

Aratula State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Aratula State School is a small school in the picturesque Scenic Rim. We have a long and proud tradition of providing quality learning experiences that equip students with the necessary skills and personal attributes that allow them to succeed as they progress through their years of schooling and beyond. Members of our school community choose Aratula State School for the strong family values and evidence-based teaching and learning strategies that underpin all that we do.

This Annual Report is intended to highlight the achievements of Aratula State School in 2015 and share our strategic priorities for 2016. It is my great pleasure to prepare this report to share the wonderful work that occurs each day at Aratula State School. In order to maintain our strong partnership with the community, hardcopies of this report are available from the school office for those who are unable to access it via the school webpage. The following curriculum, satisfaction, staffing and attendance data are evidence that we are indeed *'small enough to care, big enough to succeed!'*

Mrs Angela Armstrong
Principal

School progress towards its goals in 2015

In 2015 our priorities were improving student performance in reading, numeracy, spelling and attendance. We used a range of tools to assess student performance including NAPLAN, Pat-Reading, Words their Way and curriculum unit assessment tasks.

The 2015 NAPLAN data indicated that all students were achieving above the National Minimum Standard (NMS) and information collected using other tools indicated pleasing progress in our focus areas of reading, spelling and numeracy. Student attendance increased and contributed to the successful outcomes for students.

Future outlook

Our core priorities for 2016 are to see a continued improvement in student reading performance (decoding, comprehension and fluency), and improvement on school wide math results focusing on number and problem solving, and continuing to improve student attendance.

To achieve these goals, staff will develop and implement the Aratula State School Reading Framework. This will detail the explicit teaching of reading across all year levels as students progress from *learning to read* (how to decode and make meaning from texts) to *reading to learn* (applying the critical thinking skills required to make sense of what is read and using it to further their learning).

Students will be explicitly taught a range of strategies to solve word problems in mathematics using Polya's Problem Solving Techniques. Daily warm-ups focusing on number and place value will be employed to improve students' fluency.

School attendance targets will be communicated to the community through the fortnightly newsletter, on social media and during the weekly assembly. An award for attendance will be introduced in semester two.

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	30	10	20		74%
2014	32	11	21		91%
2015	31	14	17		78%

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:

Our students reside in and around the rural township of Aratula. The student population is made up of families that are new to the area as well as students who are the second, third and fourth generation to attend our school. Our motto 'small enough to care, big enough to succeed' really captures the close-knit nature of our population as all students know one another and play together every day.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	13	11	12
Year 4 – Year 7 Primary			

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	2	9
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Aratula State School delivers the Australian Curriculum (<http://www.australiancurriculum.edu.au/>). A whole of school curriculum and assessment plan has been developed to ensure students have access to the curriculum they are entitled to. This is differentiated by classroom teachers to meet the individual needs of learners.

Individual Curriculum Plans are developed for students who are working significantly above or below their age in particular subject areas.

Educational Support Plans are created in partnership with the Department of Communities for children in out of home care.

Students in P-2 and 3-6 learn German as a Language Other Than English (LOTE).

Extra curricula activities

Our students engage regularly with a range of extra curricula activities. These include Days of Excellence at Boonah State High School, Interschool Sport, excursions, incursions, Regional and District Sports Days, Under 8's Day and community events.

How Information and Communication Technologies are used to improve learning

Students have access to 16 computers as well as 10 iPads. The school also utilises interactive whiteboards. These devices are used to connect students to the world beyond the classroom.

Social Climate

As evidenced by students' satisfaction in the School Opinion Survey, Aratula State School is an environment in which students feel safe, supported and happy to learn. The staff work collaboratively to ensure the academic and social/emotional needs of all students are met every day, having formed a strong working relationship with families and members of the community.

At Aratula State School, students demonstrate our values of respect, safety and care for self and others. The whole school responsible behaviour plan for students recognises and celebrates positive behaviour whilst also providing consistent and fair consequences. Anti-bullying is a key aspect of our behaviour plan and any actions which are dangerous, threatening or upsetting to others are dealt with quickly and appropriately.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school (S2001)	92%	DW	100%
their child feels safe at this school (S2002)	92%	DW	100%
their child's learning needs are being met at this school (S2003)	92%	DW	100%
their child is making good progress at this school (S2004)	92%	DW	100%
teachers at this school expect their child to do his or her best (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	100%
teachers at this school motivate their child to learn (S2007)	85%	DW	100%
teachers at this school treat students fairly (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	100%
this school works with them to support their child's learning (S2010)	100%	DW	100%
this school takes parents' opinions seriously (S2011)	100%	DW	100%
student behaviour is well managed at this school (S2012)	100%	DW	90%
this school looks for ways to improve (S2013)	100%	DW	100%
this school is well maintained (S2014)	92%	DW	100%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	86%	100%	83%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	88%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	71%	89%	100%
they can talk to their teachers about their concerns (S2042)	86%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	71%	100%	92%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	92%
their school gives them opportunities to do interesting things (S2047)	100%	100%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	86%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	75%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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

Parents play an active role at Aratula State School. We value the importance of parent and community involvement in the education of our students. Our parent body is willing and eager to help in any way possible.

P and C meetings play a vital role in school decision-making and our P and C is very proactive in promoting the school and the interests of our students. Parent helpers assist on a regular basis.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. In 2015 the school continued its efforts in reducing our carbon footprint. We have continued with a school-community garden that has been a huge success. It produces fresh organic vegetables, herbs and fruit that are sold to staff, families and members of the public.

Environmental footprint indicators		
Years	Electricity kWh	Water kL

2012-2013	20,260	89
2013-2014	12,393	113
2014-2015	25,883	5,926

*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.

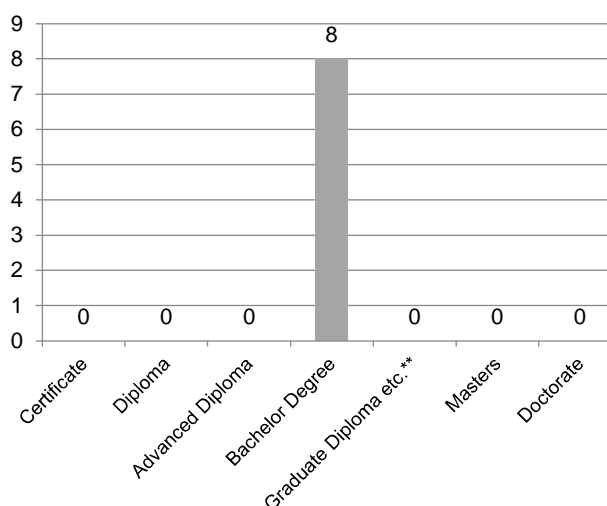
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	8	6	<5
Full-time equivalents	3	3	<5

Qualification of all teachers

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



*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 \$4251.10.

The major professional development undertakings were:

- Budget Training
- Asset Management Training
- First Aide/CPR
- Code of Conduct, Workplace Health & Safety, Student Protection, Managing Information
- One School Training

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.	99%	98%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 62% 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

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).	91%	89%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).			99%

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)

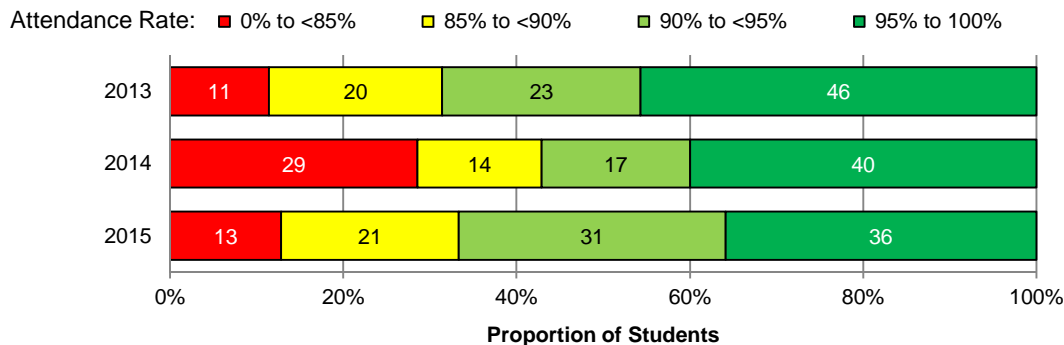
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	94%	91%	93%	87%	91%	DW	92%					
2014	94%	84%	96%	88%	90%	79%	88%	DW					
2015	93%	95%	90%	92%	92%	92%	85%						

*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.

The school believes that students' success can only be achieved by adopting a policy of every student in every class, every day. Rolls are marked at the beginning and end of the day. Parents are encouraged to phone the school to advise reasons for any absence or provide a written note. Unexplained absences are followed up with a phone call.

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

Sector:

Government

Non-government

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.