



Ayr State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 955 Ayr 4807
Phone	(07) 4790 3333
Fax	(07) 4790 3300
Email	principal@ayrss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Katie Cannell Principal

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.

School progress towards its goals in 2018

The Explicit Improvement Agenda of Ayr State School in 2018 included a focus on student attendance, teaching practice and Positive Behaviour for Learning.

Attendance - 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.

Teaching 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 feedback. 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. 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 2019 continues on from the direction in 2018.

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.

Explicit Instruction – Ayr State School 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 a critical friend.

The Responsible Behaviour Plan for Students continues to be 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. 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.

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	132	119	122
Girls	55	54	58
Boys	77	65	64
Indigenous	71	74	70
Enrolment continuity (Feb. – Nov.)	80%	76%	79%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	20
Year 4 – Year 6	18	19	21
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

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. 5

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 behaviour 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 behaviour 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

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)	88%	100%	100%
• this is a good school (S2035)	82%	100%	100%
• their child likes being at this school* (S2001)	82%	100%	88%
• their child feels safe at this school* (S2002)	82%	100%	88%
• their child's learning needs are being met at this school* (S2003)	88%	100%	100%
• their child is making good progress at this school* (S2004)	88%	100%	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)	88%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	94%	100%	100%
• teachers at this school treat students fairly* (S2008)	82%	89%	100%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
• this school works with them to support their child's learning* (S2010)	88%	100%	100%
• this school takes parents' opinions seriously* (S2011)	82%	89%	100%
• student behaviour is well managed at this school* (S2012)	82%	89%	88%
• this school looks for ways to improve* (S2013)	82%	100%	100%
• this school is well maintained* (S2014)	82%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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%	93%
• they like being at their school* (S2036)	90%	92%	88%
• they feel safe at their school* (S2037)	95%	90%	89%
• their teachers motivate them to learn* (S2038)	100%	100%	98%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	97%
• teachers treat students fairly at their school* (S2041)	98%	98%	95%
• they can talk to their teachers about their concerns* (S2042)	98%	94%	89%
• their school takes students' opinions seriously* (S2043)	87%	94%	95%
• student behaviour is well managed at their school* (S2044)	58%	77%	81%
• their school looks for ways to improve* (S2045)	100%	98%	97%
• their school is well maintained* (S2046)	92%	100%	95%
• their school gives them opportunities to do interesting things* (S2047)	95%	96%	98%

* 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%	96%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	96%
• they receive useful feedback about their work at their school (S2071)	93%	96%	92%
• 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)	100%	96%	100%
• students are treated fairly at their school (S2073)	100%	96%	100%
• student behaviour is well managed at their school (S2074)	100%	96%	96%
• staff are well supported at their school (S2075)	100%	96%	92%
• their school takes staff opinions seriously (S2076)	100%	96%	96%
• their school looks for ways to improve (S2077)	100%	96%	100%
• their school is well maintained (S2078)	100%	96%	96%
• their school gives them opportunities to do interesting things (S2079)	100%	96%	96%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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 learners and external agencies to support learning, well-being and inclusion.

Respectful relationships education 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

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	101	72	59
Long suspensions – 11 to 20 days	2	0	1
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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	135,459	138,263	142,641
Water (kL)	4,475	1,843	4,508

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, 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.

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

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

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	12	17	<5
Full-time equivalents	11	10	<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.*	
Bachelor degree	2
Diploma	10
Certificate	3

*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 \$36, 044.49

The major professional development initiatives are as follows:

- The major professional development initiatives are as follows:
 - Australian curriculum alignment and moderation;
 - Explicit Instruction;
 - Positive Behaviour for Learning;
 - First Aid;

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.	95%	94%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

Performance of our students

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	86%	86%	89%
Attendance rate for Indigenous** students at this school	80%	81%	87%

* 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
Prep	82%	88%	87%
Year 1	82%	82%	87%
Year 2	86%	83%	89%
Year 3	91%	83%	86%
Year 4	89%	92%	90%
Year 5	83%	92%	90%
Year 6	88%	76%	93%

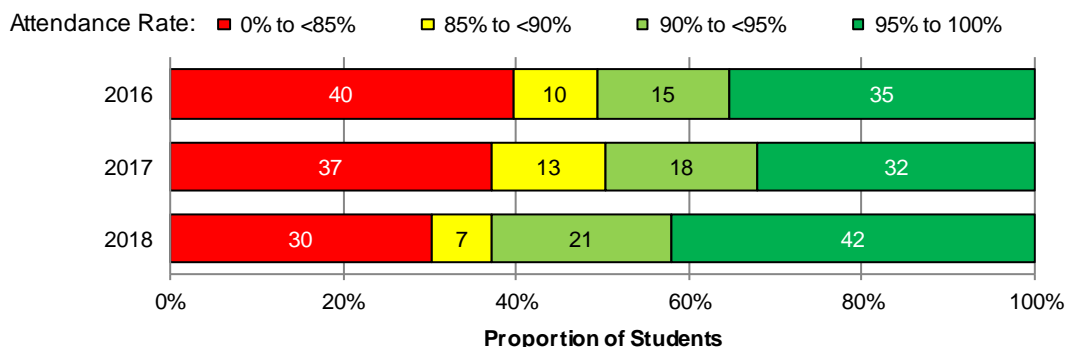
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

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

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

- Click on the *My School* link <http://www.myschool.edu.au/>.
- Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

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.