

Ayr East State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Throughout 2013 East Ayr State School continued to offer a learning environment that fostered academic and social-emotional growth for the 615 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 weblinks provided above.

The 2013 Teaching and Learning Audit identified a number of commendations and affirmations as outlined below.

- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Expert Teaching Team and Systematic Curriculum Delivery.
- 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.
- External moderation with the neighbouring school is assisting teachers to develop their curriculum knowledge.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, Mathematics, History and Science and have reflected on how best to address the curriculum requirements for a diverse range of students.
- The class teachers have started to set learning goals with students for English and Mathematics, as part of a broader feedback framework. Feedback being provided to students is assisting them with their learning.
- Teachers are working in year level teams to ensure a consistent approach to teaching the curriculum.

The audit also provided a number of recommendations for the school to progress.

- Continue to develop a whole school pedagogical framework. Ensure clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student actions.
- Provide professional development aimed at building staff members' data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Support and encourage teachers to cater for individual differences by offering multiple means of representation, engagement and expression. Include this in planning documents and develop a framework to assist with the sharing of excellent practice across the school.
- 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 develop a self-reflective culture that is clearly focused on improved student learning.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

The priorities for 2013 as outlined in East Ayr State School's Annual Implementation Plan were:

- Implementing the Australian Curriculum in English, Maths and Science from Prep to Year 7 – History was added to the already implemented learning areas of English, Mathematics and Science;
- Building staff capacity – teaching staff received instruction and ongoing opportunities to unpack the reading and writing demands of the C2C units and make links to the Australian Curriculum. Staff also participated in moderation focus groups across a cluster of schools to build and refine their understanding of the assessment process. KAGAN Cooperative Learning strategies were the focus of staff learning with several staff implementing KAGAN strategies very successfully in their classroom. A Literacy Coach worked across all areas of the school to assist staff build capacity for the teaching and learning of literacy skills;
- 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;
- Differentiating for student learning needs – staff examined the Maker Model to record adjustments for content, process, product and learning environment;
- Developing productive partnerships within the school learning community – our Responsible Behaviour Plan was reviewed with school community feedback and the Essential Skills for Classroom Management were presented to staff to refresh whole school practice;
- Improving student attendance through parent awareness of 'Every Day Counts' and structured learning programs through targeted Closing the Gap program; and
- Conducted a Teaching and Learning Audit – significant improvement was noted by the external auditor with predominantly all six domains of the audit scoring a 'high' rating.

Future outlook

East Ayr State School's Priorities for 2014:

- Continued implementation of the Australian Curriculum: Maths, English, Science, History and Geography;
- Improve students achievement in Literacy and Numeracy;
- Embed the Art and Science of Teaching as the Pedagogical Framework at East Ayr;
- Embed gradual release model to teach new knowledge and skills;
- Use data to influence teaching strategies and student goals, review effectiveness of teaching practice and assess student learning;
- Cater for individual differences;
- Close the gap between attendance and learning outcomes of indigenous and non-indigenous students;
- Promote 'all day – every day' attendance; and
- Develop school leadership and school capacity to support school priorities.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	600	311	289	97%
2012	610	312	298	95%
2013	615	314	301	94%

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 615 full time students enrolled in 2013. 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 2013, we catered for 24 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		
	2011	2012	2013
Prep – Year 3	25	23	22
Year 4 – Year 7 Primary	25	24	25
Year 7 Secondary – Year 10	—	—	—
Year 11 – Year 12	—	—	—

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	6	8	6
Long Suspensions - 6 to 20 days	1	0	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 use 'Curriculum to Classroom' (C2C) as a resource to deliver the Australian Curriculum in English, Mathematics and Science. A whole school focus on Literacy is implemented within the school with all staff supported through the work of a Literacy Coach who works three days every week at East Ayr.
- 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 reading and staff are beginning to use data cycles to measure the improvement in learning and change their teaching practice. 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). 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.
- Japanese was introduced in 2013 as the Language other than English (LOTE) taught to the Year 6 and 7 students at East Ayr.
- 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. Our school Chappy runs a 'Breakie Club' every Tuesday morning and is open to all students.

Extra curricula activities

- A school musical was performed for the school community in 2013 by the students from Year 5, 6 and 7. The performance was also shared with the parents and families of East Ayr and the students from Ayr State School.
- 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.

Our school at a glance

Parent, student and staff satisfaction with the school

Parent, student and staff continue to indicate their strong satisfaction in all aspects of East Ayr State School. The response from parents in 2013 showed a slight gain from 2012 with each area showing 97% to 100% satisfaction. Likewise, student satisfaction ranged from 94% to 100%.

Performance measure (Nationally agreed items shown*)

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

Performance measure (Nationally agreed items shown*)

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

Our school at a glance

their school looks for ways to improve* (S2045)	98%	99%
their school is well maintained* (S2046)	98%	97%
their school gives them opportunities to do interesting things* (S2047)	98%	98%

Performance measure

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

* 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 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 sunsafe practices through the provision of sunscreen for all classrooms.

The P&C was actively involved in a number of events that brought the wider Burdekin community together – 'Time Capsule Opening (25 Years), Family Dance Night, East Ayr State School Musical (Kids in Space) 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 2013 to irrigate ovals and school surrounds from the underground aquifer leading to over 67% reduction in water consumption from the town water supply. While the increase in the use of the bore pump has led to a 5% rise in electricity use, the cost in water savings adequately compensates the much smaller increase in electricity charges.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	266,597	7,331
2011-2012	302,349	9,305
2012-2013	316,440	2,892

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

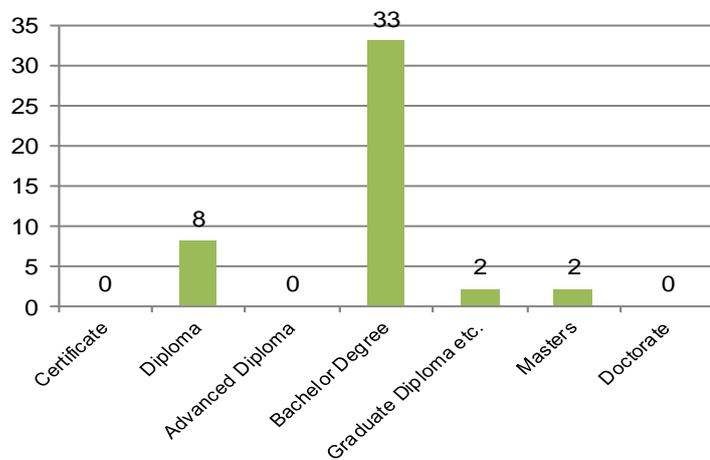
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	45	22	<5
Full-time equivalents	38	14	<5

Qualifications 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 2013 were \$15922.20 .

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

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

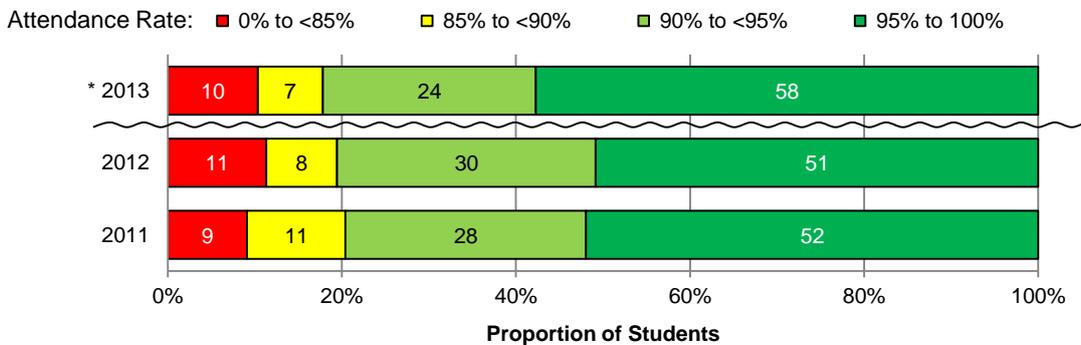
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	94%	94%	92%	93%	93%	95%					
2012	94%	92%	94%	94%	93%	93%	93%					
2013	93%	94%	94%	94%	94%	93%	94%					

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 from 2013 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 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.

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.

Performance of our students

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.

2013 NAPLAN Performance Measures Summarised for Ayr East State School (0908)

For All Students

School	Year Level	Max n	Reading			Writing			Spelling			Grammar and Punctuation			Numeracy		
			Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %
Australia	3		419.1	45.8	95.3	415.5	45.7	95.0	410.8	42.5	93.8	428.2	51.1	95.3	396.9	31.9	95.7
	5		502.3	32.8	96.1	477.9	20.0	91.7	494.2	30.3	93.1	500.6	33.1	94.8	485.8	25.1	93.4
	7		540.6	26.0	94.2	517.0	17.5	89.3	549.3	31.7	93.7	535.1	26.5	90.8	542.1	26.6	95.0
Queensland	3		407.7	40.1	95.1	406.2	41.6	94.3	396.3	35.4	92.8	419.4	46.7	95.4	386.2	25.7	95.8
	5		497.0	29.9	96.2	469.8	17.5	90.0	485.5	25.9	92.5	494.8	30.6	94.4	481.1	22.6	93.6
	7		533.5	22.2	93.6	514.9	16.8	88.8	542.5	27.6	93.1	531.5	24.8	90.2	538.5	24.3	95.4
Ayr East State School (0908)	3	78	389.7	26.2	91.0	404.6	43.6	93.6	394.7	35.9	95.9	415.4	50.0	94.9	356.3	10.3	87.2
	5	83	495.1	26.5	96.4	484.4	21.7	95.2	488.3	27.7	91.6	495.3	34.9	95.2	475.9	15.7	91.6
	7	67	533.6	17.9	95.5	518.7	17.9	92.5	542.1	25.4	94.0	531.1	29.9	92.5	536.1	16.4	98.5

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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Achievement – Closing the Gap

Student enrolment at East Ayr State School includes 65 students who identified themselves as Aboriginal or Torres Strait Islander. In 2013 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. Attendance improved slightly from 2012 – 84.9% to 86.9% in 2013 for indigenous students however this was still lower than Non-Indigenous attendance of 94.4%.