Ayr State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Ayr State School has proudly served the community since 1886 and is committed to providing a safe, respectful and disciplined learning environment for students and staff, an environment in which students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong well-being.

Our curriculum follows the Australian Curriculum in all Key Learning Areas from Prep to Year 6, using Curriculum into the Classroom as a resource. Explicit Instruction guides our pedagogical practice, maximising the engagement and inclusivity of all students.

We offer many extra-curricular activities during lunch breaks such as sport, singing groups, macramé, weaving, art & craft, enviro club, cooking club and STEM group.

The school has excellent facilities including a newly built multi-purpose hall, air-conditioned double teaching spaces, wireless connectivity, purpose built prep building, adventure playgrounds, basketball courts, oval, cricket nets and P & C run canteen. The P & C also run the Equip program, ensuring students have uniforms, class supplies and the provision of breakfast, lunch and afternoon tea for a small weekly fee.

Principal's Foreword

Introduction

Welcome to the Ayr State School 2017 School Annual Report. This report identifies the achievements of the 2017 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 2017

The explicit improvement agenda of Ayr State School in 2017 included a focus on student attendance, teacher practice and positive behaviour for learning.

Attendance: 85.3% attendance was achieved in 2017 with non-indigenous reaching 92.1% and indigenous students 80.5%. Each class monitored attendance with a data wall and the administrative team continued a whole of school attendance wall. Fortnightly class attendance prizes were awarded on parade as well as individual students received an attendance voucher. Fifty day attendance challenges were implemented to reward excellent individual attendance over a longer time frame. Daily phone calls were made to follow up all absences. Home visits were conducted to ascertain reasons for chronic unexplained absences. In May of 2017, Ayr State School was included in the NQ Cowboys Try for 5! Program which includes fortnightly video messages of encouragement, fortnightly class prizes and visits from Cowboys ambassadors. Ayr State School was awarded as winners of the most improved attendance in 2017.

Teacher Practice: Ayr State staff continued to implement Explicit Instruction as pedagogical practice across all learning areas. John Fleming continued to act in the role of critical friend, providing professional development, conducting observations and giving feedback. Staff continued to collaborate, sharing resources and providing feeback. Student achievement meetings provided teaching staff and the leadership team the opportunity to discuss learning progressions of marker students. Student data walls are used for reading and level of achievement goals.

Positive Behaviour for Learning: Continuing in its second year of implementation, the Positive Behaviour for Learning focus allowed the PBL team to analyse student behaviour to determine the next rule of the fortnight which is explicitly taught in the classroom, playground and on parade. Blue slips are given to acknowledge positive behaviour choices and VIVO reward system was implemented. Alternative lunchtime activities were introduced and student support programs such as Rock and Water, Men's Shed, Girls with a Purpose and Team Up continued to be offered. The Responsible Behaviour Plan for Students continues to be reviewed annually.

Future Outlook

The focus in 2018 continues from the direction in 2017.

Attendance and Mobility: A target of 92% attendance has been set for 2018 with a special focus on closing the gap between indigenous and non-indigenous students. Ayr State School will also collect data relating to student transitions to and from the school. Class and individual rewards will continue to be used as incentives with classroom trackers fully operational within each classroom. We continue to build family connections through initiatives such as the "Welcome to the Week" breakfast program each Monday.

Teacher Practice (Explicit Instruction and Quality Teaching and Learning): Ayr State staff will continue to implement Explicit Instruction as pedagogical practice across all learning areas. New staff will receive professional development. John Fleming will continue to act in the role of critical friend. The Teaching and Learning Handbook will be reviewed to ensure it accurately reflects current classroom practices. Student achievement meetings will continue and student data walls will be updated to track student progress.

Positive Behaviour for Learning: The Responsible Behaviour Plan for Students continues to reviewed annually. Oneschool data is analysed by the PBL team to determine the next rule of the fortnight which is explicitly taught in the classroom, playground and on parade. VIVO rewards will be reviewed to ascertain effectiveness. New staff will receive training and current PBL leaders will receive refresher training and share school data with staff at each staff meeting, as well as compare data from previous periods.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	146	55	91	73	74%
2016	132	55	77	71	80%
2017	119	54	65	74	76%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Ayr State School has a School ICSEA value of 752 with 83% of students in the bottom quarter of Socio-Educational Advantage. Aboriginal or Torres Strait Islander students make up 62% of the student population and Ayr State School prides itself on a welcoming and supportive staff. This assists our high number of students transitioning from other schools.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	24	22
Year 4 – Year 6	17	18	19
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

All students at Ayr State School study the Key Learning Areas of the Australian Curriculum of English, Maths, Science, History, Geography, The Arts, Health and Physical Education and Technologies. The "Curriculum into the Classroom" assessment and resources are used in the classroom.

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Written reports are used twice per year and parent teacher interviews are also offered. Parents and caregivers are encouraged to visit the classroom.

Co-curricular Activities
Ayr State School provides a variety of extra-curricular activities such as:
- Instrumental Music;
- Interschool Sport;
- Participation in Burdekin Festival of Arts;
- Men's Shed mentoring;
- NAIDOC week celebrations;
- Singing group;
- Kid's in the Kitchen cooking;
- Enviro club; and
- AFL Magpies Cup and AFL QLD competition.

How Information and Communication Technologies are used to Assist Learning

Ayr State School is committed to enhancing the ICT capabilities of all its learners. At our school, technology is used to improve our ways of working and to make complex tasks easier to complete. We have significantly improved student access to technology. Through a grant, we have purchased 15 laptops, 3 new Ipads, Bee Bots and Ozo Bots. Students use this technology to help demonstrate their learning and enhance their access to class tasks and the required thinking of the curriculum.

Social Climate

Overview

Ayr State School is a Positive Behaviour for Learning school. Our school rules are Safe, Respectful and Responsible. The PBL team meet fortnightly to analyse behavior data, determining the next rule of the fortnight. Expectations are explicitly taught in the classroom, in the playground, on parade and reinforced through all interactions. There is a consistent overly 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. All staff promote the development of positive behaviours. The P & C Equip program provides families support to manage the costs associated with school.

A school Chaplain is at school one day per week, and a Guidance Officer is also on site one day per week.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	88%	100%
this is a good school (S2035)	100%	82%	100%
their child likes being at this school* (S2001)	100%	82%	100%
their child feels safe at this school* (S2002)	100%	82%	100%
their child's learning needs are being met at this school* (S2003)	100%	88%	100%
their child is making good progress at this school* (S2004)	100%	88%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%	100%
teachers at this school motivate their child to learn* (S2007)	100%	94%	100%
teachers at this school treat students fairly* (S2008)	100%	82%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	100%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	100%	88%	100%
this school takes parents' opinions seriously* (S2011)	100%	82%	89%
student behaviour is well managed at this school* (S2012)	100%	82%	89%
this school looks for ways to improve* (S2013)	100%	82%	100%
this school is well maintained* (S2014)	100%	82%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	100%	100%
they like being at their school* (S2036)	86%	90%	92%
they feel safe at their school* (S2037)	86%	95%	90%
their teachers motivate them to learn* (S2038)	98%	100%	100%
their teachers expect them to do their best* (S2039)	96%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	98%	100%
teachers treat students fairly at their school* (S2041)	93%	98%	98%
they can talk to their teachers about their concerns* (S2042)	94%	98%	94%
their school takes students' opinions seriously* (S2043)	92%	87%	94%
student behaviour is well managed at their school* (S2044)	86%	58%	77%
their school looks for ways to improve* (S2045)	93%	100%	98%
their school is well maintained* (S2046)	91%	92%	100%
their school gives them opportunities to do interesting things* (S2047)	90%	95%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	100%	96%
they feel that their school is a safe place in which to work (S2070)	96%	100%	96%
they receive useful feedback about their work at their school (S2071)	88%	93%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	92%	100%	96%
students are treated fairly at their school (S2073)	96%	100%	96%
student behaviour is well managed at their school (S2074)	92%	100%	96%
staff are well supported at their school (S2075)	96%	100%	96%
their school takes staff opinions seriously (S2076)	96%	100%	96%
their school looks for ways to improve (S2077)	96%	100%	96%
their school is well maintained (S2078)	92%	100%	96%
their school gives them opportunities to do interesting	96%	100%	96%

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Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
things (S2079)			

* 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

Ayr State School maintain a website, issue fortnightly newsletters and regularly use social media to issue reminders of upcoming events and to celebrate success.

Many parents involve themselves in the Parents and Citizens Association, volunteering in the tuckshop, fundraising activities, at monthly market stalls or in the classroom. Ayr State School encourages community engagement through positive relationships with PCYC, Men's Shed, QPS and PLO's.

Students are encouraged to actively engage with representative sport, Festival of Arts, NAIDOC celebrations, ANZAC marches and community events.

We liaise with families of diverse leaners and external agencies to support learning, well-being and inclusion.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

All students are taught our three school expectations: I am an Ayr State Learner; I am Safe, Respectful and Responsible, using the PBL Expectations Matrix. Curriculum into the Classroom (C2C) resources for Health and Physical Education are used in all year levels to ensure that essential information about healthy and respectful relationships is delivered. All staff model respectful communication.

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	40	101	72
Long Suspensions – 11 to 20 days	2	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Ayr State School is committed to promoting conservation of resources through the following:

- Shut down all computers at the end of each day
- Turn of lights when leaving the room
- Limit the use of air-conditioning
- Use tank water for amenities
- Use bore water for ovals and gardens

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	130,339	3,189
2015-2016	135,459	4,475
2016-2017	138,263	1,843

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

School name	GO

Suburb, town or postcode

Sector:
☑ Government
☑ Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff

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2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	14	18	<5
Full-time Equivalents	11	10	<5

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.**	2
Bachelor degree	9
Diploma	3
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 2017 were $43496.

The major professional development initiatives are as follows:

- Australian curriculum alignment and moderation;
- Explicit Instruction;
- Child Youth Mental Health First Aid;
- Positive Behaviour for Learning;
- Jolly Phonics;
- Principal Association Conference;
- First Aid;
- Auslan;
- Aspire to Lead; and
- Conflict Resolution.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 74% of staff was retained by the school for the entire 2017.

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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 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	91%	86%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	80%	81%

*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 2017 for all Queensland Primary schools was 93%.
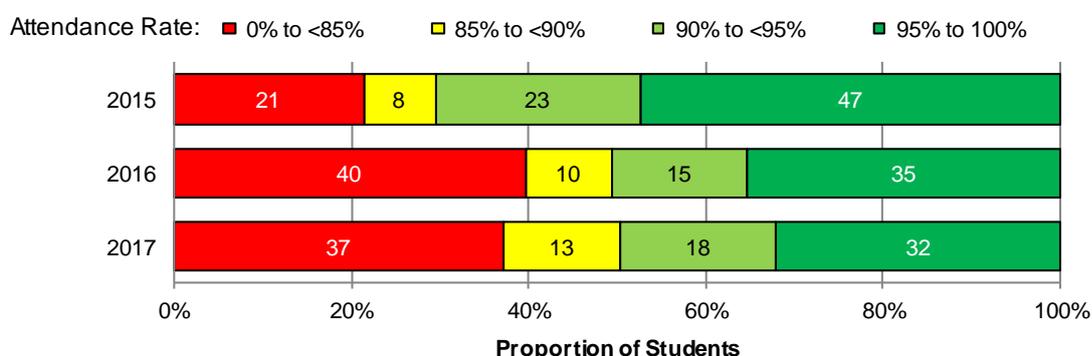
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2015	85%	90%	95%	95%	88%	92%	93%						
2016	82%	82%	86%	91%	89%	83%	88%						
2017	88%	82%	83%	83%	92%	92%	76%						

*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:

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%
2015	21	8	23	47
2016	40	10	15	35
2017	37	13	18	32

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the 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.

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Ayr State School manages school attendance using the following strategies:
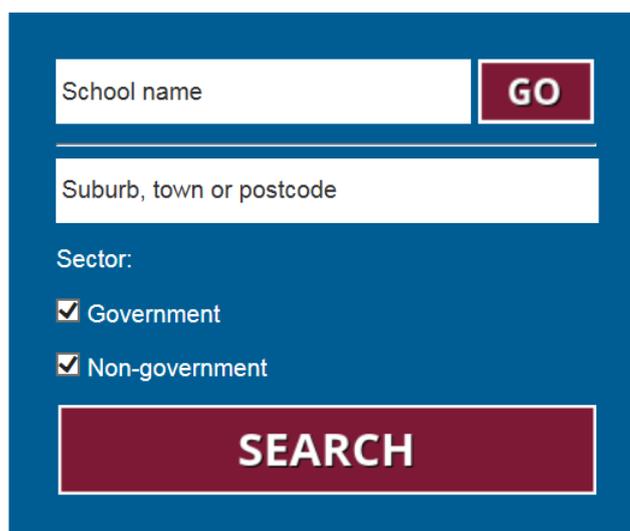- Twice daily roll marking;
- ID Attend same day notification using SMS and phone calls;
- "Every Day Counts" signage;
- Welcome to the Week breakfast on Monday morning;
- Regular home visits;
- Positive recognition rewards each fortnight for all students reaching 92% target;
- Fortnightly class trophy;
- Participation in Cowboys "Try for 5!" initiative; and
- Daily class tracking.

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.**

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.