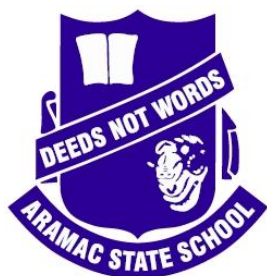


# Aramac State School

## Queensland State School Reporting

### 2015 School Annual Report



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Contact person	The Principal

## Principal's foreword

### Introduction

This report outlines the school's progress during the 2015 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 2015

2015 Priority	Comment
Reading	Continuing to refine the tracking of improvement of reading to ensure student progress each term and the explicit strategies to support development. School targets were established, met and refined.
Writing	Continuing to refine the tracking of improvement of writing to ensure student progress each term. School targets were established, met and refined.
Numeracy	Provide clear expectations to staff and students on the implementation of NAPLAN trials, marking, analysis of data and review of results against targets to monitor student progress.
Attainment	Develop and align curriculum and assessment tools for all KLA's within a multi age setting (Prep – Year 9) for individual year levels by adopting and adapting C2C units to suit school context and maintain moderation processes to ensure consistency.
Retention of students- Primary to Junior Secondary	Actively engage with the community to ensure clear understanding of Aramac State School's offerings to their secondary school students.
Transitions- eKindy-Primary-Junior Secondary	Achieved. Processes in place to ensure continued implementation in 2016 and beyond.
Attendance	Partial Achieved. Improvement noted and continuing in 2016.
Closing the Gap	Partial Achieved and continuing in 2016.

## Future outlook

There is a continued focus on the improvement of literacy explicitly writing with the setting of targets for every student to achieve their annual objective. Teachers analyse individual student's responses on demand writes and other samples of work to identify student's gaps in skills. Individual student targets are then set for each 5 week cycle and teachers explicitly teach skills to students during the 5 week cycle to assist students in demonstrating improved learning outcomes. Goals are made visual in classrooms and within a whole school setting to ensure line of sight in and across classrooms.

Every student is also working towards achieving a C standard or higher in English, Maths and Science. All new content is taught to students through an Explicit Instruction lesson and this information is then included in the rapid recalls that are implemented at the start of lessons.

Teachers are continuing to refine their pedagogical practices to ensure a successful transition of Kindy to Prep and Year 6 to Year 7. Key strategies include the implementation of rural Kindy Pilot, for students aged 3 and ½ to 5 across 30 hours per fortnight. The development of a school playgroup initiative supports a community of learning.

The continued participation of the entire school community in the Positive Behaviour 4 Students, will undergo a review supported by re-implementation of current strategies and whole school alignment. Teachers will continue to teach social skills, reward and celebrate appropriate choices and ensure behaviour support strategies are offered and delivered to support students to make appropriate choices. The "re-branding" of the whole school approach supports our school focus on learning in a safe, responsible and respectful environment.

Staff will work in collaboration with the Central Queensland Region to implement curriculum alignment of both the Australian Curriculum and adapting and adopting of C2C units. Units will ensure they are linked to student needs, without modifying assessment.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 10

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	47	27	20	7	100%
2014	50	26	24	7	98%
2015	53	30	23	10	94%

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:

Aramac State School has 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 businesses or they manage/own the properties they live on and cater for the day-to-day requirements of a station.

There are no "English as a Second Language" students currently enrolled at Aramac State School.

Aramac State School is a Positive Behaviour 4 Learning 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 represent the Small Schools Team at Central West competitions and if successful are invited to compete at the North West carnivals.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	13	14	13
Year 4 – Year 7 Primary	7	8	15
Year 7 Secondary – Year 10		4	5
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	1	5	0
Long Suspensions - 6 to 20 days	0	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 distinctive curriculum offerings

Certificate training in partnership with the Outback College of Hospitality (Cert 1 in Hospitality)  
 Work Experience Program (Years 9 & 10)  
 Years 3 - 10 School Camp  
 Prep – Year 2 Sleep Over Night

#### Extra curricula activities

Sport – Inter-house and Inter-school  
 Community Projects and involvement in activities (Harry Redford Cattle Drive)  
 Sports Development Activities  
 Active After School Sports- twice a week  
 Presentation Night- annually

### 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 7 – 10 have access to laptops for school use. Class sets of iPads are also available for classes to use in lessons and for students to complete assessments on.

During planning, teachers work to embed ICTs into all relevant learning opportunities for students. In 2015 students from Prep – Year 6 participated in one lesson per week focussing on the development of computer skills. This provided students with the opportunity to further develop their application of computer technology and programs. Email is used by staff, students and parents as a means of communication.

## Social Climate

Students, staff and parents have recorded satisfaction with the social climate of Aramac State School. 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 2015 we accessed the visiting Guidance Officer, Head of Special Education Services, Local Chaplaincy Committee, and the School Chaplain to continue to support and assist in the welfare of our students.

Aramac State School is a Positive Behaviour 4 Learning 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. These achievements are also celebrated weekly on parade. 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 skills required for making 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.

During 2015 the school Chaplain supported student wellbeing activities though: breakfast club, lunch time games and craft, support for school wide projects and social emotional support for staff and students as required.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	96%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	96%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	93%	100%	100%
their child is making good progress at this school (S2004)	96%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	100%	100%
teachers at this school motivate their child to learn (S2007)	96%	91%	100%
teachers at this school treat students fairly (S2008)	96%	91%	100%
they can talk to their child's teachers about their concerns (S2009)	96%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	88%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
student behaviour is well managed at this school (S2012)	96%	91%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	96%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	100%	100%
they like being at their school (S2036)	95%	91%	96%
they feel safe at their school (S2037)	91%	100%	92%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work (S2040)	95%	95%	96%
teachers treat students fairly at their school (S2041)	81%	91%	77%
they can talk to their teachers about their concerns (S2042)	95%	91%	73%
their school takes students' opinions seriously (S2043)	86%	86%	92%
student behaviour is well managed at their school (S2044)	86%	86%	77%
their school looks for ways to improve (S2045)	100%	95%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	91%	95%	92%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	94%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	92%	94%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	92%	100%	100%
staff are well supported at their school (S2075)	85%	100%	88%
their school takes staff opinions seriously (S2076)	92%	94%	88%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	92%	100%	100%
their school gives them opportunities to do interesting things (S2079)	92%	100%	100%

<sup>#</sup> '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

Parents are actively encouraged to be involved in their children's learning. Parent assistance is welcomed in the classrooms, especially around reading and extracurricular activities. 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 progress towards these.

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.

## Reducing the school's environmental footprint

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	70,719	69
2013-2014	60,359	0
2014-2015	60,440	

\*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.

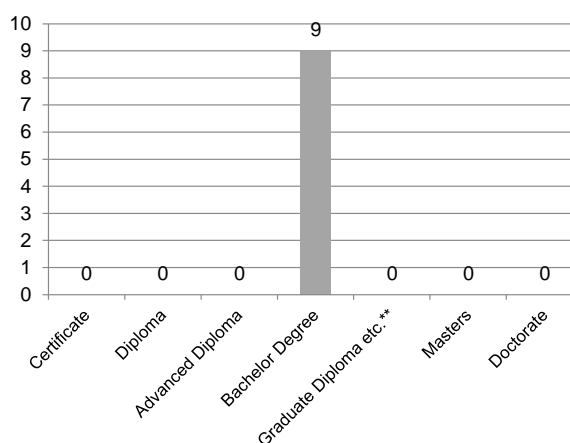
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	9	10	0
Full-time equivalents	9	7	1

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	9
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>9</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 \$11560.51.

The major professional development initiatives are as follows:

- First Aid
- THRASS
- STRIVE
- Finance Training
- Literacy Backward Mapping
- Curriculum Unit Writing
- Junior Secondary Leading Change PD
- Junior Secondary PD
- MSSWD Training
- Essential Skills for Classroom Management
- Coaching and Feedback PD
- MultiLit Training
- Principal Business Meetings and Conferences

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.	99%	99%	98%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 63% of staff was 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

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 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).	92%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	91%

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 P-10/P-12 schools was 90%.

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

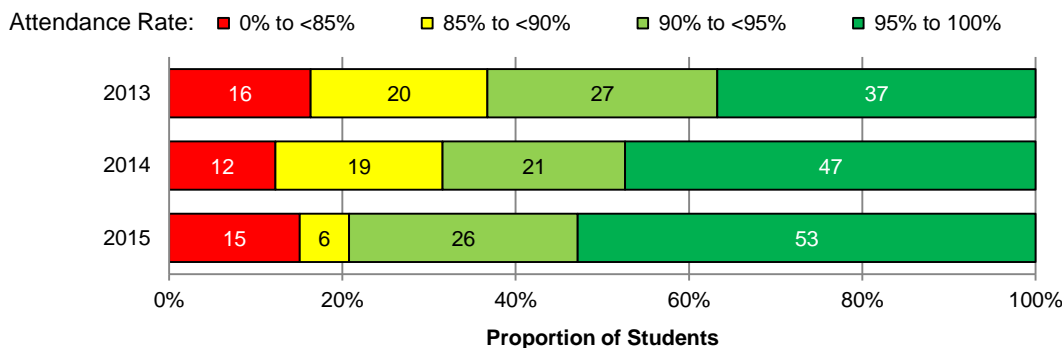
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	93%	93%	92%	DW	92%	DW	86%	91%	91%	91%		
2014	94%	88%	95%	89%	96%	92%	95%	89%	89%	92%	90%		
2015	96%	95%	96%	95%	90%	93%	97%	91%	97%	88%	93%		

\*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 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.



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 OneSchool. 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.

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.

### 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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode" below the first field.
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom of the form.

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.

### Achievement – Closing the Gap

Indigenous student's level of achievement and attendance are generally comparable to Non-Indigenous students.