

Ayr State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome to the Ayr State School 2014 School Annual Report. This report identifies the achievements of the 2014 school year. We are committed to creating a learning environment where every child thrives in a caring, nurturing community of independent, creative and connected learners. At Ayr State School, staff build a positive learning culture and nurture relationships and partnerships with families and the wider community. Students support each other by being active participants. A culture of high expectations for all is a core value. We are committed to a strong improvement agenda through consistent teaching and learning and staff capacity building.

School progress towards its goals in 2014

During 2014 our major work was focused on the continuous improvement and implementation of the Australian National Curriculum. We continued to refine and enhance our school curriculum – focusing on differentiation and providing students with extension and enrichment activities.

We enhanced the school-wide approach to improving reading through targeted intervention.

We enhanced the knowledge of all staff in the effective teaching of Literacy.

We offered programs and opportunities for enrichment and extension.

Future outlook

The key areas for improvement as outlined in the School Improvement Plan for 2015 are:

- Explicit Teaching
- Reading
- Writing
- Attendance
- Closing the Gap
- Australian Curriculum – HPE
- Enhancing Leadership Development through a skilled Workforce

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	203	100	103	81%
2013	201	96	105	81%
2014	191	74	117	84%

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

Characteristics of the student body:

The student population of Ayr State School is diverse and provides a rich culture. Over 50% of our students are Aboriginal or Torres Strait Islander descent.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	14	20	24
Year 4 – Year 7 Primary	17	21	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	71	57	57
Long Suspensions - 6 to 20 days	6	1	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

Pedagogical practice – Explicit Teaching

Japanese – all Year 5 and 6 students

Special Education Programs

You Can Do It – Program Achieve

Putting Faces on the Data

Learning Support Programs

AUSLAN

Extra curricula activities

Instrumental Music Program

School Recorder Band

Student Council

Year 5 and 6 Camp

Regional Sports representation

NAIDOC Week celebrations

Reward Day

PCYC

How Information and Communication Technologies are used to assist learning

Australian Curriculum units integrate ICT in teaching and learning

A computer lab is maintained in F Block

All classrooms are fitted with electronic interactive whiteboards and data projectors.

Social Climate

The school delivers a safe, caring and consistent educational experience to the students. Junior school classrooms exhibit a highly structured, high demand and encouraging learning environment. Students and their parents value the commitment and caring work of staff members at this school. There is a consistent overtly positive and encouraging philosophy underpinning the management and learning approach used at this school.

We believe that behavior management should be consistent, insistent and persistent. Active teaching of specific behaviors sustained by the modelling of desired competencies is the underlying theme. All staff promote the development of positive behaviors.

The school environment and student learning environment are inviting and engaging. Students report they feel safe at this school, that their concerns with the behavior of other students are listened to and addressed in a timely way.

Teachers report a very strong collegial spirit amongst staff members, which support a high level of commitment to the learning of students.

Bullying is dealt with immediately and never left unaddressed. There is no place for bullying in our school. Students sign anti bullying pledges annually and are the focus of social skill lessons. Support is provided to both the victim and the bully. The Behavior Support Teacher and Guidance Officer can be involved in mediation. Parents are always informed.

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)	96%	100%	93%
this is a good school (S2035)	100%	94%	93%
their child likes being at this school* (S2001)	100%	89%	93%
their child feels safe at this school* (S2002)	96%	83%	93%
their child's learning needs are being met at this school* (S2003)	96%	94%	100%
their child is making good progress at this school* (S2004)	96%	83%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	89%	93%
teachers at this school motivate their child to learn* (S2007)	96%	89%	93%
teachers at this school treat students fairly* (S2008)	92%	83%	93%
they can talk to their child's teachers about their concerns* (S2009)	96%	94%	93%
this school works with them to support their child's learning* (S2010)	96%	94%	93%
this school takes parents' opinions seriously* (S2011)	92%	100%	93%
student behaviour is well managed at this school* (S2012)	80%	89%	86%
this school looks for ways to improve* (S2013)	96%	94%	93%
this school is well maintained* (S2014)	100%	94%	100%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	97%	100%	97%
they like being at their school* (S2036)	92%	93%	93%
they feel safe at their school* (S2037)	94%	100%	95%
their teachers motivate them to learn* (S2038)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers expect them to do their best* (S2039)	97%	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	98%
teachers treat students fairly at their school* (S2041)	97%	95%	95%
they can talk to their teachers about their concerns* (S2042)	80%	95%	100%
their school takes students' opinions seriously* (S2043)	89%	93%	95%
student behaviour is well managed at their school* (S2044)	82%	88%	93%
their school looks for ways to improve* (S2045)	97%	98%	98%
their school is well maintained* (S2046)	94%	95%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	98%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	100%
they feel that their school is a safe place in which to work (S2070)		97%	97%
they receive useful feedback about their work at their school (S2071)		95%	91%
students are encouraged to do their best at their school (S2072)		97%	100%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		94%	92%
staff are well supported at their school (S2075)		94%	94%
their school takes staff opinions seriously (S2076)		94%	100%
their school looks for ways to improve (S2077)		97%	100%
their school is well maintained (S2078)		97%	100%
their school gives them opportunities to do interesting things (S2079)		97%	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

At Ayr State School parents are involved in classrooms in a variety of ways. We strongly value the partnership that we have with our parents. Parents assist with reading teams, tuckshop, sports day, P&C meetings and markets, EATSIPS committee, school assemblies and as volunteers on excursions and camps. Parent teacher interviews are conducted twice a year. Communication to parents is through the fortnightly newsletter, parent information handbook, the school website and intermittent letters home. Parents are encouraged to be active participants of the Ayr State School P&C Association. Celebrations are well supported in the school with NAIDCO Day combining with Ayr State High School.

Reducing the school's environmental footprint

Work is continuing on becoming a more environmentally sustainable school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	128,992	4,674
2012-2013	0	0
2013-2014	133,182	1,287

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.

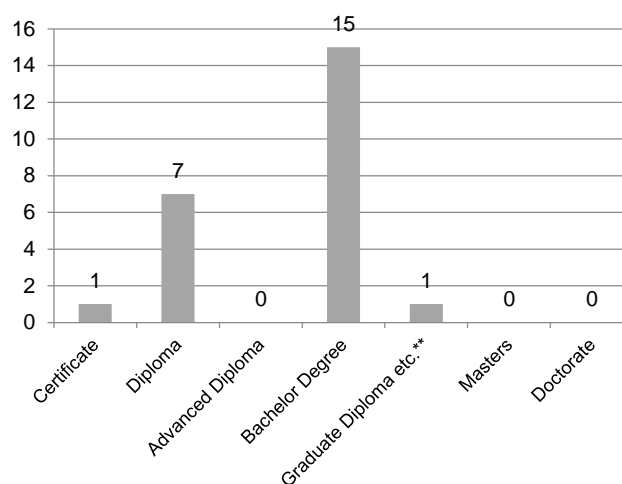
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	22	20	<5
Full-time equivalents	17	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	7
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	24



*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 \$11,134.17

The major professional development initiatives are as follows: Australian Curriculum Unpacking and Implementation, Explicit Teaching, Code of Conduct, Student Protection and Asbestos Awareness.

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.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% 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).	87%	87%	89%

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

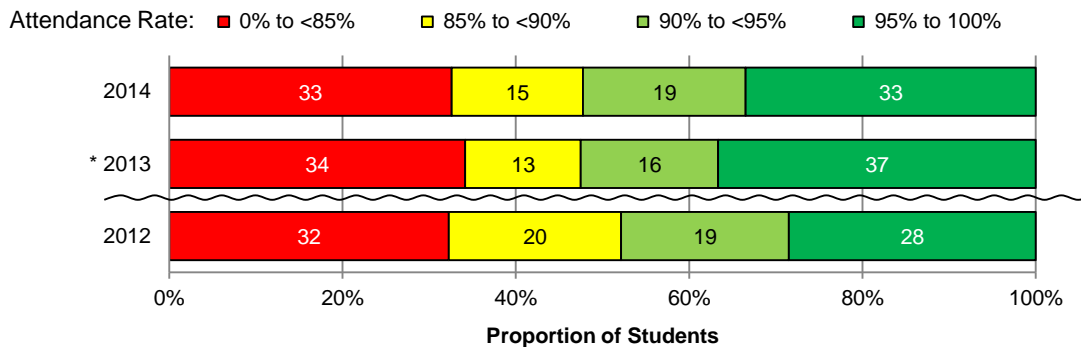
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	86%	89%	84%	86%	85%	85%	90%					
2013	88%	83%	86%	87%	89%	88%	85%					
2014	92%	90%	87%	89%	87%	89%	90%					

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.

Rolls are marked twice daily am and pm and recorded in Oneschool.

Parents of students who are absent without explanation are sent a letter seeking an explanation. All unexplained absences are followed up by the Principal and Administration Staff.

The School Liaison officer personally makes contact with parents/caregivers seeking reasons for absences. Patterns over time are analyzed and dealt with. Individual students are encouraged to maintain good attendance under our “50 Day Attendance Challenge” initiative which rewards students who attend every day for a term with a certificate and a drawn prize.

Classes are encouraged to maintain good attendance under our “Class Trophy” Award which rewards the class with the best attendance record for the preceding week, the class each week with the lowest number of unexplained absences. Reducing unexplained absences is our schools’ key priority in attendance.

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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Achievement – Closing the Gap

This strategy sets three state-wide targets for Queensland schools, two that apply to primary schools – half the gap in Year 3 Reading, Writing and Numeracy and Close the Gap in student attendance. Strong improvement is noted in Reading, Writing and Numeracy. The Gap is significantly reduced and is much lower than the State and North Queensland Regional means.