Aitkenvale State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Aitkenvale State School is centred near urban commercial outlets and is seen as the hub of the local community. The school caters for students from Prep to Year 6. Over 50% of our school population come from the culturally diverse backgrounds of Africa, Europe, Asia and traditional Indigenous lands. Aitkenvale State School has a structured Intensive Language Centre (ILC) due to many of our clientele having English as a second dialect. This intensive approach allows for those identified students to gain the necessary individual reading and writing requirements to engage with the Australian Curriculum through a structured learning approach. All classroom teachers are highly skilled in curriculum planning and delivery with visible learning walls a primary student engagement mechanism in every room. The school offers a 1 to 1 digital device program ensuring all students have the ability to source the latest information and gain a complete knowledge base of individual subject matter. All teaching spaces are air-conditioned and have fridges for student lunches. A 25 metre pool is central to the sporting program which features fitness and most sports. School grounds stay lush and green year round due to a fully automated irrigation system that is supplied from a comprehensive groundwater basin that is located directly under the school grounds.

School progress towards its goals in 2018

Reportable Action	Progress
Whole school data driven case management approach with a focus on the delivery of high yield universal, targeted and differentiated practices.	Working toward
Collaborative Inquiry based approach to improve the professional learning of teachers through quality coaching sets and peer to peer class visits.	Working toward
Targeted reading approach from Prep-2 through the Four Lesson Sequence intensive reading model.	Ongoing
Visible Learning walls continue to evolve and be the central driver of student engagement and learning.	Working toward
Student Achievement Meetings with a sharp and narrow focus on students being assessment literate and teachers reflecting upon their practice.	Embedded
Cohort Analysis Meetings driving improvement in Level Of Achievement data in English, Math and Science (CAMs).	Embedded
Introduce and embed new Positive Behaviour for Learning (PBL) framework.	Embedded
1 to 1 laptop program becomes formalised with every student having access to a digital learning device with the majority being XO infinity machines.	Embedded
Work with partner schools of Town High and Wulguru to moderate student work and participate in cross – school professional development sets.	Ongoing
Student attendance at or above 93% with a 20% reduction in unexplained absences.	Ongoing
Active school and community partnerships to improve the wellbeing of students and their families.	Ongoing

Future outlook

Embed Early Levelled Reading in Prep – Year 3 through the use of the Four Lesson Sequence so that 100% of students reach benchmark.	100% at benchmark
Reduce student disciplinary absences through the refinement of Positive Behaviour for Learning (PBL) processes.	Reduce by 20%
Improve the standard of writing across the school by implementing age appropriate writing checklists and through the application of professional development learnings.	100% above NMS – NAPLAN Writing
Improve Mathematics outcomes across the school through the use of an inquiry approach to reflect on planning processes, lesson sequence and pedagogy.	100% above NMS NAPLAN Numeracy

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school No

Year levels offered in 2018 Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	480	484	492
Girls	235	225	232
Boys	245	259	260
Indigenous	124	130	142
Enrolment continuity (Feb. – Nov.)	91%	88%	85%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Aitkenvale State School is centred near urban commercial outlets with a student enrolment nearing 500 students. Children attending our school come from many differing locations throughout Townsville and from diverse ethnic and socioeconomic backgrounds. Our school population is made up of a multitude of differing nationalities and religious groups. The Aitkenvale State School student body consists of 41% of students from a refugee/migrant background and 29% from an indigenous background. This has meant that students have made a culturally dynamic cohort that has created a tolerant and culturally accepting group of young learners.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	18	17	16
Year 4 – Year 6	20	21	20
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our Approach to Early Learners
In 2018, there were no students enrolled in a Pre-Prep program. However, our school has a designated Step Into Prep program for students not eligible for formalised schooling.

Program Dynamics:
Our Step into Prep program values our diverse multicultural student body and supports those younger students approaching school age through the following approaches within our program:
- We have a fully qualified teacher and teacher aide running the program on Wednesday and Fridays
- Our curriculum is underpinned by the early years learning framework and regular feedback is given to parents and carers
- All attending students are offered play based gross motor activities while fine motor activities are offered through the modes of regular writing, drawing and 1 to 1 ICT mediums through the use of IPADS
- Our school has a pool on site and swimming lessons are offered free of charge in term 4 of each year

Transition to Prep year:
All of our Step into Prep enrolments are offered the opportunity to take part in transitions to Prep year. This transition has been successful due to the following:
- In Term 4 our enrolled students begin a series of 6 transitions to our Prep year in the mornings for an hour building to a full morning session
- Parents meet with our Prep teachers early in Term 4 to capture enrolment and give a clear picture of student ability and learning needs
- Involving students and parents early in Term 4 allows for smooth orientation and transition to Prep year
- Learning development is recorded for all participants and ability screeners are used to ascertain childhood development levels before entering Prep year
- As our school has a high refugee and migrant population our program is culturally diverse to ensure all nationalities are recognised and respected
- Our student numbers have shown steady increase over a 3 year span with a variety of media sources used to promote the program

Curriculum Delivery

Aitkenvale State School uses a gradual release of responsibility model to guide students toward using different skills, strategies and procedures independently. The student will assume more responsibility with less support from the teacher. The use of the metalanguage of the learning area shifts from teacher to student.

Aitkenvale State School uses the C2C resources to assess and report on all learning areas of the Australian Curriculum.

Every member of the school community is actively engaged and participating in the learning, through Visible Learning (Hattie, 2008). To make our learning visible at Aitkenvale State School, we ensure that learning walls contain:
- WALTs and WILFs
- Class and student goals
- Artefacts and displays in each classroom, aligned to the curriculum being taught, in order to assist with every student succeeding
- Clear expectations of what students need to Know, Do and Think
- Modelled response/collaborative samples
- Guide to making judgements

Our distinctive curriculum offerings:
Our distinctive curriculum offerings are closely aligned with our diverse student requirements. These are delivered in the form of:

- Student data collection which tracks individual student performance to inform school programming for differentiated curriculum learnings
- Student goal setting of reading
- 4 lesson sequence reading strategy implemented to increase reading levels from PREP – 2
- 1 to 1 XO laptop program from PREP - 5
- IPAD masterclass in Year 6
- Explicit teaching of reading and literacy everyday
- Support teachers assisting our students using English as a second dialect
- Engaging teaching and learning sequences catering for our broad spectrum of students
- Music and instrumental programs
- Physical education program including swimming lessons which are offered annually utilising or school pool
- Intercultural Curriculum Investigations (ICIs) are delivered as a Languages Other than English program to broaden the knowledge base of all students relating to the diverse range nationalities that are particular to our school

Extra Curricula Activities
- Learn to swim classes, Inter house and Inter school swimming carnivals
- Interschool sporting events
- Cross country and athletic events in both internal and external forms
- Student support programs building upon social, cultural and academic areas
- School visitations by external organisations delivering learning experiences fostering social and emotional wellbeing
- A quality chaplaincy program assisting with student wellbeing and engagement
- Good Shepherd Hospice visits by or senior students
- NAIDOC
- Refugee Week celebrations
- Younger Stronger Smarter Youth Leadership Engagement
- Life Education
- Swimming improvement lessons

How information and communication technologies are used to assist learning

Information and Communication Technologies are used to assist learning. Information and Communications Technology focuses on providing students with the tools to connect globally to enrich their learning. Aitkenvale State School is proud to have a 1 to 1 digital device program ensuring every student has optimum connection to global information. The knowledge, skills and behaviours identified from this domain enables students to:

- develop new thinking and learning skills that produces creative and innovative insights

- develop more productive ways of working and solving problems individually and collaboratively

- create information products that demonstrate their understanding of concepts, issues, relationships and processes

- express themselves in contemporary and socially relevant ways

- Understand the implications of the use of ICT and their social and ethical responsibilities as users

Implementation:
- ICT is an essential component of the Technologies learning area of the Australian Curriculum
- The school will appoint an ICT coordinator who will work with Technologies staff to coordinate the development and implementation of ICT across our school inclusive of smart devices (XO's, i-pads)
- All Technologies teachers are required to work with their respective professional learning teams, sections and faculties to contribute to the development and implementation of a viable, guaranteed and sequential ICT program for all students and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures
- Student's individual abilities will be measured and reported against the expected Australian Curriculum achievement standards, particularly at the commencement of each unit of work. Learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in ICT will be reported in half and end of year academic reports
- Professional development will be developed by the ICT coordinator in consultation with all Technologies staff

Social climate

Overview

Aitkenvale State School is centred near urban commercial outlets and is seen as the hub of the local community. Over 50% of our school population come from the culturally diverse backgrounds of Africa, Europe, Asia and traditional Indigenous lands. Our school population is made up of a multitude of differing nationalities and religious groups making an eclectic and diverse student body that is a dynamic, tolerant and culturally accepting group of young learners. Parents are encouraged to be involved in their child's education and also to be actively involved in school events and activities. Students are reminded of the school's core values of being PROUD, STRONG and SMART learners regularly throughout the day and at special school events. Our whole school is underpinned by the fantastic 4 of Being Respectful, Responsible, Safe and an Achiever.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	100%	100%
• this is a good school (S2035)	92%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	99%
• their child feels safe at this school* (S2002)	100%	89%	99%
• their child's learning needs are being met at this school* (S2003)	86%	95%	96%
• their child is making good progress at this school* (S2004)	93%	95%	99%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	96%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	99%
• teachers at this school treat students fairly* (S2008)	92%	95%	99%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	99%
• this school works with them to support their child's learning* (S2010)	86%	89%	99%
• this school takes parents' opinions seriously* (S2011)	85%	83%	99%
• student behaviour is well managed at this school* (S2012)	85%	95%	100%
• this school looks for ways to improve* (S2013)	85%	94%	100%
• this school is well maintained* (S2014)	86%	100%	99%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	95%	95%
• they like being at their school* (S2036)	94%	94%	91%
• they feel safe at their school* (S2037)	98%	94%	88%
• their teachers motivate them to learn* (S2038)	96%	96%	95%
• their teachers expect them to do their best* (S2039)	99%	95%	97%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	95%
• teachers treat students fairly at their school* (S2041)	90%	92%	90%
• they can talk to their teachers about their concerns* (S2042)	89%	93%	87%
• their school takes students' opinions seriously* (S2043)	96%	90%	93%
• student behaviour is well managed at their school* (S2044)	84%	92%	87%
• their school looks for ways to improve* (S2045)	96%	96%	94%
• their school is well maintained* (S2046)	97%	93%	93%
• their school gives them opportunities to do interesting things* (S2047)	97%	95%	88%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	98%	94%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
• they receive useful feedback about their work at their school (S2071)	83%	91%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	97%	86%
• students are encouraged to do their best at their school (S2072)	97%	98%	98%
• students are treated fairly at their school (S2073)	94%	93%	94%
• student behaviour is well managed at their school (S2074)	97%	98%	94%
• staff are well supported at their school (S2075)	89%	91%	86%
• their school takes staff opinions seriously (S2076)	83%	87%	76%
• their school looks for ways to improve (S2077)	97%	98%	96%
• their school is well maintained (S2078)	94%	96%	96%
• their school gives them opportunities to do interesting things (S2079)	97%	91%	84%

* Nationally agreed student and parent/caregiver items.

\# '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

The following initiatives involving parents are part of our school culture:
· Allocated parent times for reading groups
· Regular sporting activities including Rugby League, AFL, cricket
· Parade and event invitations
· Award Ceremonies
· Step Up to Prep Learning groups
· On site swimming lessons
· Information evenings
· School discos, movie nights and fetes
· Parent interviews
· Parent committees
· Cultural Hub Space learning courses primarily for Refugee and Migrant clients
· NAIDOC, Harmony and annual whole school sports event

Respectful relationships education programs

The school has developed and implemented the following programs that focus on appropriate, respectful and healthy relationships:
- Younger Stronger Smarter youth leadership and emotional wellbeing and resilience program
- Student Council meetings and fundraising projects
- Adopt - a - Grandparent initiative working with local nursing home (Good Shepherd)
- School wide positive behaviour lessons that are targeted toward a weekly focus
- Going for Gold behaviour reward systems in every classroom
- Personal Best parade and badge ceremony every term
- Weekly awards on whole school parade
- Student health and wellbeing articles in schools weekly newsletter
- Prayer room to accommodate diverse faiths
- Breakfast club
- Life Education Van student workshops fully funded by the school's P&C group
- Workshops involving Townsville Intercultural Centre and Townsville Migrant Support Group

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	166	162	222
Long suspensions – 11 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Aitkenvale State School has employed the following initiatives to reduce our environmental footprint:
- Fully automated irrigation of school grounds using bore water for 90 % of all areas using bore water.
- Use of Skoolbag APP for most school correspondence inclusive of newsletters by digital formats. This innovative approach has reduced our photocopy copy paper of A3/A4 formats by > 20 000 copies annually
- All teachers encouraged to turn lights off when possible
- Use of fans instead of air conditioning units
- All air conditioning units are set to 25 degrees
- Planting and upkeep of trees providing shade for students
- Use of recycling systems to separate waste inclusive of general waste, recyclable paper and plastics and food scraps to feed our chickens on school site
- Ablution blocks all have water saving toilets and taps installed

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	292,249	382,224	339,538
Water (kL)	11,578	9,263	10,551

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.
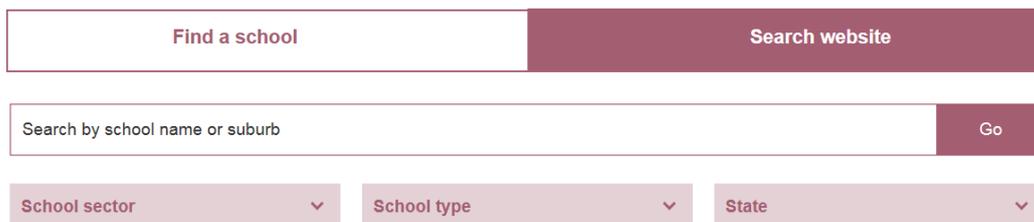
Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	41	26	<5
Full-time equivalents	38	18	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	1
Bachelor degree	38
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $18 590.

The major professional development initiatives are as follows:

- 1st Aide
- Stronger Smarter leadership sessions
- Data engagement and student analysis
- Student Achievement Meetings
- Cohort Analysis Meetings
- Unit Planning sessions
- Middle leadership courses
- Essential skills for classroom management
- Engaging with the Australian Professional Standards for Teachers
- ICT training
- Web based professional learnings modules
- Reading and writing workshops
- Early years learning frameworks
- Workplace Health and Safety Training
- Cross school moderation sessions
- Code of Conduct and student protection

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	89%
Attendance rate for Indigenous** students at this school	84%	80%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

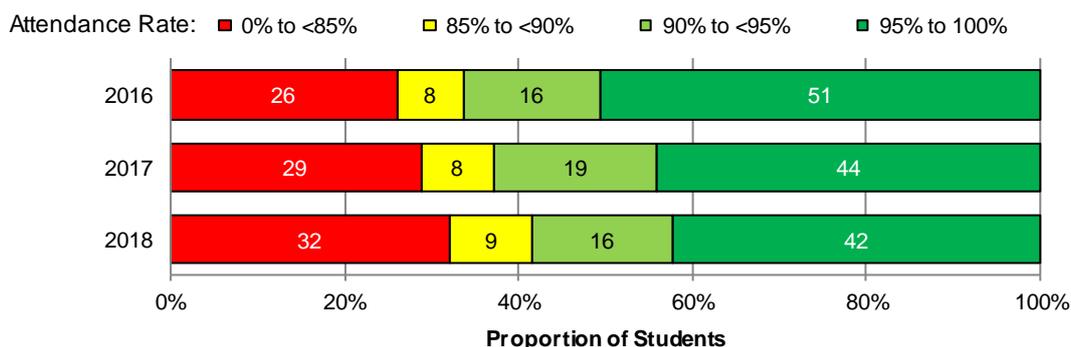Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	91%	90%	90%	Year 7			
Year 1	86%	89%	84%	Year 8			
Year 2	92%	88%	89%	Year 9			
Year 3	92%	89%	88%	Year 10			
Year 4	92%	92%	90%	Year 11			
Year 5	91%	89%	91%	Year 12			
Year 6	91%	90%	89%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	26	8	16	51
2017	29	8	19	44
2018	32	9	16	42

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Aitkenvale State School operates all programs and strategies aligned with the 'Every Day Counts' state schools philosophies. Non - attendance is managed by the following:
 • Mandatory marking of roles in the AM and PM
 • ID attend system functional with text messages sent to parents/carers for non-attending students
 • Teachers are encouraged to call parents to follow up absences
 • All classrooms have attendance data walls visible
 • Long term absences are contacted by administration through phone or face to face modes clearly articulating enrolment expectation
 • Contact with outside agencies alerting them to intermittent, continual or prolonged student non-attendance
 • Attendance rewards systems for both individual and classroom positive attendance rates
 • All unexplained absences are followed up eradicating truancy
 • Home visits regularly occur for those students who are at risk of poor attendance
 • Employment of a mobility and transition officer
 • Younger Stronger Smarter Youth Engagement program
 • Adopt A Cowboy program
 • Try 4 5 Cowboys program
 • Celebratory events held each term for 95 % < attending students

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go

| School sector ⌄ | School type ⌄ | State ⌄ |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.