

# Airville State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Airville State School is a co-educational school that has a proud history of providing quality education to children for 125 years. Our school motto: 'Always Your Best' captures the philosophy of and the strength of the commitment of the whole school community in supporting the current and future achievements of our Preparatory to Year 6 students. Within our multi-level learning setting we provide opportunities for all students to achieve their full potential within a caring and supportive, learning environment. The school celebrated its 125<sup>th</sup> Anniversary in 2015 with a community event at the school which included a photographic and digital walk down memory lane for past students and displays of various student work samples, texts, curriculum requirements and resources used in teaching and learning over the past 125 years.

In 2015, our school continued to implement the Australian Curriculum with staff ensuring that individuality and diversity was catered for within an environment that embraces quality and effective contemporary educational practices. Great Results Guaranteed (GRG) funds were used to provide personalized teaching to meet the individual literacy and numeracy needs of our learners. These funds also supported opportunities to build teacher capability and capacity to monitor and analyse student achievements to make informative decisions on improving learning.

This report details the growth, development and performance of Airville State School in 2015. It provides parents and members of the wider community with insights on our programs development, teaching and learning, community partnerships and standards achieved by our students.

### School progress towards its goals in 2015

- Whole school reading program reviewed with reading delivered within multi-age ability levelled groups.
- Spelling progress has been achieved through implementing a consistent process of delivery of spelling strategies across all year levels.
- The application of differentiation strategies to address individual student needs has been an on-going process in curriculum delivery in classrooms.
- Staff confidence and capacity to define the what and how of curriculum delivery has been further developed through engaging with whole school planning sessions, positive feedback and engagement with professional development opportunities as identified in individual professional development plans.
- The school's pedagogical framework provides a working guideline for teachers to utilize and develop capability and excellence in curriculum delivery.
- Parents are encouraged to take an active role within the school in many and varied ways such as classroom support, beautification of the school's grounds, improving walkways and supporting students by being positive role models who value education and learning.

### Future outlook

The key priorities for 2016 are:

- Reading: update whole school reading practices
- Writing: focus on spelling
- Numeracy: continue to focus on embedding automaticity across the school
- Systemic Curriculum Delivery: continue to implement the Australian Curriculum; introduce coding in technology; continue utilizing short-term data cycles (STDC)

- Build staff capacity: embed Australian Professional Standard for Teachers into practice; unpack Curriculum into the Classroom (C2C ) units of work for clarity and sharp and narrow focus; continue professional coaching and mentoring focus.
- Continuous focus on updating Pedagogical Framework
- Implement strategies outlined in the Investing for Success 2016 agreement.

## 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	34	14	20	4	76%
2014	32	13	19	3	94%
2015	22	9	13	2	78%

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

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 families come from a broad range of socio/economic backgrounds ranging from low to upper. The majority of students live within a 10km radius of the school on rural properties. Public transport is non-existent, so the majority of students are transported to school in their family vehicles. A small number of students occasionally ride their bikes. No children walk to school due to the distance of the school away from the nearest family residences. A large number of families at the school are double income families consisting of: farmers, professionals; agricultural workers; mining; self-employed in other fields; other general services. Approximately 15% of students identify as being an Aboriginal or Torres Islander person. We also provides educational opportunities for students with disabilities.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	11	13	9
Year 4 – Year 7 Primary			

\*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	0	0	0
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

- Children work in multi-level groups across all year levels from Prep to Year 6.
- Individual and small group instructions occur on a daily basis.
- Individualised intervention processes include: one-to-one instruction with teachers and teacher-aides and specialized learning support intervention, on-line learning tasks; individualized reading program; access to levelled age and ability appropriate resources.
- Specialist support services include accessing the expertise of specialist teachers in the follow fields: health and physical education; religious instructions; occupational therapy; physiotherapy; speech-language pathology.
- Social skilling annual camp opportunities are offered to children in year levels 2 to 6.
- Literacy and numeracy blocks are identified for uninterrupted learning times.
- Intensive swimming instructions for an annual total of 20 weeks.
- LOTE ( languages other than English) - Japanese is offered to students in Year 5 to 6.

### Extra curricula activities

- Interschool competitions such as: cross-country; swimming; athletics
- Community competitions such as: Cultural festival – Burdekin Festival of the Arts ( School choir and verse speaking groups)
- Individual participation in University of New South Wales testing program.
- End-of-year concert.
- An annual Fancy Dress Ball
- Under 8's day with invitations to participate extended to Kindy groups and any pre-preps in our community.
- Prepaatory year orientation sessions spanning 8 to 10 weeks of Term 4.
- An annual book fair.
- A fun run.
- Transitions programs: transition to high school; transition to prep.
- Social gatherings including: family BBQs; 125<sup>th</sup> School Anniversary Celebrations.
- Environmental activities including beautifying the school environment and weekly gardening activities.
- Engagement with Kids Matter strategies for health and well being.
- Weekly non-denominational religious instructions based on Christian beliefs delivered by a local minister of religion.

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

Computers are used by our students to learn both research and communication skills. The computer to student ratio is 1: 2 with a range of laptops, desktops and ipads available for student use. Robotics has been introduced into the school's learning opportunities. Students engage in a range of on-line learning tasks such as: Japanese language lessons; maths through IXL Maths; reading through Reading Eggs, Reading Express, Raz-kids; movie making and making powerpoint presentations. Students are able to access and store information from any location within the school utilizing our WiFi connectivity.

## 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. Parents, students and staff are supportive of the school and assist with maintaining the grounds and other resources relevant to enhancing and advancing well being and health.

Our school has a small school population compared to some other schools within the Burdekin District and has been providing educational excellence to children within the community for over 125 years. As a result our school has a community that promotes the well-being of all members of our small school community. "Always your Best" is the school's motto and it is this motor that informs all that we say and do. Our Responsible Behaviour Plan for Students clearly outlines the school's expectations of student behaviours and the consequence for non-compliance with same. Resilience and conflict resolution is developed in our students to support their development as future leaders.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	80%	100%	100%
their child feels safe at this school (S2002)	100%	100%	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)	93%	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)	87%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	93%	100%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	80%	100%	100%
this school is well maintained (S2014)	93%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	89%	100%	100%
they like being at their school (S2036)	89%	100%	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)	89%	100%	100%
teachers treat students fairly at their school (S2041)	89%	100%	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)	89%	100%	100%
their school looks for ways to improve (S2045)	89%	100%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	89%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> 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%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
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)	100%	100%	DW
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%	80%
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 are invited and encouraged to become active members of the P&C which supports the school through providing: funds for resources; tuckshop lunches for student purchase; opportunities for community engagement at family BBQs; volunteer mowing and gardening services.

Other formats for parent engagement include: volunteer classroom work; school excursions; camps; parent information sessions; parent-teacher interviews; social events held at the school.

Effective communication between school staff and parents is essential to both student learning and the maintenance of positive interpersonal relationships between the stakeholders at the school. Parents are encouraged to contact the classroom teacher or the Principal in the early stages of a problem to address any concerns or issues before they escalate. The school clearly communicates policies and processes to parents on enrolment, in newsletter articles and on the information published on the school's website.

## Reducing the school's environmental footprint

Airville's domestic water supply comes directly from our underground aquifer. Mulching of gardens and having watering timers attached to our taps has decreased the volume of water used to maintain the grounds. Every effort is made to decrease electricity use by following the school's power conservation plan. At times this is a more difficult issue to address due to the heat factor and due to the infestation of biting insects that occurs frequently in our locality.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	32,692	0
2013-2014	34,249	0
2014-2015	34,763	

\*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.

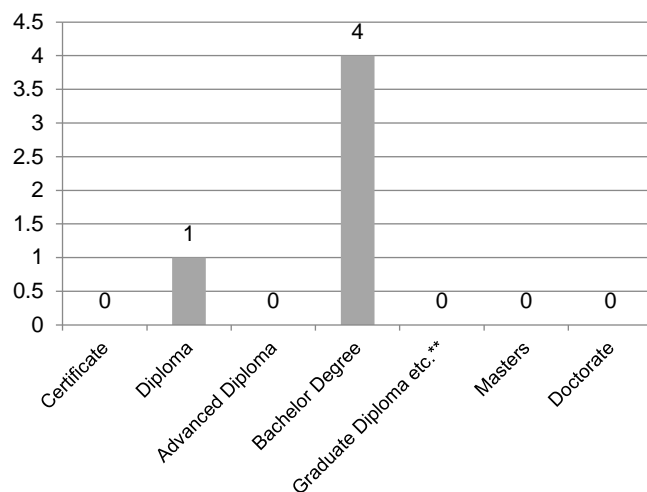
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	4	0
Full-time equivalents	3	2	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>5</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

The total funds expended on teacher professional development in 2015 were \$4 429.

The major professional development initiatives are as follows:

- Supporting children with special needs
- Pedagogical framework and high yield strategies
- Unpacking C2C units

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.	98%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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

GO

Sector:

Government

Non-government

SEARCH

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).	97%	98%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	96%	97%

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	96%	97%	98%	97%	97%	94%	96%	DW					
2014	97%	97%	99%	98%	97%	98%	97%	DW					
2015	94%	97%	97%	96%	97%	97%	98%						

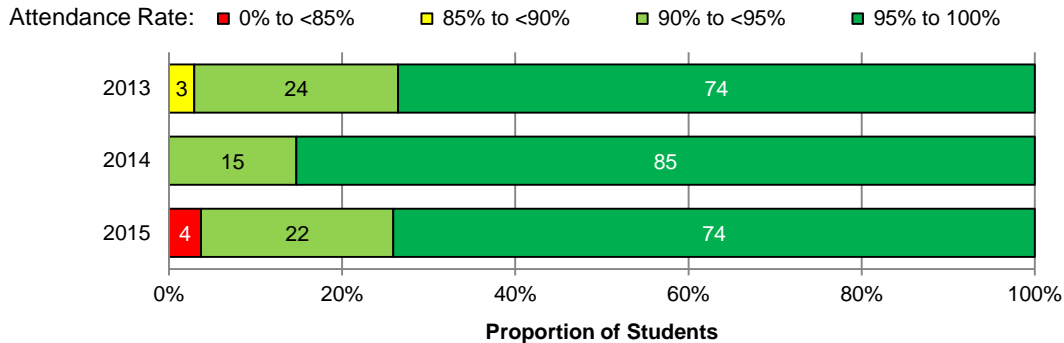
\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total 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.

Class rolls are marked twice daily. The administration officer follows up unexplained absences by phone call to parents. If a satisfactory explanation cannot be given, the Principal will contact the parents/caregivers. On-going contact is made with parents of regular non-attendance. If a satisfactory attendance is not achieved, formal notifications as per the Northern Region's Attendance Policy are issued. Attendance can be affected by outbreaks due to epidemics such as the 'flu.

## 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

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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.