El Arish State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

The Annual Report is intended to provide parents and the school community with an insight into the achievements of El Arish State School during the 2015 academic year. The El Arish State School teaching and learning team are extremely proud of the achievements of our students, P & C members and other parent/community helpers. Our strength is based on the whole school community's edication to the quality learning outcomes of all our studetns. We are pleased with our successes in 2015 and look forward to the challenges and continual improvement 2016 is sure to bring.

School progress towards its goals in 2015

IMPROVE READING:
- PM Benchmark witll be performed on a regular basis for students from levels 1-30
- PROBING will be performed for all students who have reached level
- 10 minutes of whole school reading is implemented on a daily basis
- Guided reading on a regular basis in similar abililty 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 Science C2C and a variety of other resources

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.

IMPROVE CLOSING THE GAP BETWEEN ATTENDANCE AND OUTCOMES OF INDIGENOUS NON-INDIGENOUS STUDENTS
- To assist students in small group learning, enabling them to achieve national minimum standards.
- To assess students through the Mt Isa Language Program and incorporate small group language learning into the curriculum
- To conduct individual speech programs for students.

Future outlook

EXPLICIT IMPROVEMENT AGENDA WRITING

1. *Improving teaching:*
   a. The teaching of reading, writing and numeracy
   b. Explicit teaching and consolidation
   c. Refining and embedding the Australian curriculum and foundational learning programs

d. Capability development

MSSWD implications:
- Provide meaningful and continuous learning engagement for all students to enhance school-wide standards of learning, safety and behaviour.
- Build staff capacity to implement consistent curriculum and pedagogical practices to meet the learning needs of all students.

2. ***Refining and embedding data based decision making:***
   a. Using data to set school benchmarks, targets and short term individual student goals
   b. Measuring and monitoring school and student improvement using OneSchool
3. ***Implementing SLT models and tools at all leadership levels:***
   a. development of Annual Actioon Plan Tools:
   b. Task Assignment tool.
4. ***Connecting parents and caregivers with their children's learning.***
   a. Practices reflect that parents & caregivers are central to their children's learning
   b. Two-way communication strategies are used to seek and share information
   c. Practices are inclusive and acknowledge diverse cultural contexts and identities
   d. d Expectations for maximising student learning and wellbeing are shared

MSSWD implications:
- Adopt 'people first' language to ensure all school and community members are welcomed, valued and respected.
- Implement inclusive enrolment processes.

REFER TO 2016 ANNUAL IMPLEMENTATION PLAN FOR EXPLICIT DETAIL

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	48	20	28	4	94%
2014	58	23	35	5	91%
2015	51	17	34	5	89%

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 2015, 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:

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	25	18	8
Year 4 – Year 7 Primary	22	19	5
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	1
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.

Curriculum delivery

Our approach to curriculum delivery

Multi-aged teaching levels for all age groups offering an Austalian curriculum, which focuses on the developmental level of individuals for literacy and numeracy, rather thatn 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, 5 laptops, 1 video camera, 6 digital still cameras, 2 colour printers, and 23 PC computers all used throughout the school.

Extra curricula 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 improve 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.

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Students were encouraged and taught to communicate their knowledge and understanding using a variety of publishing formats including Microsoft Office to publish Word documents, Excel charts as well as other publishing formats such as Movie Maker, Audacity and Power point to communicate more multimedia productions.

Implementation of the Mathletics online mathematics program, and Reading Eggs, in both classrooms has provided students with a challenging and stimulating experience where engagement has been measured as extremely high.

Our school has two ICT Pedagogical Licence holders who are able to bring their knowledge of ICTs into the teaching and learning environment. Virtual classrooms are used for units and communication with other schools.

Social Climate

In 2015, El Arish State Schol 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 with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	93%	83%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	88%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	93%	83%	100%
their child is making good progress at this school (S2004)	93%	83%	88%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	83%	100%
teachers at this school motivate their child to learn (S2007)	93%	83%	100%
teachers at this school treat students fairly (S2008)	100%	83%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	83%	100%
this school works with them to support their child's learning (S2010)	100%	83%	100%
this school takes parents' opinions seriously (S2011)	100%	83%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	94%	100%
they like being at their school (S2036)	100%	100%	96%
they feel safe at their school (S2037)	100%	95%	92%
their teachers motivate them to learn (S2038)	100%	100%	96%
their teachers expect them to do their best (S2039)	100%	95%	96%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	100%	83%	96%
they can talk to their teachers about their concerns (S2042)	100%	100%	85%
their school takes students' opinions seriously (S2043)	100%	94%	88%
student behaviour is well managed at their school (S2044)	100%	94%	77%
their school looks for ways to improve (S2045)	100%	100%	96%
their school is well maintained (S2046)	100%	100%	96%
their school gives them opportunities to do interesting things (S2047)	100%	100%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	75%
they feel that their school is a safe place in which to work (S2070)	100%	100%	75%
they receive useful feedback about their work at their school (S2071)	100%	90%	63%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	88%
students are treated fairly at their school (S2073)	100%	100%	88%
student behaviour is well managed at their school (S2074)	100%	100%	75%
staff are well supported at their school (S2075)	100%	90%	63%
their school takes staff opinions seriously (S2076)	100%	100%	75%
their school looks for ways to improve (S2077)	100%	100%	75%
their school is well maintained (S2078)	100%	90%	75%
their school gives them opportunities to do interesting things (S2079)	100%	90%	75%

# '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.

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 2015. Students created posters and brought about sustainability awareness. Conscious efforts by studnets and staff were made to reduce unneceassary usage of water and electricity.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	29,880	233
2013-2014	23,784	317
2014-2015	25,989	1,229

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	5	0
Full-time equivalents	4	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**4**
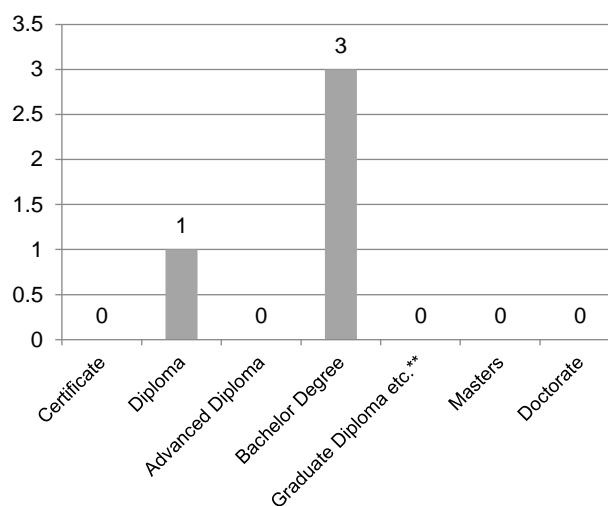
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $7827

The major professional development initiatives are as follows:

- Regional and Cluster Principal Meetings
- Principal's conference
- First Aide
- Cerificate in education Support

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 50% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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.**

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	92%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

## Student attendance rate for each year level (shown as a percentage)

	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
2013	89%	90%	92%	93%	85%	96%	97%	95%					
2014	94%	91%	95%	95%	96%	94%	95%	95%					
2015	94%	95%	86%	93%	94%	91%	89%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.
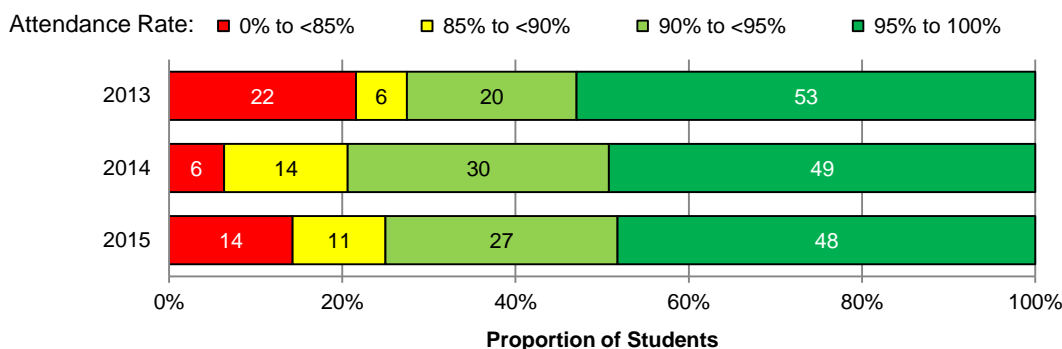
Description of how non-attendance is managed by the school

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). 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".

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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 says **'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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