

# Agnes Water State School

## Queensland State School Reporting

### 2013 School Annual Report



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#### Introduction

Welcome and thank you for taking the time to read our 2013 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 2013

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

Increased integration of ICT's into the classrooms

Alignment of ASoT with teaching practices.

Embed History and Geography C2C's in all year levels

GRG Implementation

- Improve teacher capability of explicit instruction through focused coaching and professional development to improve student performance.
- Improve student outcomes by targeting students through focused, intense small group learning experiences.
- Have all students in year 3, 5 and 7 at or above NMS in Literacy and Numeracy for 2014 NAPLAN
- Improve the percentage of students in the U2B for 3, 5 and 7 in Literacy and Numeracy for 2014 NAPLAN

# Queensland State School Reporting 2012 School Annual Report



- Identify students in Prep to year 2 that require additional assistance to achieve sound academic levels in Literacy and Numeracy.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	261	143	118	85%
2012	309	164	145	90%
2013	308	154	154	87%

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

Characteristics of the student body:

In 2013 - our Day 8 enrolment was 320. 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		
	2011	2012	2013
Prep – Year 3	24	19	22
Year 4 – Year 7 Primary	26	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	5	8	17
Long Suspensions - 6 to 20 days	0	1	5
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.

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## 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.

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

**We embrace the Smart Classroom'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.

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## 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.

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## Parent, student and staff satisfaction with the school

# Our school at a glance

The percentages are indicating the respondents that are Satisfied or better with the indicated requests.

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	77%
this is a good school (S2035)	94%	79%
their child likes being at this school* (S2001)	94%	86%
their child feels safe at this school* (S2002)	100%	93%
their child's learning needs are being met at this school* (S2003)	94%	77%
their child is making good progress at this school* (S2004)	94%	92%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	83%
teachers at this school motivate their child to learn* (S2007)	97%	83%
teachers at this school treat students fairly* (S2008)	93%	79%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%
this school works with them to support their child's learning* (S2010)	97%	85%
this school takes parents' opinions seriously* (S2011)	89%	58%
student behaviour is well managed at this school* (S2012)	83%	64%
this school looks for ways to improve* (S2013)	93%	73%
this school is well maintained* (S2014)	88%	92%

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	84%	94%
they like being at their school* (S2036)	86%	89%
they feel safe at their school* (S2037)	89%	93%
their teachers motivate them to learn* (S2038)	98%	92%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	84%	85%
teachers treat students fairly at their school* (S2041)	71%	85%
they can talk to their teachers about their concerns* (S2042)	84%	75%
their school takes students' opinions seriously* (S2043)	71%	80%
student behaviour is well managed at their school* (S2044)	71%	71%
their school looks for ways to improve* (S2045)	88%	88%
their school is well maintained* (S2046)	84%	90%
their school gives them opportunities to do interesting things* (S2047)	89%	78%

# Our school at a glance

## Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	DW
they feel that their school is a safe place in which to work (S2070)	DW
they receive useful feedback about their work at their school (S2071)	DW
students are encouraged to do their best at their school (S2072)	DW
students are treated fairly at their school (S2073)	DW
student behaviour is well managed at their school (S2074)	DW
staff are well supported at their school (S2075)	DW
their school takes staff opinions seriously (S2076)	DW
their school looks for ways to improve (S2077)	DW
their school is well maintained (S2078)	DW
their school gives them opportunities to do interesting things (S2079)	DW

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## 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
2010-2011	84,882	52
2011-2012	83,921	601
2012-2013	69,422	1,258

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

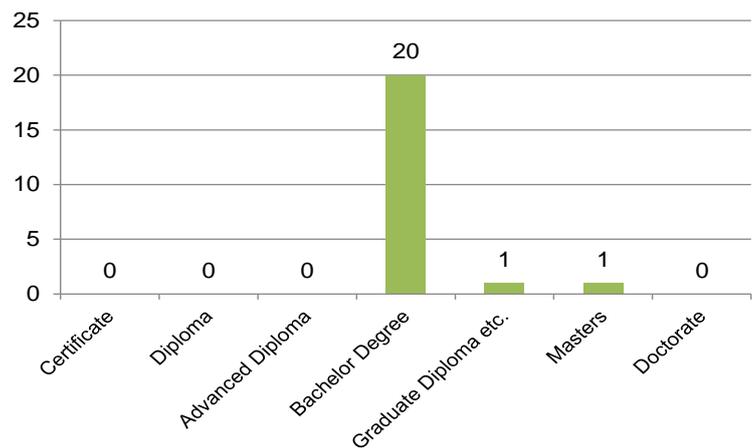
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	20	13	<5
Full-time equivalents	18	7	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.	1
Masters	1
Doctorate	0
<b>Total</b>	<b>22</b>



\* 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 2013 were \$ 7632.92 .

The major professional development initiatives are as follows:

# Our staff profile

Art and Science of Teaching

First Aide

Sheena Cameron

Profiling Training

Essential Skills

Trauma In Children

1, 2, 3 Magic

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

The above expenditure was supplemented by Regionally funded programs.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

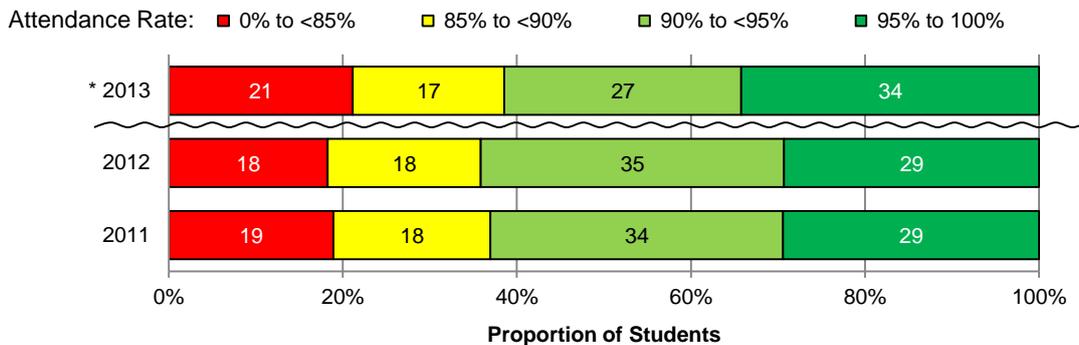
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	91%	92%	91%	90%	92%	92%					
2012	89%	92%	92%	91%	92%	91%	90%					
2013	90%	90%	90%	92%	90%	92%	89%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### Description of how non-attendance is managed by the school

## Performance of our students

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 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, 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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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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 2013 school year a summary is not possible due to the need to ensure students confidentiality.