

# Aitkenvale State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Our school annual report displays a broad view of our schools resourcing and performance in the following key areas:

- Strategies to improve student reading performance
- Resourcing of learning areas inclusive of literacy and ICT
- School curricula and extra curricula offerings
- Student attendance
- Annual school opinion survey
- Staff professional profile and workforce composition

### School progress towards its goals in 2015

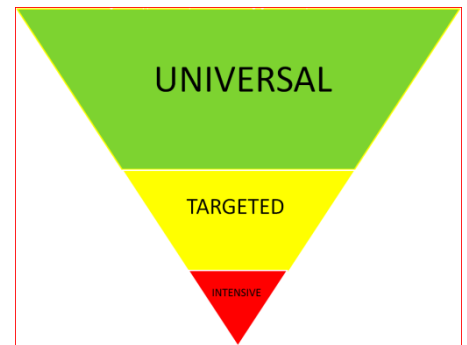
REPORTABLE ACTION	PROGRESS
• Enact Australian Curriculum & QCARF requirements	EMBEDDED
• Whole school approach to improving student reading and writing outcomes for all students	WORKING TOWARD
• Whole school approach to improving student Numeracy outcomes	WORKING TOWARD
• Continued and consistent data driven conversations for teacher reflection and action	EMBEDDED
• Classroom walk throughs and classroom visits auditing visible learning walls	EMBEDDED
• Build Leadership capacity and sustain Intensive Language Centre for EALD learners	WORKING TOWARD
• Build staff capacity to enact whole school case management practices through engagement with PD opportunities linked to school priorities and IDPs.	EMBEDDED
• A model of planned PD aligned with Professional Standards for Teachers	EMBEDDED
• Strengthen communication, decision making and community engagement opportunities for key stakeholders within the school and wider school community	WORKING TOWARD
• Whole school approach to improving student attendance	EMBEDDED

## Our school at a glance

### Future outlook

Aitkenvale State School will be driven by the following key priorities outlined in our 2016 Annual Implementation Plan:

- Whole school data driven case management approach with a focus of the delivery of high yield universal, targeted and differentiated practices
- Whole school approach to Literacy with a focus on accuracy, fluency and comprehension
- Visible Learning walls continue to evolve and be the central driver of student engagement and learning
- Cohort approach to the improvement in Level Of Achievement data in English, Math and Science
- Intensive Language Centre continues upward trend of student enrolment with strategies embedded catering for the diverse needs of all international learners
- 1 to 1 laptop program becomes formalised with every student having access to a digital learning device
- Student attendance at or above 95% with a 50% reduction of unexplained absences to the prior year
- Common and consistent approach of **SWPBS** practices throughout the school
- Active school and community partnerships to improve the wellbeing of students and their families



## 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	464	217	247	99	88%
2014	471	217	254	84	87%
2015	425	200	225	104	91%

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. 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 need
- 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 the 2 year span with a variety of media sources used to promote the 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:

Aitkenvale State School is centred near urban commercial outlets. Children attending our school come from many differing locations throughout Townsville. Our school population is made up of a multitude of differing nationalities and religious groups. Aitkenvale State School student body has 40 % refugee and 25% indigenous background of students making a complex student dynamic that has created a tolerant and culturally accepting group of young learners. Dedicated staff members provide excellent academic programs for all students across the primary school curriculum, extending the gifted as well as providing support for those students who are experiencing difficulties and who require a differentiated approach to learning. Students have the opportunity to become involved in national Maths, English, writing, computer and Science competitions and eisteddfod and band competitions. The school offers all students opportunities to engage with information technology through our 1 to 1 XO laptop program from PREP - 5 and our IPAD masterclass in year 6. Our school also has a distinctive refugee and migrant population and therefore we have developed an Intensive Language Centre (ILC) which offers an intensive approach to students learning the English Language. A variety of students are also nominated to participate in our Younger Stronger Smarter youth engagement program increasing expectation around behaviour, learning and attendance. A 25-metre pool is central to the sporting program which features fitness and most sports. There are a number of proactive behaviour programs operating at Aitkenvale. These include a playground program, our chill out proactive behaviour room, a comprehensive responsible behaviour plan, anti-bullying programs and a firm but fair approach when dealing with students who have breached our responsible behaviour plan. Our school has aligned itself with the school wide behaviour program of 'GOING FOR GOLD' in every classroom. We also provide a positive behaviours program which acknowledges and rewards students who display excellent behaviours. These students receive merit badges and invitations to end-of-term rewards days. Students are reminded of the school's vision statement (I will always strive for my personal best) regularly on parade. Our whole school is underpinned by the fantastic 4 of Being Respectful, Responsible, Safe and an Achiever

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	25	22	15
Year 4 – Year 7 Primary	25	24	17

Phase	Average Class Size		
	2013	2014	2015
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	99	247	247
Long Suspensions - 6 to 20 days	1	2	2
Exclusions	0	1	2
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 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 tracking individual student performance and inform school programming for differentiated curriculum learnings
- Visible Learning Walls or Learning Journeys to assist students with personalised learning and assessment
- Student goal setting of reading
- Focus reading block times and staff allocations to resource
- 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 programs swimming lessons offered annually utilising or school pool
- Intercultural Curriculum Investigations ( ICIs) are delivered as Languages Other Than English program to broaden the knowledge base of all students relating do the diverse range nationalities that are particular to our school

#### Extra curricula activities

- Learn to swim classes, Interhouse and 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 and other culturally specific events
- Younger Stronger Smarter Youth Leadership Engagement
- Life Education
- Swimming improvement lessons

**Information and Communication Technologies are used to assist learning. Information and Communications Technology including the use of IPADS focuses on providing students with the tools to transform their learning and to enrich their learning environment. The knowledge, skills and behaviours identified for this domain enable students to:**

- develop new thinking and learning skills that produce 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
- communicate locally and globally to solve problems and to share knowledge
- Understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.

**Implementation:**

- ICT is an essential component of the Technologies learning area of the Australian Curriculum
- The school will appoint a 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 programs 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, and 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.
- Intervention programs will be provided for all students at all year levels identified as 'at risk'
- ICT activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of each students learning plan
- Substantial budgets that provide for the needs of the ICT program including full wireless connectivity throughout the school
- Professional development will be developed by the ICT coordinator in consultation with all Technologies staff
- 1 to 1 XO laptop program exists from PREP - 5 with IPAD masterclass in Year 6

**Social Climate**

Aitkenvale State School has a culturally diverse group of students that brings many complexities. School behaviour incidences have continued to decrease from the 2014 year with the student body following our clear and consistent messages of zero tolerance for physical, verbal and non-compliance breaches of behaviour code

## Parent and student satisfaction data appear in the following tables:

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	93%	100%	86%
this is a good school (S2035)	93%	100%	100%
their child likes being at this school (S2001)	93%	100%	100%
their child feels safe at this school (S2002)	93%	81%	86%
their child's learning needs are being met at this school (S2003)	97%	100%	86%
their child is making good progress at this school (S2004)	97%	100%	86%
teachers at this school expect their child to do his or her best (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	100%	86%
teachers at this school motivate their child to learn (S2007)	90%	100%	86%
teachers at this school treat students fairly (S2008)	89%	93%	86%
they can talk to their child's teachers about their concerns (S2009)	97%	100%	100%
this school works with them to support their child's learning (S2010)	93%	94%	100%
this school takes parents' opinions seriously (S2011)	86%	88%	86%
student behaviour is well managed at this school (S2012)	80%	81%	86%
this school looks for ways to improve (S2013)	90%	94%	100%
this school is well maintained (S2014)	90%	94%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	98%	92%
they like being at their school (S2036)	91%	94%	94%
they feel safe at their school (S2037)	84%	89%	91%
their teachers motivate them to learn (S2038)	96%	96%	94%
their teachers expect them to do their best (S2039)	97%	100%	97%
their teachers provide them with useful feedback about their school work (S2040)	96%	99%	94%
teachers treat students fairly at their school (S2041)	87%	92%	82%
they can talk to their teachers about their concerns (S2042)	94%	91%	82%
their school takes students' opinions seriously (S2043)	94%	90%	83%
student behaviour is well managed at their school (S2044)	79%	79%	80%
their school looks for ways to improve (S2045)	94%	99%	97%
their school is well maintained (S2046)	88%	90%	95%
their school gives them opportunities to do interesting things (S2047)	95%	97%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	95%	93%	100%
they receive useful feedback about their work at their school (S2071)	95%	93%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	70%	91%
students are encouraged to do their best at their school (S2072)	100%	96%	100%
students are treated fairly at their school (S2073)	98%	96%	95%
student behaviour is well managed at their school (S2074)	95%	100%	100%
staff are well supported at their school (S2075)	91%	100%	93%
their school takes staff opinions seriously (S2076)	95%	89%	83%
their school looks for ways to improve (S2077)	98%	100%	98%
their school is well maintained (S2078)	79%	86%	100%
their school gives them opportunities to do interesting things (S2079)	91%	93%	95%

# '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 in the involvement of parents:

- 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

The following adjustment and support programs were utilized for differentiation of learners with special needs:

- Intensive Language Centre for our EALD students
- Individualised Learning Plans for refugee and indigenous students
- Individualised Curriculum Plans for students to engage with curriculum at a level well outside the benchmark level for their appropriate age
- Individual Behaviour Support Plans
- Digital devices to access curriculum in differing modes
- Visible learning walls for student / teacher co construction of assessment tasks
- Teacher professional development and support mechanisms to bolster teaching ability and delivery

### Reducing the school's environmental footprint

Aitkenvale State School has employed the following initiatives in reducing our environmental footprint:

- Full automated irrigation of school grounds using bore water for 90 % of all areas using bore water.
- 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
- 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

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	317,583	18,022
2013-2014	335,837	10,507
2014-2015	359,521	11,429

\*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.

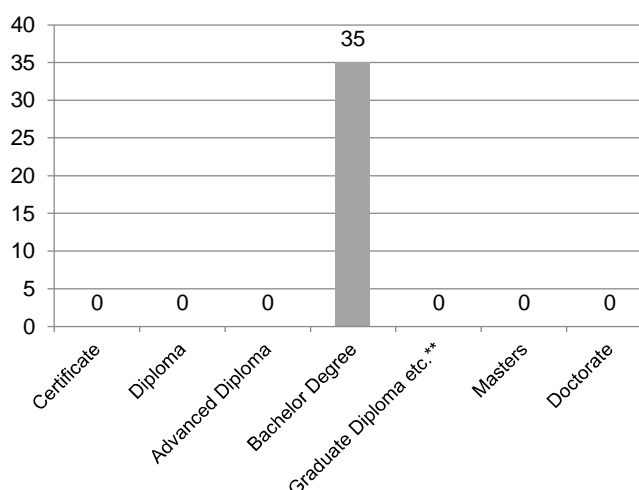
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	27	<5
Full-time equivalents	33	17	<5

Qualification of all teachers employed at Aitkenvale State School feature below:

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>35</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 \$ 41 300.



The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Code of Conduct and student protection
- 1st Aide and required health coursed to meet student health and wellbeing needs
- Stronger Smarter leadership sessions
- Data engagement and student analysis
- 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
- Words their Way spelling
- Workplace Health and Safety Training

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%	96%	96%

#### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	79%	84%

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%.

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

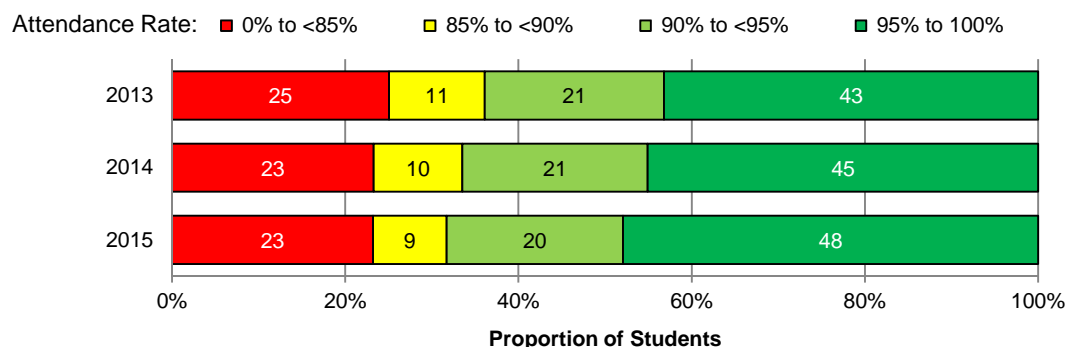
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	87%	91%	92%	89%	90%	91%	90%					
2014	90%	90%	88%	92%	90%	90%	90%	92%					
2015	89%	90%	93%	88%	91%	90%	94%						

\*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.

Aitkenvale State School operates all programs and strategies aligned with the 'Every Day Counts' underpinning. Non attendance is managed by the following:

- Mandatory marking of roles in the AM and PM
- 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
- Reporting to outside authorities should attendance be prolonged with no parent contact being made
- Celebratory events held each term for 95 % < attending 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.

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

#### Find a school

Sector:

Government

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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.