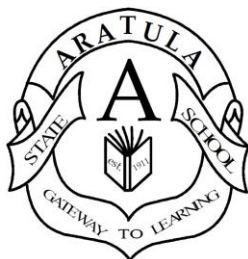


# Aratula State School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address	41 Elizabeth Street Aratula 4309
Phone	(07) 5463 8158
Fax	(07) 5463 8389
Email	the.principal@aratulass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Mr Sean Algate

## Principal's foreword

### Introduction

We welcome you to Aratula State School and all the new developments we have worked towards here in 2013. From the launch of ACARA to the effective Early Childhood Activity Program, we have developed into a hub for the community. The whole school community is dedicated to the success of the students and of the school within the community. We are 'small enough to care, but big enough to succeed'.

### School progress towards its goals in 2013

In 2013, we focussed on Reading and the continued implementation of Australian Curriculum. We also implemented further strategies to improve NAPLAN results and staff capacity to analyse and personalise the data.

### Future outlook

During 2014, we are focusing on achieving improvement in reading, writing and numeracy. Implementation of strategies to improve NAPLAN results and developing staff capacity to effectively and accurately teach reading. We have started the journey of being a KidsMatter school.

# Our school at a glance

## 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	24	7	17	91%
2012	21	8	13	88%
2013	30	10	20	74%

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

Characteristics of the student body:

Our students are drawn from the rural communities around the township of Aratula.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	4	13
Year 4 – Year 7 Primary		2	
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	4	3	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

Our distinctive curriculum offerings

- Multiage Classrooms
- The Arts
- PE
- LOTE (German) for all year levels
- Library
- Technology

## Extra curricula activities

Our students engage regularly with sport development associations particularly in AFL. Our students also participate in student leadership activities; Days of Excellence at Boonah High School; swimming lessons; excursions and incursions; Regional and District sports days; Small Schools Sports Days; marching at ANZAC Parade at Kalbar; create a display at the Boonah Show; Curriculum Culmination Days, Higher Order Thinking Skills days; Under 8's Days; Leadership days; Cooking program – run by school chaplain, Year 7 Graduation Dinner, School discos and Karaoke events.

## How Information and Communication Technologies are used to assist learning

We have 12 computers and 4 new laptops as well as the use of 10 iPads. The school also utilises interactive whiteboards and data projectors. These devices are used to connect students to the world beyond the classroom. The school accesses both free and subscription based websites as well as EdStudios. Students and teachers are expected to use ICTs as much as possible in their day to day learning and assessment. We have also recently purchased a 3d printer that is used with all students from P-7.

## Social climate

Aratula State School is a small school that values partnerships between parents, students and staff to ensure all children are achieving both academically and emotionally. To ensure students are happy, safe and learning, we teach from their individual strengths, facilitate their independence, praise their efforts and celebrate their achievements.

Our school climate is friendly and supportive with a family atmosphere. From the very early years, children are encouraged to be independent people responsible for their own actions. High levels of positive behaviour are expected and these expectations are constantly reviewed and reinforced. Children are encouraged to become responsible for their own safety and the safety of others around them.

Upper school children are given the role of school leader and have certain responsibilities and rights associated with this role. They lead parade each week, officially welcome and thank visitors, assist with preparation of the prep environment, monitor the use of sports equipment as well as assist younger children in the playground.

All parents/carers felt that their child feels safe at Aratula State School.

# Our school at a glance

## Parent, student and staff satisfaction with the school

Overall, the satisfaction of the school community is quite high, as displayed by the data below.

### 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)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	92%
their child feels safe at this school* (S2002)	100%	92%
their child's learning needs are being met at this school* (S2003)	100%	92%
their child is making good progress at this school* (S2004)	100%	92%
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)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	85%
teachers at this school treat students fairly* (S2008)	100%	100%
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)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	92%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	86%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	71%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	86%	71%
they can talk to their teachers about their concerns* (S2042)	83%	86%
their school takes students' opinions seriously* (S2043)	57%	100%
student behaviour is well managed at their school* (S2044)	71%	71%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	86%	100%

# Our school at a glance

their school gives them opportunities to do interesting things\* (S2047) 71% 100%

## Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	86%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

\* 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.

# Our school at a glance

## Involving parents in their child's education

Parents participate in school decision-making processes through P and C meetings. Newsletters keep parents, who cannot attend meetings, informed. Parent helpers assist on a regular basis with reading for all students in the morning. We also share all the information in our fortnightly assemblies, and parents regularly attend these.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During 2013, we have made the effort to maintain our reduced electricity use, by ensuring that lights, heaters, computers and other electrical items are switched off when not in use. Every night, we switched all the computers and other electrical items off at the walls. We consumed less water.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	14,667	105
2011-2012	12,828	136
2012-2013	20,260	89

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.

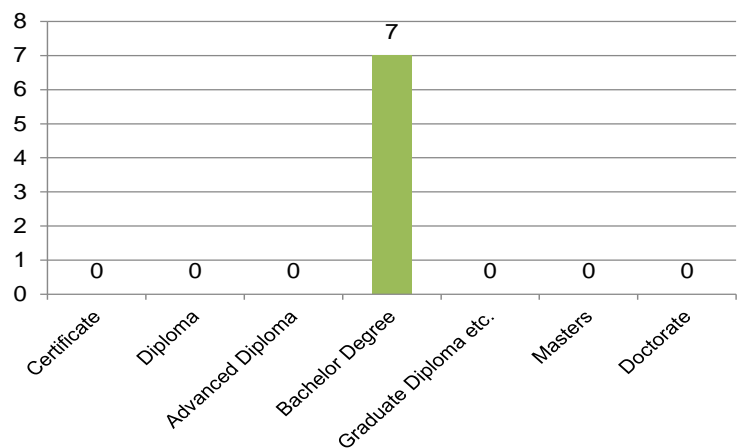
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	7	7	0
Full-time equivalents	3	3	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.	0
Masters	0
Doctorate	0
<b>Total</b>	<b>7</b>



\* 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

# Our staff profile

The total funds expended on teacher professional development in 2013 were \$ 9451.37

The major professional development initiatives are as follows:

Enhancing Literacy for all staff and pedagogical framework development.

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%	98%	99%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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).	90%	91%	91%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

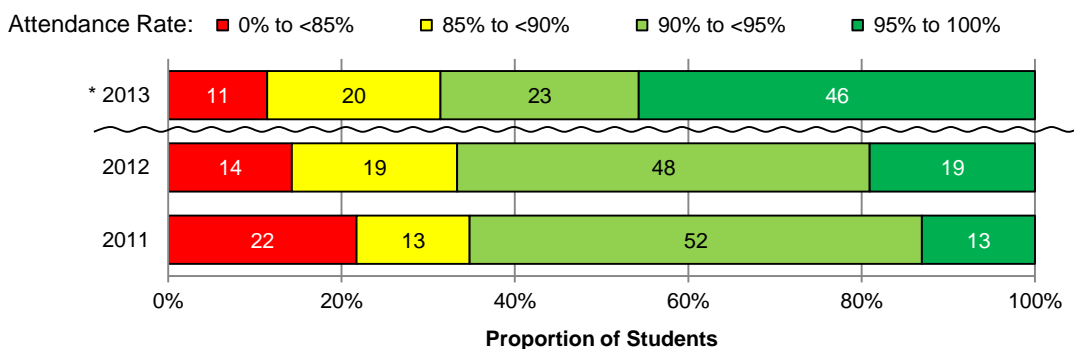
### Student attendance rate for each year level (shown as a percentage)

	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	93%	92%	91%	DW	84%	DW	83%					
2012	89%	90%	88%	95%	DW	96%	DW					
2013	94%	91%	93%	87%	91%	DW	92%					

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.

# Performance of our students

## 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.

The school believes that student success can only be achieved by adopting a policy of every student in every class, every day. Rolls are marked at the beginning of the day and again at the beginning of the last session. Parents are encouraged to phone the school to advise reasons for any absence or provide a written note upon return of the student. Unexplained absences greater than three days are followed up with a phone call seeking information regarding the absence.

We firmly believe attendance matters and that student attendance correlates to life long success.

## 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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)

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

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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

Data Withheld

