Principal’s foreword

Introduction
This report outlines the school’s progress during the 2011 school year. It describes the social context in which our students experience their education, significant school achievements and future directions for our school. Additionally the qualifications of the teaching staff are documented in this report.

A paper copy of this report is available at the school office.
School progress towards its goals in 2011

During 2011 Aramac State School was working towards:

- Develop Curriculum Plans (all KLAs)
- Develop Careers Program
- Focus on Reading Comprehension
- Develop Performance Plans for all staff

The staff, students, parents and community have achieved the following:

**Develop Curriculum Plans (all KLAs)** – Staff finalised the scope and sequences for most Key Learning Areas. These were focused around the Essential Learnings and QCAR framework. The ‘How To…. Pedagogy’ guide was established as a flow chart and implemented across all Key Learning Areas. Staff collaboratively developed a shared focus for the direction and further development of curriculum plans for all KLAs as well as a shared focus for the development of a scope and sequence to be influenced by the Curriculum into the Classroom units of work for English, Mathematics and Science along with the rollout of the National Curriculum.

**Develop Careers Program** – Aramac State School’s Careers Teacher has developed the Secondary Department’s Careers Program. This incorporates the focus of weekly careers lessons, SET Planning processes, implementing the SET Plan on OneSchool, a week – long Work Experience trip to Townsville (Yrs 9-10) as well as the introduction of School based apprenticeships and traineeships. Students have expressed satisfaction and enthusiasm towards their Careers lessons. Work Experience providers have shared excellent feedback with school staff on student participation, motivation and passion towards their chosen field of work.

**Focus on Reading Comprehension** – The whole staff attended a professional development course on ‘Inferential Comprehension and Interpreting Texts’. This provided staff with an excellent bank of strategies as well as the theory behind the teaching of inferential comprehension and interpreting texts. To support this course, all teachers and teacher aides participated in the First Steps in Reading course which was led by the school’s Literacy Coach. Teachers expressed satisfaction at both courses and have successfully implemented the strategies learnt.

**Develop Performance Plans for all staff** – The teaching staff participated in performance conversations with the school principal. This process needs to be further developed to include all staff members. This focal point needs to be included in the 2012 Annual Implementation Plan.

Future outlook

During the 2012 school year, the Annual Implementation Plan has been developed around the remaining targets from the 2010 – 2012 School Strategic Plan and has incorporated Education Queensland’s ‘United in Our Pursuit of Excellence’ Framework. Aramac State School staff continue to focus on the development of processes around tracking and monitoring student data and incorporating the John Fleming practices of 5-weekly data reviews, conversations, target setting and student monitoring.

There is a continued emphasis on improving the literacy standards of our students and in particular around reading and NAPLAN results throughout the whole school. Funds have not only been directed into improving the reading and phonics materials available to the students and teachers but more importantly towards improving the professional knowledge and practise of teachers. Our school is dedicated to providing students with the very best in learning opportunities.

The continued participation of the entire school community in the School Wide Positive Behaviour Support Program will ensure that teachers continue to teach social skills, reward and celebrate appropriate choices and deal with unacceptable behaviours through the delivery of consequences and taking the time to teach students how to make appropriate choices. The continuation of this whole school approach supports our school focus on learning in a safe, responsible and respectful environment.

The staff will continue to take on board recommendations from the 2010 Teaching and Learning Audit and will use this feedback to drive and influence future decisions and planning.

During 2012, staff will implement the Curriculum into the Classroom units of work as part of the rollout of the National Curriculum for English, Mathematics and Science. Staff will participate in Literacy and Numeracy auditing workshops to assist them in catering for the needs of individual students as well as ensuring they are explicitly teaching the literacy and numeracy demands of the units of work, ensuring our students are exposed to the very best in learning opportunities.

The staff will work in collaboration with the Central Queensland Region to implement the pedagogy of ‘Explicit Instruction’. This notion will be incorporated into planning documents as a whole school process and the staff will be upskilled in the demands of implementing this strategy.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 10

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>22</td>
<td>25</td>
<td>88%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Aramac State School has 47 students from Prep – Year 10 enrolled. Students are either from the township of Aramac or they reside on nearby local stations. The students are from rural Australian backgrounds. Most families of students enrolled work within Aramac either on the Barcaldine Regional Council, for local business houses, as Macropod Harvesters or they manage/own the properties they live on and cater for the day-to-day requirements of a station. 8.5% of students enrolled identify as being Indigenous. There are no English as a Second Language students currently enrolled at Aramac State School.

Aramac State School is a School Wide Positive Behaviour Support school with a strong focus on improving student attendance. Staff work collaboratively to acknowledge the great work and behaviour choices of students and this is celebrated on a very regular basis. Attendance data is shared with the student body weekly and parents are informed of their child’s attendance rate regularly.

Aramac State School students are designated a sporting house – Waratah (Red) or Gidyea (Green). Students participate in Inter-house Swimming, Athletics and Cross Country. Our students join with the neighbouring small schools to create the Central West Small Schools Sporting teams. Students compete at the Small Schools Carnivals for selection in this team where they then compete against the larger schools for selection on the Central West team.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>11</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>6.5</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>8.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>11</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- Certificate training in partnership with the Outback College of Hospitality (Cert 1 in Hospitality)
- Certificate 1 in Work Education
- Work Experience Programs
- School Based Apprenticeships and Traineeships

Extra curricula activities

- Lunch Time Activity Program
- Cultural Programs
- Sport – Inter-house and Inter-school
- Pony Club Theory
- Community Projects
- Computer Club
- Sports Development Week
- Presentation Night

How Information and Communication Technologies are used to assist learning

Computers are integrated into everyday learning. Every class has access to a data projector, class and laboratory computers as well as still and video cameras. Computer use includes but is not limited to software applications, word processing, research, design, pod casts, elluminate, email, internet use, web quests and other educational and learning activities.

Students in Years 8 – 10 have access to borrow laptops through the roll out of the National Secondary Schools Computer Fund’s 1:1 program.

All teaching staff hold their ICT Certificate and draw on these skills to ensure ICTs are embedded in all relevant learning opportunities for students.

Social climate

The social climate of the school has been maintained (as per parent and student opinion survey results) from the 2010 school year and throughout the 2011 school year. Students have adapted to new expectations and we have recorded improved behaviour choices by students in all year levels. Staff continue to monitor these behaviours and use the data to inform future decisions.

During 2011 we accessed the visiting Guidance Officer, Head of Special Education Services, Youth Support Coordinator, Youth Pathways Coordinator, Local Chaplaincy Committee, and Regional Behaviour staff to continue to support and assist in the welfare of our students.

Aramac State School is a School Wide Positive Behaviour School with very high expectations of student behaviour. Teachers collate data through One School, where all positive and negative behaviour choices are recorded. As a whole school we celebrate the successes the students achieve with an end of term positive behaviour party, strive for 5 student of each class and the strive for 5 class of the term. These achievements are also celebrated on a week by week basis.

When students make negative behaviour choices they will receive a consequence that is appropriate for the chosen behaviour. As a part of this process, staff take the time to explicitly teach the appropriate behaviour choice in such given situations. This is applied to all negative behaviour choices, including bullying.
At the end of each term the behaviour team analyses the behaviour data collected throughout the term and uses this to inform the direction of behaviour lessons and the behaviour focus for the following term. For example, if the data suggested students were not showing respect, this would become the focus for the following term. Short (5 – 10 minute) lessons will be prepared by each teacher around a central theme that is linked to the school rule ‘Be Respectful’. In the event that our behaviour data indicated bullying to be an issue at Aramac State School, staff would tailor behaviour lessons to focus on the explicit teaching of accepting difference and working together as part of a team, regardless of who our team members may or may not be.

Aramac State School is currently advertising for a School Chaplain. During the 2011 school year, we were unable to employ a chaplain, however the Aramac/Barcaldine Local Consultative Committee continued to fundraise and through this students were able to access some funds. This enabled the students to have the opportunity to participate in the SWIM program and the XCLR8 program in Emerald.

**Parent, student and teacher satisfaction with the school**

Parents and students have expressed that they are satisfied with the processes implemented at Aramac State School as per the OVERALL General Satisfaction results. The parents have recorded a declined level of satisfaction with the fact that their child is getting a good education at this school. The staff continue to maintain a high level of satisfaction with the morale in the school. The students have recorded improved levels of satisfaction with the school, especially in the area of being satisfied that they are getting a good education.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>58%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>88%</td>
</tr>
</tbody>
</table>

DW – Data withheld

**Involving parents in their child’s education**

The parents are actively encouraged to be involved in their children’s learning. Parent assistance is welcomed in the classrooms, especially around reading, camps, excursions, craft and sport. Parents are encouraged to come to class culminating activities, this invitation is extended to the Senior Citizens and wider community, so that students can demonstrate their learning to a wide audience and as a community we can celebrate. Parents are invited to participate in parent-teacher interviews twice a year to discuss the targets of their child and whether or not they are on-track to achieve their target.

Parents and community members have played an integral part in the long term planning and decision making capabilities of the school. The school has a small but proactive Parents and Citizen’s Association. The P&C had input into the facility and policy development and ran school support businesses such as the uniform shop.

The P&C has membership on the Chaplaincy Committee, RREAP and Aramac Community Development Association.
Reducing the school’s environmental footprint

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

Staff and students are encouraged to be responsible with water and power usage. Students are taught about the impact humans have on the environment and some choices that can be made to assist in maintaining a clean and enjoyable environment.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>67,041</td>
<td>50</td>
</tr>
<tr>
<td>2010</td>
<td>73,655</td>
<td>50</td>
</tr>
</tbody>
</table>

% change 10 - 11: -9% 0%
**Our staff profile**

**Staff composition, including Indigenous staff**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>7</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

**Qualifications of all teachers**

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>6</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $20000.
The major professional development initiatives are as follows:
* Inferential Comprehension and Interpreting Texts
* First Steps in Reading
* School Wide Positive Behaviour Training (PBS Team)
* Literacy coach Training
* Principal’s Business Meetings
* Words Their Way Training
* Essential Skills Training for teachers who have not completed previously.
The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 100% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2011 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/](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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

DW – data withheld due to enrolments in these year levels being less than 5 students. The whole school attendance rate from 2010 – 2011 improved from 88% to 91%. This continues to be a focus in 2012 with the whole school working towards achieving further improved attendance rates.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>DW</td>
<td>DW</td>
<td>96%</td>
<td>DW</td>
<td>90%</td>
<td>DW</td>
<td>DW</td>
<td>87%</td>
<td>DW</td>
<td>DW</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

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.

It is expected that parents will contact the school when students are not in attendance, either by a phone call or by sending a note to school when the child returns. Rolls are marked every morning and afternoon, they are then returned to the office for recording into SMS. When a child is not in attendance and a message has not been received by staff, parents are contacted by telephone for confirmation of the child’s whereabouts.

At the end of semester 1, every parent received a letter from the school in regards to their child’s attendance during the semester. Accompanying this letter was the ‘Every Day Counts’ brochure. The ‘Every Day Counts’ posters have been printed, laminated and advertised throughout the township of Aramac.

Attendance rates are shared on parade each week and the attendance class of the week is recognised. The whole school target is discussed on parade and reminders are given to students in regards to the importance of attending every day.
Performance of our students

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.

NAPLAN data for students in Years 3 and 5 for the 2011 school year is available on the myschool website. NAPLAN data for students enrolled in Years 7 and 9 during 2011 has been withheld as a result of the enrolments being less than 5.

Reviewing the Year 3 results from 2009 to 2011 there has been a continual improvement in the mean scale score in all strands of the NAPLAN test (Reading, Writing, Grammar and Punctuation, Spelling and Numeracy) and has improved from being lower than similar schools to being higher or similar to like schools and Queensland.

Results in Years 5, 7, 9 have remained similar from 2009 – 2011. Therefore staff are focussing in the pedagogy implemented in these year levels with intense exploration of the notion of Explicit Teaching in 2012.

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](image)

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results 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 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

During the 2011 school year the number of students enrolled who identified as being indigenous was less than 5. Therefore the Data has been Withheld.

VET

During the 2011 school year students in Year 10 were offered the option of starting a school based apprenticeship/traineeship. This was accessed by 75% of students. These were sourced in Aramac and students attended one day per week.

Early Leavers

100% of students enrolled in year 10 completed the school year at Aramac State School. Due to the class size being less than 5, the data in regards to their transition to senior secondary has been withheld.