Principal’s foreword

Introduction

This report provides an overview of the achievements, developments and challenges for Mount Archer State School during the 2011 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 student attendance and student achievement in the National Assessment Program for Literacy and Numeracy in years 3, 5 and 7.

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.

School progress towards its goals in 2011

The key strategic foci outlined in the 2011 Annual Operation Plan were the teaching of reading for comprehension and preparation for implementation of the Australian Curriculum.
Significant strategies were implemented to influence the instructional approaches for the teaching of reading for comprehension. These included professional development provided by literacy coach and external consultant, ongoing coaching for classroom teachers, and systematic data collection and analysis using standardised assessment.

Preparation for the implementation of the Australian Curriculum included a major commitment to professional development programs in English, Mathematics and Science through the second half of the year. Key personnel from different cohorts across the school attended regional programs. Professional development opportunities were provided during term three and four for all teachers to engage with the new curriculum.

**Future outlook**

The key priorities for 2012 as identified in the Annual Implementation Plan are:

- Improving literacy achievement particularly in reading
- Implementing the new Australian Curriculum
- Behaviour Management
- Information and Communication Technologies in Learning
- Embedding Aboriginal and Torres Strait Islander perspectives
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>710</td>
<td>334</td>
<td>376</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

While the majority of our students are from our catchment area in north Rockhampton, some students travel from across Rockhampton and Gracemere 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 a ICSEA value of 902, placing it below average. Of our entire student population approximately 17% of our students identify as Aboriginal or Torres Strait Islander. Approximately 4% of students are from multicultural backgrounds. This includes 24 children from Vietnam who speak English as a second language. Our school is resourced with Special Education Programs and staff and 7% of our students are diagnosed with a disability.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.1</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24.9</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>29</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

We endeavour to operationalise our school motto “Erimus – We Shall Be” to ensure that each child meets his or her full potential.

Our curriculum places a distinct emphasis on:

- Literacy and Numeracy
- School based curriculum documents which enable the integration of all the Key Learning Areas including SOSE, The Arts, Technology and Health and Physical Education
- Specialist lessons including Japanese, Music and Physical Education

We also offer

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

Extra curricula 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
- A Fitness Running Group

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.
Our school at a glance

Social climate

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, 6 and 7. 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 2011 the school continued to implement the School Wide Positive Behaviour Support (SWPBS) initiative. During the year the school rules were defined with clearly stated expectations established for all areas and contexts within our school and learning environment. These expectations are published in a matrix and are supported by our school rules, motto and Erimus symbol.

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:

- Surveying students about the prevalence of bullying
- 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.

Parent, student and teacher satisfaction with the school

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.

Our School Opinion Survey data demonstrates our parents believe that Mount Archer is a good school and is providing their children with a good education. The School Opinion Survey taken in 2011 shows Mount Archer parents are more satisfied than parents in like schools in all nine performance areas eg Student Outcomes, Curriculum, Pedagogy, etc.

Our students are more satisfied in eight out of nine performance areas than students across the state. Our staff are more satisfied in six out of eight performance areas when compared with staff in like schools. For both students and staff there was a high percentage of neutral responses in regards to daily physical activity.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>83%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

Our teachers enjoy strong parent support and parents are involved around the school assisting in classrooms, listening to reading, helping with art and craft, working in the Tuckshop, helping with our gardening group, processing school banking, assisting with transport and attending assemblies and meetings.

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.

An indication of the level of parent commitment at our school can be seen in the active financial support given to our P and C over the years. Their projects have included the total air conditioning of our school, the irrigation of our oval, the construction of a Multi Sports Court and the installation of Interactive Whiteboards in every classroom to name but a few. Our major project over the coming years will be the equipping of our new Multi-Purpose Hall.

Reducing the school’s environmental footprint

Data is sourced from 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 on toilets
- Fitting vandal proof fixtures on external taps
- Installation of tanks for collection of rain water used for gardens and oval maintenance
- Installation of solar panels through the National Solar Schools Program

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity Kwh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>329,934</td>
<td>5,971</td>
</tr>
<tr>
<td>2010</td>
<td>346,042</td>
<td>4,757</td>
</tr>
<tr>
<td>% change</td>
<td>-5%</td>
<td>26%</td>
</tr>
</tbody>
</table>
### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>57</td>
<td>27</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>49</td>
<td>16</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

#### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>37</td>
</tr>
<tr>
<td>Diploma</td>
<td>9</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $34 054. This is 31% of the total school grant. The major professional development initiatives are as follows:
- Literacy coaching as part of the National Literacy and Numeracy Partnership
- Australian Curriculum
- Information and Communication Technology
- Science Sparks initiative
The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>91%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>90%</td>
<td>93%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Graph]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Mount Archer State School student attendance is monitored twice daily, a class attendance roll is marked morning and afternoon by each class teacher. 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 class teachers in the first instance. 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.
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/](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.

Where it says "Search by school name", type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

The school has a number of strategies in place to “Close the Gap” between Indigenous and Non-Indigenous students. These strategies include:

- employment of a teacher to support indigenous students identified for literacy and numeracy intervention
- participation in Bridging the Language Gap project that includes Bandscale assessment and ESL language teaching strategies.

Attendance data shows the gap between indigenous and non-indigenous students has remained constant at about 2.6-2.8% over the three year period of 2009 to 2011.

The gap between Indigenous and Non-Indigenous Year 3 students’ performance on NAPLAN for reading, writing and numeracy has closed considerably when comparing 2010 to 2011 results. Strategies to further reduce the gap are still a priority.