

# Agnes Water State School (1983)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

Welcome and thank you for taking the time to read our 2012 School Annual Report. This is an outline of the school profile and an annual report of the achievements and statistics pertaining to Agnes Water State School. It covers such topics as Goals and Future Outlook for the school, Staff allocation, and Student achievement in National Testing etc. This report can also be requested as a hard copy from the school office.

### School progress towards its goals in 2012

Continue to improve performance in English Maths and Science through high quality focussed teaching and learning with targeted prevention, intervention and extension strategies. (Teaching and Learning Audit Action Plan).

Continued focus on Early Years continuity and consistency of practice across P-3, with a strong focus on the new standards related to the new Australian Curriculum.

Explicit targets for each child and support program will be in place. Pre and Post tests and / or developmental mapping indicators will be used to track progress.

Strengthening the capacity of all teachers to differentiate teaching and learning strategies to suit individual student needs and use performance data to set targets and monitor success of intervention, prevention and extension activities.

Build teachers capacity to use One School Student Performance data to inform teaching and learning practices and to better differentiate programs to support student needs.

Continue to eliminate barriers to effective teaching ie Continue uninterrupted Learning Blocks

Continue development of the Curriculum Resources room with better tracking, access and sharing of resources

Working towards the implementation of *The Art and Science of Teaching* a the pedagogical framework for the school.

High standards of behaviour across the school and a supportive school culture, based on the Agnes Water State School 'School Wide Behaviour Program' implementation.

### Future outlook

Implementing the Australian Curriculum: English, Mathematics, Science and History.

Coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations as all teachers implement C2C Units and Assessment.

Using C2C assessments to introduce moderation practices across year levels

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Analysis and discussion of data

Clear school targets and focus areas are developed for Level 1 Classroom Teachers and Level 2 STL&N and Teacher Aides

Increase teacher and leader expertise in using OneSchool data analysis to identify gaps

Teachers routinely use Formative Class Data on student achievement as evidence to inform the next teaching.

Implementation of *The Art and Science of Teaching* to improve and implement:

Effective teaching practices

Clear and well understood positions on the kinds of teaching using Agnes Water State School best practice model

Implement teaching routines in reading, writing, spelling, science and number.

Teachers and leaders committed to identifying and implementing evidenced –based teaching strategies.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	254	154	100	85%
2011	261	143	118	85%
2012	309	164	145	90%

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

## Characteristics of the student body:

In 2012 - our Day 8 enrolment was 278. Enrolment trends have fluctuated due to the economic down turn which has affected the major industries of tourism and construction. These industries provide employment for many of the people who reside in Agnes Water. Due to the transient nature of our communities we had a high turnover of students throughout the year.

Less than 1% of students spoke a language other than English.

Some of our students required learning support assistance and others who due to family /environmental circumstances or behavioural difficulties required alternative programs and increased support. This was

provided through Guidance Officer Services, Learning Support staff, behaviour Management Officer,

Student Services personnel and our school Chaplain. This was about 20% of our student population.

About 80% of students use bus travel to get to school. The majority of these students come from small acreage properties.

Gender percentages in the school lean towards more girls than boys but our extensive class selection process ensures that we have an even spread of talents and abilities in all classes, however all classes work together to form ability groupings for some aspects of the curriculum delivery.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	20	24	19
Year 4 – Year 10	25	26	26

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	6	5	8
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0

# Our school at a glance

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Cancellations of Enrolment	0	0	0
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## Curriculum offerings

### Our distinctive curriculum offerings

The Agnes Water State School Curriculum is characterised by an innovative framework that consists of Key Learning Area Skill lessons.

Curriculum focuses are organised through an Early Years and Middle Phase of Learning planning structure.

The Early Years Curriculum is used in the Prep.

Resourcing for individual students/groups/curriculum tasks is managed through the Learning Management meetings held tri-weekly.

Surfing is a major focus sport and drama is a major cultural focus.

Agnes Water School has a major environment education role in this community through its involvement in the Reef Guardian project.

### Extra curricula activities

A number of academic and creative competitions were made available to students throughout the year. These included Maths, English, Spelling and Writing Competitions.

Interschool sporting program

School Cross Country championships

Bundaberg Zone Sports / Wide Bay Trials

School Camping Program

AFL development competitions boys and girls.

### How Information and Communication Technologies are used to assist learning

We embrace the Smart School's Agenda to develop a "learning community", whereby: teachers undertake opportunities to develop meaningful and engaging learning experiences. Flexible usage of technologies allows integration in an interdisciplinary curriculum which supports student's developmental needs. Students are engaged in a challenging curriculum, focused on inquiry based, relevant experiences that can be open-ended in design.

Students have access to a range of computer sites and configurations throughout the school. Configurations include: class-based computers, POD arrangements (both wireless and desktops), large scale computer labs and research facilities. Development of flexible and formal learning environments in the Resource Centre with desktop computers (class facility), laptop computers, data projectors and interactive whiteboards.

## Social climate

Agnes Water State School reflects the attitudes displayed in the township itself. The school is a very close knit friendly school and the students and staff are very accepting.

According to parent opinion surveys, 93% of parents believed that this is a good school, up from previous years. 96% of parents were satisfied with their child's well-being at school. Again this has progressed from previous years.

On the Student Surveys, 87% of students believed that they were getting a good education, that this is a good school and that their wellbeing was being looked after in the school.

The school uses buddy programs as well as Pastoral Care activities in each class. The school has access to a chaplain for three days a week. Agnes Water SS has a comprehensive Bullying program in place which was developed by the Behaviour Management Consultant who is based at the school.

## Parent, student and staff satisfaction with the school

According to the 2012 opinion surveys, both parents and students believed the school had improved across the major areas of; This is a good school and their child is getting a good education at this school. This school is developing your child's literacy skills This school is developing your child's numeracy skills. You are satisfied with your/ your child's wellbeing at school.

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	93.5%
this is a good school	93.5%
their child likes being at this school*	93.8%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	93.8%
their child is making good progress at this school*	93.8%
teachers at this school expect their child to do his or her best*	96.8%
teachers at this school provide their child with useful feedback about his or her school work*	96.9%
teachers at this school motivate their child to learn*	96.8%
teachers at this school treat students fairly*	93.1%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	96.7%
this school takes parents' opinions seriously*	89.3%
student behaviour is well managed at this school*	82.8%
this school looks for ways to improve*	93.1%
this school is well maintained*	87.5%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	84.2%
they like being at their school*	86.0%
they feel safe at their school*	89.3%
their teachers motivate them to learn*	98.2%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	84.2%
teachers treat students fairly at their school*	71.4%
they can talk to their teachers about their concerns*	83.6%
their school takes students' opinions seriously*	70.9%

## Our school at a glance

student behaviour is well managed at their school*	71.4%
their school looks for ways to improve*	87.7%
their school is well maintained*	83.6%
their school gives them opportunities to do interesting things*	89.5%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	76.2%
with the individual staff morale items	92.5%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Parent involvement is highly valued and encouraged. This notion is central to maintaining a strong sense of community in our large school setting. Traditionally families are involved in a very hands-on fashion in the lower school, which is greatly appreciated by children and teachers. Some activities that involve parents in their children's education are as follows:

- General classroom help – including changing Home Readers
- Parent and community presentations
- Support-A-Reader volunteers
- Parents and Citizens Association
- Parent-Teacher Nights at the beginning of the school year
- Reporting processes including interviews

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	69,451	343
2010-2011	84,882	52
2011-2012	83,921	601

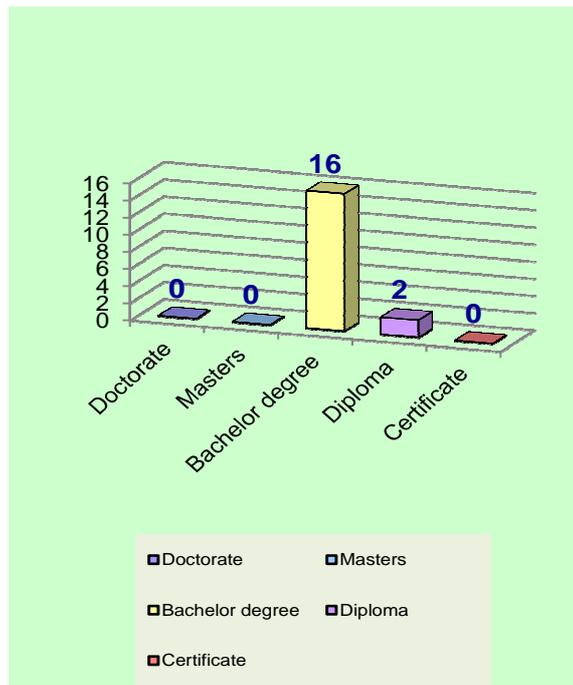
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	18	12	<5
Full-time equivalents	17.5	6.5	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	16
Diploma	2
Certificate	0



# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$15 987.00.

The major professional development initiatives are as follows:

Australian Curriculum implementation

First Aide/CPR

Learning with iPads

First Steps into Reading.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	94.5%	95.6%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 71.4% of staff was retained by the school for the entire 2012 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.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

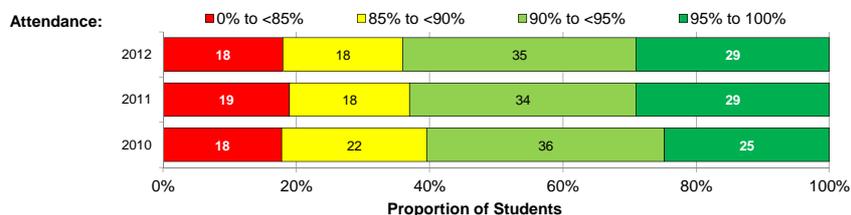
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	91%	89%	91%	90%	91%	90%	90%
2011	90%	91%	92%	91%	90%	92%	92%
2012	89%	92%	92%	91%	92%	91%	90%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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:

- o Rolls are marked twice during the day, at the beginning of the school day and again at the beginning of the final session.
- o If a student is away three consecutive days their classroom teacher makes contact with the family to ascertain why the student has been away. This contact is recorded in One School. If there are further absences that are forming a pattern or are concerning to the teacher they then inform the Principal to make contact with the family to organise a meeting to discuss the issue concerning the student's attendance. If there is a continuation of non-attendance then Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036.
- o If a student is absent, parents need to send a note or call the school to explain why their child is away.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing,

# Performance of our students

## 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/>.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

Due to the very low number of Indigenous students in the 2012 school year a summary is not possible due to the need to ensure students confidentiality.