

Aratula State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	41 Elizabeth Street Aratula 4309
Phone	(07) 5463 8158
Fax	(07) 5463 8389
Email	principal@aratulass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Principal – Mr Damien Butler

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.

School progress towards its goals in 2018

In 2018, our school priorities were improvement in attendance, improvement in reading, writing and numeracy. 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.

Future outlook

In 2019, we maintain our sharp and narrow focus on attendance and reading whilst adding writing to our goal set. All teaching staff will receive professional development in the area of understanding the ACARA marking guides for English writing tasks and how to tailor teaching strategies to maximise student success for these. They will also receive assistance regarding creating greater student understanding of task requirements.

Identified students are receiving support in reading, writing and numeracy weekly.

Our targets for 2019 are:

- Attendance at 95% 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 writing.
- 25% U2B writing Year 3 & Year 5.
- 25% U2B Reading Year 3 and Year 5
- 25% U2B Numeracy Year 3 and Year 5

Reading, writing and mathematics goals for every student.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	38	44	51
Girls	20	23	30
Boys	18	21	21
Indigenous	6	8	10
Enrolment continuity (Feb. – Nov.)	97%	75%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 school is a welcoming, inclusive learning environment where individual needs are acknowledged and catered for in all aspects of school life.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	20	18
Year 4 – Year 6		12	18
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 Boonah State High School, Public Speaking, Interschool sport, Gala Days, 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, 10 Laptops as well as 10 iPads. The school also utilises interactive projectors. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	89%	100%
• their child likes being at this school* (S2001)	100%	89%	100%
• their child feels safe at this school* (S2002)	100%	89%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	89%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	92%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	78%	91%
• this school looks for ways to improve* (S2013)	100%	88%	100%
• this school is well maintained* (S2014)	83%	88%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
---	------	------	------

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	95%
• they like being at their school* (S2036)	91%	100%	95%
• they feel safe at their school* (S2037)	91%	100%	95%
• their teachers motivate them to learn* (S2038)	91%	100%	90%
• their teachers expect them to do their best* (S2039)	100%	100%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	95%
• teachers treat students fairly at their school* (S2041)	91%	100%	85%
• they can talk to their teachers about their concerns* (S2042)	91%	100%	95%
• their school takes students' opinions seriously* (S2043)	82%	100%	85%
• student behaviour is well managed at their school* (S2044)	91%	100%	81%
• their school looks for ways to improve* (S2045)	100%	100%	95%
• their school is well maintained* (S2046)	91%	100%	90%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	90%	100%
• they feel that their school is a safe place in which to work (S2070)	90%	80%	100%
• they receive useful feedback about their work at their school (S2071)	100%	80%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	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%	90%	100%
• student behaviour is well managed at their school (S2074)	100%	90%	100%
• staff are well supported at their school (S2075)	70%	80%	100%
• their school takes staff opinions seriously (S2076)	67%	90%	100%
• their school looks for ways to improve (S2077)	100%	90%	100%
• their school is well maintained (S2078)	100%	90%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	80%	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 education 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 being a Positive Behaviour for Learning school. 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	5	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. In 2018 the school continued its efforts to maintain sustainable practices. We managed to maintain a minimal water consumption by continuing to apply established water saving strategies.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	18,097	20,791	15,515
Water (kL)	172	266	164

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

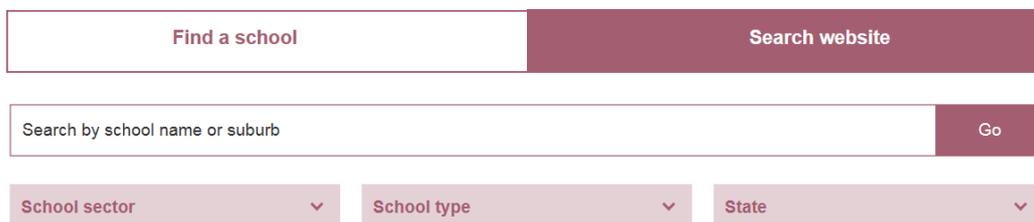
School income broken down by funding source

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows a search interface with a dark red header bar. On the left, a white box contains the text 'Find a school'. On the right, a dark red box contains the text 'Search website'. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a dark red 'Go' button. Underneath the input field are three dropdown menus labeled 'School sector', 'School type', and 'State', each with a downward arrow icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with a dark red border and the text 'View School Profile' centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



A dark red horizontal navigation bar with several menu items in white text: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a white underline.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	7	6	<0
Full-time equivalents	4	3	<0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	7
Diploma	
Certificate	

*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 2018 were \$1974

The major professional development initiatives are as follows:

First Aide / CPR

Code of Conduct, Workplace Health & Safety, Student Protection, Managing Information

Building capacity with the teaching of reading

Building capacity with the Australian curriculum

Pedagogies and Practice

Fire Safety

The proportion of the teaching staff involved in professional development activities during 2018 was 100 %

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 77% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	90%	93%
Attendance rate for Indigenous** students at this school	98%	88%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	92%	93%
Year 1	91%	85%	93%
Year 2	93%	86%	94%
Year 3	91%	94%	92%
Year 4	96%	88%	95%
Year 5	94%	95%	91%
Year 6	93%	91%	94%

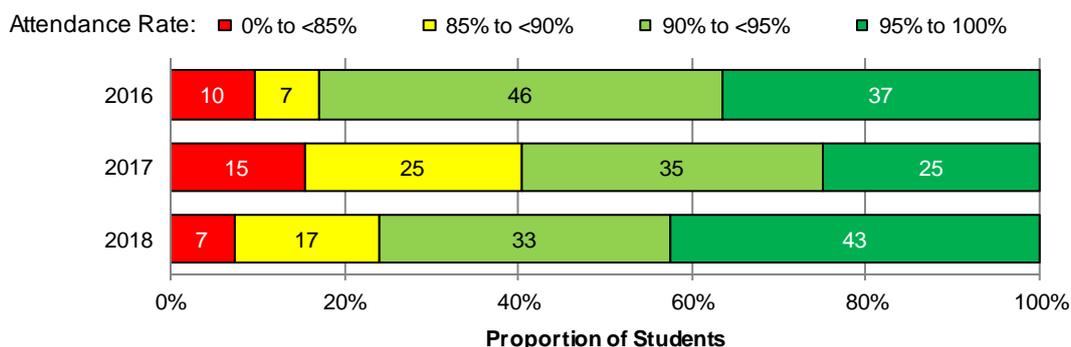
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

