Mount Archer State School

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

Mount Archer State School is the second largest state primary school in North Rockhampton. Our school is co-educational and offers programs to primary age school students. We also offer Special Education Programs to support students with disabilities. Our school enjoys a rich cultural heritage; students come from a range of backgrounds including Indigenous (19%) and other children from Vietnam, Russia, South Africa, Afghanistan and New Zealand. Mt Archer State School was established in 1982. 'Erimus - We Shall Be' is our school motto and students are encouraged and supported by a caring staff to achieve their potential. The Australian Curriculum guides the learning programs in each subject offered across the school. The Language Other Than English (LOTE) offered is Japanese. Individual student growth and development is supported by our Gifted and Talented, Learning Support, Early Intervention, Guidance Services and Special Education programs along with our chaplaincy support. Our school has made positive gains in the number of students achieving at or above National Minimum Standards in Literacy and Numeracy over a number of years. Our experienced staff have made this happen by providing balanced, innovative and challenging programs across the curriculum with a specific focus on Literacy and Numeracy skills. Our school also takes an active role in the community by participating in a range of events such as ANZAC Day, eisteddfod competitions (choirs and school band) and fundraising projects for the Queensland Cancer Fund. Parents are encouraged to become actively involved in the school, with an active Parents and Citizens Association working closely with our school administration.

Principal's Forward

Introduction

This report provides an overview of the achievements, developments and challenges for Mount Archer State School during the 2016 school year. The report is written in three sections; our school at a glance, our staff profile and performance of our students.

Our school at a glance details the school profile, curriculum offerings, school climate and parent, student and staff satisfaction with the school. This section also describes how parents are involved in their child's education. Data on reducing the school's environmental footprint is provided at the end of this section.

Our staff profile outlines the composition of the staff at Mount Archer including teacher qualifications, expenditure on and participation in professional development, staff attendance, retention and school income broken down by funding source.

The section about 'the performance of our students' provides information on attendance and student achievement in the National Assessment Program for Literacy and Numeracy in years 3 and 5.

As well as being published on the school website, this report is presented to the P& C Association at the July meeting. It is also published as part of the school newsletter and provided as a hardcopy, available in the foyer at school. We believe that these reports are a useful tool for parents who may consider enrolling their children in our school.

While these reports are valuable there is no substitute for actually visiting a school and speaking to the staff. Therefore we invite any interested parents or caregivers to telephone and arrange an appointment for a tour of our school and a discussion with the Principal or Deputy Principals.

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School Progress towards its goals in 2016

Priorities from 2016 Annual Improvement Plan	Achievements
Improving achievement in reading, writing and numeracy	- Implementation of all National Curriculum expectations in Prep to Year Six - Use of C2C for program of curriculum, assessment and reporting. - Consolidation of moderation processes of assessment tasks. - Increased consistency of reading and writing processes across all year level.
Closing the Gap in attendance and outcomes for indigenous students.	- The school successfully connected with local indigenous education support groups to provide targeted indigenous learning programs for students in years three and five. - Continued coaching for teachers to effectively monitor students language needs. - Participation in the state-wide IEALD project to support students in year 3 to successfully achieve national minimum standard in NAPLAN 2017
Transitions	- Pre prep transition program highly successful. Program ran over eight weeks involving eighty future students - Providing ongoing professional development for Kindergarten teachers from across the local area. Over fifteen Kindergarten centres participating. - SEP transitions for students coming for the local ECDP in Prep and students transitioning into secondary school. - Ninety-one Year Six students transitioned to the secondary sector.
Improvement in attendance	- School attendance rate reached 91.6% for 2016 school year.

Future Outlook

Priorities from 2017 Annual Improvement Plan	Targets
• Improving achievement in reading	• Employment of a Speech language pathologist two days per week to work with all prep students and target language issues on entry to school • Employment of a literacy coach to support teachers to effectively execute literacy lessons. • Develop whole school reading approach following John Munro process of teaching reading strategies. • Year 3 and 5 NAPLAN data to reach 100% NMS • Year 3 & 5 NAPLAN data to reach 40% U2B
• Staff & student engagement and wellbeing	• Additional employment of a Guidance officer to support positive behavioural and pastoral care programs in classroom.
• Consistency of curriculum and pedagogy implementation	• Use C2C to frame assessment and reporting expectations • Aligning school assessment framework with National standards
• Improvement in attendance	• Whole school attendance rate to be 95% or higher • Reduction in students attending less than 85% of the time.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	642	313	329	108	92%
2015*	628	307	321	129	91%
2016	628	307	321	120	93%

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.

Characteristics of the Student Body

Overview
The majority of our students are from our catchment area in north Rockhampton, some students travel from across Rockhampton, Gracemere and the Capricorn Coast to attend Mount Archer State School. Our school attracts students from a cross section of socio-economic and cultural backgrounds. The Index of Community Socio-Economic Advantage (ICSEA) from the My School website shows Mount Archer has an ICSEA value of 947, placing it below average. Of our entire student population approximately 19% of our students identify as Aboriginal or Torres Strait Islander. Approximately 11% of students are from multicultural backgrounds. This includes 9% of children who speak English as a second language. Our school is resourced with Special Education Programs and 7% of our students are diagnosed with a disability.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	24	23
Year 4 – Year 7	25	26	26
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery
Our curriculum places a distinct emphasis on:

- Literacy, Numeracy and Science

- The Key Learning Areas including The Arts, Technology and Health and Physical Education

- Specialist lessons including Japanese, Music and Physical Education

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We also offer:

- Transition programs with our feeder high schools
- Student Council for years five, six
- Student Mediator program for year six

Co-curricular Activities

At Mt Archer we able to offer students a wide range of extra-curricular activities which includes:

- Instrumental Music lessons in brass, woodwind, percussion and strings
- Extended Learning Programs
- Involvement in national Literacy, Numeracy, Science and Technology competitions
- Arts Council visits
- Aboriginal and Torres Strait Islander cultural activities
- Choirs
- A range of Interschool Sports teams
- Optiminds

How Information and Communication Technologies are used to Assist Learning

At Mount Archer, our eLearning vision is to consistently deliver ubiquitous eLearning experiences commensurate with living and working in the 21st century. Information and communication technologies for integrated in learning experiences in the following way:

- Use of interactive white boards (IWBS) in the majority of classrooms. IWBs are used across all key learning areas for internet searching, active inspire presentations and basic board applications.
- Accessing computers in classroom and labs for literacy and numeracy skill development, internet research, word processing and creating presentations.
- Applying adaptive technologies for greater access to the curriculum for students with disabilities. Technologies include text-to-talk and Widget applications and Neo Writer devices.
- Use of digital and video cameras for literacy and numeracy tasks.
- Accessing Learning Place for student blogs, chat and virtual classrooms.
- Utilising the school's growing collection of iPads and associated educational applications (apps) for literacy and numeracy skills and knowledge.

Social Climate

Overview

Our school services a broad socio economic base. Staff are aware of the need to provide equity of educational outcomes for all our students and use a variety of strategies to ensure that fiscal concerns within a student's home do not eliminate opportunities for participation and learning. The Parents' and Citizens' Association is supportive in this regard and operates a second hand clothing pool as well as subsidising many school activities.

A school chaplain is employed through the National School Chaplaincy Program. The chaplain works two days a week at the school and provides pastoral care to the student body. Parents and staff are able to refer students to the chaplain for support. Similarly students can seek-out the chaplain during lunch breaks. The chaplain orchestrates various programs to support the identified needs of students.

An active student council operates with representatives from each class in years 5 and 6. Student council representatives are elected and inducted at the beginning of each year. The student council is responsible for identifying areas for improvement, from the students' perspective, fundraising for the provision of resources and enhancing the social climate of the school through events such as dances.

In 2016 the school continued to implement positive behaviour support strategies. Clear processes and procedures were established for case management for individual students to meet identified needs.

The Mount Archer school community views the issue of bullying, including cyber bullying very seriously. To this end, there are a number of proactive strategies in place to address bullying that includes:

- Conducting cyber bullying information sessions for parents and students

- Publishing newsletter articles

- Training and appointing peer mediators for lunchtime support

When incidents of bullying are identified, responses by school staff address the needs of both victim and perpetrator. A range of support measures and consequences are applied. These are outlined in the "Responsible Behaviour Plan for Students" in the targeted behaviour support and intensive behaviour support sections. The "Responsible Behaviour Plan for Students" was reviewed and approved during the year.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	95%	96%
this is a good school (S2035)	100%	100%	98%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	100%	100%	91%
their child is making good progress at this school* (S2004)	92%	100%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	89%
teachers at this school motivate their child to learn* (S2007)	100%	100%	96%
teachers at this school treat students fairly* (S2008)	92%	91%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	89%
this school works with them to support their child's learning* (S2010)	92%	95%	91%
this school takes parents' opinions seriously* (S2011)	82%	90%	89%
student behaviour is well managed at this school* (S2012)	83%	91%	91%
this school looks for ways to improve* (S2013)	91%	95%	95%
this school is well maintained* (S2014)	92%	100%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	99%	99%
they like being at their school* (S2036)	97%	98%	99%
they feel safe at their school* (S2037)	97%	99%	94%
their teachers motivate them to learn* (S2038)	99%	100%	98%
their teachers expect them to do their best* (S2039)	99%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	99%	100%	99%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	97%	98%	96%
they can talk to their teachers about their concerns* (S2042)	97%	96%	88%
their school takes students' opinions seriously* (S2043)	98%	97%	93%
student behaviour is well managed at their school* (S2044)	97%	100%	88%
their school looks for ways to improve* (S2045)	97%	100%	97%
their school is well maintained* (S2046)	97%	98%	94%
their school gives them opportunities to do interesting things* (S2047)	99%	98%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	97%	97%	97%
they receive useful feedback about their work at their school (S2071)	89%	90%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	90%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	93%	100%
student behaviour is well managed at their school (S2074)	79%	97%	97%
staff are well supported at their school (S2075)	84%	87%	100%
their school takes staff opinions seriously (S2076)	95%	83%	100%
their school looks for ways to improve (S2077)	95%	97%	100%
their school is well maintained (S2078)	97%	97%	97%
their school gives them opportunities to do interesting things (S2079)	87%	93%	97%

* 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

Our teachers encourage parent support and parents are involved around the school assisting in classrooms, listening to reading and helping with art and craft. All classes offer parents two formal occasions each year when they can discuss student achievement but we also encourage parents to meet with teachers on an ad hoc basis whenever the need arises. Parents can support their child's learning by supervising homework tasks, reading with and listening to their child read and maintaining communication with the classroom teacher about learning and assessment tasks.

At Mount Archer we are proud of the significant parent involvement in our school, demonstrated very clearly with the high level of parent commitment in our Parents' and Citizens' Association. The association has given significant financial support over the years to projects that have included the total air conditioning of the school, the irrigation of the oval, the construction of a Multi Sports Court and the installation of Interactive Whiteboards in every classroom. A major project over the coming years will be the equipping of our new Multi-Purpose Hall.

A high level of parent commitment towards the school is also evident by parents working in the Tuckshop, processing school banking, assisting with transport and attending assemblies and meetings.

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Respectful relationships programs

The school has developed and implemented a programs that focus on appropriate, respectful and healthy relationships. Through Health lessons in all grades and with the support of the Guidance Officer programs are run to support students to understand how to resolve conflict without violence. The Peer Mediator program had 48 students achieve qualification to understand how to support other students in the playground to settle issues calmly.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	11	9	20
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.

Environmental Footprint

Reducing the school's environmental footprint

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

The school has endeavoured to reduce its environmental footprint through:

- Water saving devices in the toilets
- Fitting vandal proof fixtures on external taps
- Installation of tanks for collection of rain water for gardens and oval maintenance
- Targeted use of electrical devices
- Turn off programs targeting holidays and weekends.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	299,712	7,871
2014-2015	297,501	8,331
2015-2016	306,385	12,854

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.

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 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.**

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Suburb, town or postcode

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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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	50	30	<5
Full-time Equivalents	44	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	30
Diploma	8
Certificate	10

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $25 400

The major professional development initiatives are as follows:

- Training teachers in High Reliability Literacy Teaching Procedures with John Munro
- Workshop for teachers and teacher aides in reading and early years support
- Continued training in OneSchool applications and implementation of the National Curriculum
- Digital Technology workshops
- Beginning teachers workshops
- Mentoring and Coaching training
- Support through the Performance Curve – High Performance Teams

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	93%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	87%	90%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	92%	92%	94%	94%	92%	94%	93%	92%					
2015	92%	93%	91%	94%	94%	94%	92%						
2016	90%	92%	93%	92%	94%	93%	93%						

*Attendance rates effectively count 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:
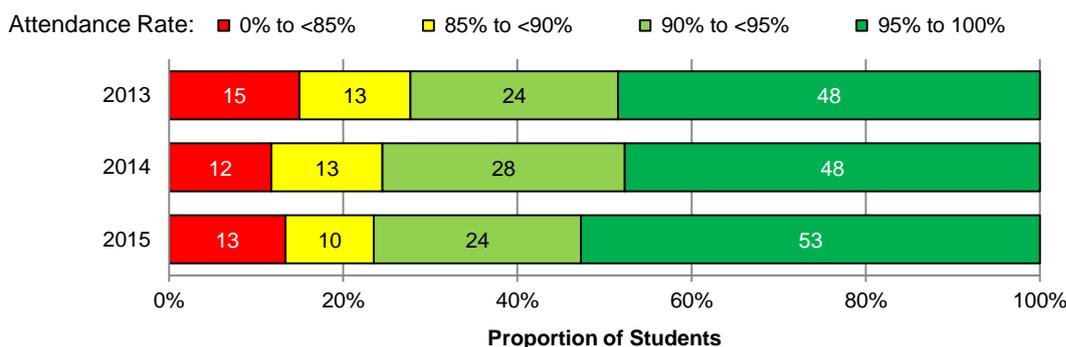
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Mount Archer State School student attendance is monitored twice daily, a class attendance roll is marked morning and afternoon by each class teacher electronically. Student absences are recorded as either explained or unexplained. An explained absence is where a parent/carer has informed the school of the student's absence along with an explanation. All unexplained absences are managed by the use of a program call ID Attend. This program will send a daily text to parents of absent students requesting information about where the student is. Students absent for three consecutive days unexplained absence are reported to the Principal. Parents/carers are then contacted by the school Principal in this instance. Repeated and continued absence, without explanation, is followed by a letter sent by the school Principal to the Parent/carer.

Mount Archer State School promotes attendance by acknowledging students with high attendance rates with certificates on parade. Also the school works with outside agencies to support families to get students attending school regularly.

NAPLAN
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

School name [ ] **GO**

Suburb, town or postcode

Sector:

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