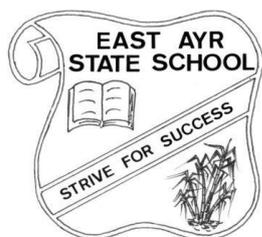


Ayr East State School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 951 Ayr 4807
Phone	(07) 4783 0222
Fax	(07) 4783 0200
Email	the.principal@ayreastss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Helen McCullough (Principal)

Principal's foreword

Introduction

Throughout 2014 East Ayr State School continued to offer a learning environment that fostered academic and social-emotional growth for 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 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.

The school continued to work 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 has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP).
- Short term data cycles are being used in the school, to target areas of the curriculum identified by the classroom teacher as requiring focussed intervention. Internal data shows clear evidence of student progress against the prescribed learning goals.
- Parents, students and teachers reported that the school has developed a strong learning culture that values respectful relationships and learning expectations.
- Teachers are working in year level teams 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.
- 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.
- Use the short term data cycles to further develop specific targets for improvement at cohort and individual student level to inform and guide individual teacher planning. Ensure that these targets are accompanied by clear timelines and monitored to track and report on progress to parents.
- 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. Use internal data to assist teachers to

School progress towards its goals in 2014

In 2014 East Ayr State School worked towards a series of documented goals including:

- Utilising One School Functions as part of teaching and learning
- Transitioning Year 7 to Secondary School
- Working towards recommendations of the Teaching and Learning and Discipline Audits (2013) including developing a Pedagogical Framework and documenting a systematic whole school curriculum, assessment and reporting plan with a focus on c2c units
- Implementing Literacy Coaching as part of the National Partnership Literacy
- Short Term Data Cycles
- Implementing the Australian Curriculum in English, Maths and Science from Prep to Year 7

- Focus on data to influence the teaching of reading – Literacy Coach and the Support Teacher Literacy & Numeracy guided staff to increase their data literacy in reading and linked practice to student needs;
- Improving student attendance through parent awareness of 'Every Day Counts' and structured learning programs through targeted Closing the Gap program

Future outlook

For the 2015 school year the substantive Principal will take up duty. The future outlook for the 2015 school year continues to focus on:

Reading

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).

Putting Faces on the Data – school alignment to systemic and regional expectations to use data to inform teaching and learning and identify instructional strategies to assist students to progress and achieve in Reading and Levels of Achievement in English and Mathematics

Curriculum

Realign and design clear whole school curriculum, assessment and reporting plan to ensure entitled curriculum is systematically delivered across 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 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

Behaviour

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)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	610	312	298	95%
2013	615	314	301	94%
2014	633	320	313	95%

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

Characteristics of the student body:

The students of East Ayr State School are highly self-motivated and behavior issues are minimal. Students work with each other and all members of the team to maintain the high standards of behavior, learning and community participation.

East Ayr State School was first open in 1952. East Ayr (ICSEA: 946) is the largest primary school in the Burdekin Shire with 633 full time students enrolled in 2014. An enrolment management plan, implemented in 2005 to better manage the rapid increase in student enrolments was reviewed in 2013 resulting in an increase of the enrolment cap to 670.

Students from 407 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 2014, we catered for a number of students who had special needs. These students were identified as Intellectually Impaired, Speech Language Impaired, Autism Spectrum Disorder, Physically Impaired 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		
	2012	2013	2014
Prep – Year 3	23	22	23
Year 4 – Year 7 Primary	24	25	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	8	6	13
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

East Ayr State School operates a co-educational Preparatory to Year Seven structure. All classes use 'Curriculum to Classroom' (C2C) as a resource to deliver the Australian Curriculum in English, Mathematics and Science.

- A distinctive behavioural program provides students with social skilling (Sensible Choices) and self-esteem (Rock & Water). These programs are delivered by qualified Behaviour Support Teachers.
- 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.

Extra curricula activities

East Ayr's Family Dance Night provided a wonderful opportunity for the students to showcase the dance component of the school's Physical Education program with the Ayr community

- 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 were involved in the '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 Student Leadership program involves our school and house captains, class representatives and peer mediators. They take an active role in a variety of school activities and programs from school discos, sports events, talent shows and fundraisers to providing feedback to school reviews such as the Responsible Behaviour Plan and the Teaching and Learning Audit.

How Information and Communication Technologies are used to assist learning

Each class has immediate access to 3 to 4 computers within their classroom as well as access to a class lab of desktop computers. A class set of laptops and a class set of notebooks are available for flexible use throughout the school. iPads have been introduced into the Special Education program to provide differentiated access to the curriculum. All classrooms are furnished with an Interactive Whiteboard. All classrooms and learning areas are connected via fibre optic cable or wireless to the school router and servers. 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.

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 Prep, 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 the class teacher and the Behaviour Management Support Teacher and then presented to the student.

and parents/caregivers. 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	97%	98%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	97%	100%	98%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	98%
their child is making good progress at this school* (S2004)	97%	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	97%	95%
teachers at this school motivate their child to learn* (S2007)	96%	100%	97%
teachers at this school treat students fairly* (S2008)	93%	97%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	100%	100%	95%
this school takes parents' opinions seriously* (S2011)	93%	100%	96%
student behaviour is well managed at this school* (S2012)	97%	100%	95%
this school looks for ways to improve* (S2013)	100%	100%	96%
this school is well maintained* (S2014)	100%	100%	97%

Parent, student and staff continue to indicate their strong satisfaction in all aspects of East Ayr State School. The response from parents in 2014 showed a slight gain from 2013.

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	98%	98%	98%
they like being at their school* (S2036)	95%	96%	91%
they feel safe at their school* (S2037)	97%	98%	98%
their teachers motivate them to learn* (S2038)	99%	100%	98%
their teachers expect them to do their best* (S2039)	99%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	97%
teachers treat students fairly at their school* (S2041)	94%	95%	90%
they can talk to their teachers about their concerns* (S2042)	92%	97%	94%
their school takes students' opinions seriously* (S2043)	88%	94%	93%
student behaviour is well managed at their school* (S2044)	94%	96%	93%
their school looks for ways to improve* (S2045)	98%	99%	97%
their school is well maintained* (S2046)	98%	97%	99%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school gives them opportunities to do interesting things* (S2047)	98%	98%	97%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	100%
they feel that their school is a safe place in which to work (S2070)		98%	98%
they receive useful feedback about their work at their school (S2071)		92%	92%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		98%	98%
staff are well supported at their school (S2075)		95%	96%
their school takes staff opinions seriously (S2076)		93%	94%
their school looks for ways to improve (S2077)		98%	96%
their school is well maintained (S2078)		97%	90%
their school gives them opportunities to do interesting things (S2079)		91%	93%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The East Ayr State School Parents and Citizens Association works with the school leadership team to develop and grow a school that provides a high standard of education to all students. Their fundraising efforts supported the school significantly and assisted to provide classroom resources, update desktop computers and increase student access to laptops and maintain sun safe practices through the provision of sun cream for all classrooms.

The P&C was actively involved in a number of events that brought the wider Burdekin community together - Family Dance Night and Intra and Inter School Athletics Carnivals.

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 and inter and intra school sports. Parents are involved with school decision making via the School Opinion Surveys, the Teaching and Learning Audit, 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 is learning and what support can be offered to their child.

Reducing the school's environmental footprint

Water is sourced from the town water supply as well as from the bore located within the school grounds. A deliberate attempt was made in 2014 to irrigate ovals and school surrounds from the underground aquifer leading to reduction in water consumption from the town water supply. While the increase in the use of the bore pump has led to a rise in electricity use, the cost in water savings adequately compensates the much smaller increase in electricity charges.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	302,349	9,305
2012-2013	316,440	2,892

2013-2014

325,839

0

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.

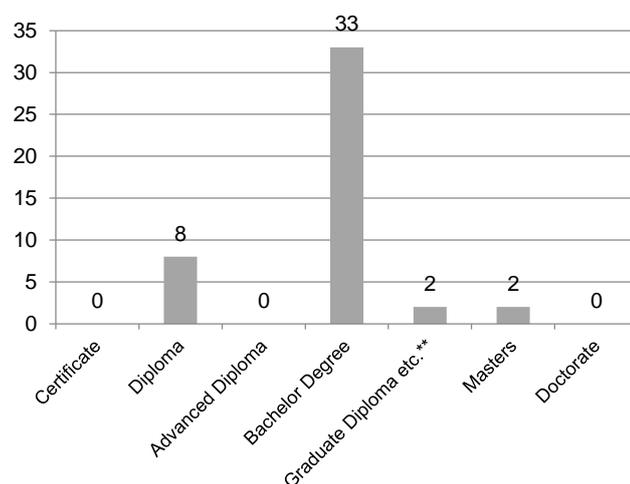
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	50	23	<5
Full-time equivalents	39	14	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.**	2
Masters	2
Doctorate	0
Total	45



*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 2014 were \$15303

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Interschool moderation processes for C2C assessments
- Implementation of the Australian Curriculum
- Unpacking the reading and writing demands of the Australian Curriculum
- One School

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

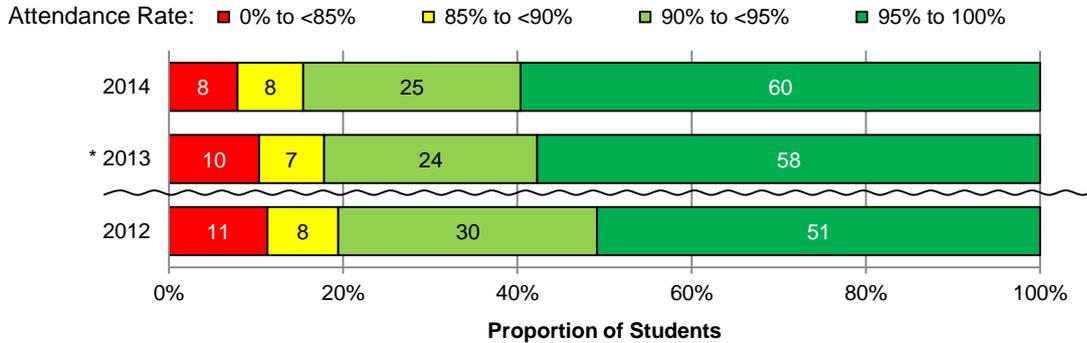
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	92%	94%	94%	93%	93%	93%					
2013	93%	94%	94%	94%	94%	93%	94%					
2014	94%	95%	94%	93%	94%	95%	95%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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.

Class Rolls are marked electronically in One School 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.

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/>.

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

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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

Student enrolment at East Ayr State School includes 65 students who identified themselves as Aboriginal or Torres Strait Islander. In 2014 our efforts continued to focus on closing the gap between Indigenous and Non-Indigenous students in academics and attendance. We employed a teacher to work with Indigenous students in their classrooms to target literacy skills. The gap in reading, writing and number between Indigenous and Non-Indigenous students was significantly less in Year 5 and 7 compared to Year 3.