



Aratula State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020

Department of Education and Training



Contact Information

| | |
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School Overview

Aratula State School - The Gateway to Learning

Aratula State School is located in the village of Aratula on the Cunningham Highway 1.5 hours South-West of Brisbane.

We have a positive, safe and inclusive school culture where feedback, consultation and collaboration are highly valued.

We enjoy strong, supportive partnerships with families and members of the community. Parents and community members are encouraged to engage with our school and we value the varied perspectives and experiences they share.

Aratula State School is a co-educational facility that caters for all students from Prep to Year 6. Students are supported, challenged and provided opportunities to achieve academic, sporting and cultural excellence. This is the school of choice for families in Aratula and surrounding areas because we offer outstanding learning experiences that challenge, inspire and prepare students for successful global citizenship.

Principal's Foreword

Introduction

Aratula State School has 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 2016 and share our strategic priorities for 2017.

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 provide valuable feedback that helps to shape and ensure our future success.

Mrs Angela Armstrong
Principal

School Progress towards its goals in 2016

In 2016, our school priorities were improvement in attendance, improvement in reading and improvement in mathematics. These goals were narrowed to ensure that improvement strategies maintained a laser-like focus on goals and that strategies were practiced to mastery.

Embedding evidence-based practices in the teaching of reading was a priority and the Aratula State School Structured Lesson Design was developed to ensure consistency across all classes.

Student attendance continued to be a major focus with the message that *Every Day Counts* shared consistently with staff, students and families through the newsletter, Facebook and assemblies.

Teacher were released for collaborative planning days once each term. Collaborative data inquiry was undertaken to determine students' successes and identify areas for focus and improvement.

A cohesive whole-school curriculum plan was developed.

In term 4, staff, parents and community members collaborated to create the 2017-2019 Strategic Plan. Our strategic priorities for the next four years are encompassed by three broad areas for improvement: Successful Students, Exceptional Educators and World-class Learning Environment. Building teacher capability to move towards full implementation of the Australian Curriculum by 2020 is a priority.

Future Outlook

In 2017, we maintain our sharp and narrow focus on attendance and reading. All teaching staff will receive professional development in the area of higher order thinking and reading instruction to lift and extend more capable readers.

Our targets for 2017 are:

- Attendance at 94% or greater.
- MSS and U2B NAPLAN reading results show a relative gain at or above national levels for year 3 and year 5.
- 100% of students above NMS for reading.
- 66% Year 3 U2B reading.
- 50% U2B Reading year 5
- 100% above NMS for writing.
- 25% or greater U2B for writing in year 3 and year 5.

Our School at a Glance

School Profile

| | |
|--|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2016: | Prep Year - Year 6 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 32 | 11 | 21 | | 91% |
| 2015* | 31 | 14 | 17 | | 78% |
| 2016 | 38 | 20 | 18 | 6 | 97% |

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 2016, 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

Overview

Our students reside in and around the small township of Aratula. The student population comprises of students who are new to the area and students who are third and fourth generation of their family to attend. Our schools is a welcoming, inclusive learning environment where individual needs are acknowledged and catered for in all aspects of school life.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|-------|------|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | 11 | 17 | 20 |
| Year 4 – Year 7 | | | 20 |
| Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

The Australian Curriculum outlines what students should be taught at each stage of their learning regardless of where they live in the nation. The Aratula State School Curriculum, Assessment and Reporting Framework uses Curriculum to Classroom resources developed by the Department of Education and Training to ensure that our delivery of the Australian Curriculum is rigorous and matched to national standards.

Co-curricular Activities

Our students engage regularly with a range of extracurricular activities. These include Days of Excellence at Boona State High School, Interschool sport, excursions, incursions, Regional and Small Schools Sports Days, Under 8s Day and community events.

How Information and Communication Technologies are used to Assist 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

Overview

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

Parent opinion survey

| Performance measure | 2014 | 2015 | 2016 |
|--|------|------|------|
| Percentage of parents/caregivers who agree [#] that: | | | |
| their child is getting a good education at school (S2016) | DW | 100% | 100% |
| this is a good school (S2035) | DW | 100% | 100% |
| their child likes being at this school* (S2001) | DW | 100% | 100% |
| their child feels safe at this school* (S2002) | DW | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | DW | 100% | 100% |
| their child is making good progress at this school* (S2004) | DW | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | DW | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | DW | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | DW | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | DW | 100% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | DW | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | DW | 100% | 100% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| this school takes parents' opinions seriously* (S2011) | DW | 100% | 100% |
| student behaviour is well managed at this school* (S2012) | DW | 90% | 100% |
| this school looks for ways to improve* (S2013) | DW | 100% | 100% |
| this school is well maintained* (S2014) | DW | 100% | 83% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 100% | 100% | 100% |
| they like being at their school* (S2036) | 100% | 83% | 91% |
| they feel safe at their school* (S2037) | 100% | 100% | 91% |
| their teachers motivate them to learn* (S2038) | 88% | 100% | 91% |
| 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% |
| teachers treat students fairly at their school* (S2041) | 89% | 100% | 91% |
| they can talk to their teachers about their concerns* (S2042) | 100% | 100% | 91% |
| their school takes students' opinions seriously* (S2043) | 100% | 100% | 82% |
| student behaviour is well managed at their school* (S2044) | 100% | 92% | 91% |
| their school looks for ways to improve* (S2045) | 100% | 100% | 100% |
| their school is well maintained* (S2046) | 100% | 92% | 91% |
| their school gives them opportunities to do interesting things* (S2047) | 100% | 92% | 100% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| 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% | 90% |
| they receive useful feedback about their work at their school (S2071) | 100% | 100% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 75% | 100% | 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% | 70% |
| their school takes staff opinions seriously (S2076) | 100% | 100% | 67% |
| 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% |

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.

Respectful relationships programs

The school used elements of the Daniel Morcombe Child Safety Curriculum to explicitly teach skills required to establish appropriate, respectful and healthy relationships. The school promotes personal safety and encourages students to recognise, react and report if they, or others, are unsafe. The promotion of safe, appropriate, respectful relationships is embodied in our school creed and will be further developed in 2017 when the school becomes a Positive Behaviour for Learning school. This agenda was shared with parents, families and the community through Facebook, newsletter and on the website. Our participation in Day for Daniel and National Day of Action against Bullying and Violence further strengthen and consolidate our efforts to ensure the safety and wellbeing of our students and their families.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|---------------------------------|-------|--------|------|
| Type | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 2 | 9 | 1 |
| 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.

Environmental Footprint

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 2016 the school continued its efforts to maintain sustainable practices. A significant reduction in water consumption was achieved through changes to the types of plants in garden beds, replacing flowering plants with hardy, native plants.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 12,393 | 113 |
| 2014-2015 | 25,883 | 5,926 |
| 2015-2016 | 18,097 | 172 |

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.

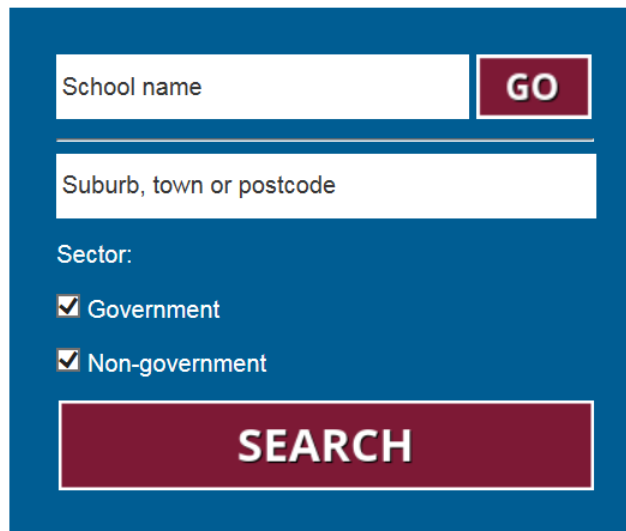
School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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 states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 7 | 6 | 0 |
| Full-time Equivalent | 3 | 3 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | |
| Masters | 1 |
| Graduate Diploma etc.** | |
| Bachelor degree | 6 |
| Diploma | |
| Certificate | |

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$5429.00.

The major professional development undertakings were:

- Budget Training
- Asset Management and Asbestos Training
- First Aide/CPR
- Code of Conduct, Workplace Health & Safety, Student Protection, Managing Information
- One School Training
- Jolly Phonics
- Indigenous Arts Education

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

| Description | AVERAGE STAFF ATTENDANCE (%) | | |
|--|------------------------------|------|------|
| | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 98% | 95% | 97% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 89% | 91% | 93% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | | 99% | 98% |

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

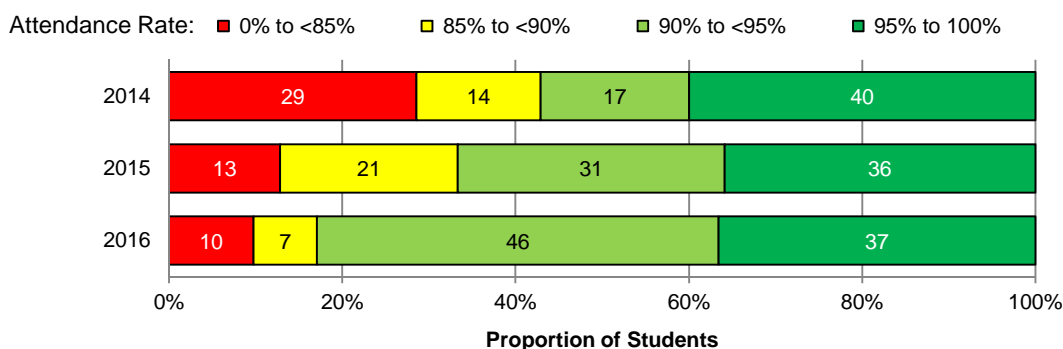
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 94% | 84% | 96% | 88% | 90% | 79% | 88% | DW | | | | | |
| 2015 | 93% | 95% | 90% | 92% | 92% | 92% | 85% | | | | | | |
| 2016 | 94% | 91% | 93% | 91% | 96% | 94% | 93% | | | | | | |

*Attendance rates effectively count 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.

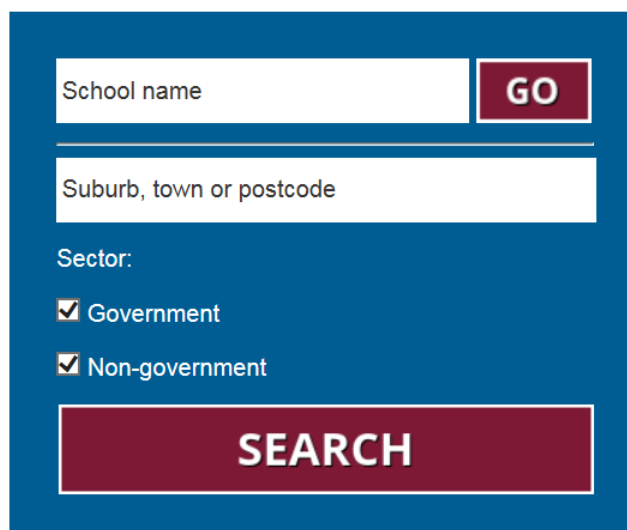
The school believes that students' success can only be achieved by adopting a policy of every student in every class, every day. Rolls are marked at the beginning and end of the day. Parents are encouraged to phone the school to advise reasons for any absence or provide a written note. Unexplained absences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

NAPLAN

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states **'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.