



Atherton State Primary School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

We are a co-educational state school with a current enrolment of 487. We are active members of the Atherton Cluster of Educators (ACE) and have engaged in professional development relating to developing quality learning frameworks. All ACE schools continue to develop a common curriculum journey for Prep to Year 12 students. We focus on early intervention and high preparedness in the early years with an engaging curriculum. We have quality transition strategies in place for our middle school students. At our school we celebrate: excellent relationships between staff, parents and students; high staff morale; genuine care and concerns for all students; being pedagogically driven with quality programs delivered by quality teachers; being technologically sophisticated with interactive whiteboards and quality teaching strategies; being a connected school of the future with a wide range of excellent support programs, and having high expectations for school standards and character values. All students are encouraged and supported to achieve to their best. Atherton State School has a strong family and community atmosphere where diversity and progress is valued and celebrated.

Principal's Forward

Introduction

Welcome to the School Annual Report for Atherton State School for 2016. This report outlines the existing profile of the school including information on student learning outcomes in areas such as literacy and numeracy and the level of student, staff and parent satisfaction with the current school operations. The School Annual Report also gives a perspective on future priorities and directions.

Analysis of performance data indicates that Atherton State School continues to achieve student learning outcomes above state benchmarks in many areas. Parent, staff and student surveys continue to show high satisfaction levels in most areas.

At our school we celebrate:

- Positive Behaviour for Learning (PBL)
- Explicit teaching
- High expectations of school standards, values and excellent school organisation
- Excellent relationships between staff, parents and students
- High staff morale
- Genuine care and concerns for all students
- Use technology (Interactive Whiteboards in all rooms, laptops and desktop computers) to support student learning and explicit teaching.
- A wide range of extra curricula activities

We aim to provide a “welcoming feel” to our school for all whom visit and attend. All students are encouraged and supported to achieve to their best in all areas. Atherton State School has a strong family and community atmosphere where diversity and progress is valued and celebrated in all areas.

School Progress towards its goals in 2016

Throughout 2016 we focussed on teaching explicitly our curriculum and our behaviour management strategies so that there is consistency across each year level and across the school.

We have been a part of an Explicit Teaching network since 2010. This network provides support and a place for new ideas to be shared for teachers to develop consistent explicit teaching as the key pedagogy (teaching method) that we use at Atherton State School. Our teachers continued developing focussed, fast paced learning episodes called “Warm Ups or Consolidation” that consolidate essential skills and knowledge to a level of instant recall (automaticity). When students can recall basic facts quickly without thinking there is more space for higher order learning skills as problem solving, writing a persuasive text or understanding higher science concepts.

Our Many Ways Strong program continues to build relationships with families before their children attend Prep. This program is going from strength to strength with more families attending each week.

We implemented the Australian Curriculum in all year levels. We continued to implement phonemic and spelling programs to improve the skill levels of our youngest learners. We improved our student learning outcomes measured through NAPLAN. We



achieved excellent results with our year 3 students achieving or exceeding the National Minimum Standards in all areas of NAPLAN.

Future Outlook

We are committed to continuously improving the learning outcomes of every child. We want every child, learning and achieving every day. We are focussing on these five areas.

- Explicit teaching practices that deliver quality curriculum programs.
- The quality of the feedback, assessment and evaluation systems that we use to check how much and what learning has occurred and why.
- How we build and maintain relationships with children and their parents and carers.
- How we teach students “getting along” and “learning” behaviours and routines.
- How we provide students with frequent opportunities to achieve success in a range of areas.

In 2016 we will focus on growing the quality and consistency of our teaching. We will continue to refine our usage of Explicit Teaching; most frequently in the teaching of English and Mathematics. We will be a part of the Explicit Teaching and Coaching regional model with visits from John Fleming. All classrooms will refine their use of ‘warm ups or consolidations’ to consolidate vital literacy and numeracy skills to automaticity. We will continue to concentrate on the six elements of teaching reading: Oral Language, Phonemics, Phonics, Vocabulary, Comprehension and Fluency. CARS and STARS (comprehension program) continues to be implemented across years 2 to 6. Guided Reading will continue to be implemented with Prep to year 5 students. A school script has been developed to ensure a consistency of approach. Parent volunteers will be trained in our Guided Reading script.

In 2016 support programs for students in Prep, year 1 and year 2 have been implemented to ensure that identified students receive additional support three times a week with a qualified teacher. Our aim is to reduce the number of students achieving below the regional benchmarks in reading.

We will continue to grow partnerships with all sections of our community increasing parental understanding of their child’s education and increasing their participation. We will continue to provide our Many Ways Strong program that supports parents before their children attend Prep.

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:	484

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	526	246	280	129	88%
2015*	469	220	249	145	92%
2016	456	199	257	124	90%

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 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The students who attend our school mostly live in Atherton, while some travel to school from the farms that surround the town. Even though we are located in a rural district we are large enough to feel urban. Our ICESA rating of 925 indicates that 31% of our families are in the bottom quartile, with 16% in the top quartile.

Our students come from many different ethnic and racial groups. Aboriginal and Torres Strait Islander students make up 25% of the student population.

We experience a lot of transience that impacts upon all classes. As Atherton is one of the largest centres on the Atherton Tablelands, it has a concentration of social services that are able to support the families who move here to access this often short term support. It is not uncommon to enrol a child several times in their primary school journey or for children to have attended 3 or more schools by year 6.

Unemployment rates are high.

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	18	21	20
Year 4 – Year 7	24	22	24

*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 distinctive curriculum offerings

- We offer the Australian Curriculum in English, Mathematics and Science with History in 2016. We use foundational learning programs in English to teach comprehension strategies, spelling and phonemics.
- Extension and enrichment for high academic achievers. All students achieving at a high level are identified for individual programming.
- Student laptop ownership program. Students in years 4, 5 and 6 are able to own a Macintosh (Apple) laptop and bring it to school for use in their learning needs.
- Interschool sport on Friday afternoons is conducted two terms a year. All students in years 5 and 6 participate with other cluster schools.

Co-curricular Activities

Extra curricula activities

- ICAS competitions – English, Mathematics, Science, Writing, Spelling and Computer Studies
- Readers' Cup – an interschool reading challenge for teams of students
- Cultural and Arts
- WOW – works of Wonder art exhibition. Every student creates a piece of work to display and classes create a piece for auction. This is a biannual event.
- Choir and ensemble groups – offered during school breaks by our specialist music teacher.
- Sporting
- District and Regional representative competitions
- School boys Rugby League – QRL, Development Cup
- AFL – AUSKICK after school program

How Information and Communication Technologies are used to Assist Learning

Our school places significant emphasis on the use of ICTs in the classroom. All students accessed computers and the internet in their classrooms and in the library to enhance their information and communication skills and to provide maximum opportunities to include these skills in the presentations of their learning.

We actively worked towards connecting our students to the future with the appropriate digital technology and critical learning skills.

All teachers use an Interactive White Board as part of their teaching. This enables all classes to access the electronic curriculum resources that include streamed video, online interactive activities and online discussions.

All staff who work more than 4 days a fortnight are issued with a Macbook Pro laptop as part of the Computers for Teachers initiative.

Students in years 4, 5 and 6 are able to own a Macintosh (Apple) laptop and bring it to school for use in their classroom.

Social Climate

Overview

We are a large school with a diverse range of students. We support students' social and emotional development in every classroom. We operate a voluntary chaplaincy program. Students are able to participate in a co-operative religious education program weekly.

We respond to bullying with a range of strategies. Aggressive actions are not always associated with bullying, though they do attract disciplinary responses. Ongoing hurtful actions are considered to be bullying.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	100%	100%	94%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	89%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child's learning needs are being met at this school* (S2003)	93%	100%	75%
their child is making good progress at this school* (S2004)	93%	100%	81%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	94%
teachers at this school motivate their child to learn* (S2007)	92%	100%	94%
teachers at this school treat students fairly* (S2008)	96%	95%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	100%
this school works with them to support their child's learning* (S2010)	93%	95%	94%
this school takes parents' opinions seriously* (S2011)	93%	95%	100%
student behaviour is well managed at this school* (S2012)	78%	90%	88%
this school looks for ways to improve* (S2013)	96%	95%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	94%	94%
they like being at their school* (S2036)	90%	97%	91%
they feel safe at their school* (S2037)	88%	89%	86%
their teachers motivate them to learn* (S2038)	93%	97%	97%
their teachers expect them to do their best* (S2039)	96%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	83%	95%	88%
teachers treat students fairly at their school* (S2041)	85%	90%	86%
they can talk to their teachers about their concerns* (S2042)	79%	91%	84%
their school takes students' opinions seriously* (S2043)	76%	83%	79%
student behaviour is well managed at their school* (S2044)	78%	77%	77%
their school looks for ways to improve* (S2045)	94%	94%	97%
their school is well maintained* (S2046)	87%	94%	91%
their school gives them opportunities to do interesting things* (S2047)	88%	86%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	95%	88%
they feel that their school is a safe place in which to work (S2070)	98%	95%	98%
they receive useful feedback about their work at their school (S2071)	86%	87%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	78%	91%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	98%	92%	98%
student behaviour is well managed at their school (S2074)	85%	92%	95%
staff are well supported at their school (S2075)	93%	87%	70%
their school takes staff opinions seriously (S2076)	95%	84%	69%
their school looks for ways to improve (S2077)	100%	97%	91%
their school is well maintained (S2078)	98%	82%	95%
their school gives them opportunities to do interesting things (S2079)	90%	82%	81%

* 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

We invite parents to participate in their child's education. Assisting in classrooms with literacy, numeracy and art activities is common, especially in the lower school. We greatly appreciate the assistance these parents provide with tasks like changing home readers, reading with small groups and supervising busy art and craft activities.

Parents participate through our active Parents and Citizens' Association. A fete was held in 2011 for the first time with our fourth in 2016. It was a huge success thanks to the workers who dedicated time and effort into putting it together.

We run a Families As First Teachers program targeting families before their children start Prep. This program operates like a playgroup that encourages parents to participate as the teachers and to take resources and ideas home to use with their children. We are now in our 9th year.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school also utilizes Positive Behaviour for Learning as our driving platform.

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	34	6	7
Long Suspensions – 6 to 20 days	1	0	1
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 school's annual utilities return and is reliant on the accuracy of these returns.

We have maintained our policy about the use of air conditioning – if it's over 25 degrees, turn them on, otherwise open the windows. We continue to promote the turning off of appliances and replace fluorescent tubes with energy efficient T5 lighting. Our solar panels contribute up to 1.8Kw back into the grid to offset our usage a little.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	165,908	189
2014-2015	172,445	
2015-2016	153,695	

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	40	29	5
Full-time Equivalent	32	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	33
Diploma	2
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$101526

The major professional development initiatives are as follows:

- Explicit Instruction – teaching
- Positive Behaviour for Learning (PBL)
- Foundation Maths Programs – EMMS & JEMMS
- Behaviour Management – Essential Skills for Classroom Management
- ICTs – keeping current with updates
- Curriculum planning

The proportion of the teaching staff involved in professional development activities during 2014 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%	95%	95%

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 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).	90%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	82%	79%

*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	87%	89%	89%	91%	91%	86%	92%	92%					
2015	85%	90%	92%	91%	90%	92%	89%	100%					
2016	86%	86%	87%	90%	89%	91%	90%						

*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.

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.

Rolls are marked twice a day and returned to the office for data entry. Parents of absent students are required to inform the school as soon as is practical, preferably on the day. The information is entered at the time the absence data is entered. This can be done via a telephone call or email to our absence@athertonss.eq.edu.au address. Parents are contacted if the absence persists or is not clearly explained.

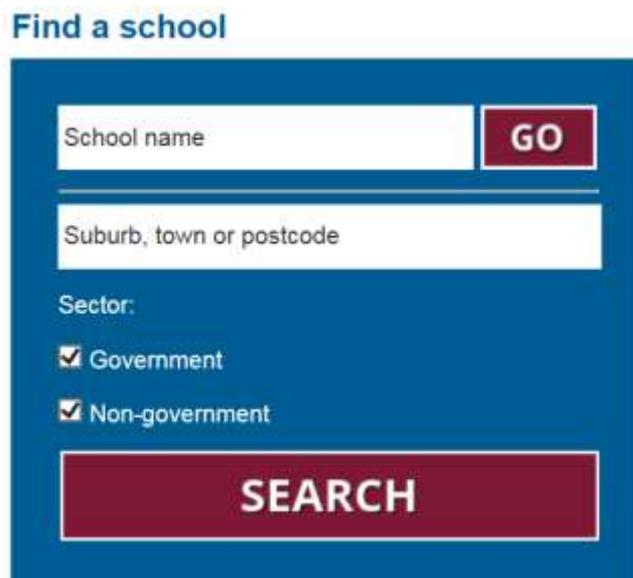
Home visits and letters are sent to request information about issues contributing to the level of absenteeism. Our Guidance Officer works to resolve issues that impact upon attendance.

We acknowledge student success and improvement with phone calls home, awards on assembly and in class, Atherton SS Postcards and visits to the Principal and by the Principal to classrooms.

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.



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**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.

