

# Agnes Water State School Queensland State School Reporting 2015 School Annual Report



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## Principal's foreword

### Introduction

The 2015 Annual Report is an outline of the school profile, achievements and statistics pertaining to the operation of Agnes Water State School during 2015. It covers topics such as goals and future outlook for the school, staff allocation and student achievement in National Testing. This report can be requested as a hard copy from the school office.

### School progress towards its goals in 2015

Agnes Water State School underwent a significant change in staffing, with the appointment of a new leadership team of Principal, Head of Curriculum and Master Teacher at the commencement of 2015. This renewal of leadership required the school to look inwards at its process and practices to drive student achievement that ensured Agnes Water State School provided an effective and innovative curriculum meeting the needs of families in the community. This review was focused around a model of CREATE – consistency of practice, review our practices, engaging opportunities for students, a focus on the positive and our core – learning, targeted student support and education in partnership. The reflection of school practices was supported through an Internal School Review undertaken by the School Improvement Unit and a Quadrennial School Review. Our model of CREATE led to improved student, parent and staff opinion survey results, aligned curriculum practices for all elements of English and new extra-curricular programs focused on academic development and improvements in NAPLAN performance in reading.

### Future outlook

During 2016, Agnes Water State School continues to adopt the model of CREATE to ensure an ongoing reflection and commitment to school improvement, however our focus was sharpened through a staff coaching and development framework with the priorities of enhancing and aligning writing, numeracy and spelling practices across the school. This framework is supported through collegial and modelled teaching from the Principal, Head of Curriculum and Master Teacher and includes a strong focus on Instructional Leadership with explicit observation of practice and effective feedback linked to our Pedagogical Framework. As a Phase E Success School, our school is able to sustain its improvements in reading and ensure that there is consistency of practice across our school and is observable from external visitors to our school.

## 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	308	154	154	19	87%
2014	286	142	144	21	89%
2015	239	128	111	23	86%

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:

During 2015, enrolment trends have continued to reduce due to the economic down turn 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 70% 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		
	2013	2014	2015
Prep – Year 3	22	23	21
Year 4 – Year 7 Primary	26	23	24
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	17	9	14
Long Suspensions - 6 to 20 days	5	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

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 provides 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 make access of 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.

### Extra curricula activities

In 2015, extra curricular activities were enhanced 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. In 2015, Dragon Boating and Environmental Education was introduced into the sporting electives for Year 4 to Year 6. Our school has sustained a range of interschool sporting opportunities such as athletics, cross country and soccer, however has particularly excelled in AFL again making the Regional Level competition in Childers.

A commitment to academics led to the introduction of inter-school chess, participation in the Readers Cup, the creation of an Academic Triathlon involving 5 surrounding school with a focus on Mathematics, Debating and Spelling. The school choir was also created with numbers swelling to 55 students by the end of the school year and performing at several community events. UNSW competitions were introduced with some student performance operating in the top 5% of national achievement.

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

Agnes Water State School reshaped the use of digital technologies during 2015 and this continues as a priority into 2016. 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. The upgrade of the school's wireless infrastructure during 2015 has now provided greater mobility of technology devices providing 100% WIFI coverage across all learning areas.

## 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, 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 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)	77%	83%	94%
this is a good school (S2035)	79%	83%	94%
their child likes being at this school (S2001)	86%	89%	94%
their child feels safe at this school (S2002)	93%	89%	100%
their child's learning needs are being met at this school (S2003)	77%	78%	89%
their child is making good progress at this school (S2004)	92%	83%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	83%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	78%	94%
teachers at this school motivate their child to learn (S2007)	83%	78%	94%
teachers at this school treat students fairly (S2008)	79%	83%	94%
they can talk to their child's teachers about their concerns (S2009)	92%	82%	100%
this school works with them to support their child's learning (S2010)	85%	72%	94%
this school takes parents' opinions seriously (S2011)	58%	72%	88%
student behaviour is well managed at this school (S2012)	64%	78%	94%
this school looks for ways to improve (S2013)	73%	76%	94%
this school is well maintained (S2014)	92%	89%	89%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	86%	87%
they like being at their school (S2036)	89%	80%	82%
they feel safe at their school (S2037)	93%	91%	95%
their teachers motivate them to learn (S2038)	92%	86%	96%
their teachers expect them to do their best (S2039)	100%	94%	96%
their teachers provide them with useful feedback about their school work (S2040)	85%	81%	88%
teachers treat students fairly at their school (S2041)	85%	65%	86%
they can talk to their teachers about their concerns (S2042)	75%	70%	79%
their school takes students' opinions seriously (S2043)	80%	67%	85%
student behaviour is well managed at their school (S2044)	71%	70%	87%
their school looks for ways to improve (S2045)	88%	90%	96%
their school is well maintained (S2046)	90%	85%	88%
their school gives them opportunities to do interesting things (S2047)	78%	73%	91%

### Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	DW	95%	100%
they feel that their school is a safe place in which to work (S2070)	DW	100%	100%
they receive useful feedback about their work at their school (S2071)	DW	95%	100%
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)	DW	100%	100%
students are treated fairly at their school (S2073)	DW	100%	100%
student behaviour is well managed at their school (S2074)	DW	100%	100%
staff are well supported at their school (S2075)	DW	95%	100%
their school takes staff opinions seriously (S2076)	DW	100%	100%
their school looks for ways to improve (S2077)	DW	100%	100%
their school is well maintained (S2078)	DW	95%	100%
their school gives them opportunities to do interesting things (S2079)	DW	95%	100%

# '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 key strategy in 2015. 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.

### Reducing the school's environmental footprint

Agnes Water State School acknowledges the importance of reducing its environmental footprint. During 2015, school lighting was reviewed along with the use of climate control. A reduction in water consumption was sustained through the constant monitoring of water systems, including pipes, toilet systems and the greater use of rainwater for irrigation purposes.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	69,422	1,258
2013-2014	82,868	309
2014-2015	74,305	440

\*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

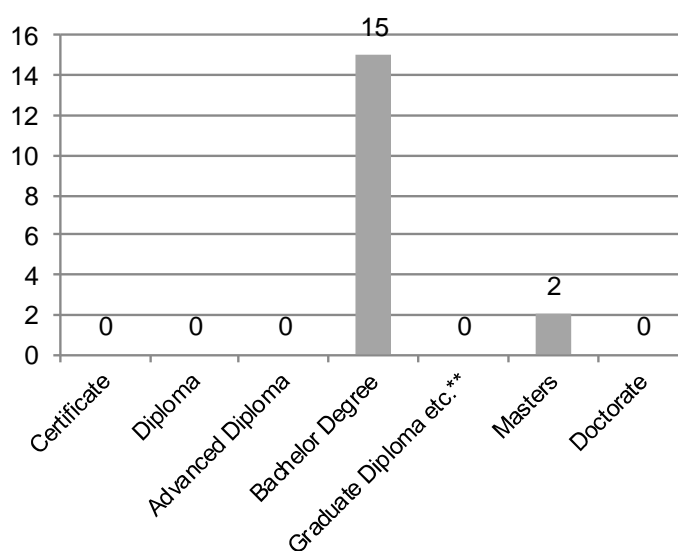
### Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	16	0
Full-time equivalents	16	8	0

### 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	2
Doctorate	0
<b>Total</b>	<b>17</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 2015 were \$26 374.

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

Work Shadowing

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.	96%	95%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were 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.

### Find a school

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).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	89%	89%

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%.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	90%	90%	90%	90%	92%	90%	92%	89%

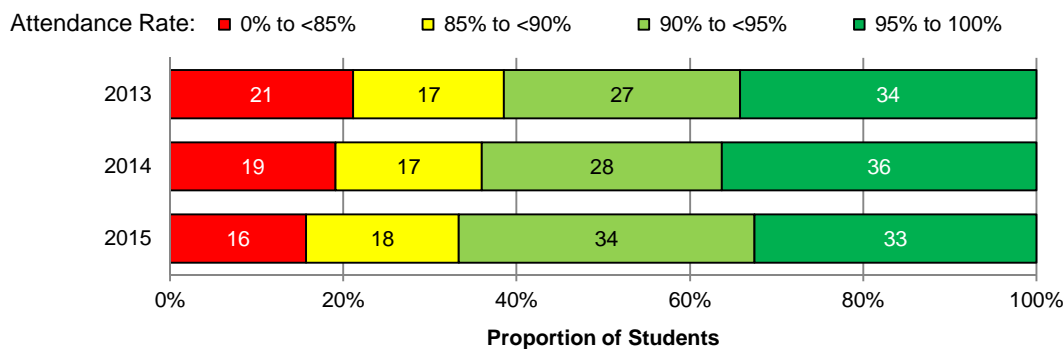
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	91%	88%	91%	91%	93%	93%	92%	89%
2015	90%	92%	89%	92%	91%	91%	94%	

\*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 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 and monitored on a daily basis.
- 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, email or in person.

### 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

Sector:

Government

Non-government

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.