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 theBeenleigh, 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 2012 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 and History) 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 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.

Carbrook State School celebrates the learning journey of our students through ‘Celebrations of Learning’ that occur at the end of each term. These take the form of both academic and extra curricula demonstrations. These events confirm our commitment to ensuring our community partnerships are strengthened and that parents are welcomed partners in their children’s learning. Building strong networks with our pre-Prep centres continues to be a priority. Early literacy and numeracy opportunities have been extended to pre-Prep students attending affiliated early learning centres in the form of weekly teaching sessions and modelled curriculum delivery to early year’s teachers by our Deputy Principal.
Carbrook State School’s generous and semi-rural physical environment remains a point of differentiation for a school within such close proximity to urban areas. A focus on maintaining and enhancing the aspect of our learning environment has seen not only a aesthetic renewal of the school grounds but an increase in the volume of play spaces and also an extension of a range of vision that facilitates both safety and supervisory opportunities, as well the ‘transparent’ nature of our approach to catering for students and the school community.

Carbrook State School is a vibrant and exciting community of learners where every student, professional, para professional and community member is supported to reach their full potential. Our ethos of Success with Effort resonates strongly through each aspect of the school day.

The following goals and actions have been summarised from the 2012 Annual Implementation Plan and also the Quadrennial School Review process undertaken throughout 2012 -

| Literacy: | • Build teacher capacity to adapt and contextualise Education Queensland Curriculum to Classroom resources to ensure quality instruction and differentiation of the Australian Curriculum and whole school programs through the use of a consistent whole-school Curriculum Framework and planning documents  
• Continued emphasis on reading comprehension and written expression strategies in all classrooms through the introduction of the Fountas and Pinnell scheme coupled with strategic data collection, analysis and interpretation. This has been a priority for both teachers and teacher aides supporting students within the classrooms  
• Explicit coaching in the mechanics and techniques of written expression for teachers and students within the classroom setting by the STLaN  
• Continued whole school reinforcement of the Visualising and Verbalising program to promote active thinking and reasoning processes  
• Early and sustained identification and support for students with special needs – both below and above classroom competency levels - within the classroom by ensuring an inclusive curriculum is provided and implemented in conjunction with support staff, SEP and STLaN |
| --- | --- |
| Numeracy: | • Delivery of highly effective mathematics instruction and curriculum through both the Australian Curriculum and C2C support resources and continued delivery of specific numeracy whole school programs inclusive of the Carbrook State School Minimum Expectations for Numeracy and NAPLAN strategy detailed in the Whole School Curriculum Framework  
• Continued monitoring and analysis of student and teacher understandings and performance through the strategic implementation of diagnostic tools with a view to enhancing pedagogy and results through data and evidenced based process  
• Early identification and continued support for students with special needs - both below and above classroom competency levels - within the classroom by ensuring an inclusive curriculum is provided and implemented in conjunction with support staff, SEP and STLaN |
| Science: | • Delivery of subject specific Science instruction that aligns with the accountabilities of the Australian Curriculum, supported by Education Queensland Curriculum into the classroom resources and assessment processes  
• Professional Development and student moderation opportunities provided at both internal and cross cluster moderation to ensure consistency of student achievement allocation and collegial sharing of effective practice  
• Continued promotion of whole school leadership density to develop capacity in staff by utilising and sharing staff expertise and advanced skills to ensure collegial sharing and distributed leadership across the school |
| EATSIPS: | • Continued to monitor and guide attendance, attitude and performance of eligible students. Due to the small number of eligible students enrolled at Carbrook, this is managed by the Principal on a personalised basis in consultation with the student, parents/carers, classroom teachers and Guidance Officer. This strategy also encompasses personalised goal-setting, data analysis, feedback and reflection  
• Link with cluster school including Shailer Park High School to develop provisions of opportunity for identified students that are both relevant and culturally significant  
• Ensure the cross curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures are embedded across curriculum delivery and the school is resourced to support this instruction |
| ICT: | • A focus on whole school implementation of 21st Century teaching and learning through professional capacity building and skill sharing  
• Continued upgrade to whole school networking to support increased purchase of devices and network access  
• A global purchase of 40 iPads to support both professional and student learning and increase the provision of flexible learning spaces both inside and outside the classroom environment  
• Continual development of leadership capacity in staff by providing opportunities to contribute to the advancement of the school-based program through participation in ‘21st Learning’ seminars and strategies detailed in the Whole School Curriculum Framework |

Our school at a glance

Carbrook State School’s generous and semi-rural physical environment remains a point of differentiation for a school within such close proximity to urban areas. A focus on maintaining and enhancing the aspect of our learning environment has seen not only a aesthetic renewal of the school grounds but an increase in the volume of play spaces and also an extension of a range of vision that facilitates both safety and supervisory opportunities, as well the ‘transparent’ nature of our approach to catering for students and the school community.

Carbrook State School is a vibrant and exciting community of learners where every student, professional, para professional and community member is supported to reach their full potential. Our ethos of Success with Effort resonates strongly through each aspect of the school day.

The following goals and actions have been summarised from the 2012 Annual Implementation Plan and also the Quadrennial School Review process undertaken throughout 2012 -
forums, and to embark on ICT accreditations

- Enhancing home school partnerships in learning by providing digital learning links and edStudios that can be accessed from home to build curriculum knowledge and engagement
- Improved communication with the school community by adding an SMS advisory service to parents/carers to our ever developing website and newsletter facilities

<table>
<thead>
<tr>
<th>SWPBS (School Wide Positive Behaviour Support):</th>
</tr>
</thead>
</table>
| • Revision of whole school Carbrook State School Responsible Behaviour Plan to ensure alignment with state wide and regional policy  
  • Carbrook State School SWPBS Committee continues to lead and direct the SWPBS initiatives and communicate weekly focus lessons to the whole staff ensuring a cohesive and embedded approach to school wide positive behaviour  
  • Expanded the influence of the SWPBS by introducing the Carbrook State School Building Quality Habits program in order to foster a cohesive range of expectations and strategies for students and teachers alike  
  • Continued development of student leadership by providing opportunities to actively contribute to the school as a student councillor, Playground Ranger or as a member of an interests-based club (e.g. LOTE, Chess, Choir, Walkers Club, Sports club for games)  
  • Continued implementation of the development of a number of Social Skilling programs in conjunction with the Guidance Officer to encompass listening skills, anger management skills and assisted play opportunities |

<table>
<thead>
<tr>
<th>Priority Areas of Development</th>
</tr>
</thead>
</table>
| Strategic emphasis has been placed on the growth of the Early Phase of Learning. Several key initiatives have been implemented to build both professional capacity in early year’s instruction and also to strengthen the links between Carbrook State School and our local early year’s pre Prep agencies. This has involved inviting students from affiliated Early Learning Centres to participate in planned activities on campus and choreographed by Carbrook staff. The pre-screening schedule for children entering Prep has continued with the inclusion of a Department initiative – Early Start of which Carbrook State School is a pilot. As a result of trends and data collected, learning opportunities have also been extended to the parents of pre-prep students in the form of seminars and workshops relating to Early Learning, conducted, by Carbrook staff in the school setting.  
Carbrook State School is committed to providing our Year 7 students with multiple opportunities to connect with High School programs and related learning in order to ease the transition from primary school to High School. In conjunction with our local feeder High School several joint programs have been undertaken that enable our students to experience the High School campus prior to Year 8. This supports the philosophy of ‘Building the State School Bridge’ and the transition to Junior Secondary. |

Future outlook

Improvement Agenda

Reading

- effective teaching of the micro skills of reading to improve foundation literacy capabilities  
- 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’  
- 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.  

1. Spelling

- 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  
  • Meaning knowledge  
  • Etymological knowledge  
- diagnostic analysis ensure alignment of each students instructional match (Words their Way Spelling Inventory)  
- explicit teaching that focuses on ensuring all students access the particular spelling knowledges that align with the Australian Curriculum
Our school at a glance

1. Numeracy
   - analysis and interrogation of school based data and standardised testing to address student misconceptions and gaps in number and numeration understanding

2. Science
   - explicit and sequenced delivery of the Australian Curriculum with a whole school focus on quality assessment tasks that are frontended to ensure that curriculum intention is prioritised and learning is explicit.
   - ongoing and timely moderation of student work to maximise teacher consistency of judgment and the interrogation of the evidence of student work in order to inform teaching and learning processes.

Priority Areas of Development (Operational or organisational e.g. Behaviour, Pedagogy, Well-being, Partnerships)

1. DATA – The Carbrook Data Charter and Guide
   - utilise student data as the basis of professional decisions and the directions set to promote rigorous and highly effective teaching and learning outcomes with planned moderation episodes
   - the Carbrook State School 2013 Internal Monitoring and Assessment Schedule provides the diagnostic and summative tools used to ensure that data interrogation is consistent and timely and allows for moderation practices to be common across year levels, ensuring evidence of student work is comparable
   - professional dialogues will assist teachers in determining appropriate standards of student work against accountable achievement standards (ACARA/Queensland Curriculum Assessment and Reporting Framework) and enable interrogation that assists in planning future teaching and learning episodes differentiated instruction and quality targeted student/teacher feedback
   - The Carbrook State School Data Guide provides information and a process for data analysis and how it is interrogated to inform the next steps in strategic direction and teaching and learning

2. Pedagogy
   - Carbrook State School will continue to embed and refine the Carbrook Pedagogical Framework that directs the Curriculum Intention, Assessment and Monitoring Practices (as outlined in the Carbrook State School Internal Monitoring and Assessment Guide), Informed and sequenced teaching and learning that promotes personalised and differentiated instruction with a focus on embedded and appropriate 21st Century Learning, Quality Feedback processes at every level and Priority Practices that enable professional judgments to profile student learning
     - Building and tracking every students global success through school wide common practices that align to the Carbrook State School brand “Success with Effort” and our Wellbeing Framework
       • Excellence Over the Shoulder (organisational habits)
       • Compulsory talk time.
       • Building working memory
       • Common language for curriculum areas and agreed sets of practices
       • Down Tools Strategy
       • Building reading stamina
       • Student goal setting
       • Joint creation of success criteria
       • Study and attending skills “Building Working Stamina” (e.g. locking-in your eyes, body etc)
       • Reflective Learning Journals

3. Early Years Partnerships
   - Targeted strategic agendas that address building and enhancing early years practices especially in the foundation cross curriculum elements of literacy and numeracy acquisition and oral language
Continued links with Pre Prep agencies to build collegial networks and relationships with pre prep students, parent community and professional networks through shared Early Years community events such as Early Years Forums and Information Sharing Sessions that pertain to school readiness, expectations of prep students through the Foundation year of the Australian Curriculum and links to the Pre prep Curriculum (Queensland Kindergarten Learning Guideline)

School Profile

Record:
Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>359</td>
<td>176</td>
<td>183</td>
<td>93%</td>
</tr>
<tr>
<td>2011</td>
<td>365</td>
<td>164</td>
<td>201</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>377</td>
<td>173</td>
<td>204</td>
<td>90%</td>
</tr>
</tbody>
</table>

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

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 is minimal.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>5</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Our distinctive curriculum offerings

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 five week cycles in accordance with C2C units in English, Maths, Science and History. An Action Plan is formulated for each of the units 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 Assessment and Monitoring 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.

In addition to this our school program also incorporates -

- Active after school sports programs provided by outside agencies under the supervision of staff
- Sporting opportunities provided in conjunction with Shailer Park High School student-mentors and staff
- Leadership programs for upper primary school students – student council, Playground Rangers, peer tutoring, buddy tutoring, student-driven lunchtime clubs
- Music programs – instrumental music, strings, keyboard, choir
- Comprehensive learning enhancement programs for students both below and above classroom competency levels
- Specialist SEP and STLaN personnel
- Sports Day and Cross Country events leading into opportunities to participate in District and Regional competitions
- Dedicated Literacy and Numeracy blocks of instruction
- LOTE Club
- Gifted and Talented interest-based clubs, competition opportunities and programs including University testing programs (ICAS)
- The assignment of Teacher Aides to blocks (rather than to classes) to allow for maximum support and differentiated instruction
- Annual Years 6 and 7 camp
- Class size equipped, dedicated computer lab and pods of mobile learning devices
- Extra-curricular activities including Walkers’ Club, Vegetable Garden Club, Dance Club

Extra-curricula activities

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

- Active After school sport – two afternoons a week
- Aus Dance lessons – one afternoon a week
- Chess lessons – one afternoon a week in school time
Our school at a glance

- Artist in Residence
- Instrumental music – school band and violin lessons
- Keyboard lessons
- Books for Breakfast
- ICT before school club
- Junior and Senior Choir
- Lunchtime LOTE club
- Pre Prep Literacy and Numeracy lessons

How Information and Communication Technologies are used to assist 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 and a range of multimedia resources to support both teaching and learning.

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 the Brisbane School of Distance Education independent learning resources and Programs.

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 to “keep in your own business” encouraging the ethical management of information

Carbrook State School is committed to the School WPBS (School Wide Positive Behavior Support) process. This involves weekly social skill lessons and recognition awards on parade for outstanding behavior aligned to the school values of Be Respectful, Be Responsible, Be Safe and Be a Learner.

Parent, student and staff satisfaction with the school

Carbrook State School prioritises a culture that promotes the best learning environment for all members of the school community to be successful. The school ethos – 'Success with Effort' permeates all aspects of school life. This priority is reflected in Carbrook’s exceptionally high satisfaction data across all community members.

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that their child is getting a good education at school</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>this is a good school</td>
<td>96.2%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>96.2%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>96.2%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>96.2%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>95.8%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>96.2%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Performance measure (*Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>97.0%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>94.0%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>95.4%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>93.9%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>93.9%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>93.8%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>89.1%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>87.7%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>98.5%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>90.8%</td>
</tr>
</tbody>
</table>
Our school at a glance

their school gives them opportunities to do interesting things* 90.5%

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of school staff who agree:</td>
<td>2012*</td>
</tr>
<tr>
<td>that they have good access to quality professional development</td>
<td>91.4%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>91.9%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child’s education

Carbrook State values the partnership between families and school as an essential factor in the academic, social and emotional 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.

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.

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.

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 2012 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 installed 16 water tanks during the past 3 years 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.
### Environmental footprint indicators

<table>
<thead>
<tr>
<th></th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>83,455</td>
<td>446</td>
</tr>
<tr>
<td>2010-2011</td>
<td>96,504</td>
<td>299</td>
</tr>
<tr>
<td>2011-2012</td>
<td>136,736</td>
<td>736</td>
</tr>
</tbody>
</table>
Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>30</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25.1</td>
<td>10.8</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>30</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $17381.41. This reflects Carbrook State School’s commitment to professional growth and capacity building.

Professional Development undertaken at Carbrook State School strategically addresses key domains as evidenced by whole school data sets and nominated as a strategic foci in the 2012 whole school improvement agenda.

The major professional development initiatives are as follows:

- Whole School Futures Visioning
Performance of our students

- Embedding 21st Century Learning Practices and Instruction including EQ/Learning place platforms eg edStudios
- Mobile Device Capacity Building – Using iPads in Classroom Contexts
- Effective Implementation of the Australian Curriculum
- Adopting and contextualising Curriculum into the classroom resources and curriculum planning processes
- One school training
- Numeracy
- Teaching students with Disabilities (Sharon Boyce)
- Gifted and talented
- Literacy – instructional approaches to guided reading and comprehension – Angela Ehmer
- ICT innovation and certification
- Numeracy – instructional approaches to the teaching of number
- Visible Learning – Professor John Hattie
- Visualising and Verbalising
- School Wide Positive Behaviour training
- Effective Classroom Differentiation

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>94.3%</td>
<td>95.6%</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2012 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/](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.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<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>2010</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>12</td>
<td>14</td>
<td>32</td>
<td>42</td>
</tr>
<tr>
<td>2011</td>
<td>7</td>
<td>15</td>
<td>34</td>
<td>45</td>
</tr>
<tr>
<td>2012</td>
<td>6</td>
<td>14</td>
<td>34</td>
<td>43</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 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.
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Carbrook State School has a small population of Indigenous students. In 2012 these students demonstrated a 90% attendance rate which is slightly below the non-indigenous student population. Historical data and evidence interrogated through both school based assessment and NAPLAN data demonstrates there has been increase in student achievement and therefore a positive shift in the closing the gap strategy. To further improve the student learning outcomes of all Carbrook Students prioritising this strategy continues to be part of Carbrook’s whole school improvement agenda.