjoy working at their school. Staff also consider the feedback they receive as useful. Everyone agrees that Karumba State School is well maintained, we cherish the gifted artworks that our graduating students have presented and display them in our grounds with pride.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	80%	92%	89%
this is a good school (S2035)	80%	92%	89%
their child likes being at this school* (S2001)	100%	100%	89%
their child feels safe at this school* (S2002)	100%	100%	89%
their child's learning needs are being met at this school* (S2003)	80%	92%	78%
their child is making good progress at this school* (S2004)	80%	92%	78%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	89%
teachers at this school motivate their child to learn* (S2007)	100%	92%	89%
teachers at this school treat students fairly* (S2008)	100%	92%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	80%	92%	89%
this school takes parents' opinions seriously* (S2011)	80%	92%	89%
student behaviour is well managed at this school* (S2012)	100%	92%	78%
this school looks for ways to improve* (S2013)	80%	100%	89%
this school is well maintained* (S2014)	80%	92%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	88%	100%	86%
they like being at their school* (S2036)	100%	100%	93%
they feel safe at their school* (S2037)	100%	100%	93%
their teachers motivate them to learn* (S2038)	88%	100%	87%
their teachers expect them to do their best* (S2039)	100%	100%	87%
their teachers provide them with useful feedback about their school work* (S2040)	86%	100%	87%
teachers treat students fairly at their school* (S2041)	88%	100%	80%
they can talk to their teachers about their concerns* (S2042)	100%	93%	93%
their school takes students' opinions seriously* (S2043)	88%	92%	86%
student behaviour is well managed at their school* (S2044)	88%	93%	86%
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)	100%	100%	79%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	86%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	88%	75%
staff are well supported at their school (S2075)	86%	100%	88%
their school takes staff opinions seriously (S2076)	100%	100%	88%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	88%	100%
their school gives them opportunities to do interesting things (S2079)	71%	75%	63%

* 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 and community members are invited to all school events, including parade each Thursday morning, special events such as NAIDOC and Anzac Day, celebration days, reading activities, under 8's days, sporting events and active after school sporting activities.

Teachers and Principal regularly consult with parents regarding the differentiation required for students to engage with the curriculum to their full potential. Parents are updated regularly on progress, via parent-teacher meetings and discussions as well as the End of Semester Report card.

Outside agencies and visiting specialists work closely with teachers, Principal and parents regarding individual student adjustments and devise the best way to implement these based on the individual student's current need.

Respectful relationships programs

Students have undertaken age appropriate social skill programs focusing on the needs of our current students. Students worked on recognising their own feelings and those of others and learnt strategies to interact appropriately. Students were given opportunities to practice with each other as well as reflect on their own learning throughout the program. These skills were also reinforced during play time and align to our Responsible Behaviour Plan. We also have a visiting Youth Counsellor who works with individual students each fortnight. The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	1	2	3
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school strived to decrease its energy use, making substantial progress this year. The school continuously strives to reduce its environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	61,063	120
2015-2016	163,478	120
2016-2017	91,060	120

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.

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 <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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	6	<5
Full-time Equivalent	3	3	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2017 were \$12, 905

The major professional development initiatives are as follows:

- First Aid
- CPR Update
- Swimming Teacher Qualifications
- Moderation of assessment
- Western Alliance Professional Learning Community (PLC)
- Principal Conference and leadership forums
- Australian Curriculum
- Reading & Writing
- Quality Teaching & Learning practices

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	77%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

N/A due to our small cohort sizes which make it difficult to report certain information and maintain student privacy.

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	86%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	78%	70%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

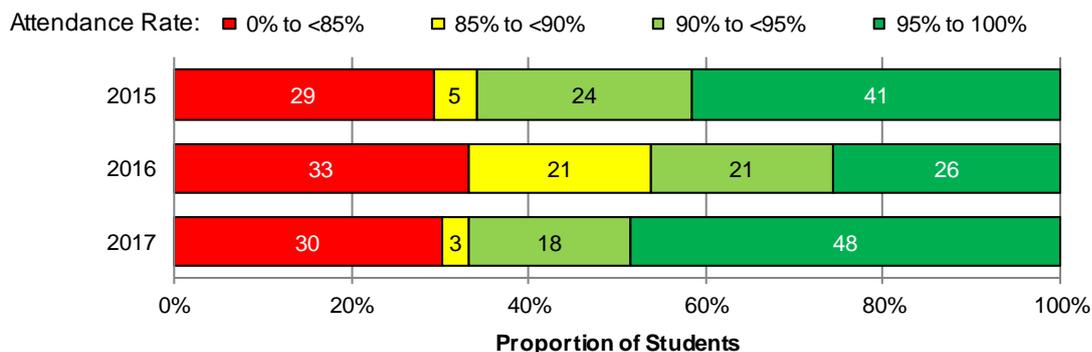
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	91%	91%	91%	93%	92%	95%						
2016	79%	81%	93%	90%	94%	83%	91%						
2017	93%	87%	83%	97%	89%	97%	87%						

*Attendance rates effectively count 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 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.

Rolls are marked on OneSchool twice a day. Blank absence slips have been provided to parents, to send to school with absence reasons, as an alternative to a phone call. Student attendance at Karumba State School is dealt with systematically on a daily basis. Parents are sent an automatic SMS message when their child is marked absent without an explained reason. Once parents respond, this reason is recorded. Long and frequent unexplained absences are rare at Karumba State School, however are managed in accordance with formal notification of DET policies and the official management of non-attendance. Families are communicated with on a regular basis to remind them of the process for absenteeism. Our expectations for 100% attendance are expressed consistently across the school site in our correspondence and notices. At the conclusion of each term, students with 95% attendance and above go into the draw for a prize. There is also a trophy at the end of the year for the student with the highest attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 & 5, 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 screenshot shows a search form with 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 with two checked radio buttons: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states '**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.