



Airville State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Airville State School, 9km from Ayr, lies within the Burdekin Region. Children work and play in an environment that is safe, disciplined, tolerant, challenging and family-orientated. Students engage in local events such as the ANZAC Day parade, Festival of the Arts, cluster school sporting, curriculum and cultural events. Curriculum strengths in literacy and numeracy studies have resulted in Years 3 and 5 students consistently achieving at or above both the state and national mean for reading, writing, spelling, grammar and punctuation and numeracy. Annual opinion surveys of parents, students and staff indicate high to very high levels of satisfaction with all aspects of school operations and activities. Airville is considered by the community to be a good school with parents, students and staff actively promoting the achievements of the school. 'Always Your Best' is the school motto and is actively applied by all members of the school community in all aspects relating to the support and learning of students, teachers, staff and the Airville community.

Principal's Foreword

Introduction

Airville State School is a co-educational school that has a proud history of providing quality education to children for over 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 125th Anniversary in 2015 with a community event at the school which included a photographic and digital walk down memory lane for past and present students, depicting the changes to education over time.

In 2016, Airville State School continued to implement the Australian Curriculum with staff ensuring that individuality and the diversity of learning needs were catered for within an environment that strives to continually and consistently embrace quality and effective contemporary educational practices. Investing in our Schools (I4S) funds were used to provide and support our sharp and narrow learning improvement agenda.

This report details the growth, development and performance of Airville State School in 2016. 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 2016

- Whole school reading practices across the year levels were reviewed with consistency of differentiated learning being the focus for learning.
- The focus on spelling improvement continued from 2015 with Queensland's C2C spelling strategies and skills processes being implemented across all year levels within all class groups. Spelling data collections were utilised to inform individualised and/or differentiated learning for our students.
- Embedding automaticity within the mathematics focus area has continued into 2017.
- Systemic curriculum delivery of the Australian Curriculum has continued with the school utilising Queensland's C2C (Curriculum into the Classrooms) units of work in all learning areas.
- Coding was introduced to children utilising hands-on teaching and learning activities via BeeBot activities and Scratch on-line activities.
- Short Term Data Cycles (STDC) focussing on informing improvements within Mathematics and English have been and are continuing to be unpacked and reviewed by staff and administration.
- Collaboratively unpacking units of work, coaching, mentoring and learning walk throughs have provided opportunities for teachers to engage more consistently and effectively with the requirements of the Australian Curriculum and with enhancing their proficiencies within the requirements of the Australian Standards for Teachers.
- The School's Pedagogical Framework has been and is continuing to be used as a tool for improvement in curriculum delivery across the whole school learning environment.

Future Outlook

The key priority for 2017 is to implement consistent, effective learning and teaching strategies so that 90% of students, within every year level, achieve an overall level of achievement (LOA) at a 'C' or higher standard in the areas of Mathematics, English and Science.

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	13	19	3	94%
2015*	22	9	13	2	78%
2016	23	7	16	4	86%

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 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, however this becomes hazardous during the annual cane crushing season when large, heavy machinery constantly access the surrounding rural roads. No children walk to school due to the distance of the school away from the nearest family residences. A large percentage of families are double income families consisting of: farmers, professionals; agricultural workers; mining workers and those who are self-employed in other fields and general services. Approximately 15% of students identify as being an Aboriginal or Torres Strait Islander person. We also provide educational opportunities for students with disabilities.

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	13	13	14
Year 4 – Year 7			
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

- 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.
- Individual intervention processes include: one-to-one instruction with teachers and teacher-aides; 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 following fields: health and physical education; religious instructions; occupational therapy; speech-language pathology.
- Social skilling annual camp opportunities are offered to children in year levels 3 to 6.
- Literacy and numeracy blocks are identified for uninterrupted learning times.
- Intensive swimming instructions for an annual total of 15 weeks.
- LOTE (languages other than English) - Japanese is offered to students in Year 5 and 6 through an online portal.
- Queensland's Curriculum into the Classroom (C2C) units of work and associated assessment tasks and guides to making judgments form the basis of the school's curriculum intent. These units of work align with the Australian Curriculum and are under constant review to reflect version changes to the requirements of the Australian Curriculum.

Co-curricular Activities

- Interschool competitions such as: cross-country; swimming; athletics
- Community competitions include: Burdekin Festival of the Arts (School choir and verse speaking groups); ANZAC Day parades
- Individual participation in University of New South Wales testing program.
- End-of-year school 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.
- Preparatory year orientation weekly attendance sessions in Term 4 of the school year.
- An annual book fair.
- Transitions programs: transition to high school; transition to prep.
- Social and fundraising activities include: family BBQs; fundraising BBQs, special events e.g. Easter Bonnet Parade
- Environmental activities including beautifying the school environment and weekly gardening tasks completed by the students.
- Engagement with Kids Matter strategies for health and wellbeing.
- Weekly non-denominational religious instructions based on Christian beliefs delivered by a local minister of religion.

How Information and Communication Technologies are used to Assist Learning

Computers are used by our students to learn research and communication skills as well as engagement with coding to design their own games and create their own photoshop stories. 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; online mathematics and reading tasks, movie making and digital presentations. Students are able to access and store information from any location within the school utilizing our WiFi connectivity.

Social Climate

Overview

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 wellbeing and health. Bullying is not tolerated within our school community.

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 motto that informs all aspects of the school's processes. The school's Responsible Behaviour Plan for Students clearly outlines the school's expectations of student behaviour and the consequences for non-compliance with same. Our students as future leaders are provided with consistent opportunities to develop the skills of resilience, respect and responsibility.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	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)	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%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

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%	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)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	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)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	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%	100%
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%	DW	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%	100%
their school takes staff opinions seriously (S2076)	100%	80%	100%
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%

* 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.

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-teacher interviews and 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 within information published on the school's website.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school's Responsible Behaviour Plan clearly articulates the expectations the school has of children in their interactions and responses to others within the school community. Personal safety and cyber safety are explicitly taught to children through the school's health program. Strategies to deal with bullying and harassment are also taught to children through weekly parade items as well as through classroom activities. We utilize the basic moves of: Stop! Think! Before you Do! as effective strategies to allow children time to reflect on their actions and the consequences of their actions before making decisions that may have a negative impact on themselves or others.

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	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.

Environmental Footprint

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. We do have a series of solar panels attached to one building with the power generated going back into the grid.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	34,249	0
2014-2015	34,763	
2015-2016	39,962	

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

Sector:
 Government
 Non-government

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	3	5	0
Full-time Equivalent	2	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	1
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 \$5 378.00

The major professional development initiatives are as follows:

- Principal meetings for: updating on curriculum initiatives; forums; learning fairs; peer learning
- Mandatory training: Code of Conduct; Student Protection; Risk Assessment / Management; Workplace Health & Safety; Asbestos training.
- Understanding, using and managing data to effect improvement
- Positive Behaviour Learning (PBL)
- Mentoring and coaching
- One School process, data and dashboard
- Workplace Health and Safety
- Managing financial processes
- First Aid Training
- Unpacking the Australian Curriculum
- Collective learning through cluster school meetings and forums

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

Staff Attendance and Retention

Staff attendance

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

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

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).	98%	97%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	97%	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%.

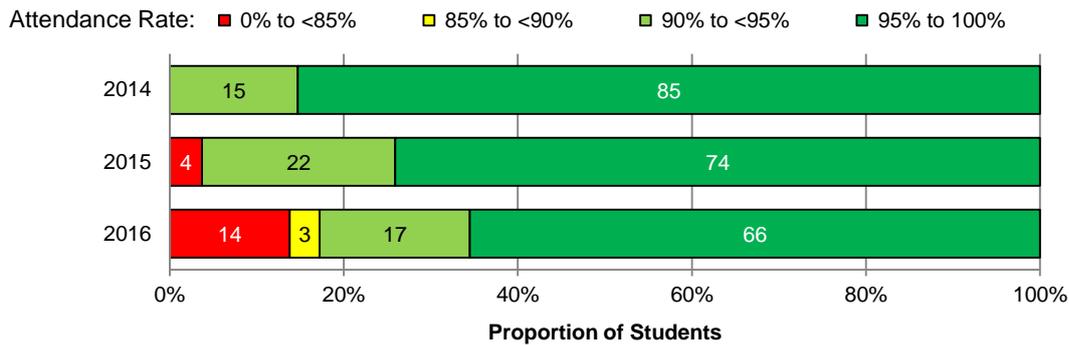
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	97%	97%	99%	98%	97%	98%	97%	DW					
2015	94%	97%	97%	96%	97%	97%	98%						
2016	95%	92%	96%	96%	96%	94%	DW						

*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.

Class rolls are marked twice daily. (Morning at 9:00am and after lunch at 1:45pm) 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 Regional's Attendance Policy are issued. Attendance can be affected by outbreaks due to epidemics such as the 'flu.

The school also implements a process of contacting parents no later than 9:30am if a child is absent and we have not received information from a parent on same.

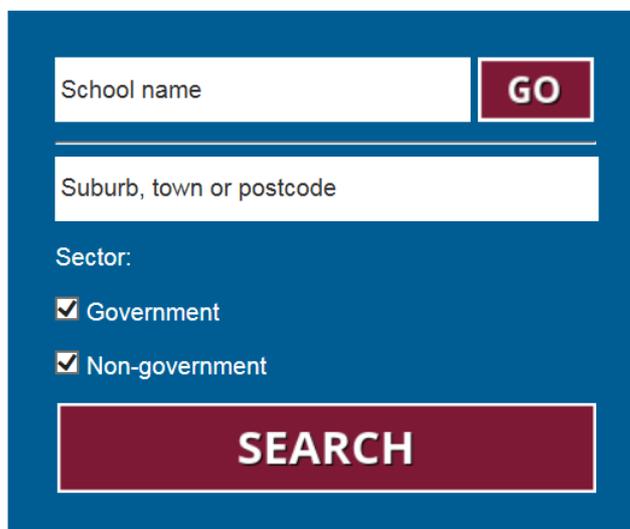
To increase attendance the school has attempted to lift the profile of the school within the community via regular fundraising BBQs in front of Woolworths. Flyer have been distributed to local Kindy's as well. Kindy / Pre-prep children at local kindies are also invited to attend our annual Under 8's day. The school also attempts to have pictures and articles published in the local newspaper.

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

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.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 3rd February 2017. The above values exclude VISA students.

Conclusion