Atherton State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	PO Box 209 Atherton 4883
Phone	(07) 4095 7333
Fax	
Email	principal@athertonss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	School Principal, Nicholas Shirley, 40957333

School overview

Welcome to the School Annual Report for Atherton State School for 2018. 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.

We are a co-educational state school with a current enrolment of 445. 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; 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.

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 2018

Throughout 2018 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 2018 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 2018 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 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2018	2018
Total	456	473	477
Girls	199	215	223
Boys	257	258	254
Indigenous	124	140	140
Enrolment continuity (Feb. – Nov.)	90%	88%	87%

Notes:

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

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

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

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

Characteristics of the student body

Overview

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

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

Phase of schooling	2016	2018	2018
Prep – Year 3	20	20	21
Year 4 – Year 6	24	26	24

Note:

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

Curriculum delivery

Our approach to curriculum delivery

We offer the Australian Curriculum in English, Mathematics and Science with History in 2018. 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 lapotop 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 5and 6 participate with other cluster schools.

Co-curricular 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 representaive 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2018	2018
• their child is getting a good education at school (S2016)	94%	90%	92%
• this is a good school (S2035)	100%	100%	92%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	75%	90%	85%
• their child is making good progress at this school* (S2004)	81%	90%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	90%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	90%	85%
• teachers at this school motivate their child to learn* (S2007)	94%	90%	100%
• teachers at this school treat students fairly* (S2008)	94%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	94%	100%	92%
• this school takes parents' opinions seriously* (S2011)	100%	90%	92%
• student behaviour is well managed at this school* (S2012)	88%	90%	75%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	90%	100%

* 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.

Queensla
Governme

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2018	2018
• they are getting a good education at school (S2048)	94%	98%	94%
• they like being at their school* (S2036)	91%	100%	90%
• they feel safe at their school* (S2037)	86%	92%	87%
• their teachers motivate them to learn* (S2038)	97%	100%	93%
• their teachers expect them to do their best* (S2039)	97%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	94%	95%
• teachers treat students fairly at their school* (S2041)	86%	94%	83%
• they can talk to their teachers about their concerns* (S2042)	84%	94%	84%
• their school takes students' opinions seriously* (S2043)	79%	87%	79%
• student behaviour is well managed at their school* (S2044)	77%	77%	71%
• their school looks for ways to improve* (S2045)	97%	93%	94%
• their school is well maintained* (S2046)	91%	92%	89%
• their school gives them opportunities to do interesting things* (S2047)	87%	94%	91%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2018	2018
• they enjoy working at their school (S2069)	88%	77%	82%
• they feel that their school is a safe place in which to work (S2070)	98%	90%	91%
• they receive useful feedback about their work at their school (S2071)	84%	77%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	86%	93%
• students are encouraged to do their best at their school (S2072)	100%	93%	100%
• students are treated fairly at their school (S2073)	98%	83%	64%
• student behaviour is well managed at their school (S2074)	95%	57%	44%
• staff are well supported at their school (S2075)	70%	60%	67%
• their school takes staff opinions seriously (S2076)	69%	72%	69%
• their school looks for ways to improve (S2077)	91%	80%	80%
• their school is well maintained (S2078)	95%	97%	93%
• their school gives them opportunities to do interesting things (S2079)	81%	87%	76%

* 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 third in 2014. 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 11th year.

Respectful relationships education programs

Atherton State School utilises the following programs to develop respectful relationships:

- Peer Support Program
- Junior Respect Me Program
- Positive Behaviour for Learning

School disciplinary absences

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

Type of school disciplinary absence	2016	2018	2018
Short suspensions – 1 to 10 days	7	17	57
Long suspensions – 11 to 20 days	1	1	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2018	2018–2018
Electricity (kWh)	153,695	194,184	174,482
Water (kL)			

Note:

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

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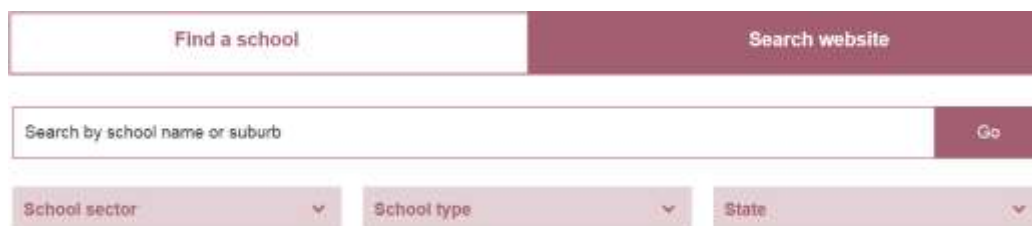
School funding

School income broken down by funding source

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

How to access our income details

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

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

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

Table 8: Workforce composition for this school description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	44	30	6
Full-time equivalents	37	20	<5

Queensland
Government

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

In accordance with the **EEO privacy provisions and confidentiality**, the **'less than 5' rule** has been applied in schools whose Indigenous staff numbers are less than five.

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	2
Bachelor degree	28
Diploma	0
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $98 567

The major professional development initiatives are as follows:

- Jolly Phonics
- Positive Behaviour for Learning
- Peer Support
- Well- Being
- School Writing Framework
- School Reading Framework

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2018	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2018	2018
Overall attendance rate* for students at this school	89%	87%	88%
Attendance rate for Indigenous** students at this school	79%	78%	82%

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

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

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

Year level	2016	2018	2018
Prep	86%	86%	87%
Year 1	86%	87%	87%
Year 2	87%	86%	86%
Year 3	90%	86%	88%
Year 4	89%	86%	89%
Year 5	91%	89%	90%
Year 6	90%	89%	91%

Year level	2016	2018	2018
Year 7		100%	100%
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	30	11	20	39
2017	29	13	16	43
2018	27	13	23	36

Proportion of Students
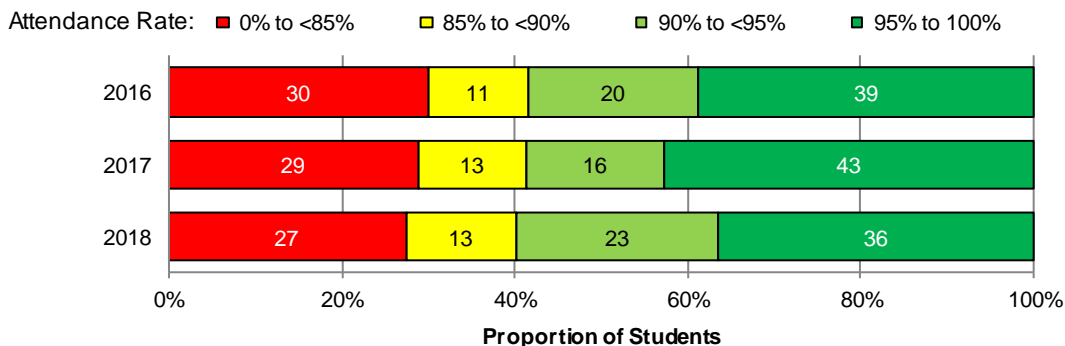
Queensla
Governme

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

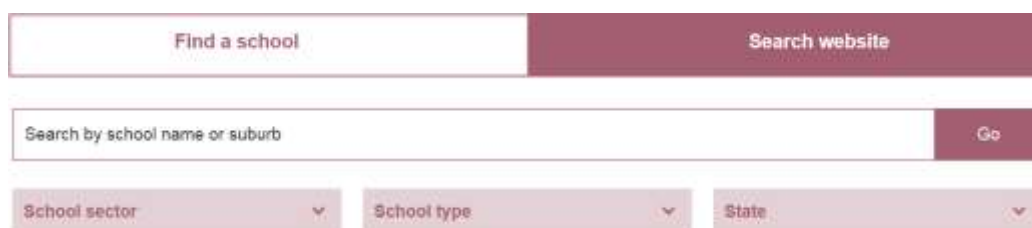**Student attendance is managed at Atherton SS using the following approaches:**

- Daily role marking for all classes

- Roles monitored daily by Administration

- SMS sent to all families of students who are absent on the day of their absence

- Administration contacts all families with an unexplained absence

- Home visits are conducted by CEC Officer, Deputy Principal and Principal where necessary

NAPLAN

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

How to access our NAPLAN results

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

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

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

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

Notes:

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

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