East Ayr State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

East Ayr State School has been serving the educational needs of Prep and Primary students in the Burdekin since 1952. We are dedicated to delivering first class achievement and wellbeing results through engagement in the Australian Curriculum. East Ayr State School students are involved in a wide range of opporunties in order to shape decisions for the future and to inspire life long learning. These opportunities include Sporting Carnivals and events, the ANZAC Day March/Ceremony, Eisteddfod and Arts programs, the local Water Festival, various school-based competitions, camps, school musicals, and a wide variety of Interschool Activities and Challenges.

Our school students participate in the annual National Literacy and Numeracy Tests. Our performance in these tests is available on the school website and through our My School profile. We have numerous extracurricular activities for our students to participate in, including our Instrumental Music program, the Enviro Club and iPad Club. East Ayr has a School Chaplain who works as part of our School Support Team. Students are involved in targeted wellbeing programs to support our Positve Behaviour for Learning approach and as a part of the school's Responsible Behaviour Plan. We also have the services of a Guidance Officer, Support Teachers, Special Education Program Teachers, Literacy Coach and a Behaviour Management Support Teacher.

School progress towards its goals in 2018

Area	Key Actions	Progress
Maximising Achievement in the Curriculum - Curriculum Clarity - Assessment - Teaching with a Literacy Focus - Monitoring Learning	Engage in collaborative inquiry process to open up the higher order thinking required by the curriculum. Implement English lessons that enable students to independently evidence their learning. Convert English LOA success to strengthened NAPLAN U2B data. Conduct moderation activities within the school and with local schools to ensure consistency of teacher judgement.	Achieved and ongoing Achieved and ongoing Significant improvement achieved. 52% of Yr.3 students achieved results in the Upper 2 bands for both reading and writing. Embedded practice
Early Years Levelled Reading - Prep >8 - Yr.1 >16 - Yr.2 >20	Engage in collaborative inquiry process to build experts in Early Years Reading Instruction. Track all students (P-2) progress against the NQR PM indicator levels. Monitor and assess Yr.3 NAPLAN reading performance against 2017 end of year results. Engage with support team in reading assessment practices to quality assure PM Benchmark data.	Achieved and ongoing. Yr.3 Reading Data continues to strengthen (NAPLAN & PM Benchmark) Achieved. Monitoring tool very reliable in predicting NAPLAN success. Ongoing Ongoing

In 2018, East Ayr State School achieved its strongest results in the National Assessment Program for Literacy and Numeracy (NAPLAN). Our Yr.3 Reading results exceeded the State results and compared well to the National results. Our writing results were stronger than the results recorded by the Nation and we also experienced significant improvement in our numeracy results. Our school is pleased to report that our Spelling and Language Conventions results were also representative of the hard work invested by our learning community.

Future outlook

East Ayr State School is committed to delivering quality education outcomes to students in the Burdekin District. We are committed to the Department of Education's strategic direction and work hard to ensure every student is succeeding. Through achievement, we work hard to promote student wellbeing and value the contribution of our families and wider community. Our improvement agenda for 2019 continues to focus on our understanding of the Australian Curriculum and our ability to maximise student achievement. Specifically we are investigating the use and implementation of the Gradual Release of Responsibility to ensure our learners are able to independently demonstrate the Achievement Standards of the Australian Curriculum. This work will ensure that our students are progressing and developing into confident, healthy and resilient young people.

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	541	557	536
Girls	278	294	275
Boys	263	263	261
Indigenous	72	77	69
Enrolment continuity (Feb. – Nov.)	97%	95%	95%

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

East Ayr State School's population proudly reflects the community of the Burdekin District. Our school uses diversity and promotes inclusion in order to build resilient, understanding and respectful citizens. The students of East Ayr State School represent a range of socio-economic situations, cultural backgrounds, indigenous and non-indigenous families and some classifications of disability.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	22
Year 4 – Year 6	25	26	25
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

East Ayr State School privileges the role of systematic curriculum delivery. We know and understand that school improvement can only occur in the classroom. We have a cohesive and structured curriculum delivery plan that ensures consistent teaching and learning expectations. The salient features of our approach are:

- We teach, assess and report on the Australian Curriculum from Prep to Yr.6 in all subjects/ learning areas.

- We utilise an evidence based pedagogical framework to build staff capacity and ensure strong professional practice.

- We use a whole school approach to support student learning that includes differentiation, focused teaching and intensive teaching for students that require it.

- We use the Instructional Coaching Cycle as a means to build staff capacity.

Co-curricular activities

A range of extra curricula activities are provided across Prep-Year 6 at East Ayr State School. These include:

- Prep-2 – Excursions directly related to learning (Billabong Sanctuary, Library Visits, Reef HQ), Junior Sports Carnival, Burdekin Festival of Arts, Easter activities day, Family Dance Night, School Disco's, Show Work Displays.

- Year 3-6 – Excursions directly related to learning (Jezzine Barracks, Museum, Seaforth Pines Camp, Magnetic Island Camp), Instrumental Music Program, School Musical, Interschool Sport and Carnival Days, Intra-school Sport, IPad Club, Burdekin Festival of Arts, Show Work Displays.

How information and communication technologies are used to assist learning

East 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. With the help of our Parent and Citizen's committee, we have added an additional computer lab to the school and have purchased another class set of IPads. We have also added a class set of laptops to facilitate enhanced study and engagement in the Arts. Students use this technology to help demonstrate their learning and enhance their access to class tasks and the required thinking of the curriculum. We have also purchased iPads for all of our teaching staff and enhanced their ability to project learning in their classrooms. This helps our team to provide timely feedback on student achievement and progress.

Social climate

Overview

East Ayr State School adopts a Positive Behaviour for Learning (PBL) approach. Behavioural expectations are explicitly taught to the whole school community. Our focus rules are defined for all areas of our school under the broad headings of Respect, Responsibility, Safety and the value of being a Learner. Each fortnight we preview our focus rules on assembly with the students and the teaching staff reinforce this information in their classroom. Focus rules are selected in a manner that is both proactive and responsive to our school community needs. This targeted approach yields an outstanding attendance rate of approximately 96% and very little Student Disciplinary Absences. Students are rewarded for following our school rules and contributing to our community in positive ways. We track staff and student progress within this initiative through a variety of Data Walls and graphic representations.

East Ayr State School participates in and promotes Bullying, No Way! Day. We have many pastoral care and lunchtime programs designed to support student wellbeing, including a School Chaplain and our Student Support Hub. We have an active Parents and Citizens Association that works hard to engage our community members in all aspects of school life from cultural and sporting opportunities to fundraising and local events.

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%	95%	100%
• this is a good school (S2035)	100%	95%	100%
• their child likes being at this school* (S2001)	100%	95%	100%
• their child feels safe at this school* (S2002)	100%	93%	98%
• their child's learning needs are being met at this school* (S2003)	96%	93%	100%
• their child is making good progress at this school* (S2004)	98%	93%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	93%	98%
• teachers at this school motivate their child to learn* (S2007)	100%	93%	100%
• teachers at this school treat students fairly* (S2008)	98%	90%	98%
• they can talk to their child's teachers about their concerns* (S2009)	98%	90%	98%
• this school works with them to support their child's learning* (S2010)	94%	90%	98%
• this school takes parents' opinions seriously* (S2011)	93%	85%	98%
• student behaviour is well managed at this school* (S2012)	96%	90%	95%
• this school looks for ways to improve* (S2013)	98%	95%	98%
• this school is well maintained* (S2014)	100%	95%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	98%	99%
• they like being at their school* (S2036)	98%	97%	95%
• they feel safe at their school* (S2037)	99%	96%	98%
• their teachers motivate them to learn* (S2038)	99%	99%	97%
• 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%	98%	98%
• teachers treat students fairly at their school* (S2041)	96%	89%	92%
• they can talk to their teachers about their concerns* (S2042)	94%	98%	92%
• their school takes students' opinions seriously* (S2043)	99%	96%	94%
• student behaviour is well managed at their school* (S2044)	97%	98%	94%
• their school looks for ways to improve* (S2045)	98%	98%	100%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	96%	98%	98%
• their school gives them opportunities to do interesting things* (S2047)	100%	99%	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)	98%	100%	94%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
• they receive useful feedback about their work at their school (S2071)	95%	98%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	97%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	98%	100%	81%
• student behaviour is well managed at their school (S2074)	100%	100%	85%
• staff are well supported at their school (S2075)	93%	98%	78%
• their school takes staff opinions seriously (S2076)	92%	95%	71%
• their school looks for ways to improve (S2077)	100%	100%	90%
• their school is well maintained (S2078)	100%	100%	86%
• their school gives them opportunities to do interesting things (S2079)	93%	98%	90%

* 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

Parent and community engagement is an important consideration of each and every day at East Ayr State School. The school vision of 'loving our school' and being a strong, proud community is at the heart of both formal and informal interactions that we have with our community. We use a variety of reach in and out reach strategies in order to create and maintain an accountable outward facing organisation. The school administration works in partnership with the Parents and Citizen's Association to enhance the tone and aesthetics of the school. We offer opportunities for parents and families to meet with classroom teachers to discuss student learning and foreground curriculum intent. We share information about school initiatives at P&C meetings and we consult on topics that deal with the direction of the school to enhance the service that we offer. We use social media to connect our community to the classroom. We have over 1100 people who follow our Facebook page, this includes other schools and school leaders. We liaise with families of diverse learners in order to support their learning and wellbeing- this includes the consideration of student's curriculum provision.

Respectful relationships education programs

East Ayr State School works extremely hard to create and promote a safe and supportive learning environment. The wellbeing of each and every student starts with an understanding of personal safety and awareness. Staff at our school use the Australian Curriculum- General Capabilities, Personal and Social Capabilities to plan and implement wellbeing topics and to understand typical development patterns of their students. This is a key document used to understand student engagement and frames our whole school approach to supporting learning and wellbeing. We use the Curriculum into the Classroom (C2C) resource

for Health and Physical Education to ensure that we are both meeting the requirements of the Australian Curriculum and imparting essential information about healthy and respectful relationships. The C2C resources were developed in consultation and other departmental organisations to ensure a strong response to personal and community safety issues.

The school has developed and implemented other programs that also focus on appropriate, respectful, equitable and healthy relationships. These programs are facilitated by our school Chaplain, Guidance Officer and Support Team.

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	31	13	19
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

In 2018 East Ayr State School continued its partnership with the Burdekin Shire Council to promote wise water usage. We operate all amenities facilities using bore water and actively promote water conservation methods with the students.

Power conservation is encouraged with all staff and students in all classrooms. We switch off all lights and air conditioners when a room is not in use. We have created student Environmental Leadership positions to promote this area of learning and responsibility.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	101,123	150,203	228,855
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.

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	49	21	<5
Full-time equivalents	42	15	<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	0
Masters	0
Graduate Diploma etc.*	10
Bachelor degree	39
Diploma	0
Certificate	0

*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 $35 000.

The major professional development initiatives are as follows:

- Teaching and Learning- Unit Analysis and Planning Activities
- Teaching and Learning- Collaborative Colleagues Initiative (Co-Teaching Episodes)
- Beginning Teacher Development and training
- Workplace Health and Safety Accreditation
- Early Years Reading Instruction
- Participation in Regional Networking opportunities and Principal Business Days

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%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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	95%	95%	94%
Attendance rate for Indigenous** students at this school	85%	90%	89%

* 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	94%	95%	94%
Year 1	94%	94%	95%
Year 2	95%	96%	94%
Year 3	95%	95%	95%
Year 4	95%	95%	95%
Year 5	95%	95%	93%
Year 6	94%	94%	94%

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

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

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	8	6	20	66
2017	7	9	19	65
2018	8	8	25	59

Proportion of Students
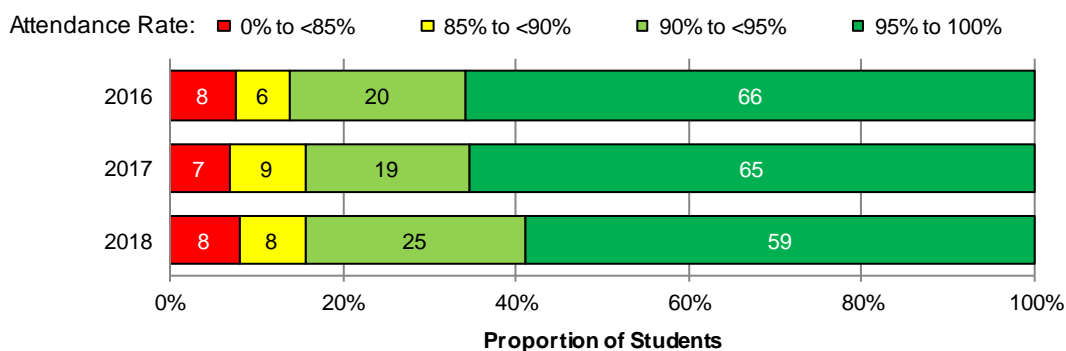
Description of how this school manages non-attendance

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.

East Ayr State School works hard to ensure all of our students are actively engaged in school life and attend regularly. Proactive approaches to managing school attendance are used daily and regular contact is maintain with families by the classroom teachers. Students who do not meet attendance requirements are case managed by members of our support team and their classroom teachers. Strategies we use to get great attendance included:
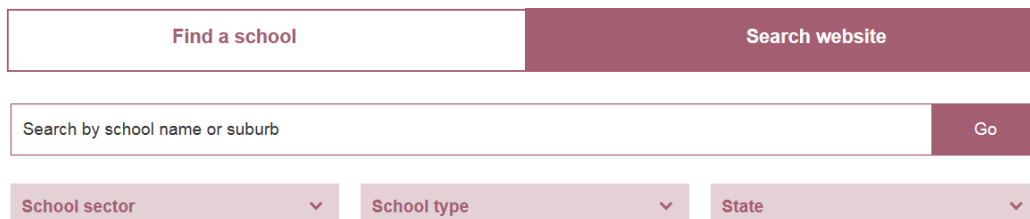
- Daily tracking of student attendance. Including roll electronic roll marking being completed twice a day.

- Same day notification for families of absent children- combination of text messaging service and personal phone calls.

- Positive reinforcement for students attending 95% or Above (Postcards/Letters Home)

- Weekly absence reports followed up upon

- Use of absenteeism hotline (school mobile number)

- Regular updates in school newsletter

- Activating the "Every Day Counts" Policy and Student Wellbeing Framework

- Specific student monitoring to close the gap through designated Teacher Aide Time

- Regular home visits to assist as required

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.