

Ayr East State School (0908)

Queensland State School Reporting

2012 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Throughout 2012 East Ayr State School continued to offer a learning environment that fostered academic and social-emotional growth for the 610 students in Prep to Year 7. The following sections of this report provide a snapshot of the school in areas common to all schools. Staff and families are proud of the reputation that East Ayr SS holds in the Burdekin District. Readers wanting to know more about East Ayr SS are encouraged to visit the school's website www.ayreastss.eq.edu.au as well as weblinks provided above.

School progress towards its goals in 2012

The priorities for 2012 were:

- The teaching and learning of Reading
- The teaching and learning of Spelling
- The teaching and learning of Number
- The implementation of the Australian Curriculum in English, Maths and Science from Prep to Year 7
- Improve the attendance of Indigenous students
- Improve staff digital pedagogy

Our NAPLAN results for 2012 continue to show comparable school mean outcomes to the state and posted improvements in the following areas: Year 3 reading/writing - Year 5 reading/writing/spelling/numeracy - Year 7 spelling. In national comparisons, Year 3 & 5 showed significant reduction in the number of students in the lower 20% as well as an increase in students in the upper 20% of most strands of the NAPLAN testing. Year 7 maintained comparable mean scores to the state in all strands and comparable to the nation in writing, spelling and numeracy.

Student and staff access to ICT improved in 2012 with the continued upgrades to fixed and wireless data access as well as interactive technology in the form of interactive whiteboards in all classes.

Staff were supported in their engagement with the Australian Curriculum by regional and school based support staff and professional development shared across a number of other schools in the Burdekin district. By the end of 2012 staff had developed a whole school overview of the 'teaching of reading' at East Ayr SS. Teaching staff were engaged in developing their skills and expertise in the area of reading through a mentoring and coaching model with a school based 'literacy coach'.

The 'enviro' club has continued to encourage students to actively involved in a number of projects – chickens, vegetable gardening, mulching/weeding, worm farming and aluminium can recycling.

Future outlook

The focus for 2013:

- Continue to build on the implementation of the Australian Curriculum – English, Maths, Science & History
- Target the explicit teaching of reading
- Develop a school-wide pedagogical framework
- Develop staff skills in 'cooperative teaching & learning practices and front-ending the assessment task in unit planning
- Closing the Gap in both attendance and academic achievement for indigenous students

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	582	311	271	95%
2011	600	311	289	97%
2012	610	312	298	95%

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

Characteristics of the student body:

East Ayr State School was first open in 1952. East Ayr (ICSEA: 946) is the largest primary school in the Burdekin Shire with 610 full time students enrolled in 2012. An enrolment management plan was implemented in 2005 to better manage the rapid increase in student enrolments. This plan caps enrolments at 621 to ensure that the school's facilities are able to cater for each year's student enrolment. This plan is currently under review.

Students from 390 families attend East Ayr SS. While the majority of students have an English speaking background there a variety of cultural values that influence their home experiences. Being a school in the Burdekin, East Ayr SS students are representative of many cultures such as Italian, Greek, Korean, Indian, Spanish, Croation,.... 10% of the school population are indigenous students.

In 2012, we catered for 26 students who had special needs. These students were identified as Intellectually Impaired, Speech Language Impaired, Autism Spectrum Disorder or Visually Impaired. These students are fully integrated with our mainstream classes and supported by our Special Education teachers and teacher aides.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	25	23
Year 4 – Year 10	24	25	24
Year 11 – Year 12	n/a	n/a	n/a

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	5	6	8
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

East Ayr State School operates a co-educational Preparatory to Year Seven structure. All classes draw from the state 'Curriculum to Classroom' (C2C) to deliver the Australian Curriculum in English, Mathematics and Science. A whole school focus on Literacy is implemented within the school. Currently Year One to Year Three implements a successful Reading and Writing program from 9.00am-11.00am four days per week. Jolly Phonics is used as a supporting teaching resource in Preparatory and Year for the development of phonics.

Students identified as requiring additional support have programs developed by the Support Teachers for Literacy and Numeracy, Teachers in the Special Education Program, Advisory Visiting Teachers and Class Teachers. East Ayr State School runs intervention programs in spelling and reading. We also develop and implement Individual Education Plans for identified students.

A distinctive behavioural program provides students with social skilling (Sensible Choices) and self-esteem (Rock & Water) programs that are delivered by trained staff.

The Physical Education program at East Ayr State School is implemented by a specialist teacher and encourages skill development and maximum participation in swimming, athletics, dance, ball games and minor games. Students in Year One to Five participate in swimming lessons conducted by qualified instructors. Interschool sports are available each term for students in Year Six and Seven. Students in Year Four and Five participate in Intra-School sport each week. East Ayr State School has a proud sporting tradition that is recognised in the District and throughout North Queensland. East Ayr State School has provided thirteen Queensland representatives in team and individual sports over the past 15 years.

2012 has been the final year of the Italian LOTE program. Japanese is planned to be the LOTE taught in the Burdekin schools in 2013.

The school offers a class music program for Preparatory Year to Year Seven.

East Ayr State School is part of the School Chaplaincy Program and has a School Chaplain based at our school for two days each week. The Chaplaincy Service runs a "Brekkie Club" each Tuesday morning. This very successful program is open to all students.

Extra curricula activities

- East Ayr State School runs an excellent Environmental club that is responsible for the development of gardening and recycling programs. The group's main projects include aluminium can recycling, vegetable and fruit gardens, worm farms
- Students in Year Five, Six and Seven have the opportunity to be involved with school's Instrumental Music program. The focus for this program is around brass, woodwind and percussion instruments.
- Preparatory students are involved in "Learning Connections" program each day. This program assists students to develop their motor coordination and social skills.
- The school sports program involves all students from Preparatory to Year Seven. All year levels participate in the annual cross country/fun run and athletics carnival in Term Two.
- "Wednesday Club" is run by the Special Education unit: students are encouraged to bring a friend to engage in a variety of games and computer programs. A "Chill Out" club is also run for the Year seven students.
- Reading Club operates very fortnight. This is organised by our year seven students and overseen by our Literacy Coach. Students are encouraged to read a book over the weeks and discuss the features during an informal get together. All students in the school are encouraged to attend.

How Information and Communication Technologies are used to assist learning

East Ayr State School has 255 computers on campus. Students from Preparatory to Year Seven have access to computers in their classroom and computer laboratory. Individual and small group work can be carried out in classrooms while whole class lessons are conducted in the computer laboratory. All computers are connected to the local area network and the internet. All classrooms from Preparatory to Year Seven and the Resource Centre are connected via fibre optic cable or wireless to the school router and servers. All Prep to Year Seven classrooms have interactive whiteboards. Teachers use these on a daily basis to enhance the Australian curriculum and access the C2C resources. Teachers and students use computers as a major communication tool, an integral part of their planning and presentation. A class set (25) notebook computers are situated in the Year One and Two area for these children to use. The resource centre houses twenty-five laptops for the use of Year 7, these computers access the wireless facilities in this area.

Social climate

The Responsible Behaviour Plan for Students underpins the behaviour management policies at East Ayr State School. A variety of social skills programs are conducted with the assistance of the Behaviour Management Support teachers who are based at East Ayr State School. We have implemented a variety of proactive strategies from Wilson McCaskill and the 'Rock and Water' program with the Year four, five, six and seven classes. The students in Preparatory, Year one, two and three are involved with the 'Sensible Choice' and 'You Can Do It' program. Individual behaviour plans for identified students are implemented when required. These are discussed with

Our school at a glance

the class teacher and the Behaviour Management Support Teacher and then presented to the student and parents/care givers. Students requiring support with learning or those identified as being at risk have access to school and community support personnel.

Parent, student and staff satisfaction with the school

98.1% of students believe that at East Ayr State School they receive a good education. They are happy to go to school, they like the buildings and facilities. Students rated the assistance they receive from teachers highly.

100% of parents believe that East Ayr is a good school with 99.6% saying that their children receive a good education at East Ayr SS. Parents rated the school highly in that we deliver a variety of school activities for their students. They are happy with the management of the school and there is a 100% parent satisfaction in the way the students' English and Maths skills are being developed.

Staff morale is relatively high at East Ayr State School with 91.8% of our workforce believing that the school gives them opportunities to improve their skills.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.6%
this is a good school	100.0%
their child likes being at this school*	96.6%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	96.6%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	93.1%
teachers at this school motivate their child to learn*	96.4%
teachers at this school treat students fairly*	93.1%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	93.1%
student behaviour is well managed at this school*	96.6%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	98.1%
they like being at their school*	95.2%
they feel safe at their school*	97.1%
their teachers motivate them to learn*	99.0%
their teachers expect them to do their best*	99.0%
their teachers provide them with useful feedback about their school work*	98.1%
teachers treat students fairly at their school*	94.3%
they can talk to their teachers about their concerns*	92.4%
their school takes students' opinions seriously*	87.6%

Our school at a glance

student behaviour is well managed at their school*	94.3%
their school looks for ways to improve*	98.1%
their school is well maintained*	98.1%
their school gives them opportunities to do interesting things*	98.1%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	91.8%
with the individual staff morale items	84.4%

* 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

The parents at East Ayr State School are integral in the development of students' academic and social growth. Parents help out in all classrooms, at the tuckshop, with school excursions, school camps, inter and intra school sports. Parents are involved with school decision making via the School Budget Team, School Fundraising Team and the Parents and Citizens Association.

Parents are invited to attend a class information session in February and Parent Teacher reporting in June and October to understand how their child will learn and what support they can offer to their child.

The P&C is an active and supportive organization, keen to assist the school leadership team continue to develop and grow a school that provides a high standard of education to all students.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	271,114	15,868
2010-2011	266,597	7,331
2011-2012	302,349	9,305

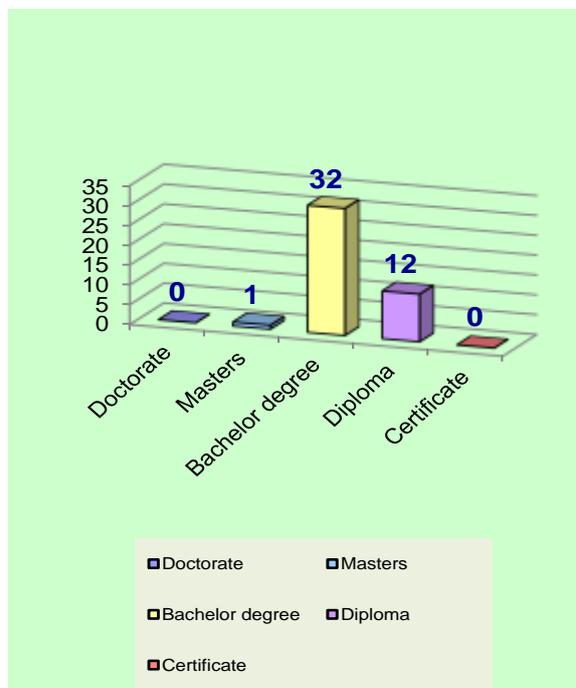
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	45	23	<5
Full-time equivalents	38.6	13.8	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	32
Diploma	12
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$26 246.67.

The major professional development initiatives are as follows:

- KAGAN: cooperative strategies in teaching reading
- Into the Book strategies for teaching reading comprehension
- Planning for ACARA History implantation
- Unpacking English C2C Units
- QASSP Principal Conference
- Principal Business Days
- PLC Meetings
- Poverty Workshop
- ACARA Moderation & Assessment Workshop Linking Science Primary Connections to C2C

Our staff profile

- Illuminate Sessions re C2C Implementation

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

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.1%	96.7%	95.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82.9% 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/>.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

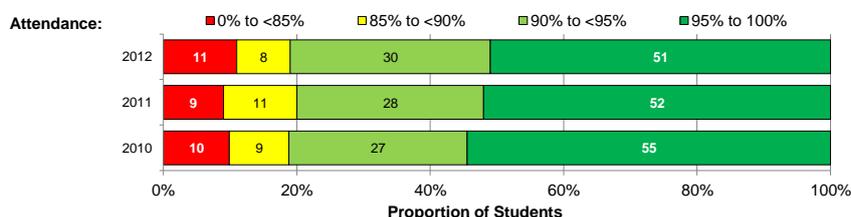
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	94%	92%	93%	93%	94%	94%	n/a	n/a	n/a	n/a	n/a
2011	92%	94%	94%	92%	93%	93%	95%	n/a	n/a	n/a	n/a	n/a
2012	94%	92%	94%	94%	93%	93%	93%	n/a	n/a	n/a	n/a	n/a

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 policies, SMS-PR-029: Managing Student Absences and SMS-P036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class Rolls are marked electronically in OneSchool each morning by the class teacher and again in the afternoon. Office staff update any absence reasons when notified by parents either directly or via class teachers.

Students who have three or more "unexplained" absences are identified weekly and parent/caregivers are contacted by phone. Letters are sent to these parent/carers seeking an explanation when these absences remain unexplained. These letters include a section that allows for explanations to be recorded and returned to school. Indigenous absences are followed up by one of our Indigenous Teacher Aides who visits families each week.

Parents of students whose attendance continues to cause concern are sent "official" letters of explanation asking them to attend an interview with one of the Administration Team.

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/>.

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Performance of our students

Find a school

Search by school name

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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

Use your school's 'Closing the Gap Report' to make a summary statement about the school's progress on closing the gap between the performance of Indigenous and Non-Indigenous students in your school. Your response should include reference to attendance, attainment, and retention.

The East Ayr State School enrolment include seventy-nine students who identified themselves as Aboriginal or Torres Strait Islander. In 2012 our efforts will continue to focus on closing the gap between Indigenous and Non-Indigenous students in Reading, Writing, Number and Attendance. We employ a teacher to work with Indigenous students in their classrooms during English and Mathematics lesson times. Teacher aides are employed to assist Indigenous students in classroom activities and liaise with families. An

Indigenous Teacher aide liaises with families on a weekly basis to assist in school attendance.

The following sections relate only to schools with senior secondary students. Please delete if not applicable.

Performance of our students

Apparent retention rates Year 10 to Year 12

2010 2011 2012

Year 12 student enrolment as a percentage of the Year 10 student cohort.

Outcomes for our Year 12 cohorts

2010 2011 2012

Number of students receiving a Senior Statement.

Number of students awarded a Queensland Certificate Individual Achievement.

Number of students receiving an Overall Position (OP).

Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).

Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).

Number of students awarded an Australian Qualification Framework Certificate II or above.

Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.

Number of students awarded an International Baccalaureate Diploma (IBD).

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5 OP 6-10 OP 11-15 OP 16-20 OP 21-25

2010

2011

2012

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I Certificate II Certificate III or above

2010

Performance of our students

2011

2012

As at 2 May 2013. The above values exclude VISA students.

Please write a brief description just of the types of Certificate I courses your students undertook. Leave this blank if there were no Certificate I students in your school in 2012.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Please write a brief description / statement about early leavers. Include mention of the school's approach to managing early leavers, and a general indication of where the early leavers move to (i.e., work study, overseas, interstate, etc).