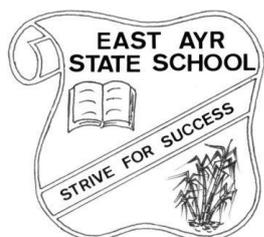


Ayr East State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Throughout 2015 East Ayr State School offered a learning environment that fostered academic and social-emotional growth for students in Prep-Year 6. 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 State School holds in the Burdekin District. Readers wanting to know more about East Ayr State School are encouraged to visit the school's website www.ayreastss.eq.edu.au as well as the web links provided above.

A renewed focus on the 2013 Teaching and Learning Audit identified a number of commendations and affirmations as outlined below.

- The explicit improvement agenda with a focus on reading needed to be sharp, narrow and aligned to the North Queensland Regional Regression Study
- The use of data needed to be looked at and short term data cycles sharpened and narrowed to the area of reading so case management and focussed intervention could occur.
- Parents, students and teachers reported that the school has developed a strong learning culture that values respectful relationships and learning expectations.
- Teachers working in year level teams with deep knowledge and understanding of C2C as a resource to ensure a consistent approach to teaching the curriculum.
- Continue to develop a whole school pedagogical framework.
- Provide professional development aimed at building staff members' data literacy skills and shared beliefs about teaching and learning
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.

- De-commercialise the programs through clear and explicit expectations in Prep-3 around reading, Phonics and Phonic Awareness
- Develop and align the school's professional learning plan to better support the explicit improvement agenda. Develop clear expectations to guide pedagogical practice within the designated improvement area.

School progress towards its goals in 2015 and FUTURE OUTLOOK 2016

Area	Key Actions	Progress	2016 FUTURE OUTLOOK
Reading Significant Progress and Partial Completion	<p>Clear and consistent expectations, language and teaching and learning practices, school alignment to regional and systemic targets with a focus on students in the Early Phase (learning to read) and Middle Phase (reading to learn).</p> <p>Putting Faces on the Data – school alignment to systemic and regional expectations to use data to inform teaching and learning</p> <p>identify instructional strategies to assist students to progress and achieve in Reading and Levels of Achievement in English and Mathematics</p>	<p>Significant progress made with a significant lift in the number of students reading at school and regional targets (designed to access the next year level curriculum).</p> <p>Every student case managed through rigorous data process around reading in early phase of learning (every 5 weeks) and every 10 weeks for middle phase. Some evidence of data being used to inform teaching</p> <p>Significant work done on the gradual release of responsibility in 2015 and using data to inform instruction.</p>	<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>
Curriculum Significant Progress and Partial Completion	<p>Realign and design clear whole school curriculum, assessment and reporting plan to ensure entitled curriculum is systematically delivered across</p> <p>Prep-6 Work as a team to collaboratively design and unpack the Dimensions of Teaching and Learning as the Pedagogical Framework for all teachers at East Ayr State</p> <p>School Provide intensive professional learning for teaching staff to work with Principal, Curriculum leaders and regional support staff to ensure clarity of professional knowledge in the Australian Curriculum and P-12 Curriculum Policy</p>	<p>Whole School Curriculum Plan (vertical alignment and roadmap of units) created and incorporates an alignment of the assessment and reporting frameworks (P-12 Curriculum, Assessment and Reporting Framework).</p> <p>Pedagogical Framework collaboratively designed and enacted across the majority of teachers in Prep-6.</p> <p>All teachers received intensive support to develop deep understanding of the P-12 Curriculum, Assessment and Reporting Framework, ACARA and unpack and align C2C units to the Australian Curriculum. Significant investment included a total of \$102000 in professional development through teacher release time.</p>	<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</p>

			and Student Academic Data in these areas).
Behaviour Significant Progress and Partial Completion	Align current Responsible Behaviour Plan to the Positive Behaviour Learning framework and Learning and Wellbeing Policy Establish 3-5 clear school rules as part of the review Enact recommendations from the Discipline Audit (2013)	Responsible Behaviour Plan now aligns to Positive Behaviour Learning and 4 school rules were identified through the consultation of PBL. Discipline Audit recommendations have been enacted and ready for full implementation in 2016 beyond.	Embed Positive Behaviour Learning through additional BST and HoD of Behaviour and Engagement. Continue to build capacity and capability in teachers around Essential Skills for Classroom Management

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	615	314	301	65	94%
2014	633	320	313	79	95%
2015	565	293	272	66	93%

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

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

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Students at East Ayr enjoy a positive and strong reputation built upon many generations of our school. Students come from a range of diverse socio-economic, cultural and family backgrounds, and in harmony are proud to be part of East Ayr. At East Ayr we cater for all learners and support students and their families through a range of proactive strategies.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	23	23
Year 4 – Year 7 Primary	25	27	23
Year 7 Secondary – Year 10			

Phase	Average Class Size		
	2013	2014	2015

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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	6	13	11
Long Suspensions - 6 to 20 days	0	0	1
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.

Curriculum delivery

Our approach to curriculum delivery

In 2015 the school whole school curriculum, assessment and reporting framework was aligned to the Australian Curriculum and Queensland Curriculum time allocations. Units were mapped to ensure that the curriculum had vertical alignment and resources required for student learning were purchased.

Significant professional development of teachers occurred to ensure a deep understanding of curriculum knowledge was focused upon for students to successfully access, progress and achieve in criterion based assessment required by the curriculum authorities.

Each year level was released for significant hours per unit to plan and develop a shared belief and understanding of curriculum requirements for monitoring, summative and inquiry based learning.

The school's whole school curriculum plan was fully developed and provided the necessary roadmap for teaching and learning.

In 2015 the school Pedagogical Framework was developed through a wide consultation and approval process. The Pedagogical Framework is built upon the Dimensions of Teaching and Learning and can be found at www.ayreastss.eq.edu.au

Extra curricula 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 (Bilabong 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, Intraschool Sport, Ipad Club, Burdekin Festival of Arts, Show Work Displays.

How Information and Communication Technologies are used to improve learning

In 2015 a full audit of ICT's was conducted to inform a ICT Futures plan to address shortfalls. Current practice of ICT's includes the following:

- Laptops available for Year 5 and 6 students

- Ipads are used to assist in intervention programs
- School computer labs (x2) are regularly used for the publishing of school work
- Interactive Whiteboards across Prep-6 are used daily
- ICT capabilities (particularly in the early phase of learning) requires focus

Social Climate

East Ayr State School commenced auctioning the Discipline Audit recommendations in 2015. The school made significant progress towards aligning current practices with Positive Behaviour Learning in consultation with students, staff and parents. An active committee was formulated and the school employed additional Behaviour Support Teacher time to maintain current proactive behavioural programs (social skills, Rock and Water, Peer Mediation) and redevelop the Responsible Behaviour Plan with Principal in readiness for full implementation in 2016.

The school employs a Chaplain (two days per week) and a Guidance Officer (3 days per week) who are employed to support students directly. The school realigned the referral processes to enable case management of students requiring Tier 2 and Tier 3 interventions to be prioritized.

Overall student, staff and parents are satisfied with the social climate of the school, signified through the 100% satisfaction of liking being at this school and response to this is a good school 100%.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	98%	97%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	98%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	98%	90%
their child is making good progress at this school (S2004)	100%	95%	90%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	95%	89%
teachers at this school motivate their child to learn (S2007)	100%	97%	97%
teachers at this school treat students fairly (S2008)	97%	96%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	89%
this school works with them to support their child's learning (S2010)	100%	95%	93%
this school takes parents' opinions seriously (S2011)	100%	96%	84%
student behaviour is well managed at this school (S2012)	100%	95%	90%
this school looks for ways to improve (S2013)	100%	96%	100%
this school is well maintained (S2014)	100%	97%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	98%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they like being at their school (S2036)	96%	91%	97%
they feel safe at their school (S2037)	98%	98%	96%
their teachers motivate them to learn (S2038)	100%	98%	100%
their teachers expect them to do their best (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	97%	98%
teachers treat students fairly at their school (S2041)	95%	90%	94%
they can talk to their teachers about their concerns (S2042)	97%	94%	93%
their school takes students' opinions seriously (S2043)	94%	93%	94%
student behaviour is well managed at their school (S2044)	96%	93%	92%
their school looks for ways to improve (S2045)	99%	97%	99%
their school is well maintained (S2046)	97%	99%	97%
their school gives them opportunities to do interesting things (S2047)	98%	97%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	100%	96%
they feel that their school is a safe place in which to work (S2070)	98%	98%	98%
they receive useful feedback about their work at their school (S2071)	92%	92%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	81%	100%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	98%	98%	98%
staff are well supported at their school (S2075)	95%	96%	80%
their school takes staff opinions seriously (S2076)	93%	94%	80%
their school looks for ways to improve (S2077)	98%	96%	98%
their school is well maintained (S2078)	97%	90%	88%
their school gives them opportunities to do interesting things (S2079)	91%	93%	90%

'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 P and C Association is a small and active group at East Ayr State School. The P and C made significant contributions to the school through funding two playground upgrades and learning resources in 2015. The P and C operates the school tuckshop and the ownership and sole rights of selling the signature "Chook Shirt". The P and C also assisted the school in providing catering for the school disco's, Family Dance Night and Sports Carnivals which were the main sources of fundraising for the association in 2015.

The school proudly has a number of parents/carers that volunteer daily for student learning in classrooms. Parents/Carers are encouraged by school staff to actively be part of the learning through assisting on school camps, learning excursions and other extra-curricula activities.

School information evenings are well attended at the start of each year and Parent/Teacher Interviews were also well attended in 2015.

Parents are invited to attend observances such as Anzac Day which are also well attended and supported.

Parents and grandparents regularly attend school parades, particularly in the early phase of learning (Prep-2). These parades are significant as they enable key messages and celebrate student learning and behavioural improvements, progress and achievements.

Our school publishes a newsletter fortnightly which is also available via email and through the website and Q Schools sites. A focus in 2016 and beyond is to further improve communication through digital technologies.

Our school has a number of reciprocal and significant partnerships with local community organisations (Burdekin Shire Council, Adopt a Councillor, Adopt a Cowboy, Reef Guardian as examples) and our local State High School (Ayr State High School) and our feeder kindergartens and day care centres.

Reducing the school's environmental footprint

In 2015 East Ayr made significant progress regarding water consumption through working in partnership with local council and Business Assets to maintain pipes and reduce the consumption of town water. The two tanks are now fully utilized.

The power consumption continues to be a focus with the re-installation of awareness raising for all staff and students regarding power. A power audit was conducted and findings shared to assist people to understand what was consuming a lot of electricity.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	316,440	2,892
2013-2014	325,839	0
2014-2015	335,005	

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

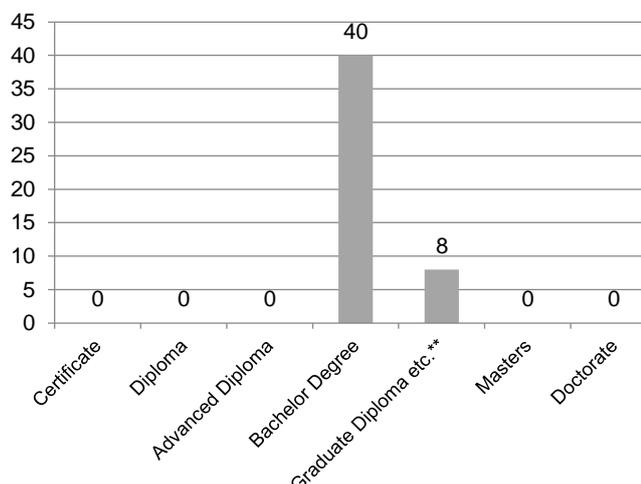
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	25	<5
Full-time equivalents	39	15	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	40
Graduate Diploma etc.**	8
Masters	0
Doctorate	0
Total	48



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$136 000

The major professional development initiatives are as follows:

Year level planning

North Queensland Region - Quality Teaching and Learning

Professional Learning each staff meeting – Reading, School Improvement Agenda, National School Improvement Tool, Inclusive Education (referral and ICP process), Reading in the Early Years, Reading in the Middle Phase, School based moderation protocols, processes, Quality Assurance

First Aid

Coaching in the Early Phase

4 Lesson Sequence for Reading- individual coaching

PM Benchmarking and Analysis

3 Cueing System

Phonics and Phonemic Awareness

Data Literacy to inform Practice

Pedagogical Framework – each of the parts of the framework unpacked and collaboratively agreed upon

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	88%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

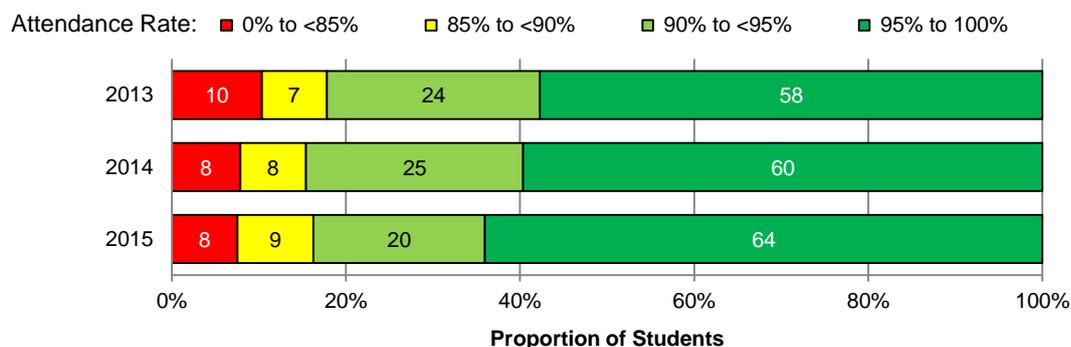
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	93%	94%	94%	94%	94%	93%	94%					
2014	94%	94%	95%	94%	93%	94%	95%	95%					
2015	94%	96%	95%	95%	94%	94%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 2015. Strategies included:

- Daily tracking of student attendance
- 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

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**.

Find a school

Where it says **'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.