

Agnes Water State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome and thank you for taking the time to read our 2014 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. This report can also be requested as a hard copy from the school office.

School progress towards its goals in 2014

During 2014, Agnes Water State School continued to improve performance in English Maths and Science through high quality focused teaching and learning with targeted prevention, intervention and extension strategies. (Teaching and Learning Audit Action Plan). The school continued to focus on Early Years continuity and consistency of practice across P-3, with a focus on the standards related to the new Australian Curriculum. School leadership focused on 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.

During 2014, Agnes Water State School built upon teachers' capacity to use One School Student Performance data to inform teaching and learning practices and to better differentiate programs to support student needs. The school continued to eliminate barriers to effective teaching and began to refine and define high standards of behaviour across the school and a supportive school culture, based on the Agnes Water State School 'School Wide Positive Behaviour School' 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

Continuation of Great Results Guarantee to deliver outcomes of all students.

- 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 2015 NAPLAN.
- Improve the percentage of students in the U2B for 3, 5 and 7 in Literacy and Numeracy for 2015 NAPLAN.
- 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 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	309	164	145	90%
2013	308	154	154	87%
2014	286	142	144	89%

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

Characteristics of the student body:

During 2014, enrolment trends have continued to reduce 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.

Approximately 80% 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	19	22	23
Year 4 – Year 7 Primary	26	26	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	8	17	9
Long Suspensions - 6 to 20 days	1	5	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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

Agnes Water State School embraces 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.

Social Climate

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, 83% of parents believed that this is a good school, up from 2013. 89% of parents were satisfied with their child's well-being at school. This is remaining consistent with previous years. On the Student Surveys, 86% of students believed that they were getting a good education. Student satisfaction with the school and support provided by teachers, reflects a higher percentage of satisfaction than parent responses and has sustained a consistent result during 2012 – 2014. This school uses buddy programs as well as Pastoral Care activities in each class. The school has access to a chaplain for two days a week.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	94%	77%	83%
this is a good school (S2035)	94%	79%	83%
their child likes being at this school* (S2001)	94%	86%	89%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child feels safe at this school* (S2002)	100%	93%	89%
their child's learning needs are being met at this school* (S2003)	94%	77%	78%
their child is making good progress at this school* (S2004)	94%	92%	83%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	83%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	83%	78%
teachers at this school motivate their child to learn* (S2007)	97%	83%	78%
teachers at this school treat students fairly* (S2008)	93%	79%	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	82%
this school works with them to support their child's learning* (S2010)	97%	85%	72%
this school takes parents' opinions seriously* (S2011)	89%	58%	72%
student behaviour is well managed at this school* (S2012)	83%	64%	78%
this school looks for ways to improve* (S2013)	93%	73%	76%
this school is well maintained* (S2014)	88%	92%	89%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	84%	94%	86%
they like being at their school* (S2036)	86%	89%	80%
they feel safe at their school* (S2037)	89%	93%	91%
their teachers motivate them to learn* (S2038)	98%	92%	86%
their teachers expect them to do their best* (S2039)	100%	100%	94%
their teachers provide them with useful feedback about their school work* (S2040)	84%	85%	81%
teachers treat students fairly at their school* (S2041)	71%	85%	65%
they can talk to their teachers about their concerns* (S2042)	84%	75%	70%
their school takes students' opinions seriously* (S2043)	71%	80%	67%
student behaviour is well managed at their school* (S2044)	71%	71%	70%
their school looks for ways to improve* (S2045)	88%	88%	90%
their school is well maintained* (S2046)	84%	90%	85%
their school gives them opportunities to do interesting things* (S2047)	89%	78%	73%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		DW	95%
they feel that their school is a safe place in which to work (S2070)		DW	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they receive useful feedback about their work at their school (S2071)		DW	95%
students are encouraged to do their best at their school (S2072)		DW	100%
students are treated fairly at their school (S2073)		DW	100%
student behaviour is well managed at their school (S2074)		DW	100%
staff are well supported at their school (S2075)		DW	95%
their school takes staff opinions seriously (S2076)		DW	100%
their school looks for ways to improve (S2077)		DW	100%
their school is well maintained (S2078)		DW	95%
their school gives them opportunities to do interesting things (S2079)		DW	95%

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

'Agree' represents the 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.

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

Agnes Water State School acknowledges the importance of reducing its environmental footprint. During 2013-2014 this was achieved in a reduction of water usage. A regular monitoring program of water services, including pipes, toilet systems and greater use of rainwater for irrigation purposes resulted in a significant drop in water usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	83,921	601
2012-2013	69,422	1,258
2013-2014	82,868	309

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

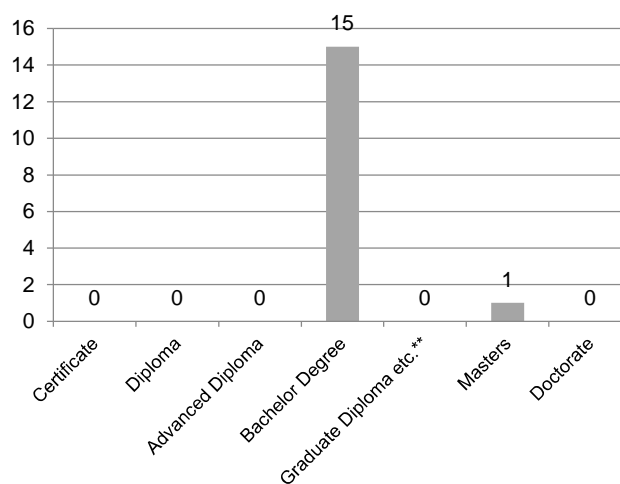
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	15	<5
Full-time equivalents	18	8	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	16



*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 2014 were \$15 612.

This information can be calculated from OneSchool data.

The major professional development initiatives are as follows:

Art and Science of Teaching

First Aid

Sheena Cameron – reading comprehension

Profiling Training

Essential Skills in Classroom Management

Seven Steps for Writing

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	91%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

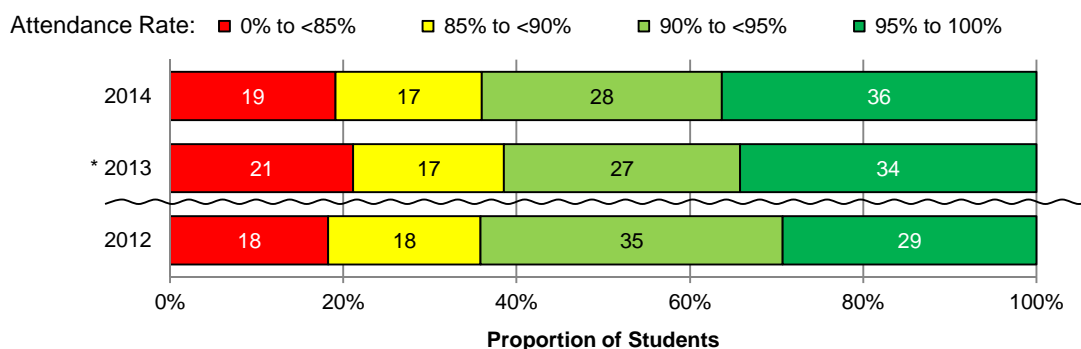
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	89%	92%	92%	91%	92%	91%	90%
2013	90%	90%	90%	92%	90%	92%	89%
2014	88%	91%	91%	93%	93%	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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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, 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

From 2013 – 2014, Agnes Water State School has seen an increasing in Indigenous attendance to an average of 88.7%. This can be partially attributed to the school's attendance management as well as targeted curriculum support to ensure student engagement. During 2014, Indigenous Student performance on NAPLAN not only demonstrated a positive gap of performance in comparison to Non-Indigenous students, the mean scale score on NAPLAN also exceeded State and National averages.