Airville State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	MS 54 Ayr 4807
Phone	(07) 4790 7333
Fax	(07) 4790 7300
Email	principal@airvilless.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Marian Bugeja

School overview

Airville State School, 9km from Ayr, is located within the Burdekin Region. Children work and play in an environment that is safe, disciplined, tolerant, challenging and family-oriented. Students engage in local events such as the ANZAC Day parade, junior eisteddfod as well as cultural days, social and sporting events with other small schools within the district. Children also compete in the UNSW competitions. 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, 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. Airville State School has provided educational opportunities for children for over 125 years.

School progress towards its goals in 2018:

Improvement priorities:

- High student performance with a focus on creative and critical thinking and writing within the curriculum.
  - Better than 95% of students achieved a C or higher in all learning areas, with better than 95% of students achieving a B or higher in English, Maths and Science.
  - Students working within the parameters of their individual curriculum plans have shown progress towards achieving some or all of their individual learning goals.
  - Data analysis of achievements have provided focus for an explicit improvement agenda incorporating teaching practices, early intervention for learning and extension of learning. Using the inquiry cycle has been and will continue to be an ongoing process for improvement.

Future outlook:

The key improvement priority for 2019 is to enhance high student performance with a focus on creative and critical thinking and writing within the curriculum.

This will be achieved through:

- Systematic curriculum delivery whereby 100% of students achieve a B or A in English, Maths and Science. The embedding of the use of Inquiry Cycle processes to analyse data for case management of each child will support student achievement.

- Further student improvement will occur through building the capacity of an expert teaching team who have the knowledge, understanding, capacity and capabilities to analyse and use data to inform teaching, learning, differentiation and goal setting.

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	23	22	9
Girls	7	5	3
Boys	16	17	6
Indigenous	4	2	4
Enrolment continuity (Feb. – Nov.)	86%	100%	90%

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 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 residences. A large percentage of families are double income families. Approximately 45% of students identify as being an Aboriginal or Torres Islander person. Students with disabilities are also catered for within our educational learning environment. English is the first language for 100% of the students.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	14	11	9
Year 4 – Year 6		11	
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:

- 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 with each group supported by teachers as well as teacher aides.
- 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 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 3 to 6.
- Literacy and numeracy blocks are identified for uninterrupted learning times.
- Intensive swimming instructions for an annual total of 10 weeks, utilizing the services of qualified swim coaches at a local swim school.
- LOTE (languages other than English) - Japanese is offered to students in Year 5 and 6 through the Charters Towers School of Distance Education.
- 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.
- A whole school curriculum plan aligns units of work within each key learning area with each year level learning requirement for students.

Co-curricular activities:

- Interschool competitions such as: cross-country; swimming; athletics
- Community events: ANZAC Day parades
- Individual participation in University of New South Wales testing program.
- 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 sessions spanning 8 to 10 weeks of Term 4.
- 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 activities.
- 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.
- Various cultural activities shared with other small schools within the Burdekin District.

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 1:1 with a range of laptops 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

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. Airville has enjoyed nil bullying incidences. Children and parents agree that this is a safe, supportive school.

Airville State School 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 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. Should bullying issues occur, they are dealt with in a timely manner. Positive behaviour for learning is encouraged and practised continuously and consistently. As future leaders our students are provided with consistent opportunities to develop the skills of resilience, respect and responsibility.

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%	DW
• this is a good school (S2035)	100%	100%	DW
• their child likes being at this school* (S2001)	100%	100%	DW
• their child feels safe at this school* (S2002)	100%	100%	DW
• their child's learning needs are being met at this school* (S2003)	100%	100%	DW
• their child is making good progress at this school* (S2004)	100%	100%	DW
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
• teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
• teachers at this school treat students fairly* (S2008)	100%	100%	DW
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
• this school works with them to support their child's learning* (S2010)	100%	100%	DW
• this school takes parents' opinions seriously* (S2011)	100%	75%	DW
• student behaviour is well managed at this school* (S2012)	100%	100%	DW
• this school looks for ways to improve* (S2013)	100%	100%	DW
• this school is well maintained* (S2014)	100%	100%	DW

* 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%	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%

Percentage of students who agree# that:	2016	2017	2018
• 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%

* 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%	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%	100%	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; and gardening services.

Other formats for parent engagement include: volunteer classroom work; school excursions; camps; invitations to participate in 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 on the information published within the school's website.

Respectful relationships education 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 annual health program. Strategies to deal with bullying and harassment are also explicitly 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 before acting. Students participate in activities promoted by BraveHearts to understand personal safety and wellbeing. Our multi-denominational religious education program also provides opportunities for students to gain knowledge and skills to resolve conflict without violence.   All staff have engaged in professional development that provides guidelines on how to respond to child safety and protection.   Rural Health community programs delivered to students by the community nurse also provides information to students in relation to understanding the rights of others   as well as building and maintaining respectful relationships with others.

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	0	0	0
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	39,962	35,819	32,166
Water (kL)			

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.
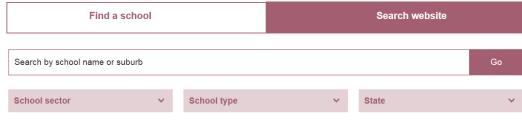
School funding

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.

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.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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	2	5	<5
Full-time equivalents	1	3	<5

*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.*	1
Bachelor degree	2
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 $3073.00.

The major professional development initiatives are as follows:

- In-kind professional development activities included:
    - Mandatory training: Code of Conduct; Student Protection; Risk Assessment/Management; Workplace Health and Safety; Asbestos training.
    - Collective learning through cluster school meetings and forums.
    - Collaborative unpacking the Australian Curriculum and refining and adapting Queensland's Curriculum into the Classroom (C2C) units of work as operational documents suited to the multi-level class groupings at Airville State School.
    - One School Processes with a focus on data collections and reports to inform teaching and learning improvement.
    - Mentoring, coaching, moderation and professional feedback.
    - Unpacking data including NAPLAN data; Level of Achievement Data (LOA) and Literacy Continuum.
    - Engaging in the Inquiry Cycle process for improving student learning outcomes.
- Workshop participation in understanding and implementing programs to improve phonemic awareness knowledge and skills.
- Maintaining first aid qualifications for all staff.
- Understanding, implementing, maintaining and managing effective financial and corporate procedures.
- Principal professional engagement / meetings for: updating on curriculum initiatives; forums; learning fairs; roadshows; peer learning; using Ed Studio.

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.	98%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 43% of staff were retained by the school for the entire 2018.

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	95%	94%	96%
Attendance rate for Indigenous** students at this school	98%	92%	96%

* 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

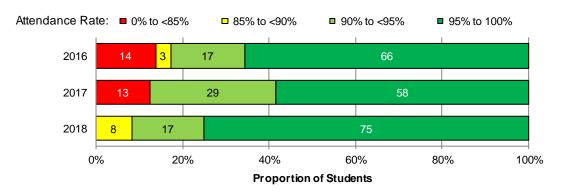| Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	95%	93%	96%	Year 7			
Year 1	92%	97%	DW	Year 8			
Year 2	96%	75%	DW	Year 9			
Year 3	96%	97%	DW	Year 10			
Year 4	96%	93%	99%	Year 11			
Year 5	94%	98%	93%	Year 12			
Year 6	DW	97%	DW				

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.

Nil students in Year 1, 2 and 3 in 2018. Attendance in Year 6 was excellent.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	14	3	17	66
2017	13		29	58
2018		8	17	75

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.

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. Personal interviews with parents may also be required in relation to non-attendance of their child / children and to share the attendance requirements for children as per Department of Education procedures. Attendance can be affected by outbreaks due to epidemics such as the flu.

The school also implements a process of contacting parents, via a personal phone call 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. Flyers 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 provides pictures and articles for publication in the local newspaper.

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.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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.