Carbrook State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Carbrook State School is a thriving primary school with an enrolment of approximately 450 students. 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 boasts 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.

Our school vision 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 of all students. As a learning community we work together to ensure that the learning journey is timely and relevant. Maximising differentiated instructional practices ensures effective student engagement. Staff and the school community, work together, encouraging every child to reach their full potential. This is achieved through shared and jointly set goals. Academic development aligns with quality social and emotional behaviours which are promoted through the Positive Behaviour Learning Program together with a school based 'Building Quality Habits' Program. This ensures a shared language and expectation across the school.

School progress towards its goals in 2018

Improvement priority: Reading

Strategy: Continue to build teaching capacity in the effective teaching of the micro skills of reading to improve foundation literacy capabilities from Prep to Year 6 and prioritise the explicit teaching of comprehension skills and strategies and strategic selection and use of complex text in guided, modelled and shared reading practices as informed from reading data.

Actions	Progress

☐ Continue an intensive coaching and mentoring model for new and beginning and returning teachers
   • Share high yield practices through collaboration and reflective practice
   • Support and assist new teachers in their practice
   • Build collaborative norms to enable teachers to give and receive ideas and assistance
   • Provide timely feedback
	New and beginning teachers have gained improved pedagogical practices as outlined in our schools' pedagogical framework. This is a result of a comprehensive coaching and mentoring model that involved the Master Teacher modelling, co-teaching and providing the teachers with explicit feedback. This has been evident through informal and formal walk throughs in classrooms, as well as by the administration team and our Area Regional Director.

☐ Build reading stamina
   • Daily Reading Plans will incorporate reading stamina
   • Reading Stamina will be embedded into the reading regime of all classes daily – a consistent practice used across the whole school to support students to read for an extended time, train muscle memory and support
	All teachers have participated in strategic evaluation of student 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). Teachers have incorporated reading stamina into their daily reading plan and have included Timed Reading as a powerful practice to build reading

• an increased attention • Timed Reading will be a practice embedded across the school reading program • Daily Reading Stamina – timed targets for year levels P – 2, 15mins daily, 3 – 6, 20mins daily	stamina. USB Naplan reading results improved from: Year 3: 2017 – 49.1% 2018 – 70.1%
☐ All teachers in P – 6 are to utilise the Phonemic Awareness Program as a warm up, to build the ability of students to hear, identify, and manipulate individual sounds-phonemes--in spoken words and then apply this knowledge when reading print	All teachers have been utilising a phonemic awareness program daily as a warm up to their literacy/writing hour. This has been evidenced through class walkthroughs and feedback from students around the program.
○ Continue to have teachers work in Professional Learning Teams with the Academic Performance Team (DP & Master Teacher) to: • Discuss Problems of Practice • Analyse reading data • 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) • Continue to set, develop & track proficiency of reading comprehension goals for individual students P – 6. Academic Performance Team tracking trajectory of U2Bs students. • Continue to set and develop reading success criteria and use whole school reading comprehension checklists • Teachers continue to identify and utilise high yield strategies for students on a daily basis • Staff continue to access opportunities to respond to their own professional learning needs in a variety of ways, including other colleagues on staff • Guided reading integrated across all key learning areas of the curriculum • 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	All teachers have participated in Professional Learning Team meetings once/twice a term to review and analyse student data and plan responses to intervention and enrichment for students from P – 6 and to inform differentiated learning programs. All teachers have been engaged in Professional Learning/ experiences and modelled lessons on how to structure a reading hour including modelled/shared/guided and independent reading; how to strategically select complex texts for students to unpack and problem solve; how to use powerful practices to improve reading and comprehension skills including footprinting, three level guides, vocabulary word maps, triple journal entries, timed reading etc)
☐ Teachers to continue planning and delivering a daily reading hour which includes modelled/shared reading, guided reading and independent reading (minimum 4 times a week Yrs 3 – 6 and Prep – 2 daily) as per the	Teachers have been implementing a balanced reading hour daily. Teachers have structured their reading hour to include modelled/shared reading before students move into small groups to work on independent reading tasks or engage in guided

Carbrook SS Reading Charter document ☐ Formal cycles of formative assessment (teacher daily reading journal and checklists) throughout all year levels informs weekly planning and response to intervention and enrichment (reteach, maintain and extend)	reading. Teachers have been engaged in a checking for understanding process collectively as year level teams to elicit data on student achievement and to inform their response to intervention and enrichment. From this data, students can be strategically targeted and supported at their level of achievement and understanding.

Improvement priority: Numeracy

Strategy: To build teaching capacity in the explicit teaching of maths mental computation strategies to build competency and automaticity in basic number facts and number sense across maths teaching programs daily and build teaching capacity in the explicit teaching of maths problem solving using Polya's model of SEE< PLAN<DO<CHECK across P – 6.

Actions	Progress
☐ Use coaching and mentoring to provide feedback to teaching staff around their EDI practices aligned to the teaching of Maths ☐ Continue to develop Professional Learning Communities - provide professional learning opportunities for teachers to develop skills and knowledge around practical classroom teaching. Also, strategies to provide in class differentiated teaching and learning that engages and challenges the more able learners ☐ Teachers will continue to work in Professional Learning Teams along with the Academic Performance Team to: - Discuss Problems of Practice - 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	New and beginning teachers have gained improved Pedagogical Practices as outlined in our schools' Pedagogical Framework through a comprehensive coaching and mentoring model. This involved the Master Teacher modelling, co-teaching and providing explicit feedback. Specific coaching and modelling has revolved around the explicit teaching of maths problem solving using the SEE, PLAN, DO, CHECK model and the explicit teaching of problems solving strategies. The teaching of maths mental and computation strategies has been modelled using visual, oral and concrete examples. All teachers have participated in professional learning team meetings once/twice a term to review and analyse student data and plan responses to intervention and enrichment for students from P – 6 and to inform differentiated learning programs. All teachers have participated in analysis of student maths data to identify error patterns and gaps in student learning. Teachers have engaged in collaborative planning of SPRINTS (intensive learning episodes around a concept to build to mastery)

own professional learning needs in a variety of ways with other colleagues on staff • Analyse class, diagnostic and standardized data to determine areas of improvement for individual students and develop SPRINTS for students to practise and master specific skills (Response to intervention and enrichment) • 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 assessment tasks for each unit of work to evaluate student achievement A – E	Teachers have engaged in developing warm ups that are designed to consolidate and practise a mathematical concept taught the previous week USB Naplan Numeracy results improved from: Year 3: 2017 – 27.8% 2018 – 51.9% Year 5: 2017 – 17% 2018 – 23.1%

Improvement priority: Writing

Strategy: To build teaching capacity in the explicit teaching of writing skills to build competency in foundational writing skills across the curriculum	
Actions	Progress
☐ Teachers to use the Bump It Up Wall (linked to the Literacy Continuum) to track and monitor individual achievement in writing, set writing goals and provide instant feedback to students – Bump It Up Wall is visual in every classroom ☐ All teachers to engage students in daily writing tasks: quick writes on personal topics, purposeful writing responses, and purposeful writing tasks to build interest and reflect on personal experiences and writing on demand. ☐ All teachers to follow the Carbrook State School's weekly writing process incorporating modelled writing, shared writing and independent writing ☐ All teachers to explicitly deconstruct text types and analyse the use of language features, text structure, grammar and punctuation and vocabulary and compare and contrast text types ☐ All teachers to teach spelling and build vocabulary knowledge using the 4 spelling knowledges ☐ Teachers to engage in moderation practices to analyse student writing samples/summative assessment pieces ☐ Teachers to engage in professional learning teams to: • Analyse student writing samples to determine areas of improvement for individual students and develop SPRINTS for students to practise and master specific skills (Response to intervention and enrichment)	Teachers have been tracking individual writing skills and writing goals using a whole school Bump It Up Wall. All teachers have this displayed visually in their classrooms for students to track and monitor their writing goals and to assist the teacher in providing feedback to students on their writing skills. Teachers have been engaging students in daily writing tasks based on various stimulus items, various text types and personal writing tasks to build writing capacity and writing on demand for various reasons. Teachers have followed a whole school writing process each term around a particular text type and have explicitly taught and assessed each text type as per the Australian Curriculum and Year Level Achievement Standard. All teachers have been unpacking spelling and vocabulary with students using the 4 Spelling Knowledges weekly. Each term, teachers engaged in year level moderation to analyse writing samples and to confirm levels of achievement according to the Australian Curriculum. Teachers have been working on developing SPRINTS (weekly tailored writing mastery tasks for students). Teachers are still refining this strategy and are continuing to work on this in 2019.

Future Outlook

Strategy 1: Goal Setting and Feedback			6
Engage in goal setting and feedback practices for improved student achievement			

Actions	Targets	Timelines	Responsible Officers
Ensure data informed teaching and learning programs are provided to students	100%	2019	Class and Intervention teachers Administration
Ensure teachers become proficient in setting, monitoring, and providing feedback on student achievement goals as part of the student improvement agenda			
Ensure achievement goals are visible for students to track and monitor their achievement			
Ensure students track learning goals as per reading, reading comprehension and writing Bump it up Walls linked to Literacy Continuum			
Ensure A and C student exemplars in writing are visible for students to refer to, to bump up their work and achievement. Also to evaluate their own work to meet individual achievement goals			
Provide feedback to teachers on student progress and achievement of learning goals and school/class/individual student targets through developing performance review meetings			Deputy Principal, Principal
Continue to involve teachers in a coaching and feedback process to ensure expert teaching in literacy and numeracy	All new and beginning teachers will participate in this process		Academic Performance Coach Deputy Principal, Principal
Celebrate achievement and improvements – individual/class/year level/whole school	85% of students in P – 6 achieving C or above Increase in relative gains		Whole School

Strategy 2: Professional Learning Teams

Collaborate and engage in data analysis and discussion on student outcomes, including academic, attendance and behavioural outcomes – PBL

Actions	Targets	Timelines	Responsible Officers
Teachers are provided with time to regularly work with their year level teams to review achievement and behaviour data (PBL)	100%	2019	Class and Intervention teachers Administration
Teachers are provided with time to develop common assessment items aligned to the Australian Curriculum to ensure consistency in level of achievements			Deputy Principal, class teachers, SEP teachers
Ensure differentiated teaching and targeted intervention is planned according to student needs whereby teachers and students engage in a SPRINT process			Administration, Academic Performance Coach, Class teachers, SEP teachers
Staff access opportunities to respond to their own professional learning needs based on student data			Administration and Teachers
Teachers are provided with opportunities to moderate with year level teams to evaluate student achievement and behaviour data A – E			Administration and Teachers
Data is used to build a culture of self-evaluation and reflection across the school			Administration and Teachers
Upfront learning intentions and success criteria with students and Guides for Making Judgements on achievement against Curriculum Standards to allow students to understand what they are learning, how they are learning and what they need to do to achieve desired results	100%		Class Teachers

Strategy 3: Differentiation
Provide differentiated learning opportunities for all students

Actions	Targets	Timelines	Responsible Officers
Ensure differentiated planning and targeted intervention across cohorts	100%	2019	Administration, Class Teacher and Academic Performance Coach
Provide teacher aide hours to help support teaching and learning programs and work in small group situations			Administration
Continue a process of referring students to the Student Services Support Committee for evaluation and discussion on required intervention necessary to support individual needs			Class Teachers
Teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making			
Ensure tailored, early and sustained interventions are in place for students identified as requiring additional support (D/E students)			Administration and Academic Performance Team
Ensure all students – including high-achieving students – are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests and motivation			Class Teachers
Continue to provide a structured and tailored response to intervention and enrichment via a reteach, maintain and extend model across cohorts			Class Teachers, Academic Performance Team

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	459	447	452
Girls	215	213	216
Boys	244	234	236
Indigenous	7	8	11
Enrolment continuity (Feb. – Nov.)	94%	96%	96%

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

Carbrook State School attracted a student population from across a broad range of suburbs in the Beenleigh, Logan and Redlands areas. This encompassed a range of ethnic and socio-economic backgrounds. The number of students from English-as-a-second-language background and an indigenous background was minimal. There were 31 students with disabilities verified in the areas of ASD, PI, VI, II and HI learning in classrooms across the school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	25	24
Year 4 – Year 6	24	22	24
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

Carbrook State School delivered rigorous, engaging and inclusive academic and extracurricular experiences for students. Carbrook State School followed a scope and sequence of learning, designed to meet and extend the instructional match of all students.

Teachers from Prep to Year 6 planned in accordance with the Australian Curriculum. A Unit Plan was formulated for each of the key learning areas and included a unit focus that ensured strong alignment to the curriculum intention. Student achievement was measured against the Achievement Standards and Learning Intentions relevant to their year level. Teachers prioritised the identification of individual student knowledge and capabilities at the beginning of each Semester. This data informed a personalised approach to the teaching and learning cycle.

The Carbrook Internal Monitoring and Assessment Schedule detailed the diagnostic and summative assessment tasks used to build a profile of the student's learning. Student data was interrogated at 5 and 10 week junctures in year level planning meetings and teams.

Carbrook State School teachers moderated to ensure consistency of teacher achievement judgements ensuring a collaborative and professional approach to teaching practices. Teachers provided students with timely feedback, assessment, guidance and goal-setting.

Co-curricular activities

At Carbrook State School these included

- Active After School Sport
- Creative Dance Lessons – one day a week – Term 1
- Keyboard lessons
- Pre-Prep Literacy and Numeracy Lessons
- Books for Breakfast
- Homework Club
- Play is the Way lunch time club
- Lunch time play boxes
- Playground Rangers
- Senior Student Leadership positions and programs eg Ylead / Joffa leadership cartooning
- SEP before school and lunch time support club
- Carbrook Club – social games and activities
- Student Council and associated fundraising activities
- Mothers' and Fathers' day stalls
- Walkers Club – 8.30 exercise in house teams on oval x 3 times a week
- Before School 'Lock your eyes in' Activities in the Covered Play area
- Junior and Senior Athletics Days, cross country day

In addition to this our school program also incorporates –

- 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 students, parents and community
- Annual Year 6 Canberra/Sydney Bus trip
- Classes equipped with computer pods, iPads and electronic whiteboards, school lab with dedicated teacher
- Well Being celebration days – Heart of Carbrook Day, Kindness Day, Anti-Bullying Day, Book Week celebrations

How information and communication technologies are used to assist learning

Carbrook State School was committed to providing a balanced instructional environment equipping students for tomorrow's world. The school's dedicated ICT lab was used for the explicit purpose of whole class ICT instruction. The Lab continued to be 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 continued to be class sets of iPads located in each year level which are updated regularly.

Classes had access to pods of computers designated to classrooms for individual and on-going programs. Teaching and learning was supported and enhanced through the use of digital information and discerning on-line learning experiences. Teachers had a personal iPad and had access to a bank of iPads in their designated teaching blocks to support teaching and learning. In addition, teachers had electronic interactive whiteboards in all classrooms. All teaching blocks continued to have access to a wireless network which was updated, to enable students to access the internet for various learning

opportunities. Students were involved in explicit ICT programs designed and delivered by a specialist ICT teacher in Prep to Year 4.

Teachers used their C4Ts to create class and year level parent bulk email systems to communicate through, term year level newsletters, daily email updates and other communication as necessary.

The School provided the community with regular communication including
- ☐ Facebook
- ☐ Bulk emails
- ☐ Electronic school sign
- ☐ Attendance online alert system
- ☐ Website
- ☐ Q Schools APP
- ☐ Global Texting
- ☐ Weekly parade
- ☐ Correspondence letters home
- ☐ School newsletter – monthly distributed
- ☐ P&C newsletter
- ☐ Interim face to face reporting – term 1 and 3
- ☐ Semester report cards – terms 2 and 4
- ☐ Annual Meet the teacher night
- ☐ Weekly parade
- ☐ Term year level overviews – emailed home
- ☐ Class weekly / fortnightly email updates – from teachers

Social climate

Overview

Throughout the 2018 academic year, we focussed on building effective long-term work habits in our students through the *'Excellence Over the Shoulder'* initiative. This involved daily guidance and reinforcement in working stamina and independence, 'locking' yourself into effective work habits and attitudes and building independence in their application and maintenance of work habits. This initiative greatly enhanced the areas of Literacy and Numeracy and we continued to expand our professional capacity to ensure the longitudinal gains made by our students were maintained.

Carbrook State School continued to be committed to the 'PBL' programme (Positive Behaviour Learning). Weekly social skill lessons continued to be delivery each week in Prep to Year 6 and behavioural expectations continued to be up fronted at parade every Monday via class presentations. Awards on parade for outstanding behaviour were aligned to the school values of

- ✓ Be Responsible

- ✓ Be Respectful

- ✓ Be Safe

- ✓ Be a Learner

Fair play awards continued to be presented on parade via a weekly draw and voucher presented at parade. Playtime teacher check-in and check- out processes continued to be implemented for break times where teachers identified students in need of this process. PBL tier 2 conversations commenced for students identified through the PBL process and weekly meetings. Identified children reports were tabled fortnightly at PBL meetings by the staff involved in the support conversations.

Weekly PBL lessons based on the analysis of 5 week data cycles using the whole school tracking electronic spreadsheet continued throughout 2018. This data was reviewed by the PBL School Coach and school based PBL committee with monthly updates to staff and the P&C.

Carbrook State School's Well - Being and Quality Habits program scheduled the following days across 2018:

☐ Heart of Carbrook Day

☐ National Anti-Bullying Day – Being an Up-stander

☐ 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

☐ 200 Days Smarter (200 days of learning celebration – Semester 2)

☐ Whole School Xmas Concert

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	97%	91%
• this is a good school (S2035)	93%	97%	86%
• their child likes being at this school* (S2001)	95%	95%	87%
• their child feels safe at this school* (S2002)	98%	95%	90%
• their child's learning needs are being met at this school* (S2003)	93%	92%	90%
• their child is making good progress at this school* (S2004)	93%	95%	85%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	89%	87%
• teachers at this school motivate their child to learn* (S2007)	93%	89%	90%
• teachers at this school treat students fairly* (S2008)	93%	89%	83%
• they can talk to their child's teachers about their concerns* (S2009)	98%	97%	98%
• this school works with them to support their child's learning* (S2010)	88%	97%	95%
• this school takes parents' opinions seriously* (S2011)	80%	78%	77%
• student behaviour is well managed at this school* (S2012)	91%	89%	86%
• this school looks for ways to improve* (S2013)	90%	89%	91%
• this school is well maintained* (S2014)	100%	100%	97%

* 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)	99%	96%	98%
• they like being at their school* (S2036)	96%	88%	89%
• they feel safe at their school* (S2037)	96%	95%	97%
• their teachers motivate them to learn* (S2038)	99%	97%	97%
• their teachers expect them to do their best* (S2039)	99%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	93%	95%
• teachers treat students fairly at their school* (S2041)	92%	89%	79%
• they can talk to their teachers about their concerns* (S2042)	90%	92%	89%
• their school takes students' opinions seriously* (S2043)	95%	90%	91%

Percentage of students who agree# that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	94%	82%	94%
• their school looks for ways to improve* (S2045)	96%	96%	97%
• their school is well maintained* (S2046)	99%	96%	96%
• their school gives them opportunities to do interesting things* (S2047)	97%	97%	95%

* 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%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	92%
• they receive useful feedback about their work at their school (S2071)	100%	100%	88%
• 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%	92%
• student behaviour is well managed at their school (S2074)	100%	100%	96%
• staff are well supported at their school (S2075)	100%	100%	92%
• their school takes staff opinions seriously (S2076)	100%	100%	92%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	92%

* 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

The partnership between families and school was an essential factor in the academic, social and emotional development of our students in 2018. Teachers were very receptive to parent volunteers and welcomed their assistance in classrooms. Parent volunteers assisted with class programs in areas including reading, maths, art and science and any other key initiatives that occurred across the school. All parent volunteers at Carbrook completed a volunteer induction course prior to working in classrooms.

The weekly school parade was held on a Monday afternoon at 2.30pm. This parade was always well attended by the parent community and was positioned as an information sharing session not only for students but to ensure that there was transparency of communication across the whole Carbrook community.

The Carbrook P&C continued to be a very active and appreciated group within the school community in 2018. Their dedication made a significant contribution to the learning community and was extremely valued. The P&C meeting continued to be held on the third Wednesday of every month and this group of hard working parents welcomed new members. The P&C worked with the school and organised a variety of activities including, the spell-a-thon, mother and father day stalls, Easter raffles, running fortnightly tuckshop days, canteen facilities for sports days, sausage sizzles for Art Show night, Subway days and a school fete etc

Each term all classes invited and welcomed parents to the Celebration of Learning celebration. This was an opportunity for the students to showcase their learning from across the term both as a class cohort and individually with their parents. This event was held in the last week of every school term.

Each term the teacher provided a class newsletter that outlined the learning for the next term. It provided a curriculum overview with e-learning for various subject areas. Each family received an electronic copy in the last week of term. Families were encouraged to utilise the information from the newsletter over each holiday period to provide their child with the appropriate background knowledge in readiness for the following terms instruction.

Parent workshops were offered in reading and maths. An induction course was held for those parents endeavouring to become a volunteer.

To commemorate a child's educational journey at Carbrook, parents and staff worked together to organise and provide an end of primary school graduation ceremony.

Each term feedback and accountability was provided to parents. Parents were offered the opportunity to attend two face to face interview sessions a year and received two written report cards. Other meetings with teachers were available by appointment. Parents were provided with an interim report and an overview of the support and differentiation strategies employed to support their child.

The Special Education staff consult formally with parents each semester to review the student's Individual Support Plan and accompanying documents. Adjustments are made based on the students needs and formally recorded on One School. SEP teachers conduct regular meetings with class teachers and other members of staff to review goals and achievements. Checklists of differentiated practices are formulated and shared with parents. The school provides a check in and check out process with students to ensure that they are safe and on task.

Respectful relationships education programs

The school continued to develop and implement a well-being program and committee that focused on appropriate, respectful and healthy relationships. Whole School Well-Being days were held to promote a culture of caring and positive relationships where staff and families interact to build a safe and supported community spirit. An external expert in building student relationships was employed to work with the senior students around strategies and techniques to problem solve, promote, foster and respect one another.

The School Guidance Officer continued to work with groups of students and their parents where appropriate, around building self-confidence, problem solving and having positive interactions with their peers.

The staff continued to be in-serviced to identify possible cases of abuse of students in their classrooms and the actions which they must take immediately to ensure the safety of all children. The staff are diplomatically informed of any sensitive issues pertaining to any student of the school and are instructed to be alert not alarmed.

The School's positive behavior plan includes targeted specific lessons for all classrooms P to 6 focusing on build positive relationships, being an upstander not a bystander and that reporting is not dobbing.

Children who are at risk are identified and monitored with support provisions put into place and confidentially discussed and actioned through the School's Student Support Services process.

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	24	28	19
Long suspensions – 11 to 20 days	0	2	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

Data was sourced from the school's annual utilities return and was reliant on the accuracy of these returns.
During 2018 Carbrook School continued to recycle classroom paper through participation with Visy. The year 6 students collected this paper on a weekly basis ready for collection. The school's 16 water tanks fed the toilets and gardens. The 'Walk out, turn it off' process continued relating to lights, air conditioning and heating.

The Student Council conducted its annual NOODE FOOD day competition whereby the entire school is encouraged to pack the day's lunches using no paper or plastic packaging of any kind to put a strong focus on the environment issues facing communities.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	121,754	124,064	105,013
Water (kL)			279

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.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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	33	19	0
Full-time equivalents	28	12	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	
Bachelor degree	27
Diploma	5
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 $9934.84

The major professional development initiatives are as follows:

- Positive Behaviour for Learning workshops for teachers
- Cluster Moderation – Teachers to attend moderation with neighbouring schools to discuss best teaching practice
- Coding PD for all teachers P – 6
- Writing workshops – Master Teacher and Deputy Principal
- International Summit for Professional Learning Communities – Principal, DP, HOSES and Master Teacher
- Reading and Writing Workshops
- Special Education Curriculum Workshops – SEP teachers
- Accommodating Dyslexic Students in every classroom – all teaching staff
- Powerful Practices in the Teaching of Reading and Explicit Teaching Strategies PD with Deputy Principal – all teachers

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%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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	93%	93%	93%
Attendance rate for Indigenous** students at this school	94%	94%	93%

* 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	Year level	2016	2017	2018
Prep	93%	93%	94%	Year 7			
Year 1	93%	94%	93%	Year 8			
Year 2	94%	95%	93%	Year 9			
Year 3	94%	93%	93%	Year 10			
Year 4	93%	93%	93%	Year 11			
Year 5	92%	94%	94%	Year 12			
Year 6	93%	92%	92%				

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	10	14	33	44
2017	9	11	28	52
2018	10	12	25	53

Proportion of Students (0% to 100%)
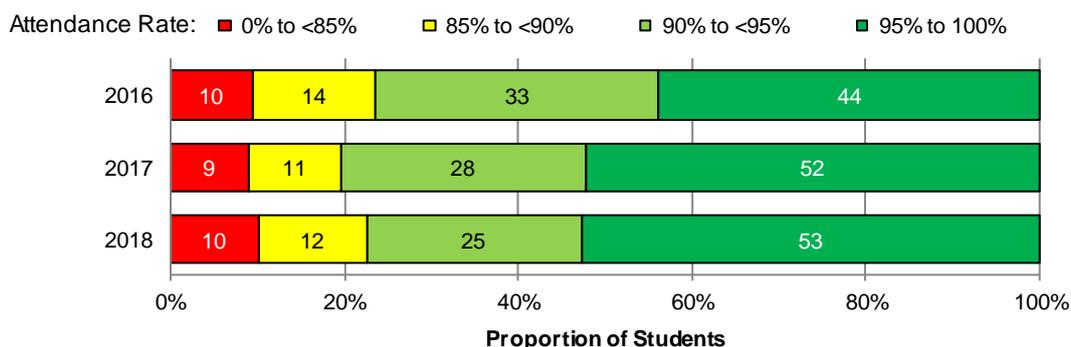
Description of how this school manages non-attendance

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.

Carbrook State School continued to have an Attendance Policy that supported Education Queensland's commitment to providing safe and supportive learning environments for all students. Carbrook State School's Attendance Policy continued to expect all students to attend school every day of the school year unless prevented by reasonable circumstances.

Student attendance data was recorded on the electronic roll marking within OneSchool. Classroom rolls were marked twice daily in the morning and afternoon sessions. All unexplained absences were followed up with a SMS phone notification by 9.30am every morning. Parents then responded to this SMS using text or a phone call. Parents who didn't reply to the notification, then became an 'Unexplained Absentee'. Parents continued to be expected to provide an explanation for all absences. If children were absent for part of a day, or were an early or late pick up, parents were expected to follow the school policy of signing their child into the appropriate register located at the school office. Following this, the parents were issued with a late slip, which the child then presented to their class teacher on arrival at their classroom. Following the signing of the 'early collection' register, parents were printed an early pick up receipt to present to the class teacher before the child was released to that adult. All adults that collected children, had to be registered on the One School Emergency List, or the school office had been notified prior to collection of children. Children were never released from class to any adult who did not present an early pick up slip from OneSchool.

In cases of unexplained student absences, follow up conversations were conducted with parents to enable them to explain the reason for the child's absenteeism. Daily audits of school absenteeism, informed monthly audits and the distribution of the OneSchool Unexplained Absences letter to parents. Regular messages were placed in the school newsletter and on the public school sign at the front of the school outlining the research around attendance and its link 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.

Attendance was up-fronted at weekly parades where each class's attendance % was displayed and the winning class, P to 2 and 3 to 6 was announced and class attendance trophy was awarded.

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.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.