

Airville State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Airville State School has a proud history of providing quality educational opportunities for children in a caring, community environment for the past 124 years. Approximately 50% of the current students are 2nd or 3rd generation students at the school, continuing to honor, along with the whole school population, the long-standing tradition of their school's motto: 'Always your Best'.

Being the only community facility within the Airville area, the school plays a significant role as a meeting place for parents, children and friends within the community. Students, parents and staff members as well as the wider community take pride in the school and its achievements, actively supporting the school's learning and social processes.

Students from Prep to Year 7 (Year 6 in 2015) learn within a multi-age setting, comprising of: Prep to Year 2; Year 3 to Year 7. 2015 groupings will be: Prep to Year 1; Year 2 to Year 6. Student individuality and diversity is catered for within an environment that embraces quality and effective contemporary educational practices and encourages children to be the best that they can be.

The staff, students and parents acknowledge that we live in a rapidly changing world and that our community has been experiencing and will continue to experience changes. As a community, we embrace and face the challenges that change creates. Our school motto, 'Always your Best' captures the philosophy of the strength and the commitment of the whole school community to support our students in the development of the whole child.

This report aims to inform the community of our progress in achieving our 2014 goals.

School progress towards its goals in 2014

PRIORITIES	PROGRESS
<ul style="list-style-type: none"> The improvement of student outcomes in the areas of : reading; writing including grammar, punctuation and spelling; numeracy 	<p>Diagnostic data indicates that better than 90% of students are achieving reading spelling and numeracy outcomes equal to or better than their chronological age with a selection of students achieving a standard in excess of 6 years above their chronological age for reading, comprehension and spelling.</p> <p>All curriculum areas have been fully implemented as required with better than 90% of students achieving a C standard or higher by the end of the year in all fields of study.</p>
<ul style="list-style-type: none"> The systematic delivery of : the National Curriculum (English, Mathematics, Science, History, Geography); Essential Learnings (The Arts, Health & Physical Education, elements of the Studies of Society and the Environment not covered by the National Curriculum) 	
<ul style="list-style-type: none"> The implementation of the use of short term data cycles: to inform achievement and improvement; to support differentiation to address the individual needs of students. 	<p>Differentiation, as a result of knowing and understanding student strengths, barriers to learning and learning styles have enabled teachers to cater for the specialty needs of each child. Individual student gains in school and external data collections provide evidence of improvements and progress.</p>
<ul style="list-style-type: none"> The building of staff capacity through: implementing coaching and mentoring strategies; embedding the explicit instructions of the Pedagogical Framework; implementing the Australian Standards for Teachers within each Developing Professional Framework. 	<p>Staff confidence and capacity to define the what and how of curriculum delivery has been enhanced with opportunities to discuss, view and engage with positive feedback and professional development. The positive levels of student achievements is evidence of a skilled workforce capable of providing effective curriculum delivery to the students.</p>
<ul style="list-style-type: none"> Continuing to implement Airville's Parent & Community Engagement Framework. 	<p>Parents are encouraged to take an active role within the school environment in a variety of ways. Parents have actively engaged with classroom support, beautification of the grounds, improving walkways and supporting their children with being positive role models who value education and learning.</p>

Future outlook

The key priorities for 2015:

- Reading: review whole school reading practices
- Writing : including spelling
- Numeracy: embed automaticity across the school
- Systemic Curriculum Delivery:
 - National Curriculum (English, Maths, Science, History, Geography, Civics & Citizenship, Business & Economics, Health & Physical Education)
 - Short term data cycles
 - State Schooling - Essential Learnings: The Arts, Technology and LOTE
- Differentiation: continue to address individual student needs - including junior secondary transition and the development of Individual Curriculum Plans (ICP) as required.

- Staff Capacity Building:- embed Australian Professional Standards for Teachers within each Developing Professional Framework; develop a deep understanding of the P-12 curriculum, assessment and reporting framework and the Australian Curriculum
- Embed Coaching and Mentoring
- Continue to consolidate Pedagogical Framework.
- Parent and Community Engagement: Embed Airville State School's Parent and Community Engagement Framework

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year – Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	42	17	25	91%
2013	34	14	20	76%
2014	32	13	19	94%

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

Characteristics of the student body:

The majority of our students live within a 10km radius of the school on rural properties. These properties consist of either cane farms or mixed crop farms or are part of the nearby rural / residential development of Mount Kelly. A small number of students reside in the town of Ayr and travel to Airville State School as their school of choice. As there is only a limited morning bus service to our school parents usually transport their children to and from school in their private vehicles. No children walk to school. Very few children ride to school due to distances they need to travel.

Airville is a school of choice by the families attending, with parents expressing their desire for a small family-like learning environment for their children as one of the deciding factors in their decision on where to send their children for their education. Many families have both parents employed either on a full-time or part-time basis. Family occupations range from self-employed or employees within one of the farming related industries, within the mining sector, or as professionals within local, service industries. The availability of parents as volunteers within the school to support activities and classroom learning is limited due to their employment commitments.

To enhance each student's ability to be the best and do the best that he/she can, the school ensures that the adult to student ratio is at least 1:4 with some students also receiving a 1:1 support allocation as required.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	18	17	20
Year 4 – Year 7 Primary	21	17	12

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings:

- Children work in multi-grade groups across all year levels.
- Individual and small group instructions occur on a daily basis.
- Individualized intervention programs include: one-to-one instruction with teachers, teacher-aides and specialized learning support intervention; support-a-reader; access to on-line learning tasks; individualized reading program; access to levelled age & ability appropriate resources.
- A daily whole school fitness program incorporating: aerobics; games' skills and circuit training.
- A specialist Physical Education teacher visits once per week.
- Students in Years 3 onwards (Year 2 onwards in 2015) participate in an annual camp that incorporates independence, personal organization, physical activity, team building, leadership and environmental study.
- Literacy and Numeracy blocks.
- Individualized targeted reading within flexible reading groups to target teaching at each child's instructional level and targeting specific reading and comprehension skills.
- Targeted swimming lessons in Term 1 and Term 2.

Curriculum offerings provided by Specialists include: swimming; learning in literacy and numeracy; physical education; LOTE (Japanese).

Extra curricula activities:

Airville State School provides a variety of extra curricula opportunities for its students. These include:

- Interschool competitions such as: cross-country running; swimming; athletics.
- Individualized participation in University of NSW tests.
- An annual fancy dress ball.
- End-of-year celebrations.
- Acknowledging excellence in behavior with an end-of-term celebration and prize winning process.
- Under 8s activity day including all children as either participants within the activities or leaders of activities to support the engagement of the under 8 children in all activities.

- Preparatory year orientation sessions spanning 8 to 10 weeks in Term 4.
- An annual book fair.
- A fun run.
- Transition program to Ayr State High School.
- Social gatherings including family BBQs.
- Environmental activities involving beautifying the school environment and weekly gardening activities.
- Engagement with Kids Matter strategies for health and well-being.
- Weekly non-denomination religious instructions based on Christian beliefs delivered by a local minister of religion.

How Information and Communication Technologies are used to assist learning

The computer to student ratio is 1:2 with a range of laptop and desktop computers and iPads available for use. A number of digital cameras and interactive whiteboards in each classroom are also available for individual, group and whole class activities. Sufficient computers are located within each classroom to provide students with ready access to computers for learning. Students in all classrooms access computers for on-line learning tasks and have access to individualized learning programs such as: Reading Eggs; IXL Maths; reading A-Z, Razz kids reading and the internet for research purposes. As skill building is an essential component of all learning, students are provided with multiple opportunities to access, use and become proficient with the formats of Microsoft Word, PowerPoint, Movie Maker, Publisher, Excel and Paint as well as how to use search engines. Internet Safety and Cyber Safety guidelines are also taught to the children. Students are able to access and store information from any location within the school. Wi-Fi connections are available for the laptops and iPads from 3 of the 4 major locations within the school.

Social Climate

Students, staff and parents have indicated, through the annual School Opinion Surveys, that this school is a safe place to work, a good place to learn and that behavior is well managed with children being treated fairly. The Discipline Audit, also completed in 2014, further supported the positive environment and practices embedded within the school.

Parents, students and staff are very supportive of the school and assist with maintaining our grounds providing a volunteer workforce for gardening and mowing. The school has well maintained facilities, grounds and other resources relevant to enhancing learning, safety and well-being within a safe, supportive school environment.

Students play, socialize and work within non-segregated areas during free-time sessions. Interaction across all age groups provides children with multiple opportunities to develop, practice and enhance appropriate communication, negotiation, teamwork and problem solving skills.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	89%	100%	100%
their child likes being at this school* (S2001)	94%	80%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	100%	100%
their child is making good progress at this school* (S2004)	100%	93%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	100%
teachers at this school motivate their child to learn* (S2007)	94%	100%	100%
teachers at this school treat students fairly* (S2008)	82%	87%	100%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
this school works with them to support their child's learning* (S2010)	89%	100%	100%
this school takes parents' opinions seriously* (S2011)	94%	93%	100%
student behaviour is well managed at this school* (S2012)	94%	100%	100%
this school looks for ways to improve* (S2013)	89%	80%	100%
this school is well maintained* (S2014)	89%	93%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	89%	100%
they like being at their school* (S2036)	93%	89%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	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%	89%	100%
teachers treat students fairly at their school* (S2041)	100%	89%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	93%	89%	100%
their school looks for ways to improve* (S2045)	100%	89%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	89%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the 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

Parents are invited and encouraged to become active members of the P&C which supports the school through providing: funds for purchasing resources; tuckshop lunches for purchase; opportunities for community engagement at family BBQs; volunteer mowing & gardening services.

Parents are encouraged to be involved in their child's education through a range of activities including:

- P&C activities and meetings.
- Tuckshop volunteer services.
- In-class support such as reading groups / gardening groups / environmental studies.
- School / class presentations and open days.
- Attendance at school camps / excursions as additional supervision personnel.
- Volunteers for transport and supervision of students engaging in out-of-school learning activities.
- Access to regular information via: fortnightly newsletters; website updates; photos; class – parent information sessions; parent-teacher interviews; face to face formal and informal discussions.
- Parent workshop on reading.

Effective communication between school staff and parents is essential to both student learning and the maintaining of positive interpersonal relationships. Parents are encouraged to contact the classroom teachers or the Principal in the early stages of a problem to address any concerns or issues before they escalate. The school clearly communicates this process to parents on enrolment and in articles / information published in the fortnightly newsletters.

Reducing the school's environmental footprint

Airville State School is self-sufficient with its access to water for drinking purposes, accessing underground water for its domestic supply. Mulching of gardens and attaching timers to watering taps has also decreased the volume of water required to maintain the gardens. The increase in electricity usage is directly linked to the dryness of the year with the irrigation system being used more frequently to maintain the greenness and health of the playing fields. Although the use of natural ventilation to cool classrooms is encourage, the use of air-conditioners on a more regular basis has been unavoidable to ensure students work in a comfortable, productive learning environment free from obsessive heat and biting insects.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	31,064	0
2012-2013	32,692	0
2013-2014	34,249	0

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.

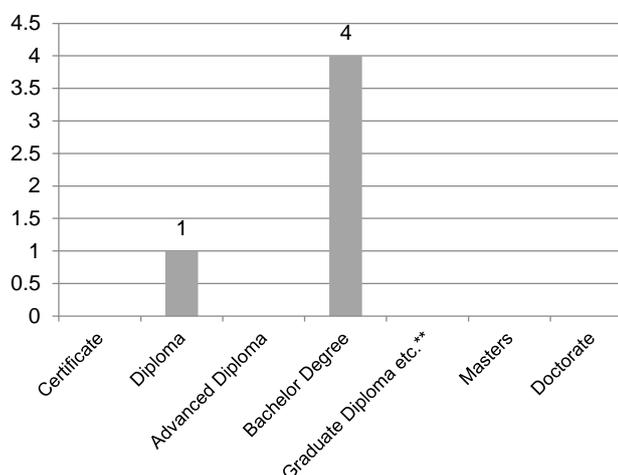
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	5	<5
Full-time equivalents	3	3	<5

Qualification of all teachers:

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	1
Advanced Diploma	
Bachelor Degree	4
Graduate Diploma etc.**	
Masters	
Doctorate	
Total	5



*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 2014 were \$2 542.00.

The major professional development initiatives are as follows:

- Unpacking the requirements of the National Curriculum within a multi-age setting.
- Unpacking the content and strategies within the C2C units of work.
- School based reading and writing skill development.
- Unpacking the requirements of the Responsible Behaviour Plan and other school policies and frameworks and programs such as Homework, Reading, Spelling, Pedagogical Framework and Whole School Curriculum Plan.
- Business management – facilities workshop and budget training.
- Analysing data.
- Accessing professional readings for staff professional discussions.
- All components of the Annual Mandatory Training requirements.
- Attendance at Regional forums for Principals.
- Attendance at PLC meetings and associated professional learning tasks such as Professional Walkthroughs.
- Moderation of assessment.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	96%	97%	98%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

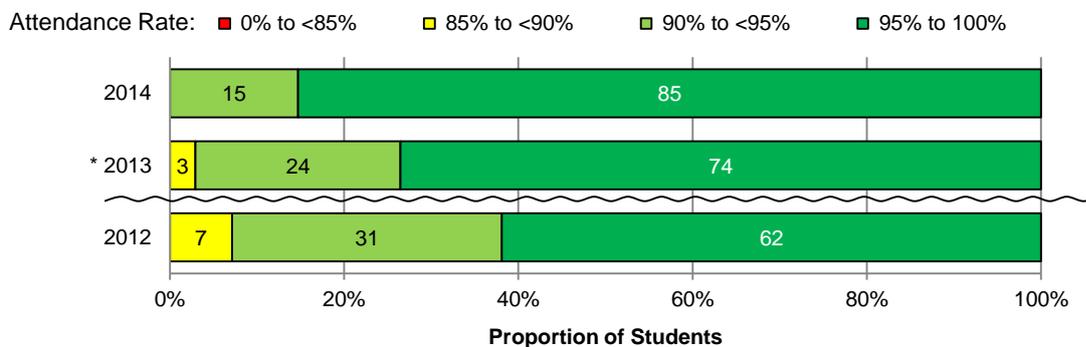
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	94%	97%	97%	96%	97%	DW	94%
2013	97%	98%	97%	97%	94%	96%	DW
2014	97%	99%	98%	97%	98%	97%	DW

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 after 2012 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 DETE 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 enrolment process requires parents to be informed that students are required to attend school every day unless there is a valid reason for an absence. We emphasize the 'Every Day Counts' policy. Contact with the school for absence notifications may be in the form of a signed note, e-mail, personal contact or phone call. Unexplained absences are followed up each week with personal contact via phone or e-mail being made with the parent or guardian of the child. Reminders of 'absent from school' requirements are published in the school newsletters. Truancy has not been an issue at Airville.

Rolls are marked twice a day, morning and afternoon, utilizing a paper copy format and the One School absence details function.

Parents are made aware of the impact that lost time has on a child's learning during their initial enrolment interview with their child and in reminders in newsletters and on the school's website.

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**.

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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

The number of Indigenous students at our school is very small, at less than 5 students. The attendance rate of Indigenous students is similar to that of Non-Indigenous at > 95% attendance and is better than the overall attendance rate (92%) for Queensland Primary Schools. The retention rate of Indigenous students at the school is 100%. Literacy improvements have occurred.