

East Ayr State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

East Ayr State School has been serving the educational needs of Primary school students in the Burdekin since 1952. Our curriculum follows the Key Learning Areas set down by Education Queensland for students from Prep to Year 6. We are an enrolment managed school where students in the local catchment are given preference when enrolling. East Ayr students are involved in the ANZAC Day March/Ceremony, Junior Eisteddfod, the local Water Festival, various school-based competitions and a wide variety of Interschool Sports. Our school students participate in the annual National Literacy and Numeracy Tests. Our performance in these tests is available on the school website. Students can be involved in the school's Instrumental Music or Enviro Club as part of the school's extracurricular activities. East Ayr has a School Chaplain who works as part of our Supportive School Environment Team. Students are involved in the 'Sensible Choices' and 'Rock and Water' programs as part of the school's Responsible Behaviour Plan. We also have the services of a Guidance Officer, Support Teacher, Special Education Program Teachers, Master Teacher and a Behaviour Management Support Teacher.

Principal's Foreword

Introduction

In 2016 East Ayr State School has achieved great results for its school community. A student centred learning environment has continued to create learners that can clearly articulate what they are learning and how to be successful. Our students are able to communicate this information because our staff implement processes to ensure they are experts of the curriculum. Systematic Curriculum Delivery is privileged as the driving domain of the Nation School Improvement Tool. It promotes an understanding that school improvement happens in the classroom through effective pedagogical practices and differentiating teaching and learning for all students.

School Progress towards its goals in 2016

<u>Area</u>	<u>Key Actions</u>	<u>Progress</u>
Reading	<p>100% of Early Phase Teachers and support staff implementing evidenced based reading and receiving coaching through Master Teacher</p> <p>Middle Phase Reading to be focused on to develop subject knowledge in specialist areas</p> <p>Case management of students to continue and referral process followed and enacted</p> <p>Teachers to engage in data driven conversations with school leaders to inform teaching and learning in reading and in English and Mathematics</p>	<p>Achieved</p> <p>Teaching with a Literacy focus professional learning commenced.</p> <p>Implemented</p> <p>Implemented and being reviewed in 2017.</p>
Curriculum	<p>Whole School Curriculum Plan to be followed</p> <p>Embed the Pedagogical Framework into practice through lesson observation cycles, walkthroughs and feedback cycles</p> <p>Continue to support teachers through the gradual release</p> <p>Year level planning to continue and teachers taking ownership of the planning process for English, Maths and Science</p> <p>Trial the effectiveness of specialized subjects and additional release time (data based on School Opinion Results and Student Academic Data in these areas).</p>	<p>Achieved</p> <p>Embedded</p> <p>Instructional Coaching Cycle utilised.</p> <p>Unit analysis embedded for English</p> <p>Implemented</p>
Behaviour	<p>Embed Positive Behaviour Learning through additional BST and HoD of Behaviour and Engagement.</p> <p>Continue to build capacity and capability in teachers around Essential Skills for Classroom Management</p>	<p>Implemented in 2016 and continuing in 2017.</p> <p>Staff trained to facilitate this work.</p>

Future Outlook

East Ayr State School is committed to delivering quality education to our students in the Burdekin District. We are committed to the Department of Education and Training's Advancing Queensland plan, Every Student Succeeding. In partnership with achievement, we work hard to promote student wellbeing and value the contribution of our community and families. Our improvement agenda for 2017 is as follows:

- Maximise Achievement in the Curriculum
 - Curriculum Clarity
 - Evidence Driven Instruction
 - Teaching with a Literacy Focus
 - Monitor Learning
- Early Years Levelled Reading- Achieve Regional PM Indicators
 - Prep > level 8
 - Yr.1 > level 16
 - Yr.2 > level 20

The specific Actions, Timelines and Areas of Responsibility can be found in our Annual Implementation Plan that is located on the front page of our school website.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	633	320	313	79	95%
2015*	565	293	272	66	93%
2016	541	278	263	72	97%

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 2016, 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

Overview

East Ayr State School's population proudly reflects the community of the Burdekin District. Our school uses diversity and promotes inclusion in order to build resilient, understanding and respectful citizens. The students of East Ayr State School represent a range of socio-economic situations, cultural backgrounds, indigenous and non-indigenous families and some classifications of disability. Our enrolment trends indicate that more families in our district are choosing East Ayr State School as their preferred education option in the Burdekin.

Average Class Sizes



The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	23
Year 4 – Year 7	27	26	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

East Ayr State School privileges the role of systematic curriculum delivery. We know and understand that school improvement can only occur in the classroom. We have a cohesive and structured curriculum delivery plan that ensures consistent teaching and learning expectations. The salient features of our approach are:

- We teach, assess and report on the Australian Curriculum from Prep to Yr.6 for the following subjects/ learning areas:
 - English
 - Mathematics
 - Humanities and Social Sciences (History and Geography)
 - Health and Physical Education
- We are continuing to use the Queensland Curriculum for The Arts and Languages.
- We use a whole school approach to supporting all students learning that includes differentiation, focused teaching and Intensive teaching for that students that require it.
- Our Planning and Pedagogical Framework is built around the departments Dimensions of Teaching and Learning framework. Staff at East Ayr State School work collaboratively to understand the curriculum and work out precisely what our students need to know and be able to do. We use the Instructional Coaching Cycle to build teacher and leader capability. We highly value monitoring and moderation practices to support student success.

Co-curricular Activities

A range of extra curricula activities are provided across Prep-Year 6 at East Ayr State School. These include:

- Prep-2 – Excursions directly related to learning (Billabong Sanctuary, Library Visits, Reef HQ), Junior Sports Carnival, Burdekin Festival of Arts, Easter activities days, Family Dance Night, School Disco's, Show Work Displays
- Year 3-6 – Excursions directly related to learning (Jezzine Barracks, Museum, Mungalli Falls Camp, Magnetic Island Camp), Instrumental Music Program, School Musical, Interschool Sport and Carnival Days, Intra-school Sport, iPad Club, Burdekin Festival of Arts, Show Work Displays.

How Information and Communication Technologies are used to Assist Learning

East Ayr State School is committed to enhancing the ICT capabilities of all its learners. At our school technology is used to improve our ways of working and to make complex tasks easier to complete. We have significantly improved student access to technology. With the help of our Parent and Citizen's committee, we have added an additional computer lab to the school and have purchased another class set of iPads. Students use this technology to help demonstrate their learning and enhance their access to class tasks and the required thinking of the curriculum.

Social Climate

Overview

East Ayr State School adopts a Positive Behaviour approach to Learning (PBL). Behavioural expectations are explicitly taught to the whole school community. Our focus rules are defined for all areas of our school under the broad headings of Respect, Responsibility, Safety and the value of being a Learner. Each fortnight we preview our focus rules on assembly with the students and the teaching staff reinforce this information in their classroom. Focus rules are selected in a manner that is both proactive and responsive to our school community needs. This targeted approach yields an outstanding attendance rate of approximately 96% and very little Student Disciplinary Absences. Students are rewarded for following our school rules and contributing to our community in positive ways.



Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	97%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	98%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	98%	90%	96%
their child is making good progress at this school* (S2004)	95%	90%	98%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	89%	98%
teachers at this school motivate their child to learn* (S2007)	97%	97%	100%
teachers at this school treat students fairly* (S2008)	96%	93%	98%
they can talk to their child's teachers about their concerns* (S2009)	97%	89%	98%
this school works with them to support their child's learning* (S2010)	95%	93%	94%
this school takes parents' opinions seriously* (S2011)	96%	84%	93%
student behaviour is well managed at this school* (S2012)	95%	90%	96%
this school looks for ways to improve* (S2013)	96%	100%	98%
this school is well maintained* (S2014)	97%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	98%	98%
they like being at their school* (S2036)	91%	97%	98%
they feel safe at their school* (S2037)	98%	96%	99%
their teachers motivate them to learn* (S2038)	98%	100%	99%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	98%
teachers treat students fairly at their school* (S2041)	90%	94%	96%
they can talk to their teachers about their concerns* (S2042)	94%	93%	94%
their school takes students' opinions seriously* (S2043)	93%	94%	99%
student behaviour is well managed at their school* (S2044)	93%	92%	97%
their school looks for ways to improve* (S2045)	97%	99%	98%
their school is well maintained* (S2046)	99%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	97%	98%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	98%
they feel that their school is a safe place in which to work (S2070)	98%	98%	100%
they receive useful feedback about their work at their school (S2071)	92%	92%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	100%	83%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	98%
student behaviour is well managed at their school (S2074)	98%	98%	100%
staff are well supported at their school (S2075)	96%	80%	93%
their school takes staff opinions seriously (S2076)	94%	80%	92%
their school looks for ways to improve (S2077)	96%	98%	100%
their school is well maintained (S2078)	90%	88%	100%
their school gives them opportunities to do interesting things (S2079)	93%	90%	93%

* 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

Parent and community engagement is an important consideration of each and every day at East Ayr State School. The school vision of 'loving our school' and being a strong, proud community is at the heart of both formal and informal interactions that we have with our community. We use a variety of reach in and out reach strategies in order to create and maintain an accountable outward facing organisation. The school administration works in partnership with the Parents and Citizen's Association to enhance the tone and aesthetics of the school. We offer opportunities for parents and families to meet with classroom teachers to discuss student learning and foreground curriculum intent. We use social media to connect our community to the classroom. We have over 790 people who follow our Facebook page, this includes other schools and school leaders. We liaise with families of diverse learners in order to support their learning and wellbeing- this includes the consideration of student's curriculum provision.

Respectful relationships programs

East Ayr State School works extremely hard to create and promote a safe and supportive learning environment. The wellbeing of each and every student starts with an understanding of personal safety and awareness. We use the Curriculum into the Classroom (C2C) resource for Health and Physical education to ensure that we are both meeting the requirements of the Australian Curriculum and imparting essential information about healthy and respectful relationships. The C2C resources was developed in consultation and other departmental organisations to ensure a strong response to personal and community safety issues.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	13	11	31
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

Environmental Footprint

Reducing the school's environmental footprint



In 2016 East Ayr State School continued its partnership with the Burdekin Shire Council to promote wise water usage. We operate all amenities facilities using bore water and actively promote water conservation methods with the students.

Power consumption is encouraged with all staff and in all classrooms. We switch off all lights and air conditioners when a room is not in use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	325,839	0
2014-2015	335,005	
2015-2016	101,123	

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.

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 <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

Sector:
 Government
 Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	50	19	<5
Full-time Equivalents	42	13	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	10
Bachelor degree	40
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$28 000.

The major professional development initiatives are as follows:

- Quality Teaching and Learning processes to build staff assessment literacy
- Year Level Curriculum Unit Analysis
- Teacher Leaders Initiative- Demonstration Classrooms
- Beginning Teacher Mentoring
- Early Years Reading Instruction
- National School Improvement Tool training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	85%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

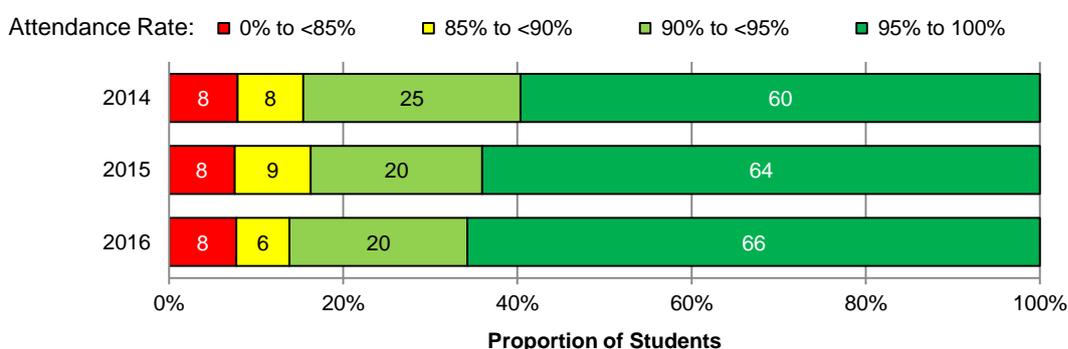
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	95%	94%	93%	94%	95%	95%					
2015	94%	96%	95%	95%	94%	94%	95%						
2016	94%	94%	95%	95%	95%	95%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Proactive approaches to managing school attendance were built upon in 2016. Strategies included:



- Daily tracking of student attendance. Including roll electronic roll marking being completed twice a day.
- Same day notification for families of absent children- combination of text messaging service and personal phone calls.
- Positive reinforcement for students attending 95% or Above (Postcards/Letters Home)
- Weekly absence reports followed up upon
- Use of absenteeism hotline (school mobile number)
- Regular updates in school newsletter
- Activating the “Every Day Counts” Policy and Student Wellbeing Framework
- Specific student monitoring to close the gap through designated Teacher Aide Time
- Regular home visits to assist as required

NAPLAN

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.

Find a school

Sector:

Government

Non-government

SEARCH

Where it states ‘**School name**’, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school’s *profile* webpage.

School 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.