



Karumba State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 71 Karumba 4891
Phone	(07) 4747 6222
Fax	(07) 4747 6200
Email	principal@karumbass.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	Nikki Schell

From the Principal

School overview

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 provides a multigrade co-educational learning environment for its students. Our classrooms consist of an Early Education Centre currently catering for Prep-Year 1, a Year 2,3,4 class and a 4,5,6,7 class. Karumba State School currently has 28 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. 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. Students at Karumba State School have interactive whiteboards in each classroom, a school pool and multi-purpose courts.

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 2018

In 2018 Karumba State School was scheduled to receive \$27096 through Investing for Success (I4S) Agreement. This funding was used to drive Karumba State School's explicit improvement agenda for 2018 which was to:

Build productive relationships with the community	Making Progress
Improve attendance rates	Continuing
Employ additional Teacher Aide to implement Reading Intervention Program	Continuing

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 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	33	30	28
Girls	18	15	11
Boys	15	15	17
Indigenous	5	5	2
Enrolment continuity (Feb. – Nov.)	84%	75%	82%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	16	9	13
Year 4 – Year 6		3	
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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.

Curriculum delivery

Our approach to curriculum delivery

Karumba State School delivered the following curriculum offerings in 2018:

- 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

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)	92%	89%	63%
• this is a good school (S2035)	92%	89%	75%
• their child likes being at this school* (S2001)	100%	89%	88%
• their child feels safe at this school* (S2002)	100%	89%	88%
• their child's learning needs are being met at this school* (S2003)	92%	78%	50%
• their child is making good progress at this school* (S2004)	92%	78%	63%
• teachers at this school expect their child to do his or her best* (S2005)	92%	100%	88%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	89%	38%
• teachers at this school motivate their child to learn* (S2007)	92%	89%	50%
• teachers at this school treat students fairly* (S2008)	92%	89%	75%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	88%
• this school works with them to support their child's learning* (S2010)	92%	89%	63%
• this school takes parents' opinions seriously* (S2011)	92%	89%	88%
• student behaviour is well managed at this school* (S2012)	92%	78%	63%
• this school looks for ways to improve* (S2013)	100%	89%	75%
• this school is well maintained* (S2014)	92%	100%	75%

* 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%	86%	89%
• they like being at their school* (S2036)	100%	93%	100%
• they feel safe at their school* (S2037)	100%	93%	88%
• their teachers motivate them to learn* (S2038)	100%	87%	100%
• their teachers expect them to do their best* (S2039)	100%	87%	88%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	87%	100%
• teachers treat students fairly at their school* (S2041)	100%	80%	89%
• they can talk to their teachers about their concerns* (S2042)	93%	93%	78%
• their school takes students' opinions seriously* (S2043)	92%	86%	100%
• student behaviour is well managed at their school* (S2044)	93%	86%	75%
• 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%	79%	100%

Percentage of students who agree# that:	2016	2017	2018
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* 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%	86%
• 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)	100%	100%	71%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
• 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)	88%	75%	57%
• staff are well supported at their school (S2075)	100%	88%	57%
• their school takes staff opinions seriously (S2076)	100%	88%	86%
• their school looks for ways to improve (S2077)	100%	100%	86%
• their school is well maintained (S2078)	88%	100%	86%
• their school gives them opportunities to do interesting things (S2079)	75%	63%	57%

* 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 education 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

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	2	3	2
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 strived to decrease its energy use, making substantial progress this year. The school continuously strives to reduce its environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	163,478	91,060	63,742
Water (kL)	120	120	120

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	3	6	<5
Full-time equivalents	3	4	<5

*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	1
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	
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 \$5625.19

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 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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 33% 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	86%	89%	92%
Attendance rate for Indigenous** students at this school	78%	70%	91%

* 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	79%	93%	97%
Year 1	81%	87%	90%
Year 2	93%	83%	88%
Year 3	90%	97%	88%
Year 4	94%	89%	96%
Year 5	83%	97%	90%
Year 6	91%	87%	91%

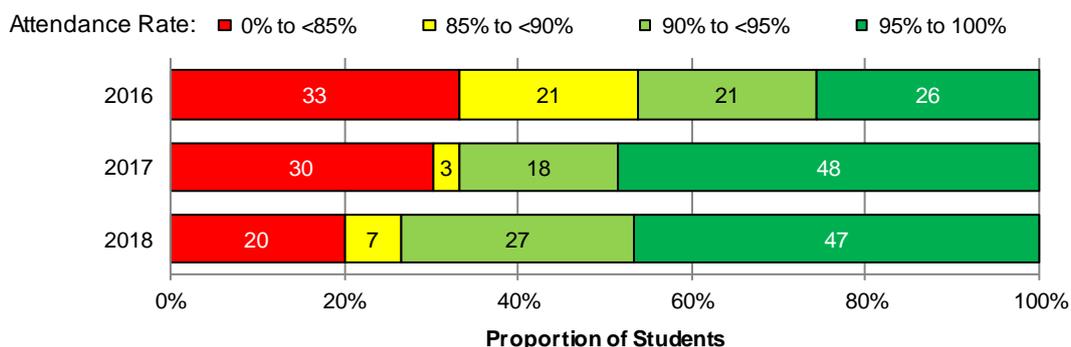
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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

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.

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

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.

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.

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