



Agnes Water State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Agnes Water State School (AWSS) is a co-educational school offering a whole of education experience for students from Prep to Year 6. AWSS is located 132km North of Bundaberg and operates in collaboration with the schools of the Discovery Coast Cluster. The school's programs are responsive to the learning needs of individuals and offer a diverse range of extra curricular and co-curricular programs. Teachers at AWSS are committed to enhancing teaching and learning, through a strong connection to research and evidence informed practices.

Students at AWSS have the opportunity to engage in all Learning Areas of the Australian Curriculum, including the study of Music, Dance, Drama, Indonesian, HPE and Science through specialist teachers. The school prides itself on opportunities for students, both academically and on the sporting field including an Academic Triathlon, representation in the Agnes Water Aquathlon and at the Brisbane International School Tennis Challenge.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Agnes Water State School was committed to driving improvement in reading, writing and numeracy during 2017. This was achieved through a professional learning community process entitled "Developing a Shared Understanding of Practice" and the introduction of a model of inquiry through Learning Sprints. Through coaching, modelling and observation, teachers were supported to enhance school wide practices in these three priority areas. The school saw continued improvements in U2B improvements in numeracy and strong performance in reading in NAPLAN. AWSS performed above its ICSEA percentile in all domains apart from year 3 writing in 2017.

AWSS made a significant shift in its direction to providing a holistic curriculum with an intentional focus on wellbeing for staff and students. The use of the Wheel of Wellbeing as a framework to inform practices and identify strengths and areas for improvement was utilised to create the school's health and wellbeing framework.

A significant outcome of this focus was the acknowledgement of AWSS as a case study school for Smiling Mind and a leader of the Discovery Coast Cluster Conference which had a focus on Wellbeing. This focus on wellbeing is being sustained in 2018.

Future Outlook

The School Improvement Model, continues to be used as frame to inform school priorities with further focus on staff development to deliver an effective curriculum based on analysis and discussion of data and a culture that promotes learning.

With significant work around leading improvement from 2015 to 2017, AWSS has identified a distinct need to refine and monitor these improvements for sustainability through an agenda of "Intentional", "Justifiable" and "Consistent", ensuring that our practices are deliberate, supported by research and are consistent to school practices, the Australian Curriculum expectations and the P-12 curriculum framework.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	239	128	111	23	86%
2016	209	107	102	17	89%
2017	215	106	109	12	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

During 2017, enrolment trends have stabilised, however this is still a significant reduction from 2014 due to the economic downturn which has affected the major industries of tourism, construction and mining (fly in – fly out). These industries provide employment for many of the people who reside in Agnes Water. Due to the transient nature of our community we had a high turnover of students throughout the year. 30% of our student population receive some form of learning support assistance to assist academic achievement.

Approximately 60% of students use bus travel to get to school. The majority of these students come from small acreage properties. Gender percentages across the school are generally balanced and this is reflected in most classrooms with few exceptions.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	22	21
Year 4 – Year 6	24	27	28
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our curriculum is designed around the Australian Curriculum and relies on advice and planning support provided by the Queensland Curriculum and Assessment Authority. Classroom teachers are supported to maintain consistency through the use of Practice Guides for Learning Areas and these provide assessment advice for teachers as a part of our Data Plan. Teachers plan, teach, assess and report on Term length units and utilise the Australian Curriculum as their core planning tool.



Teachers adapt and adopt the C2C resources provided by Education Queensland to support their own planning. Moderation of assessment is undertaken across the school, with a priority focus on elements of Literacy.

Specific school programs that support the delivery of a whole school curriculum are evidence based. These programs include Words Their Way, Jolly Phonics, 7 Steps to Writing Success, homework practices based on the research of Dr Ian Lillico and targeted intervention support for reading and numeracy based on the work of James Shanker, Ward Cockrum and Alistair McIntosh.

Co-curricular Activities

In 2017, extra-curricular activities were sustained to provide more than just sport. Sport is still an important component and includes the existing opportunities of; Surfing, Stand-Up Paddle Boarding, Golf, Orienteering, Lawn Bowls and Beach Sports. A commitment to academics led to the continuation of programs introduced in 2015 including inter-school chess, participation in the Readers Cup, Academic Triathlon involving 5 surrounding school with a focus on Mathematics, Debating and Spelling. UNSW competitions were continued with some student performance operating in the top 5% of national achievement.

How Information and Communication Technologies are used to Assist Learning

The use of portable devices has been refined through the use of Professional Development enabling teachers to view technology as a tool for enhancing student learning and catering for learning diversity, rather than a tool that produces products.

Students have access to a diverse range of ICT infrastructure, including iPads, Laptops, Classroom Computers and 2 computer labs. Investment in coding resources such as OSMO and programs with Code.org are assisting in the delivery of the Australian Curriculum Technologies.

Social Climate

Overview

Agnes Water State School reflects the attitudes displayed in the township itself. The school is a very close knit environment. According to parent opinion surveys, there is a growing trend of parents identifying Agnes Water State School as a good school. A similar opinion is supported by students and staff. The school has refined its leadership programs and enhanced the opportunities for the school to celebrate its many successes and this is reflected by increased pride by students, parents and staff in our school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	95%	100%
this is a good school (S2035)	94%	95%	100%
their child likes being at this school* (S2001)	94%	95%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	89%	100%	97%
their child is making good progress at this school* (S2004)	89%	95%	93%
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)	94%	95%	96%
teachers at this school motivate their child to learn* (S2007)	94%	100%	100%
teachers at this school treat students fairly* (S2008)	94%	91%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	100%
this school works with them to support their child's learning* (S2010)	94%	91%	100%
this school takes parents' opinions seriously* (S2011)	88%	95%	100%
student behaviour is well managed at this school* (S2012)	94%	91%	100%
this school looks for ways to improve* (S2013)	94%	100%	100%
this school is well maintained* (S2014)	89%	100%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	87%	92%	94%
they like being at their school* (S2036)	82%	89%	88%
they feel safe at their school* (S2037)	95%	95%	88%
their teachers motivate them to learn* (S2038)	96%	90%	91%
their teachers expect them to do their best* (S2039)	96%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	88%	88%
teachers treat students fairly at their school* (S2041)	86%	78%	83%
they can talk to their teachers about their concerns* (S2042)	79%	78%	75%
their school takes students' opinions seriously* (S2043)	85%	85%	81%
student behaviour is well managed at their school* (S2044)	87%	76%	70%
their school looks for ways to improve* (S2045)	96%	88%	87%
their school is well maintained* (S2046)	88%	85%	92%
their school gives them opportunities to do interesting things* (S2047)	91%	89%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	95%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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

Communication with parents and the wider community has been a continuing focus in 2016. The school has been committed in providing greater opportunities to celebrate the achievements of our school, share the changes and direction of state schooling and provide opportunities for feedback. This has included;

- Parent information sessions for existing and future families.
- Increased transition programs and community open days such as Under 8's Day.

- School involvement in community events.
- Parents and Citizen Association
- Parent-teacher meetings at the end of Term 1 and Term 3.
- Formal and informal reporting processes.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The school uses a range of resources to support to deliver these programs, including the Daniel Morcombe Foundation, Respectful Relationships, Positive Behaviour for Learning and 50 Virtues. Students are engaged in social relations programs such as Vital, Friends for Life, Fun Friends, PALs and the High Five strategy is used with students to identify support people and strategies in situations of conflict.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	14	19	25
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Agnes Water State School acknowledges the importance of reducing its environmental footprint. During 2017, school lighting was continually monitored along with the use of climate control. Significant damage to underground infrastructure resulted in lost water in 2016. This has been rectified with extensive works and new monitoring systems for early notification of underground water pipe damage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	74,305	440
2015-2016	73,909	1,458
2016-2017	29,975	4,122

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**.

Find a school

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	18	14	0
Full-time Equivalents	15	8	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	1
Bachelor degree	14
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**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 2017 were \$28 924

The major professional development initiatives are as follows:

Art and Science of Teaching (Pedagogy)

First Aid

ICTs – Effective use of Tablet Devices and Imbedding ICTs into classroom practices.

Words Their Way (Spelling)

Targeted Intervention

Coaching, Mentoring and Work Shadowing

7 Steps for Writing Success

Assessment and Moderation

Discovery Coast Cluster – Discovering Wellbeing Conference (Literacy, Numeracy, Technology).

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	84%

*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 2017 for all Queensland Primary schools was 93%.

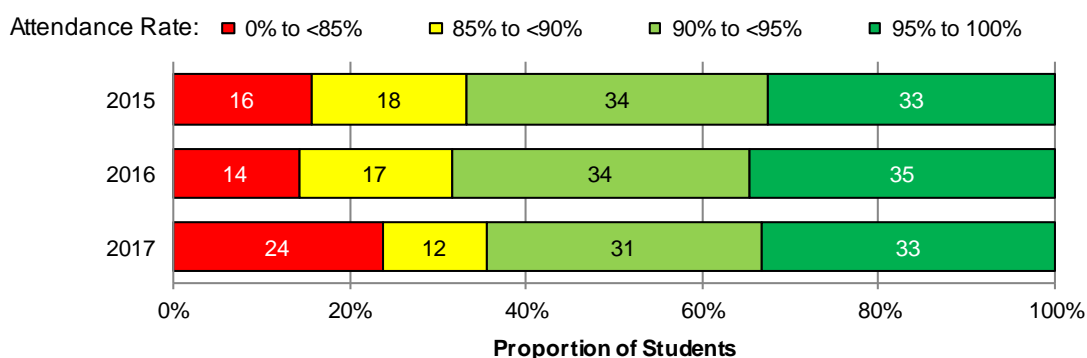
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	92%	89%	92%	91%	91%	94%						
2016	91%	92%	92%	89%	91%	91%	92%						
2017	89%	88%	92%	91%	91%	87%	90%						

*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.

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 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 process used to manage student attendance at Agnes Water State School is as follows:

- Rolls are marked twice daily. At the commencement of the school day and beginning of the final session.
- Unexplained student absences are followed up by Administration Staff on a daily basis and rolls are monitored on a daily basis. Unexplained absences are communicated through an automated text messaging service and monitored by Administration staff.
- Contact with parents is recorded in One School. If there are further absences that are forming a pattern or are concerning, the Principal is then informed and makes contact with the family to organize a meeting to discuss the issues concerning the student's absence. If there is a continuation of non-attendance then this is managed in line with DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036.
- If a student is absent for any reason this must be communicated to the school by the parent / caregiver via phone, note, text, email, QParents or in person.

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.

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