

Ayr State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Introduction Welcome to the Ayr State School 2015 School Annual Report. This report identifies the achievements of the 2015 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 explicit teaching and learning and staff capacity building.

School progress towards its goals in 2015

During 2015 our major work was focused on the continuous improvement of student performance in English and Mathematics, and implementation of the Australian Curriculum.

We continued to refine and enhance our school curriculum – focusing on unpacking units, moderation practices and differentiation and providing students with extension and enrichment activities.

We enhanced the school-wide approach to improving reading through targeted intervention by Levelled Literacy Intervention. We enhanced the knowledge of all staff in the effective teaching of Literacy.

We offered programs and opportunities for enrichment and extension.

- Explicit Teaching – commenced a staff learning journey and improvement partnership with John Fleming
- Reading – implemented 100 minute literacy blocks in the lower school
- Attendance – recorded an improvement in the attendance rate through diligent staff follow up
- Closing the Gap – some improvement in NAPLAN performance recorded
- Australian Curriculum – implemented English, Mathematics, Science, History, Geography and HPE – Movement.

Future outlook

The key areas for improvement as outlined in the School Improvement Plan for 2016 are:

- Reading
- Attendance
- Australian Curriculum Implementation
- Improving Teaching Practice
- School Wide Positive Behaviour

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	201	96	105	89	81%
2014	191	74	117	95	84%
2015	146	55	91	73	74%

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.

*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:

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		
	2013	2014	2015
Prep – Year 3	20	24	21
Year 4 – Year 6 Primary	21	24	17

*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	57	57	40
Long Suspensions - 6 to 20 days	1	0	2
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

- Pedagogical practice – Explicit Teaching
- LOTE- Japanese – all Year 5 and 6 students
- Special Education Programs
- PBL – Positive Behaviour Learning
- Putting Faces on the Data
- Learning Support Programs
- AUSLAN
- Step Up to Prep

Extra curricula activities

- Instrumental Music Program
- Men's Shed
- PCYC
- Student Council
- Year 5 and 6 Camp
- Regional Sports representation
- NAIDOC Week celebrations
- Rewards Day

How Information and Communication Technologies are used to improve 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.

A major wireless network and bandwidth upgrade will occur in 2016.

Social Climate

The Ayr State School Responsible Behaviour Plan was reviewed in 2015. PBL was introduced in the latter part of 2015.

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 behaviours sustained by the modelling of desired competencies is the underlying theme. All staff promote the development of positive behaviours. The PBL committee meet fortnightly.

The school environment and student learning environment are inviting and engaging. Students report they feel safe at this school, that their concerns with the behaviour 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 Behaviour Support Teacher and Guidance Officer can be involved in mediation. Parents are always informed. The Student Support committee meets fortnightly to address all student referrals from teaching staff.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	93%	100%
this is a good school (S2035)	94%	93%	100%
their child likes being at this school (S2001)	89%	93%	100%
their child feels safe at this school (S2002)	83%	93%	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)	83%	93%	100%
teachers at this school expect their child to do his or her best (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	93%	100%
teachers at this school motivate their child to learn (S2007)	89%	93%	100%
teachers at this school treat students fairly (S2008)	83%	93%	100%
they can talk to their child's teachers about their concerns (S2009)	94%	93%	100%
this school works with them to support their child's learning (S2010)	94%	93%	100%
this school takes parents' opinions seriously (S2011)	100%	93%	100%
student behaviour is well managed at this school (S2012)	89%	86%	100%
this school looks for ways to improve (S2013)	94%	93%	100%
this school is well maintained (S2014)	94%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	97%	94%
they like being at their school (S2036)	93%	93%	86%
they feel safe at their school (S2037)	100%	95%	86%
their teachers motivate them to learn (S2038)	100%	100%	98%
their teachers expect them to do their best (S2039)	95%	100%	96%
their teachers provide them with useful feedback about their school work (S2040)	98%	98%	91%
teachers treat students fairly at their school (S2041)	95%	95%	93%
they can talk to their teachers about their concerns (S2042)	95%	100%	94%
their school takes students' opinions seriously (S2043)	93%	95%	92%
student behaviour is well managed at their school (S2044)	88%	93%	86%
their school looks for ways to improve (S2045)	98%	98%	93%
their school is well maintained (S2046)	95%	95%	91%
their school gives them opportunities to do interesting things (S2047)	98%	98%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	100%	96%
they feel that their school is a safe place in which to work (S2070)	97%	97%	96%
they receive useful feedback about their work at their school (S2071)	95%	91%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	100%
students are encouraged to do their best at their school (S2072)	97%	100%	92%
students are treated fairly at their school (S2073)	97%	100%	96%
student behaviour is well managed at their school (S2074)	94%	92%	92%
staff are well supported at their school (S2075)	94%	94%	96%
their school takes staff opinions seriously (S2076)	94%	100%	96%
their school looks for ways to improve (S2077)	97%	100%	96%
their school is well maintained (S2078)	97%	100%	92%
their school gives them opportunities to do interesting things (S2079)	97%	100%	96%

'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

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 Home Hill State School each July.

Reducing the school's environmental footprint

Work is continuing on becoming a more environmentally sustainable school. There was a slight drop in electricity usage in 2015 by turning all air conditioning units off from April – September and repairs to the solar cells on the "C" Block roof.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	0	0
2013-2014	133,182	1,287
2014-2015	130,339	3,189

*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.

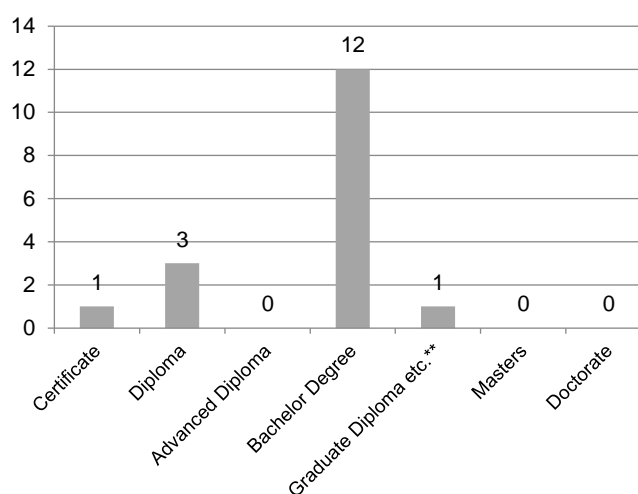
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	16	17	<5
Full-time equivalents	12	11	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	3
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	17



*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 \$22198

The major professional development initiatives are as follows:

- Australian Curriculum Unpacking and Implementation
- Explicit Teaching
- Mandatory Training - Code of Conduct, Student Protection etc.

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.	97%	97%	95%

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 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

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).	87%	89%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	83%	87%

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	89%	88%	83%	86%	87%	89%	88%	85%					
2014	87%	92%	90%	87%	89%	87%	89%	90%					

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

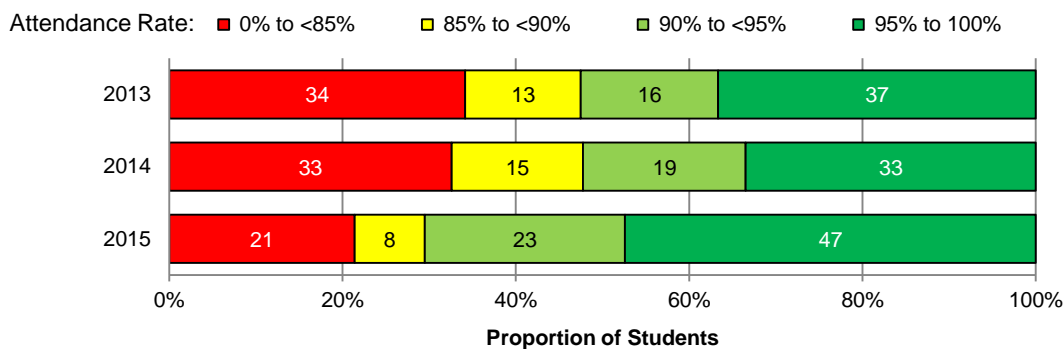
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	85%	90%	95%	95%	88%	92%	93%						

*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 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 analysed and dealt with.

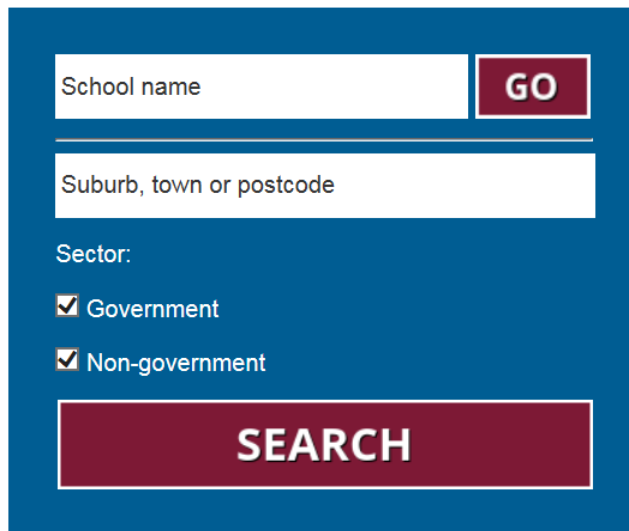
Individual students are encouraged to maintain good attendance under our “50 Day Attendance Challenge” initiative which rewards students who attend every day for a term with a certificate and a drawn prize. Classes are encouraged to maintain good attendance under our “Class Trophy” Award which rewards 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 and 5 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

The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.