

# Karumba State School

## Queensland State School Reporting

### 2015 School Annual Report



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## 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 5000, made up of itinerant workers and tourists.
- Karumba State School currently has 39 students enrolled across 2 classrooms. The current staffing allocations include the Principal, two full time teachers, three teacher aides, cleaner, grounds person, pool supervisor 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 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, Ports North, MMG Mining Lawn Hill (Minerals and Metals Group), 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 2015

- Improve Reading, Writing, Spelling and Numeracy outcomes - continuing
- Build staff capacity across a range of professional competencies - continuing
- Improve attendance rates - continuing
- Build productive relationships with the community - continuing
- Implement the Australian Curriculum - ongoing

### Future outlook

In 2016 Karumba State School is scheduled to receive \$24,450 through Investing for Success (I4S) Agreement. This funding will be used to drive Karumba State School's explicit improvement agenda for 2016 which will be to continue to:

- articulate a sharp and narrow focus on embedding the Australian Curriculum,
- improve literacy and numeracy 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.
- build staff capacity,
- 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 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	41	22	19	10	79%
2014	35	18	17	8	87%
2015	41	21	20	5	80%

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:

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, cattle or mining industries. Most students attend boarding school or enrol in distance education from Year 7 to 10. Approximately 25% of all students identify as Aboriginal or Torres Strait Islander.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	13	14
Year 4 – Year 7 Primary			
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	0	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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\* 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

Karumba State School delivered the following curriculum offerings in 2015:

- Students worked within multi-age groupings across all year levels (P-2 and 3-6).
- Individual and small group instructions occurred on a daily basis.
- School-wide reading program involving students being grouped across the school for targeted teaching at an instructional level.
- Social and emotional learning lessons.
- Literacy and Numeracy Blocks.

### Extra curricula activities

- Annual Gulf 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 2 afternoons a week, every term
- Karumba State School Garden Club once a week, every term

### How Information and Communication Technologies are used to improve learning

The school has an electronic whiteboard in each classroom, the library and learning support room. There are 25 wireless laptops available for class use in the library plus computers in the classrooms. 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

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.

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 feel that their children like being at this school and they can talk to their child's teacher about their concerns. The majority of parents agree that their child feels safe at this school.

Students agree that their teachers motivate them to learn, expect them to do their best and provide them with useful feedback about their school work. The majority of students feel that they are getting a good education at this school. The staff feel that their school is a safe place in which to work and they enjoy working at their school.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	93%	78%	80%
this is a good school (S2035)	86%	56%	80%
their child likes being at this school (S2001)	86%	100%	100%
their child feels safe at this school (S2002)	100%	89%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	93%	56%	80%
their child is making good progress at this school (S2004)	100%	56%	80%
teachers at this school expect their child to do his or her best (S2005)	100%	89%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	88%	100%
teachers at this school motivate their child to learn (S2007)	86%	67%	100%
teachers at this school treat students fairly (S2008)	79%	75%	100%
they can talk to their child's teachers about their concerns (S2009)	86%	100%	100%
this school works with them to support their child's learning (S2010)	92%	67%	80%
this school takes parents' opinions seriously (S2011)	85%	44%	80%
student behaviour is well managed at this school (S2012)	85%	56%	100%
this school looks for ways to improve (S2013)	93%	56%	80%
this school is well maintained (S2014)	100%	89%	80%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	93%	88%
they like being at their school (S2036)	100%	87%	100%
they feel safe at their school (S2037)	67%	93%	100%
their teachers motivate them to learn (S2038)	100%	100%	88%
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%	86%
teachers treat students fairly at their school (S2041)	83%	93%	88%
they can talk to their teachers about their concerns (S2042)	67%	87%	100%
their school takes students' opinions seriously (S2043)	100%	87%	88%
student behaviour is well managed at their school (S2044)	100%	100%	88%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	86%	100%
their school gives them opportunities to do interesting things (S2047)	83%	86%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	86%	100%	100%
they feel that their school is a safe place in which to work (S2070)	86%	100%	100%
they receive useful feedback about their work at their school (S2071)	71%	86%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	86%	86%	100%
staff are well supported at their school (S2075)	71%	86%	86%
their school takes staff opinions seriously (S2076)	71%	86%	100%
their school looks for ways to improve (S2077)	86%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	86%	86%	71%

<sup>#</sup> '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, special events such as NAIDOC and Anzac Day, celebration days, reading activities, under and over 8's days, sporting events and active after school communities sporting activities.

Teachers, Principal and support staff 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 students' individual Data Books, which are sent home every 5 weeks.

## 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	71,063	240
2013-2014	72,867	120
2014-2015	61,063	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.

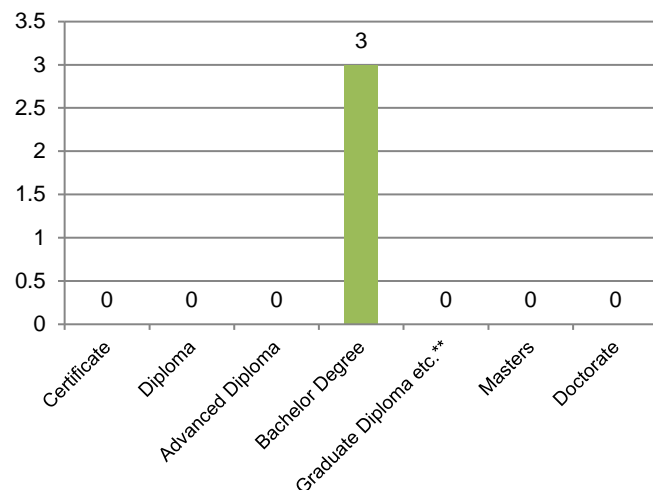
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	6	<5
Full-time equivalents	3	3	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>3</b>



\*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 2015 were \$11378.50

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	99%

### 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 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

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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).	92%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	80%	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%.

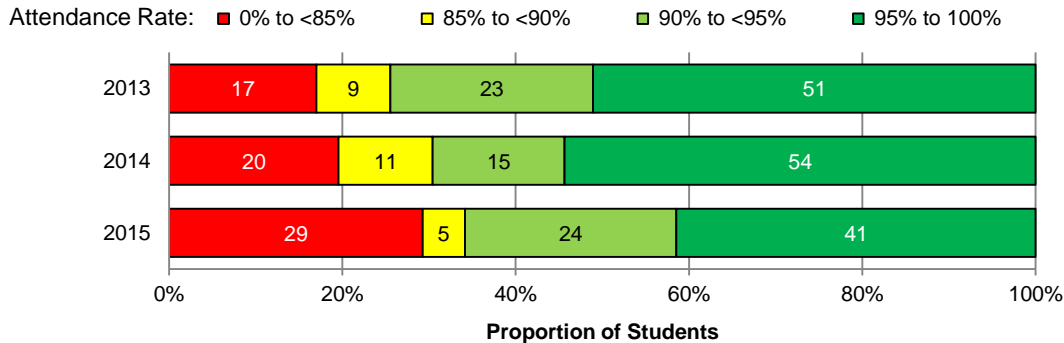
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	95%	84%	93%	91%	94%	DW	91%					
2014	91%	93%	91%	89%	91%	94%	91%						
2015	88%	91%	91%	91%	93%	92%	95%						

\*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.

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.

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 phonecall. Student attendance at Karumba State School is dealt with systematically on a daily basis. Families of absent students (with and undefined absence) are contacted by telephone in the first instance after 3 days absence in a row. 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. There is an award at the end of the year for the student with the highest attendance.

## 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**.



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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.