

Arundel State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

In 2015, The Arundel State School continued to provide a quality learning experience for the students of the Arundel and Parkwood communities. The school has continued to cater for the diversity of learners enrolled at the school and in the main provided a safe and productive learning environment for all of the children. The school enjoyed strong support from the community and a proactive parents and citizens association.

This report details the progress and achievements of the school during 2015. While the school's Annual Improvement Plan is the cornerstone of the school's priorities for development for 2015, it is important that progress and achievement are considered within the wider context. Systemic priorities and targets provide an insight into the extent of students' learning achievements.

The school's achievements are a result of the collective effort and commitment of students, staff and parents. The school staff is professional, cohesive and dynamic with a desire to enhance their pedagogy to maximise student's knowledge, skills, values and therefore their achievement and personal development, such that every student is well prepared for lifelong learning

School progress towards its goals in 2015

Numeracy

- Implement the school based mathematics programs based on ACARA – *Completed*
- Design and implement number facts program from Prep to Year Six – *Completed*
- Embed a regular focus on problem solving strategies – *Ongoing*
- Implement regular data cycles to identify the progress and needs of every student (putting faces to the data) – *Completed and ongoing*
- Use of CDAT as a tool for focused teaching – led by STL&N - *completed and ongoing*
- Engagement of teachers and teacher aides to provide focused intensive support to lift identified students - *completed*

Reading

- Embed a balanced, consistent reading program based on reciprocal reading and guided reading – *completed*
- Implement Probe in middle and upper school to complement PM benchmarking in the junior school – *completed*
- Implement regular data cycles to identify the progress and needs of every student (putting faces to the data) – *completed and ongoing*
- Continue implementation of Phonogram program in Prep, Year One and Year Two – *completed and ongoing*
- Design a comprehension map with skills to support students in "reading to learn" – *not completed - redirection*

Writing

- Implement the Seven Steps for Writing Success through professional development for teachers and modelling in class by STL&N – *completed and ongoing*
- Support for teachers to understand and teach the major areas from the NAPLAN GTMJ e.g. Cohesion, paragraphing, sentence structure, audience - *completed*
- Implement moderation processes at year level meetings – *completed*
- Revisit the “Writing Book” a principal resource to support teachers to teach writing – *not completed*
- Develop consistent guide to making judgment (GMJ) for key genres – *completed*

Spelling

- Implement Words Their Way in each year level from Year Two to Year Six with Year Two utilizing a combined focus with the phonogram program – *completed*
- Ensure each class program includes: teaching of rules, sounds, features; explicit teaching; differentiated instruction; effective monitoring of student progress – *completed*
- Implementing processes to support transfer of spelling skills into reading and writing generally – *completed*

Responsible Behaviour Plan

- Review the school responsible behaviour plan – *completed*

Pedagogical Framework

- Review the pedagogical framework to ensure it provides for a consistent effective approach across all classrooms – *not completed - ongoing*

Developing Teacher Capacity

- Develop a program for providing mentoring and coaching of teachers – *completed in part*
- Engage a teacher to assist the HOC in providing for direct mentoring / coaching of teachers – *completed in part*
- Encourage deprivatization of practice – *not widespread*

Data Conversations

- Review assessment schedule – *completed*
- Initiate data conversations with each teacher each semester, one on one, with principal, DP and HOC, to discuss each students’ progress, differentiation provided to realise goals using short term (unit testing), medium term (Pat, Probe, CDAT, PM); long term (NAPLAN, semester reports) – *completed and ongoing*
- Foster higher order thinking in all learning processes and experiences – *very aspirational - ongoing*
- Introduced student goals in reading and numeracy and writing – *partly achieved - ongoing*
- Prepare data walls to display distance travelled in reading initially – *progress made*

Future Outlook

EXPLICIT IMPROVEMENT AGENDA 2016

1. Match national scores on Upper Two Bands (U2B) in reading, writing and numeracy on NAPLAN testing.

	READING	WRITING	NUMERACY
Year 3	48 %	46 %	33 %
Year 5	33 %	19 %	27 %

2. Lift attendance data to 92.5%
3. Increase the number of students attaining an A, B or C on semester reports in maths, English and science

	English	Maths	Science
Prep, 1, 2	70 %	75 %	87 %
3,4	75 %	78 %	84 %
5,6	85 %	85 %	85 %

Priorities for 2016

1. Putting faces to the data – knowing our kids – ten weekly data conversations
2. Review our pedagogical approach - explicit instruction
3. Continue introduction of guided reading
4. Extend phonogram program into year four
5. Embed QAR across the school
6. Introduce coding and robotics with technology teacher
7. Developing staff capability through professional development, coaching, mentoring, feedback, watching others work, deprivatising practice
8. Familiarisation with Positive Behaviour for Learning (PBL)
9. Provide extra curricula opportunities for students
10. Introduction of BYOD's into year six classes
11. Invest in renewal of school facilities to provide comfortable working environments for teachers and students

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Independent Public School: **No**

Year levels offered in 2015: **Prep Year - Year 6**

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1101	507	594	27	92%
2014	1137	530	607	30	93%
2015	1046	488	558	36	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

Characteristics of the student body:

Arundel State School caters for students from a diverse range of cultural and religious backgrounds. These include many students for whom English is a second or even a third language.

Due to our proximity to Griffith University the school also enrolls children of overseas students enrolled at Griffith University.

The school has a huge and increasing number of students from New Zealand and Pacific Island countries. As well there are students who were born in Japan, South Korea, Sri Lanka, Afghanistan, Bangladesh, Bosnia, China, Egypt, India, Indonesia, Pakistan, South Africa and forty other countries.

It is truly a multi-cultural school.

Many religious groups are also represented at the school.

In 2015 thirty-six students identified as being Aboriginal or Torres Strait Islander students.

In 2015 close to 225 students were second language learners with English as their second language. Fifty-seven of these students received additional tuition from our EALD teacher. These students had not reached a competent stage with their English and thus qualified for extra support. A number of students were fee paying as they were in Australia with their parents on special visas.

Interestingly forty-nine per cent of our parents were born in Australia; twenty-four per cent were born in New Zealand and the remaining twenty-seven per cent were born in other countries.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	23	23
Year 4 – Year 7 Primary	26	25	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	12	19	54
Long Suspensions - 6 to 20 days	2	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.

Curriculum delivery

Our approach to curriculum delivery

Our Distinctive Curriculum Offerings

- Dance and drama program of excellence
- The Australian Curriculum Mathematics, English, Science, Geography and History.
- Communication Technologies (ICTs) – computers in classrooms, library lab and two laboratories, iPads used extensively throughout the school.
- Performing Arts opportunities for students in bands & choirs, strings program, Eisteddfod performances, Showcase and at school events.
- LOTE (Japanese) from Year 4 to 6
- SEP catering for seventy students, 61% of whom have been diagnosed with ASD.

Extra curricula activities

- Chess program
- Sporting program offering athletics, swimming, cross country, athletics
- Inter school sporting program offering soccer, rugby league, netball, touch football
- Camping program, excursions
- Lunchtime buddies program
- Readers Cup participation

How Information and Communication Technologies are used to improve learning

- iPads are used in all prep, year one and year two classes, the special education program (SEP) and learning support classes as a resource to support learning
- A lap top program in year six enabled students to utilise the latest hardware and software and use the technology as a tool for learning
- Two computer laboratories provide access to all classes as well as multiple PC's provided for student access in each classroom
- Units of study within the classroom dictate that ICTs be integrated across the curriculum. There is an expectation that teachers will ensure that students are meeting certain skill requirements at key junctures of their learning. The integration of technology as a resource for learning develops skills, understandings and an ability to "think technologically" to use ICT's to solve problems.
- Interactive whiteboards are used extensively in all classrooms, with positive impacts on student motivation and learning.
- iPads have been successfully integrated into school programs in the lower school and within the SEP.
- Students have been accessing online learning programs to support/extend their classroom learning. These are commercial programs as well as courses provided through Education Qld.

Social Climate

The school has a wide range of students from diverse backgrounds. To assist all students to reach their potential, a team approach is used to conduct programs to support our Responsible Behaviour Plan for Students.

These programs reflect the school's approach of proactive modification and management activities. They include - in-class support, lunchtime activities, focus group support and individual and family counselling. Positive relationships between parents and teachers play a key role in engendering a supportive environment in which learning is valued and students are well supported.

The student body is generally enthusiastic about learning and school life, contributing towards a special "Arundel Spirit". Classrooms are very "work oriented", stimulating and student-centred environments. School staff work very cohesively and demonstrate commitment and professionalism to their respective roles. The school's mantra – **Putting Students First** – serves as the pillar for our work.

School opinion surveys indicate a high level of satisfaction by parents, students and staff with the school. Students indicate that they feel safe at school, that there are positive avenues to communicate with teachers and that they are happy to go to school.

Ninety-seven per cent of parents believe Arundel is a good school and ninety-one per cent of parents believe their child /children are getting a good education at Arundel. Eighty-eight per cent of parents believe that behaviour is well managed at the school. Ninety-seven per cent of parents feel their child is safe at school.

Ninety-eight per cent of students believe they are getting a good education at the school and ninety-three per cent feel they are safe at school. Ninety-four per cent of students say that teachers treat them fairly at school. Ninety-seven per cent of students say that the school gives them opportunities to do interesting things.

One hundred per cent of the staff responded that they are happy working at the school.

Classrooms are very supportive. The school has a guidance officer who provides an excellent service for teachers, students and parents. The school also has a chaplaincy program with the chaplain providing invaluable support for a range of students who experience personal challenges.

A large special education program caters for our learners who have special needs and require program adjustment or modification.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	96%	91%
this is a good school (S2035)	96%	98%	97%
their child likes being at this school (S2001)	100%	96%	97%
their child feels safe at this school (S2002)	100%	97%	97%
their child's learning needs are being met at this school (S2003)	96%	95%	90%
their child is making good progress at this school (S2004)	89%	95%	90%
teachers at this school expect their child to do his or her best (S2005)	88%	95%	93%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	93%	88%
teachers at this school motivate their child to learn (S2007)	96%	94%	92%
teachers at this school treat students fairly (S2008)	100%	95%	91%
they can talk to their child's teachers about their concerns (S2009)	96%	96%	94%
this school works with them to support their child's learning (S2010)	93%	94%	94%
this school takes parents' opinions seriously (S2011)	92%	92%	93%
student behaviour is well managed at this school (S2012)	88%	93%	88%
this school looks for ways to improve (S2013)	93%	97%	96%
this school is well maintained (S2014)	96%	97%	94%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	95%	98%
they like being at their school (S2036)	94%	99%	97%
they feel safe at their school (S2037)	92%	98%	93%
their teachers motivate them to learn (S2038)	98%	97%	96%
their teachers expect them to do their best (S2039)	98%	99%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their teachers provide them with useful feedback about their school work (S2040)	96%	95%	97%
teachers treat students fairly at their school (S2041)	93%	93%	94%
they can talk to their teachers about their concerns (S2042)	92%	97%	88%
their school takes students' opinions seriously (S2043)	97%	95%	93%
student behaviour is well managed at their school (S2044)	94%	90%	76%
their school looks for ways to improve (S2045)	99%	99%	98%
their school is well maintained (S2046)	98%	97%	98%
their school gives them opportunities to do interesting things (S2047)	97%	97%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	100%	100%
they feel that their school is a safe place in which to work (S2070)	95%	92%	96%
they receive useful feedback about their work at their school (S2071)	93%	91%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	94%	95%
students are encouraged to do their best at their school (S2072)	97%	99%	98%
students are treated fairly at their school (S2073)	96%	93%	98%
student behaviour is well managed at their school (S2074)	89%	77%	93%
staff are well supported at their school (S2075)	93%	89%	93%
their school takes staff opinions seriously (S2076)	93%	92%	89%
their school looks for ways to improve (S2077)	97%	95%	96%
their school is well maintained (S2078)	96%	93%	86%
their school gives them opportunities to do interesting things (S2079)	91%	85%	91%

'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

Parents are invited to be participants in the school. Weekly assemblies or "Sharing Sessions" are attended by parents. At the end of each term, culminating activities are held by individual classes to highlight the work undertaken throughout the term.

Information meetings with parents are held by class teachers to share the class program and priorities, to begin each year. Parent-Teacher interviews are held twice each year, to facilitate the sharing of students' progress between parents and teachers.

Parents are invited to attend a broad range of events held throughout the year. Some parents also volunteer to provide assistance in classrooms.

A small but active Parents and Citizens Association provides support for school activities and services to students and parents.

Weekly newsletters are a key communication strategy to share information within the community. These are provided online and in hard copy.

Practical parent programs involving parents in understanding aspects of teaching and learning e.g. Phonogram program in prep.

Prep orientation programs were conducted in semester two. Parent information sessions were also conducted at local day care centres.

Reducing the school's environmental footprint

Strategies are in place to ensure effective use of school resources and utilities. Students learn of environmental issues through learning programs.

In classes, monitors are appointed to ensure lights and fans are turned off and computers are shut down when students vacate classrooms. The cleaning team is very efficient in ensuring all lights and air conditioning are turned off at the end of the day.

Students are regularly reminded of the need to be careful to not use excess water whilst using taps and bubblers.

Grounds staff do not water gardens nor any of the grassed areas of the school. Ground staff undertake a comprehensive program of heavily mulching all gardens to cater for the lack of regular watering.

A pump which is attached to the underground water supply is proposed to be in use for the school oval.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	249,534	2,254
2013-2014	254,122	2,424
2014-2015	252,641	3,349

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

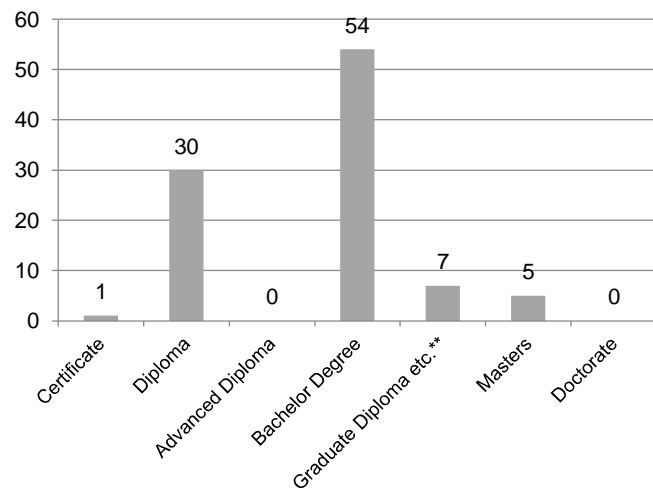
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	77	41	0
Full-time equivalents	67	28	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	30
Advanced Diploma	0
Bachelor Degree	54
Graduate Diploma etc.**	7
Masters	5
Doctorate	0
Total	97



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were **\$29,131.00**

- Understanding and implementing the Australian Curriculum
- Developing a School Curriculum Framework
- Guided Reading
- Writing – Seven Steps, CDAT
- Technology
- Assessment Processes
- Spelling
- Grammar & Punctuation
- Mentoring
- Special Needs information
- Cutting Edge Science
- Trauma and Triggered Behaviour
- Special Education Educators Network
- Down Syndrome Conference
- Jim Knight PD
- Secret Agent Society
- Reading Comprehension
- Non Violent Crisis Intervention
- Workplace Wellbeing
- Speech Language
- Workplace Health & Safety and First Aid

Leadership enhancement was facilitated through regional presentations, professional association activities and team conferences.

The majority of professional development offerings was conducted on site using our own presenters and leaders, supplemented by a smaller number of opportunities accessed off-site, with external presenters.

A range of models was utilised, including workshops, online learning, and collaborative processes. Coaching of teachers was introduced through the work of a skilful Head of Curriculum.

The proportion of the teaching staff involved in professional development activities during 2015 was **100%**.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

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

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

Find a school

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	88%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

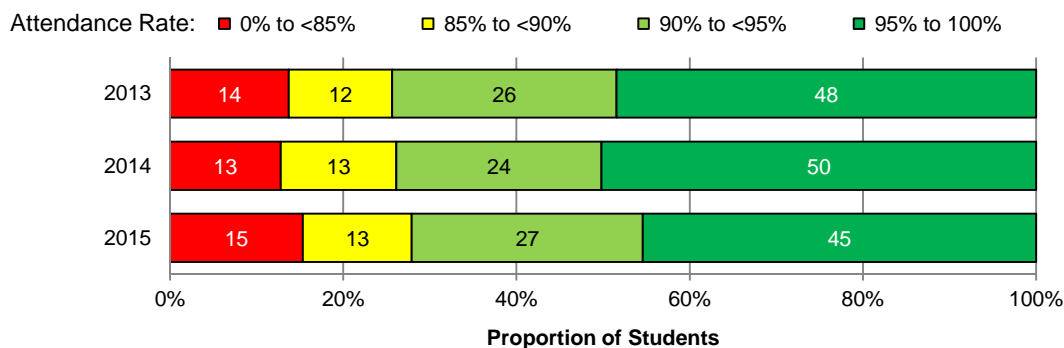
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	92%	93%	93%	92%	93%	90%	92%					
2014	94%	93%	93%	94%	94%	92%	91%	90%					
2015	94%	92%	92%	91%	93%	93%	90%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Further, letters are sent to parents seeking a reason for an unexplained absence. Parents are reminded through the newsletter of the impact of students being absent even for short periods of time or even being regularly late for class.

Members of the admin team will follow up with phone calls to parents where attendance becomes irregular or absenteeism is constant. Teachers report absentee issues to the relevant administrator for urgent follow up.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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.