Principal’s foreword

Introduction

Carbrook State School is a thriving primary school with an enrolment of 450 students. The school attracts students from a wide circle of communities in the Beenleigh, Logan and Redlands areas. Located on the southern outskirts of Brisbane, in Logan City, Carbrook has the advantage of being in close proximity to the city as well as being located in a semi-rural area. The school, established in 1877 moved to its current location in 1987. The increased student population coupled with the significant building works of 2010 through the Building Educational Revolution has enhanced the scope and function of the school. Carbrook State School boosts a multi-purpose hall, resource centre and a contemporary science and technology facility that assist in the delivering of high quality curriculum and personalised learning.

The vision for our school is to provide a safe and effective learning environment characterised by quality relationships, quality work habits and optimum outcomes for all members of the school community. The school’s motto ‘Success with Effort’ is reflected in our commitment towards continual learning and growth. We emphatically promote learning. As a learning community we work together to ensure that the learning journey is timely and relevant for all, maximising differentiated instructional practices ensuring effective student engagement. Staff and the school community work together encouraging every child to reach their full potential through shared and jointly set goals. Academic development aligns with quality social and emotional behaviours which are promoted through our School Wide Positive Behaviour Support Plan and a school based Building Quality Habits Program that ensures a shared language and expectation across the school. We continue to celebrate achievement and believe that wherever learning flourishes, so do people.

Throughout the 2015 academic year, we have focussed on building effective long-term work habits in our students through the ‘Excellence Over the Shoulder’ initiative. This involves daily guidance and reinforcement in work stamina and independence: ‘locking’ yourself into effective work habits and attitudes and building independence in their application and maintenance. This initiative has enhanced our ability to continue to build strength in the areas of Literacy and Numeracy and we continue to expand our professional capacity to ensure the longitudinal gains made by our students are maintained.

Carbrook State School is committed to highly effective curriculum delivery and ensures the rigorous instruction of the Australian Curriculum Learning Areas (English, Mathematics, Science, History and Geography) and those that are described by the Queensland Assessment and Reporting Framework meet the best instructional needs of our students through well-resourced and engaging educational programs. Professional learning and capacity building is prioritised to ensure that staff are informed of the most current and evidenced based teaching and learning practices in order to improve student learning outcomes. The I4S plan prioritises reading and maths instruction to increase achievement across the upper two bands of high stakes testing data. Carbrook State School is working alongside of the Griffith University Accelerated Literacy Learning team to explore problems of practice and student achievement data analysis. The business of teaching and learning at Carbrook State school is described in the Carbrook State School Pedagogical Framework that ensures a balanced and consistent approach to professional practice across the school. Charters of practice outline high yield evidence proven consistent whole
Carbrook State School celebrates the learning journey of our students through ‘Celebrations of Learning’ that occur at the end of each term. These celebrations take the form of both academic and extra curricula demonstrations.

**School progress towards its goals in 2015**

| Reading | Griffith University continued the partnership in 2015 – all teachers participated in the workforce teaching strategy with Griffith University – all teachers track reading data in 5 week blocks with yearly and term predictions of progress made for all students in classes. All teachers participated in reflective practice meetings to identify patterns of errors in reading data and to develop reading plans that utilise powerful reading practices to boost student improvement in reading and comprehension. End of year data in 2015 indicated student improvement was evident (students performing above Australian normed reference indicators in reading) and in most cases an effect size of teacher effectiveness had doubled.

- Effective teaching of the micro skills of reading to improve foundation literacy capabilities to be supported by Literacy Solutions and Accelerated Literacy Learning with Griffith University
- Continue to prioritise teaching of comprehension skills and strategies with an emphasis on Inferential Comprehension
- Continued focus on ‘Building Reading Stamina’ with the addition of a parallel program ‘Building the Comprehension Connection’ through reading mileage
- Build whole school metalanguage around the 5 Aspects of Reading - effective teaching of reading across the Learning Areas embedding planned and explicit opportunities for students to develop:
  - fluency
  - a broad and deep vocabulary
  - active comprehension strategies
  - knowledge of texts and textual features
  - knowledge of the world.

- Build whole school metalanguage around the 5 Aspects of Reading - effective teaching of reading across the Learning Areas embedding planned and explicit opportunities for students to develop:
  - fluency
  - a broad and deep vocabulary
  - active comprehension strategies
  - knowledge of texts and textual features
  - knowledge of the world.

| Spelling | Implementation and development is ongoing

- Effective implementation and continuity of a whole a school spelling program that prioritises the mastery of the developmental expectations of the orthographic system –
  - Phonological knowledge
  - Word-function knowledge – Visual
  - Meaning knowledge – Morphemic
  - Etymological knowledge

- Diagnostic analysis ensure alignment of each students instructional match

- Explicit teaching that focuses on ensuring all students access the particular spelling knowledges that align with the Australian Curriculum

- An explicit weekly program in the teaching of spelling using the four spelling knowledges was rolled out across the school.

The school continues to operate a structured reading hour where shared/modelled/guided reading and independent reading occurs every day. Students track individual reading and comprehension goals. Home reading is prioritised.

Carbrook SS will continue to develop and maintain the effective teaching of micro-skills of reading and comprehension (up-skilling new and beginning teachers)
- Focus teaching around the spelling phases:
  - preliminary spelling
  - semi-phonetic spelling
  - transitional spelling
  - independent spelling

**Numeracy**

- Implementation of an explicit teaching regime of maths mentals/computation strategies as per Carbrook SS Maths Mentals Charter
  - Explicit teaching of maths mental computation strategies to build competency and automaticity in basic number facts and number sense across maths teaching programs daily
  - Planned and explicit teaching of maths problem solving using Polya’s model of SEE< PLAN<DO<CHECK
  - Prioritise the explicit teaching of maths problem solving strategies
  - Build whole school metaleanguage around the four operations, in particular addition and subtraction involving naming and renaming.
  - Continue to analyse and interrogate school based data and standardised testing to identify error patterns, address student misconceptions and identify gaps in number and numeration understanding through formal assessment processes
  - Continue to expose identified students performing at or above NMS to BSDE booster projects in Mathematics

**SWPBS**

- To continue to implement the tier two process including data analysis and regular problem solving sessions
  - Tracking minor behaviour data, reviewing it in 5 week cycles to continue weekly lessons based on the data
  - Comparing minor data with school attendance
  - Roll out One School data management process utilising the Class dashboard and electronic mark book facilities to triangulate available data to monitor performance and inform practice
  - Analyse and interrogate NAPLAN achievement standards A to E, attendance, behaviour through the utilisation of the class dashboard

Implementation and development is ongoing
Future outlook

Reading

- Develop Professional Learning Communities - provide professional learning opportunities for teachers to develop skills and knowledge around practical classroom teaching strategies to provide in class differentiated teaching and learning that engages and challenges the more able learners (based on School Review recommendations)

  - Teachers will work in Professional Learning Teams with the Academic Performance Team (Master Teacher, STLan, Academic Performance Coach & DP) in U2Bs to:
    - Analyse reading data
    - Analyse writing, spelling, grammar & punctuation and vocabulary data
    - Research the link between the teaching of reading and writing and how it effects and improves spelling, vocabulary, comprehension results
    - Track and monitor reading progress (predictions of progress set at start of the year and formally reviewed in year level teams at the end of each term in line with reporting to parents)
    - Restructure whole school weekly meeting schedules to allow teachers to collaborate and work together in year level teams on a response to intervention and enrichment to plan and deliver differentiation processes and instruction to best support students reading, spelling, writing, vocabulary in lower, middle and upper levels. Teachers analyse and record in detail weekly data as a team to inform intervention and enrichment learning episodes for all students
    - Set, develop & track proficiency of reading comprehension goals for individual students P – 6.
    - Academic Performance Team tracking trajectory of U2Bs students fortnightly for reteach, maintain and extend intervention.
    - Set and develop reading success criteria
    - Teachers identify and utilise high yield strategies on a daily basis for U2B students
    - Staff access opportunities to respond to their own professional learning needs in a variety of ways with other colleagues on staff
    - Share reading strategies that have worked with students and how and why you know this

- Teachers will engage in professional learning activities initiated by the Academic Performance Team and External Literacy Coach as follows:

  - Reflective Practice Meetings
    - Analyse class/year level data
    - Plot students on a developmental reading continuum
    - Discuss patterns of errors and trends in the data
    - Reflect on the effectiveness of reading and comprehension strategies being employed
    - Discuss the effectiveness of the structured reading hour and what that looks like – analyse the effectiveness of warm-ups
    - Discuss the rigorous implementation of powerful practices to improve reading and comprehension skills for all students (ie, footprinting, navigating thinking, three level guides, triple journal entries, timed reading, concept mapping)

  - Whole School Data Wall Meeting - all teachers in Prep to Year 6 will plot students on the whole school data wall to track and monitor student achievement in reading comprehension (based on F & P and Torch Data)
    - Teachers will engage in professional dialogue about the powerful practices employed and their effectiveness in their classrooms (sharing of pedagogy)
    - Teachers moderate to evaluate student achievement compared to their prediction of progress plan for: student who haven’t moved, students who movement is less than predicted, students that have moved beyond predicted

- Professional Learning Seminars
  - Understanding the TORCH reading comprehension diagnostic tool to understand what the data is showing
  - Beyond the Analysis: Purpose, Prompting and Questioning
- Navigating Thinking
- Think Alouds
- Explicit Direct Instruction
- Big Six comprehension Strategies

- Develop a research-based formal coaching and mentoring program which provides specific feedback to teaching staff directly aligned to the implementation of new initiatives and strategies to allow consistent implementation and deep knowledge of these skills. This will be supported by personnel from the Academic Performance Team.

- Develop a guaranteed and viable whole-school curriculum plan in reading aligned to the Australian curriculum. Build opportunities for broad input, to enable the delivery of a locally responsive curriculum for students.

- Teachers plan and deliver a daily reading hour (minimum 4 times a week Yrs 3 – 6 and Prep – 2 daily) as per the Carbrook SS Reading Charter document

- Create formal cycles of formative assessment throughout all year levels to inform weekly planning and response to intervention and enrichment (reteach, maintain and extend)

- Continue to develop teaching capacity in EDI (Explicit Direct Instruction) through professional development, coaching and feedback.

- Teachers formulate a professional learning plan for reading that reflects the needs of their students

### Numeracy

- Develop a research-based formal coaching and mentoring program which provides specific feedback to teaching staff directly aligned to the implementation of new initiatives and strategies to allow consistent implementation and deep knowledge of these skills. This will be supported by personnel from the Academic Performance Team and external Maths Coach

- Develop Professional Learning Communities - provide professional learning opportunities for teachers to develop skills and knowledge around practical classroom teaching strategies to provide in class differentiated teaching and learning that engages and challenges the more able learners.

- Teachers will work in Professional Learning Teams along with the Academic Performance Team to:
  - Analyse numeracy data
  - Track and monitor maths mental computation achievement in the context of problem solving using the SUNLANDER item analysis tool and PAT Maths
  - Collaborate and work together on year level differentiation processes to best support students in numeracy development in lower, middle and upper
  - Set and develop maths mentals and problem solving goals for individual students
  - Set and develop numeracy success criteria
  - Academic Performance Team tracking trajectory of U2Bs students fortnightly for reteach, maintain and extend intervention
  - Staff access opportunities to respond to their own professional learning needs in a variety of ways with other colleagues on staff
  - Teachers share problem solving/mental computation strategies that have worked with students and how and why they know this through engagement in a PLT
  - Teachers moderate the summative assessments tasks for each unit of work to evaluate student achievement A - E

- Teachers will engage in professional learning activities involving:
  - EDI (pedagogical practices) in teaching number and explicit problem solving strategies
  - Polya’s problem solving model using the SEE< PLAN<DO<CHECK method (ensure maths vocabulary is unpacked and understood)
  - Data analysis and planning a response to intervention (reteach, maintain and extend)
Investigate a 5 week data cycle where teachers track and monitor maths mentals data and work within a PLT to develop a structure to support students in developing mastery of skills (response to intervention and enrichment)

Continue to develop teaching capacity in EDI (Explicit Direct Instruction) through professional development, coaching and feedback.

Develop a guaranteed and viable whole-school curriculum plan in numeracy aligned to the Australian curriculum. Build opportunities for broad input, to enable the delivery of a locally responsive curriculum for students.

Build a whole school bank of warm-ups that develops knowledge and understanding/automaticity in basic number facts and concepts

Teachers formulate a professional learning plan for maths mentals that reflects the needs of their students

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**Attendance**

- Communicate the EQ attendance policy of every school day counts through school newsletters, front school electronic sign, social media and weekly parade announcements
- Monitor, communicate and implement strategies to improve regular school attendance (end of semester celebration of attendance recognition)
- Targeted SWPBS lessons on attendance. 
  
  “Attendance = Being responsible = Being a learner”
- Attendance % is recorded on the parent partnership record at interim parent interviews
- Teachers to track, monitor and set goals with students on individual student attendance (no unexplained absences – all teachers to follow up)
- An attendance comment will be recorded on every student’s semester report card
- Develop a whole school attendance charter which sets out an agreed set of practices on attendance
- Review current school attendance policy and target of 96% and redefine an attendance target for CSS which is in line with EQs attendance target and one-school attendance data (communicated to P & C for endorsement and support)
- Initiate Positive Postcards/Certificates and attendance recognition initiatives across the school
- Raise student Naplan participation rate to above 92%
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:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>450</td>
<td>205</td>
<td>245</td>
<td>8</td>
<td>91%</td>
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<tr>
<td>2014</td>
<td>448</td>
<td>193</td>
<td>255</td>
<td>7</td>
<td>94%</td>
</tr>
<tr>
<td>2015</td>
<td>442</td>
<td>206</td>
<td>236</td>
<td>7</td>
<td>95%</td>
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</table>

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:

Carbrook State School attracts a student population from across a broad range of suburbs in the Beenleigh, Logan and Redlands areas. This encompasses a range of ethnic and socio-economic backgrounds. The number of students from English-as-a-second-language backgrounds and an indigenous background is minimal. There are 50 students with disabilities verified in the areas of ASD, PI, VI, II and HI learning in classrooms across the school.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase</td>
<td>2013</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>26</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

*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
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

Carbrook State School is focused on delivering rigorous, engaging and inclusive academic and extracurricular experiences for our students to build and foster a lifelong love of learning. To this end we recognise the importance of embedding strong literacy and numeracy acquisition across all learning areas with a focus on delivering the curriculum accountabilities described by the Australian Curriculum. The curriculum delivery at Carbrook State School follows a scope and sequence of learning designed to meet and extend the instructional match of all students.

Teachers plan in accordance with the Australian Curriculum. A Unit Plan is formulated for each of the key learning area and includes a unit focus that ensures strong alignment to the curriculum intention. Student achievement is measured against the Achievement Standards and Learning Intentions relevant to their year level. Teachers prioritise identification of individual student knowledge and capabilities at the beginning of each Semester and this data informs a personalised approach to the teaching and learning cycle.

The Carbrook Internal Monitoring and Assessment and Schedule details the diagnostic and summative assessment tasks used to build a profile of the student’s learning. These data sets are interrogated at 5 week junctures in accordance with the Curriculum into the classroom units of work developed to support the Australian Curriculum.

At Carbrook State School teachers have a scheduled system of both internal and cross school moderation to ensure a consistency of teacher judgements and collaborative professional approach to teaching practices. Teachers formulate a plan for ongoing and timely feedback, assessment, guidance and goal-setting to students, parents and colleagues both during and at the completion of unit of work.

Extra curricula activities

At Carbrook State School these include but are not exclusive to the following list:

- Active After School Sport
- Creative Dance Lessons – one day a week – Term 1
- Chess lessons – one afternoon a week in school time
- Instrumental music – school band and violin lessons
- Keyboard lessons
- Pre-Pre Literacy and Numeracy Lessons

In addition to this our school program also incorporates –

- Active after school sports programs provided by outside agencies under the supervision of staff
- Leadership programs for upper primary school students
- Music programs – instrumental music, strings, keyboard, choir
- Comprehensive differentiated learning enhancement programs for students both below and above classroom competency
- Dedicated Literacy and Numeracy blocks of instruction
Term Celebration of Learning for parents
Annual Year 5 and 6 Camp
Hip Hop Dance Club
Walkers Club
Classes equipped with computers, ipads and electronic whiteboards

How Information and Communication Technologies are used to improve learning

Carbrook State School is committed to providing a balanced instructional environment and equipping today’s students for tomorrow’s world. The school boasts a dedicated ICT lab for the explicit purpose of whole class ICT instruction. The Lab is fully equipped with sufficient computers for one to one instruction for a class and a range of multimedia resources to support both teaching and learning. There are banks of 16 iPads located in each year level team.

Pods of computers are also designated to classrooms for individual and on-going programs. Teaching and learning is supported and enhanced through the use of digital information and discerning on-line learning experiences. Our students use edStudios, virtual classrooms, blogs and other independent learning resources and programs. Teachers have a personal iPad and have access to a bank of iPads in their designated teaching blocks to support teaching and learning. In addition, teachers have electronic interactive whiteboards in all classrooms. All teaching blocks have access to a wireless network to enable students to access the internet for various learning opportunities.

The school invested in annual airserver licences for all teachers to support a collaborative learning environment in all classrooms.

The school implemented BYO device classes in Year 5 in 2015.

Social Climate

Parents on the school opinion survey rate this school as a safe place for the children to be in. The values of parents are demonstrated through the support they give to the school on a daily basis. The staff at Carbrook value communication and positive relationships with parents and students. Teachers have a very caring pastoral commitment to the students in their class and across the school. Students build resilience from the opportunities provided through the school such as:

- Playground rangers support Prep to Year 2 students in the playground
- Supportive play program to build capacity and social skills in targeted children
- Individual self management and self-regulation programs
- Individual short term counselling on a needs basis
- ‘Step up and talk about it’ program for encouraging ownership of safety
- There is a process of ‘keep in your own business’ encouraging the ethical management of information

Carbrook State School is committed to the ‘PBL’ programme (Positive Behaviour Learning formally known as SWPBS - School Wide Positive Behaviour Support) This involves weekly social skill lessons and recognition awards on parade for outstanding behaviour aligned to the school values of

- Be Responsible
- Be Respectful
- Be Safe
- Be a Learner

Weekly lessons are based on the analysis of 5 week data cycles utilising the whole school tracking electronic spreadsheet. This data is reviewed by the PBL School coach and school based PBL committee.
As part of the Well-Being and Quality Habits program at Carbrook State School the following days are scheduled across the year:

- Heart of Carbrook Day – February 14
- National Anti-Bullying Day – Being an Up-stander - March 18
- Creative Dance Night – all students from every year level participate in a choreographed dance spectacular
- 100 days smarter (100 days of learning celebration – Semester 1)
- Whole school Art Show and Lantern Parade – Term 3
- Kindness Day – Term 4 – Use kind words and pass them on 100 days smarter (100 days of learning celebration – Semester 1)
- 200 Days Smarter (200 days of learning celebration – Semester 2)
- Whole school Xmas concert

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

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parent/caregivers who agree* that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>95%</td>
<td>98%</td>
<td>92%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>95%</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school (S2003)</td>
<td>95%</td>
<td>98%</td>
<td>88%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>89%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>95%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>78%</td>
<td>98%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>84%</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>95%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns (S2009)</td>
<td>100%</td>
<td>100%</td>
<td>90%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning (S2010)</td>
<td>88%</td>
<td>95%</td>
<td>83%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously (S2011)</td>
<td>80%</td>
<td>87%</td>
<td>69%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>95%</td>
<td>98%</td>
<td>94%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>81%</td>
<td>93%</td>
<td>88%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>95%</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who agree* that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>94%</td>
<td>93%</td>
<td>97%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>84%</td>
<td>93%</td>
<td>98%</td>
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</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>94%</td>
<td>94%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>91%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>82%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>80%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously (S2043)</td>
<td>85%</td>
<td>92%</td>
<td>96%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>82%</td>
<td>92%</td>
<td>98%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>91%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their school is well maintained (S2046)</td>
<td>88%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>84%</td>
<td>97%</td>
<td>99%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>94%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>78%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>92%</td>
<td>100%</td>
<td>87%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>91%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>91%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>81%</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>83%</td>
<td>93%</td>
<td>97%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>97%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>90%</td>
<td>94%</td>
<td>100%</td>
</tr>
</tbody>
</table>

* ‘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

Carbrook State values the partnership between families and school as an essential factor in the academic, social and emotion development of our students. Teachers are very receptive to parent volunteers and welcome their assistance in classrooms. Parent volunteers usually contribute and assist with the class programs in areas such as reading, maths, art and science and any other key initiatives that occur across the school. Parent volunteers at Carbrook complete a volunteer induction course prior to working in classrooms.
The weekly school parade is held on a Monday afternoon at 2.30pm. This parade is always well attended by our parent community and is positioned as an information sharing session not only for students but to ensure that there is transparency of communication across the whole Carbrook community.

The Carbrook P&C is a very active and appreciated group within the school community. The contributions made by this pivotal group make significant contributions to our learning community and are extremely valued. P&C meeting is held on the third Wednesday of every month and this group of hard working parents always welcome new members. The P&C works with the school and organises a variety of activities such as running once a term tuckshop days, canteen facilities for sports days, sausage sizzles for art show night, working bees, cheering on the students at walkers club which occurs before school two mornings a week.

Each term all classes invite and welcome parents to a Celebration of Learning. This is where our students showcase their learning from across the term both as a class cohort and then individually with their parents. Often parents are asked to do little quizzes and the children mark their work giving their parents feedback. This event is held in the last week of every school term.

Each term the teacher provides a class newsletter that up fronts the learning for the next term. It provides a curriculum overview with e-learning links to build student background knowledge. Each child receives a copy in the last week of term for the following term and families are encouraged to actively participate in building students forth coming knowledge to broaden it to a meaningful level over each holiday period.

Parent workshops are offered in how to read with your child at home, induction to becoming a volunteer, promoting access to blue cards which is often foundation training for future employment.

To commemorate a child’s educational journey at Carbrook, parents and staff work together to organise and provide end of primary schooling graduation ceremony. This event is held offsite at a local venue in the last couple of weeks of Term 4.

There is a process of feedback and accountability to parents on a term by term basis. Parents attend two face to face interview sessions a year and receive two written report cards. Appointments are welcome and can be made with any staff member across the school year.

Parents are involved in significant conferencing about their children with Teachers, Guidance Officer and Principal. Parents are involved in on site Triple P workshops with a trained facilitator.

Whole school Well Being days are held to promote a culture of caring and building positive relationships eg Valentine’s Day – How do I hold the heart of Carbrook in my hand and keep it beating?

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns. During 2015 Carbrook School continued to recycle classroom paper through participation with Visy and the year 7 students collect this on a weekly basis. The school has 16 water tanks and this water feeds the toilets and gardens. The “Walk out, turn it off” process applies to lights, air conditioning and heating. Our school community is proactive around sustainable practices and encourage whole community education programs to ensure sustainable processes are adhered to.

Carbrook State School is one of 462 schools accessing discounted electricity through ERM Power Retail Pty Ltd from a gas fired power station in Oakey Qld. Carbrook’s energy costs are further offset by the 2KW solar power system.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>98,281</td>
<td>10,195</td>
</tr>
<tr>
<td>2013-2014</td>
<td>69,985</td>
<td>4,571</td>
</tr>
</tbody>
</table>

*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

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>35</td>
<td>16</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>28</td>
<td>11</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>28</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>**Total</td>
<td>35</td>
</tr>
</tbody>
</table>

*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 $120,000 including the work carried out by the Griffith University team as part of the I4S plan in 2015.

The major professional development initiatives are as follows:

- Whole school data analysis for patterns of errors in reading strategies and comprehension – Griffith University Accelerated Literacy Team led by Dr Kathryn Glasswell

- Powerful Practices PD sessions in reading to assist with the whole school improvement agenda and move results towards punching above our weight

- Reflective practice meetings for teachers across all classes to reading and comprehension to build consistency towards the CARBROOK WÅY and whole school meta-language processes

- Embedding 21st Century Learning Practices and Instruction including EQ/Learning place platforms eg EdStudios

- Mobile Device Capacity Building – Using iPads in Classroom Contexts

- BYO device training sessions with teachers in readiness for a Year 5 classes BYO device in 2015

- Effective Implementation of the Australian Curriculum
Curriculum planning processes – English and Maths

One school training

Numeracy

Teaching students with disabilities – HOSES – Nationally Consistent Collection of Data Students with Disabilities / Quality Schools Inclusive Leaders

Gifted and Talented – differentiation in the classroom and curriculum delivery process

Literacy – instructional approaches to guided reading and comprehension – Angela Ehmer

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

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95%</td>
<td>96%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% 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

Where it says 'School name', type in the name of the school you wish to view, select the school from the dropdown 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**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>The attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>85%</td>
<td>78%</td>
<td>87%</td>
</tr>
</tbody>
</table>

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)**

<table>
<thead>
<tr>
<th></th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>89%</td>
<td>91%</td>
<td>89%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>89%</td>
<td>90%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>94%</td>
<td>91%</td>
<td>93%</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.

**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.
Carbrook State School has an Attendance Policy that supports Education Queensland’s commitment to providing safe and supportive learning environments for all students which address their educational needs and maximise student learning outcomes. Carbrook State School expects students to attend school every day of the school year unless prevented by reasonable circumstances.

Carbrook State School records student attendance data on an electronic roll marking within OneSchool. Classroom rolls are marked twice daily in the morning and afternoon sessions. All absences are followed up with a phone call by class teachers when an absence of three or more days has been recorded without notification from parents/caregivers. All parents are expected to provide explanations for all absences. If children are absent for part of a day, parents are expected to follow the school policy of signing their child in the early/late register located at the school office.

In cases of unexplained student absences follow up conversations are conducted and necessary correspondence is forwarded to families by the school leadership team. Regular messages are placed in the newsletter and on the public school sign at the front fence regarding the research around attendance being linked to student learning success.

Students in Years 3 to 6 set attendance goals and map the percentage of days at school in attendance and compare to the school target of 95% = 10 days absent annually. Every day counts posters are displayed throughout the school. The school has a late and early policy and process where parents sign in or out at the main office. On display at the signing desk is an accumulated table displaying hours and days absent and the effect in weeks and years which can have a detrimental impact on learning outcomes.

Attendance is upfronted at weekly parades where each class's attendance % is displayed and the winning class P to 2 and 3 to 6 is announced. Those students who achieved the attendance target celebrated at the end of the year with the reward being a jumping castle.

Attendance is formally reported to parents in semester report cards.

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/](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.