



El Arish State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## Introduction

It is a pleasure to be able to present to you the El Arish State School Annual Report for the 2018 Academic year. The School Annual Report provides parents, students and members of the School community with information about our achievements over the past year and describes our performance in a range of priority areas and the outcomes we have achieved. The School Annual Report also describes features of our school and provides information on progress toward our planned goals and our aspirations for the future.

At El Arish State School, our vision is to create an innovative, multi-faceted, dynamic learning environment that provides every student with a range of opportunities for success.

I am very pleased to present this report to the El Arish State School community and I look forward to the exciting challenges the 2019 school year holds for us as we continue to *“Learn Together”*.

*Chris Richards*  
Principal

## School overview

El Arish State School opened in 1922 and enjoys a proud history of connectedness with the close knit community that is nestled within the Mission Beach Hinterland.

Our students benefit from the ‘best of both worlds’ as we offer a progressive modern education, delivered in a setting that emphasises our rural location of large open spaces and abundant native flora and fauna. We surround our students with possibility and opportunities in areas including academia, sport, culture and community responsibility.

Our exceptional teachers go the extra mile to ensure that students are offered the opportunity to fulfil their potential both in and beyond the classroom. We embrace our obligation to prepare young people to make their way in the world as confident, caring and responsible citizens. The happiness, security and development of each child is central to our work.

Teaching and learning is not a formula and one size does not fit all students. Our experienced staff value knowing each and every child and accommodating their unique learning requirements. Both staff and students benefit from the flexibility to deploy a range of research-based, high-impact strategies to ensure our students are able to grow beyond expectations.

Targeted teaching and connected learning are the cornerstones of our school. We believe everyone can learn. El Arish State School was founded on strong community partnerships. We continue to build partnerships between students, staff, families and the wider community to benefit our students and achieve outstanding results.

## School progress towards its goals in 2018

El Arish State School remained committed to a strong school improvement agenda whilst targeting the key priorities established in the 2018 Annual Implementation Plan (AIP).

These were:

- Teacher quality – Develop the professional knowledge and practice of all staff
- Know learners and meet learner’s needs – Utilise age appropriate pedagogies and data analysis to meet the diverse learning needs of learners
- Continued implementation of the Australian Curriculum.

To support our internal reviewing and planning processes, during 2018, a school review was carried out by a review team from the Education Queensland’s School Improvement Unit at El Arish State School. The department regularly reviews Queensland state schools to make sure they’re delivering a quality education to students. Every Queensland state school is reviewed at least once every four years. At the end of the review the school was provided with a report. The report was an evaluation of the school’s performance against the nine domains of the National School Improvement Tool. It also recommended improvement strategies for the school and its community

to consider when planning the future direction for improvement. The school will use this report when developing the 2019-2022 Explicit Improvement Agenda. A copy of the report's executive summary can be located on the school's website, [www.elarishss.eq.edu.au](http://www.elarishss.eq.edu.au).

## Future outlook

Through 2019 El Arish State School will:

- Continue the Australian Curriculum implementation journey.
- Further develop our reading program and practices.
- Move to further improve student engagement.
- Increasing our Upper 2 Bands in Mathematics and English.

We look forward to the academic, sporting and cultural events which are ahead of us as we continue to '*Learn Together*'.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	47	37	37
Girls	20	19	20
Boys	27	18	17
Indigenous	2	3	9
Enrolment continuity (Feb. – Nov.)	64%	92%	81%

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

El Arish State School is a coeducational school with students organised in multi-age classes from the Prep to Year Six.

The student population comes from a diverse range of socio-economic and cultural backgrounds. In 2018 approximately 30% of the student population was comprised of students who identify as Aboriginal or Torres Strait Islanders.

Our school also caters for students with disabilities. In 2018 this student group accounted for approximately 13.5% of the total student body. Students in our Special Education Program are verified with a range of disability which includes, Intellectual Disability (ID), Speech Language Impairment (SLI) and Autism Spectrum Disorder (ASD).

The Schools Index of Community Socio-Educational Advantage (ICSEA) has consistently decreased over the past six years from 1004 (2013) to 904 (2018). The school is determined under this measure as now having 59% of the student population in the bottom quartile and only 3% in the top quartile.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	20	20
Year 4 – Year 6		15	17
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

The El Arish school vision of “providing an enjoyable, innovative and meaningful education for students of all abilities” underpins the curriculum at El Arish State School. Our focus is on building knowledge and skills in the traditional domains of reading, writing, spelling, grammar and mathematics delivered through explicit and Direct Instruction. With mastery of these domains, students provided opportunities to develop higher order thinking skills and excel academically in all subjects. Differentiation of curriculum is a key feature of our curriculum design.

The curriculum and assessment programs at El Arish State School are based on the Australian Curriculum Key Learning Areas – English, Mathematics, Science and HASS. Specialist Music, Indonesian and Physical Activity are also based on the Australian Curriculum – The Arts, LOTE (Indonesian) and Health and Physical Education (HPE), respectively.

In 2018, the key features of our school’s curriculum included:

- Development of El Arish State School’s Pedagogical Framework
- Implementation of the Australian Curriculum – English, Mathematics
- Introduction of STEAM (Science, Technologies, Engineering, Arts, Mathematics)
- Australian Curriculum assessment portfolio used for a more rigorous assessment program
- Whole school assessment framework is used for data analysis to identify trends in student achievement

## Co-curricular activities

In 2018, these activities included:

- Sport
  - Cluster Carnival days
  - Whole school swimming program
  - School Cross Country, Athletics, Swimming carnivals
  - Sporting Schools program
  
- Camps/excursions and incursions
  - Various excursion and incursions that had a specific curriculum focus
  
- The ARTS
  - The Arts performances for whole school
  - End of year musical concert
  
- Community
  - P&C Discos
  - Under 8s day
  - ANZAC and Remembrance Day ceremonies
  - Prep Transition program
  - Student Council
  - Year 6 Graduation

## How information and communication technologies are used to assist learning

All classes have access to laptop or desktop computers. The majority of staff have been provided with an iPad and have had access to PD around the use of their device. All classrooms have an interactive whiteboard and accompanying software to support staff in their use of these devices for everyday practice. Across 2018 professional support people were accessed to upskill iPad class teachers in the use of iPads to facilitate learning in a 1:1 environment. Every teacher has their own laptop. Teachers incorporate the use of software such as Mathletics and Reading Eggs.

## Social climate

### Overview

El Arish State School provides a safe, supportive and productive learning environment with key elements such as a focus of positive behaviours for learning, being safe; respectful; responsible; and a learner. This school has a high level of expectation and a comprehensive whole school approach to:

- Development of responsible student behaviour through consistency of expectations and procedures.
- Specific proactive and intervention programs as supported by the school's Guidance Officer, SEP Teacher, school administration and teachers, working as a team with the parent, to help the child become an independent and self-disciplined learner and enable them to be the best that they can be.
- A noticeable improvement in student response to being addressed was evident by year's end, as was the general tone and climate of the school with a focus on high standards.

A feature of the school is the acceptance, inclusion and support of new students and the friendliness and care that students display to peers, regardless of age and ability, language or cultural background. Visiting teachers frequently comment, as do the public, on the respect, manners and good behaviour that El Arish students' display.

## 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)	0%	100%	100%
• this is a good school (S2035)	33%	100%	100%
• their child likes being at this school* (S2001)	67%	89%	100%
• their child feels safe at this school* (S2002)	67%	89%	100%
• their child's learning needs are being met at this school* (S2003)	67%	89%	100%
• their child is making good progress at this school* (S2004)	67%	89%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	33%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	33%	89%	100%
• teachers at this school treat students fairly* (S2008)	0%	89%	100%
• they can talk to their child's teachers about their concerns* (S2009)	33%	89%	100%
• this school works with them to support their child's learning* (S2010)	33%	89%	100%
• this school takes parents' opinions seriously* (S2011)	33%	89%	100%
• student behaviour is well managed at this school* (S2012)	0%	89%	100%
• this school looks for ways to improve* (S2013)	0%	100%	100%
• this school is well maintained* (S2014)	100%	89%	100%

\* 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%	94%	91%
• they like being at their school* (S2036)	75%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	91%
• their teachers motivate them to learn* (S2038)	75%	94%	91%
• their teachers expect them to do their best* (S2039)	88%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	63%	94%	100%
• teachers treat students fairly at their school* (S2041)	63%	94%	100%
• they can talk to their teachers about their concerns* (S2042)	63%	94%	100%
• their school takes students' opinions seriously* (S2043)	75%	89%	100%
• student behaviour is well managed at their school* (S2044)	75%	94%	73%
• their school looks for ways to improve* (S2045)	88%	100%	100%
• their school is well maintained* (S2046)	75%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	86%	94%	100%

Percentage of students 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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	83%	86%	100%
• they feel that their school is a safe place in which to work (S2070)	67%	100%	100%
• they receive useful feedback about their work at their school (S2071)	67%	86%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	67%	100%	100%
• student behaviour is well managed at their school (S2074)	50%	100%	100%
• staff are well supported at their school (S2075)	67%	86%	100%
• their school takes staff opinions seriously (S2076)	67%	86%	100%
• their school looks for ways to improve (S2077)	83%	100%	100%
• their school is well maintained (S2078)	33%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	83%	86%	100%

\* 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

El Arish State School welcomes parental involvement. Parents, grandparents and community members actively participate in school activities and in their child's education. The partnership between the school and the home, working together to support student learning and behaviour is highly valued by staff. All members of the school community support the school's high expectations and standards in providing a safe, caring and equitable environment for all.

Regular communication through the school newsletter, website, Facebook and school sign informs the school community of school events and invites participation in school and class activities.

Meet the teacher parent information sessions early in the year establish relationships and communicate learning, behavioural and homework expectations; class routines and procedures; code of responsible student behaviour; curriculum and how parents may support their child in their learning. At other times, parent information letters outline the core learning, unit of work focus and special events; these are also posted on the school website.

Parent teacher interviews and end of semester reporting inform parents of student progress and further build on the parent teacher partnership. Parent volunteer support in the classrooms, on excursions and for events was well supported and appreciated by class and specialist teachers.

El Arish is the beneficiary of the dedicated and committed contribution of the Parents and Citizen's Association. The contribution to our school is extensive and highly valued.

## Respectful relationships education programs

At El Arish State School our programs focus on personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

Positive Behaviours for Learning address universal rules of be a learner, be respectful, be responsible and be safe. Teachers address respectful relationships through the development of ongoing lessons to support whole of school understanding of our universal rules. In addition to our overarching philosophy and approach, students and families have access to the following:

- All year levels teach Daniel Morcombe units developed by the Daniel Morcombe Foundation based on recognise, react and report. During October Day for Daniel is recognised and all classes participate in activities highlighting the three R's.
- Bullying No Way and Harmony Day are also recognised to keep reminding students and our community that Bullying in all its forms is not ok. These events also inform in class learning.

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

## 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	7	1	0
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

Our school is part of the "Solar Schools Program" and as such, have a 4 K/w solar system installed on the roof of our library. This system can be used as part of the Science program allowing students to be aware of environmental issues.

Paper and cardboard products in the classroom, staffroom and office are recycled. Where possible, green waste products from lunches are collected, used in composting activities and returned to the school gardens.

Other focus areas in relation to reducing the environmental footprint include:

- Policies and procedures in relation to efficient use of air conditioning systems
- Garden mulch to reduce evaporation
- Embedded within the curriculum of our Kitchen Garden program

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	26,206	11,227	27,060
Water (kL)	1,486	1,422	505

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus for filtering: 'School sector', 'School type', and 'State'.

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

A rectangular button with the text 'View School Profile'.

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

The screenshot shows a horizontal navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a dark background.

#### 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	3	6	0
Full-time equivalents	3	3	0

\*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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	1	
Masters		
Graduate Diploma etc.*		
Bachelor degree	1	
Diploma	1	
Certificate		

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$9,135.33.

The major professional development initiatives are as follows:

- Intervention Strategies
- Australian Curriculum
- First Aid Certificate

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%	96%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 80% 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	91%	94%	93%
Attendance rate for Indigenous** students at this school	87%	87%	84%

\* 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	92%	92%	94%
Year 1	94%	95%	89%
Year 2	95%	93%	91%
Year 3	90%	96%	97%
Year 4	86%	92%	92%
Year 5	90%	94%	93%
Year 6	86%	98%	99%

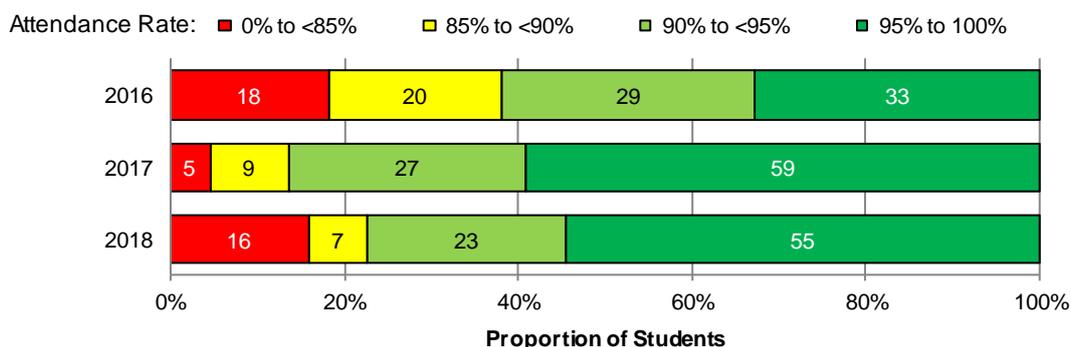
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

The classroom teacher marks the roll twice daily, by 9.15am and again when students return to the classroom from second break. All absences, along with late arrivals and early departures are recorded onto OneSchool. Students who arrive to school late must report to the office to receive a "late slip". Parents/Caregivers wishing to collect their child early, must obtain an "early departure" from the office, prior to collecting their child from their classroom.

All student absences must be explained and parent/caregivers are encourage to use a dedicated telephone number to text through student absences to our school. Incoming telephone messages are emailed to teachers and the reason for the absence is recorded on OneSchool.

In line with Education Queensland's "same day notification process", the parent/caregiver of any student who is absent (and the school has not been notified of the absence) will receive a text message.

In situations where a student is absent from school for an extended period of time, or has a high rate of absences the teacher will contact the parent/caregiver. In extreme cases, the principal will contact the parent/caregiver and if necessary together will implement strategies to increase attendance.

## 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.