El Arish State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

El Arish State School is a small, friendly, positive and social place to spend our teaching and learning time. The learning environment focuses on teaching the whole child with a focus on numeracy, literacy and technology. In the multi-age classroom environment, students are able to work at their development level in all aspects of their learning. This often means promoting their individual talents and catering for their individual learning differences. The school community is family oriented. Throughout each day parents are often seen working with the classes and helping out in various ways. Siblings, cousins and close family friends learn and teach together.

Principal's Forward

Introduction

School Progress towards its goals in 2016

IMPROVE READING:
- PM Benchmark will be performed on a regular basis for students from levels 1-30
- PROBING will be performed for all students who have reached level
- whole school reading groups implemented on a daily basis
- Guided reading on a regular basis in similar ability groups three times a week

IMPORVE NUMERACY
- Implementation of the Targeting Maths program taught explicitly with small groups of students
- Implementation of a Targeting Maths Mentals homework book enabling students to consolidate in class
- Regular rote times tables for years 1-6
- New Waves Math Mentals used on a daily basis from year 2-6

IMPROVE SCIENCE
- Continuation of hands on Science lessons within multi-age classes using the Primary Connections.

IMPROVE ATTENDANCE
- Remind students and parents that every day counts. When attending days are not met, following up with parents and assisting to get students back to school as soon as possible.

Future Outlook

EXPLICIT IMPROVEMENT AGENDA WRITING

Improving teaching:
- The teaching of reading, writing and numeracy
- Explicit teaching and consolidation
- Refining and embedding the Australian curriculum and foundational learning programs
- Capability development

Refining and embedding data based decision making:
- Using data to set school benchmarks, targets and short term individual student goals
- Measuring and monitoring school and student improvement using OneSchool

Implementing SLT models and tools at all leadership levels:
- development of Annual Action Plan Tools:
- Task Assignment tool.

Connecting parents and caregivers with their children's learning.
- Practices reflect that parents & caregivers are central to their children's learning
- Two-way communication strategies are used to seek and share information
- Practices are inclusive and acknowledge diverse cultural contexts and identities
- Expectations for maximising student learning and wellbeing are shared

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	58	23	35	5	91%
2015*	51	17	34	5	89%
2016	47	20	27	2	64%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview
El Arish State School is a coeducational, small, rural school situated in the Tully/ Mission Beach area of Far North Queensland. Students ranged from 4 years to 12 years of age and covered the grade levels Prep to year 6. Our school belongs to the Ulysses (Tully) Cluster of Schools, which stretches from Cardwell to El Arish.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	19	23
Year 4 – Year 7	19	18	
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery
Multi-aged teaching levels for all age groups offering an Australian curriculum, which focuses on the developmental level of individuals for literacy and numeracy, rather than the year level they are enrolled in. This provides the students and staff with opportunities to focus on specific skills, which enhance their developmental rate of learning. There is a high ratio of staff to students in both the classroom and the playground.
Active parent participation in the classroom with parents helping out regularly with reading, maths learning, extra- curricular activities and technology. Integral use of technology across the curriculum with the active use of 2 interactive whiteboards, 10 laptops, iPads, digital still cameras, and 23 PC computers all used throughout the school.

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Co-curricular Activities

Intra-school (cluster meetings), interschool and district sports carnivals for athletics, cross country, soccer, netball, touch football, cricket and swimming. Opportunities to engage in gymnastics, dance, cooking, gardening and manual arts. Academic competitions against other district schools including Readers Cup and Tully Cluster of Schools Math Quiz.

How Information and Communication Technologies are used to Assist Learning

At El Arish State School, computers are used in association with other technology equipment to ensure the students and teachers are working towards technology being integral across the entire curriculum.

In both classrooms computers are used in many learning sessions for various reasons to support and enhance the learning program. Technology use is being modelled to the students in many lessons and interactive resources are being used in focused teaching lessons. We believe our school is giving our students a head start to become proficient users in an ever-increasing digital world.

Social Climate

Overview

In 2016, El Arish State School had a very positive climate across all stakeholders in the education process. Parent survey results suggest a very high proportion of parents were satisfied or very satisfied with the school climate. Accusations of bullying are taken extremely seriously and every possible measure is taken to ensure no child feels unsafe at school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	83%	100%	0%
this is a good school (S2035)	100%	100%	33%
their child likes being at this school* (S2001)	100%	88%	67%
their child feels safe at this school* (S2002)	100%	100%	67%
their child's learning needs are being met at this school* (S2003)	83%	100%	67%
their child is making good progress at this school* (S2004)	83%	88%	67%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	33%
teachers at this school motivate their child to learn* (S2007)	83%	100%	33%
teachers at this school treat students fairly* (S2008)	83%	100%	0%
they can talk to their child's teachers about their concerns* (S2009)	83%	100%	33%
this school works with them to support their child's learning* (S2010)	83%	100%	33%
this school takes parents' opinions seriously* (S2011)	83%	100%	33%
student behaviour is well managed at this school* (S2012)	100%	100%	0%
this school looks for ways to improve* (S2013)	100%	100%	0%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	100%	100%
they like being at their school* (S2036)	100%	96%	75%
they feel safe at their school* (S2037)	95%	92%	100%
their teachers motivate them to learn* (S2038)	100%	96%	75%

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Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
their teachers expect them to do their best* (S2039)	95%	96%	88%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	63%
teachers treat students fairly at their school* (S2041)	83%	96%	63%
they can talk to their teachers about their concerns* (S2042)	100%	85%	63%
their school takes students' opinions seriously* (S2043)	94%	88%	75%
student behaviour is well managed at their school* (S2044)	94%	77%	75%
their school looks for ways to improve* (S2045)	100%	96%	88%
their school is well maintained* (S2046)	100%	96%	75%
their school gives them opportunities to do interesting things* (S2047)	100%	96%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	75%	83%
they feel that their school is a safe place in which to work (S2070)	100%	75%	67%
they receive useful feedback about their work at their school (S2071)	90%	63%	67%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
students are encouraged to do their best at their school (S2072)	100%	88%	100%
students are treated fairly at their school (S2073)	100%	88%	67%
student behaviour is well managed at their school (S2074)	100%	75%	50%
staff are well supported at their school (S2075)	90%	63%	67%
their school takes staff opinions seriously (S2076)	100%	75%	67%
their school looks for ways to improve (S2077)	100%	75%	83%
their school is well maintained (S2078)	90%	75%	33%
their school gives them opportunities to do interesting things (S2079)	90%	75%	83%

* 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
Parents and community members were invited into the school on a number of occasions. The school hosted a healthy breakfast which consisted of student and staff sitting down to a breakfast that consisted of entirely healthy ingredients. Culminating events saw inclusion of parents to witness their child's knowledge and understanding. Community and parent consultation regarding any major changes to the school. P & C and student council devised activities had a large turnout of parents at various events throughout the year.

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

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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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	1	7
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The school studied ways in which they could reduce their ecological footprint in 2016. Students created posters and brought about sustainability awareness. Conscious efforts by students and staff were made to reduce unnecessary usage of water and electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	23,784	317
2014-2015	25,989	1,229
2015-2016	26,206	1,486

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.
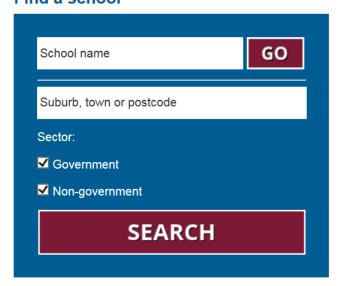
School Funding

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.**

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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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time Equivalents	3	3	0

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.**	
Bachelor degree	
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $10,555.

The major professional development initiatives are as follows:
- Regional and Cluster Principal Meetings
- Principal's conference
- First Aide
- Certificate in Education Support
- George Otero
- Teaching Reading
- Finance Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 66% of staff was retained by the school for the entire 2016.

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 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	94%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	87%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

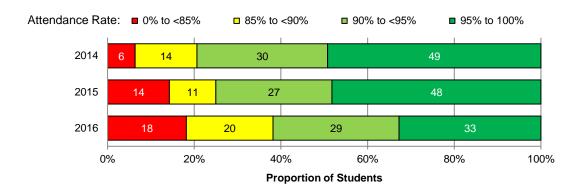| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	94%	91%	95%	95%	96%	94%	95%	95%					
2015	94%	95%	86%	93%	94%	91%	89%						
2016	92%	94%	95%	90%	86%	90%	86%						

*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.

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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%
2014	6	14	30	49
2015	14	11	27	48
2016	18	20	29	33

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.
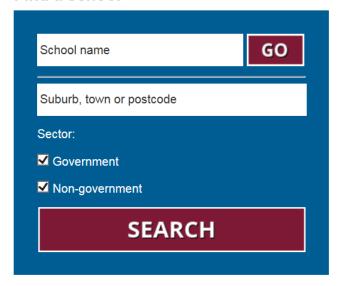
The school's rolls are marked daily, once in the morning and again after second break (approx1:45pm). Text messages are sent daily if a child is away. If a child is away from school for longer than 3 days unexplained then the principal will call the parents to ask for an explanation. If the absences continue the principal will send a letter home to remind parents of their legal obligations to ensure their child attends school. The school's attendance policy highlights the importance of "Everyday Counts".

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.**

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 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.

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Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement			
Number of students awarded a Queensland Certificate of Individual Achievement.			
Number of students receiving an Overall Position (OP)			
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).			
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).			
Number of students awarded an Australian Qualification Framework Certificate II or above.			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).			
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.			
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014					
2015					
2016					

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2014			
2015			
2016			

As at 3rd February 2017. The above values exclude VISA students.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.			

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APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	**2014**	**2015**	**2016**
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Conclusion

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