



Arundel State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training



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School Overview

Arundel State School was established in 1994 in the Parkwood and Arundel area on the northern Gold Coast, QLD. The school enjoys a relatively stable population with approximately 10% of our population being transient. Currently student numbers are 1145. The school is organised into two broad sections – junior (prep, year one, year two and year three) and senior (years four, five and six).

Our school motto, “Soaring to Greater Heights,” is realised through innovation, creativity and futures orientation in our teaching and learning agenda. The school offers a huge range of extra curricula opportunities for children. These include dance and drama excellence, instrumental and choral music, a wide range of sports, robotics, coding and STEM. Various clubs operate for the children.

At Arundel we want children to be happy, engaged and realising their potential.

Teaching and learning is organised under the Australian curriculum requirements. Already English, maths, science, LOTE (Japanese), HASS (Humanities and Social Sciences) have been implemented. Technology and HPE have been introduced and the remaining subjects are being familiarised with a view to introducing the full suite of Australian curriculum programs by the end of 2018.

A behaviour management framework called positive behaviour for learning (PBL) was introduced very successfully in 2017. There are only three school rules – be safe, be a learner and be respectful. Elements of these rules are taught explicitly every week of the year by classroom teachers.

Arundel has a culturally diverse group of students. A huge range of cultural groups are represented with many students living in homes where English is not the first language. Our school community is a caring and supportive one, embracing diversity and celebrating multiculturalism.

In 2016 Arundel was accepted into the Independent Public School (IPS program).

Principal’s Forward

Introduction

In 2016, 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 2016.

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.

During 2016 the school underwent a very successful internal school review which is a review conducted by the School Improvement Unit from the Department of Education in each school every three years. This informs planning for the next three years.

In December the school received news that it was to become an Independent Public school from the beginning of 2017.

School Progress towards its goals in 2016

Priorities for 2016

1. Putting faces to the data – knowing our kids – ten weekly data conversations – ***completed***
2. Review our pedagogical approach – explore explicit instruction – ***on going.***
3. Continue introduction of guided reading model – ***cemented in the prep, year one and year two classrooms and introduced into year three and four***
4. Extend and implement phonogram instruction up to Year 4 - ***completed***
5. Embed QAR across the school – ***Evidence of practice in classrooms across the school.***
6. Introduce coding and robotics with Technology Teacher – ***successfully implemented***
7. Developing staff capability through professional development, coaching, mentoring, feedback, watching other work, deprivatising practice – ***completed in part and ongoing***
8. Familiarisation with Positive Behaviour for Learning (PBL) – ***extremely successful familiarisation and planning completed for introduction in 2017***
9. Provide extra curricula opportunities for students – ***very successful implementation of this priority with opportunities to participate in sport, music, drama, dance, chess, speaking, drama, reading competitions and a school visit to Japan for some students.***
10. Consider BYODs (bring your own devices) in Year 6 – ***completed in two classes in year six***

2016 EXPLICIT IMPROVEMENT AGENDA

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 to 92.5%*
3. *Increase the number of students attaining an A, B or C on semester reports in Mathematics, English and Science.*

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

Future Outlook

Twelve Priorities for 2017

1. Putting faces to the data – knowing our kids – regular data conversations
2. Review our pedagogical approach - explicit instruction, Marzano's The Art and Science of Teaching
3. Consolidate the teaching of reading through a guided reading model incorporating group rotations
4. Introduce ten minutes of daily writing
5. Expand coding and robotics in junior classes to STEM focus in upper grades with technology teacher
6. Developing staff capability through professional development, coaching, mentoring, feedback, watching others work, deprivatising practice
7. Formalise the implementation of Positive Behaviour for Learning (PBL)
8. Provide extra curricula opportunities for students
9. Introduce a sports science and excellence program for year six
10. Prepare for the introduction of NAPLAN on-line
11. Expand the iPad program to other year six classes
12. Using WALT and WILF to drive a successful differentiated model and enhanced outcomes

EXPLICIT IMPROVEMENT AGENDA 2017

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. Achieve 92.5% attendance
3. Meet targets for 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 %

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Not in 2016 but received confirmation of entry to IPS in 2017.
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1137	530	607	30	93%
2015*	1046	488	558	36	92%
2016	1108	535	573	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 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

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 2016 thirty-six students identified as being Aboriginal or Torres Strait Islander students.

In 2016 two hundred and twenty-one students were second language learners with English as their second language. Fifty-five 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.

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	23	23	23
Year 4 – Year 7	25	27	25
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our 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.
- iPad classes in year six
- Performing Arts opportunities for students in bands & choirs, strings program, Eisteddfod performances, Showcase and at school events.
- LOTE (Japanese) from Year 5 to 6
- SEP catering for seventy students, 61% of whom have been diagnosed with ASD.
- Robotics and coding in the junior classes
- Japan sister school visit for year six students

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
- Lunch time coding club

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 four enables 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.
- A coding and robotics teacher provides specialist lessons for students in prep, year one and year two using a range of tools including iPads, desk tops and bee bots.

Social Climate

Overview

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.

According to the surveys, ninety-six per cent of parents say that teachers at Arundel expect children to do their best. A similar number of parents believe their child is safe at school. Ninety-three per cent of parents believe that Arundel is a good school; the same number believe their child is making good progress and similarly, that teachers motivate the children to learn.

Student feedback is very positive. One hundred per cent of students believe that their teachers expect them to do their best. Ninety-eight per cent of students believe they are getting a good education and ninety-eight per cent believe their teacher motivates them to learn. Ninety-six per cent feel safe at school. Ninety-nine per cent of students say their teachers give them opportunities to do interesting things.

Ninety-seven per cent of staff say they enjoy working at the school. One hundred per cent of staff say that children are treated fairly. Ninety-nine per cent of staff believe students are encouraged to do their best. Importantly, ninety-five per cent of staff believe behaviour is well managed. Ninety-five per cent of staff believe the school looks at ways to improve.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	91%	89%
this is a good school (S2035)	98%	97%	93%
their child likes being at this school* (S2001)	96%	97%	91%
their child feels safe at this school* (S2002)	97%	97%	96%
their child's learning needs are being met at this school* (S2003)	95%	90%	91%
their child is making good progress at this school* (S2004)	95%	90%	93%
teachers at this school expect their child to do his or her best* (S2005)	95%	93%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	88%	91%
teachers at this school motivate their child to learn* (S2007)	94%	92%	93%
teachers at this school treat students fairly* (S2008)	95%	91%	89%
they can talk to their child's teachers about their concerns* (S2009)	96%	94%	93%
this school works with them to support their child's learning* (S2010)	94%	94%	89%
this school takes parents' opinions seriously* (S2011)	92%	93%	89%
student behaviour is well managed at this school* (S2012)	93%	88%	88%
this school looks for ways to improve* (S2013)	97%	96%	91%
this school is well maintained* (S2014)	97%	94%	92%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	98%	98%
they like being at their school* (S2036)	99%	97%	94%
they feel safe at their school* (S2037)	98%	93%	96%
their teachers motivate them to learn* (S2038)	97%	96%	98%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	97%
teachers treat students fairly at their school* (S2041)	93%	94%	93%
they can talk to their teachers about their concerns* (S2042)	97%	88%	93%
their school takes students' opinions seriously* (S2043)	95%	93%	97%
student behaviour is well managed at their school* (S2044)	90%	76%	85%
their school looks for ways to improve* (S2045)	99%	98%	97%
their school is well maintained* (S2046)	97%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	97%	97%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	97%
they feel that their school is a safe place in which to work (S2070)	92%	96%	99%
they receive useful feedback about their work at their school (S2071)	91%	93%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	95%	90%
students are encouraged to do their best at their school (S2072)	99%	98%	99%
students are treated fairly at their school (S2073)	93%	98%	100%
student behaviour is well managed at their school (S2074)	77%	93%	95%
staff are well supported at their school (S2075)	89%	93%	91%
their school takes staff opinions seriously (S2076)	92%	89%	92%
their school looks for ways to improve (S2077)	95%	96%	95%
their school is well maintained (S2078)	93%	86%	90%
their school gives them opportunities to do interesting things (S2079)	85%	91%	90%

* 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

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 are offered to enhance parental understanding of teaching and learning e.g. phonogram program in prep. The guidance officer offers parenting programs to parents who would like to increase their skill set.

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

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Whilst the focus has a differentiated approach, teachers take the opportunity when the need arises to informally speak with a student regarding conflict resolution, feeling safe and cementing the school rule of being safe and ensuring the safety of others.

Our guidance officer plays a very important role in working one on one with children especially those who have suffered severe trauma.

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	19	54	54
Long Suspensions – 6 to 20 days	0	1	2
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

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 rarely 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 located on the school oval.

Solar on the roof of the admin building assist in reducing the cost of energy.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	254,122	2,424
2014-2015	252,641	3,349
2015-2016	258,221	18,014

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

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	79	45	0
Full-time Equivalent	70	30	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	8
Graduate Diploma etc.**	15
Bachelor degree	75
Diploma	31
Certificate	6

*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 expended on teacher professional development in 2016 was \$ **49,278.00**.

The major professional development initiatives were:

- Mentoring
- Positive Behaviour for Learning Training
- Bring Your Own Device IPAD Program
- Trauma Triggered Behaviour
- Understanding ASD and Behaviour Disorders
- Developing your Beginning Teacher Toolkit
- Mental Health and Wellbeing of Young People
- Beginning Teacher Conference
- Middle Years Music PD
- Early Years Conference
- Question Answer Response PD
- Compulsory Planning PD
- Managing the first years of teaching
- IT's All connected EXPO
- Aspiring Leaders Program
- First Aid CPR and Refresher
- Sheena Cameron Workshop
- QCAA Numeracy - Building Mathematical Thinkers P-2

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 the Head of Curriculum.

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	88%	93%

*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%.

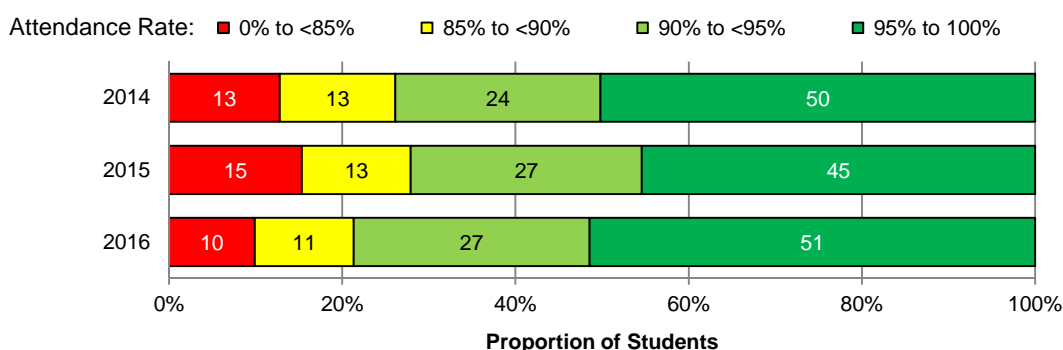
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	93%	94%	94%	92%	91%	90%					
2015	94%	92%	92%	91%	93%	93%	90%						
2016	93%	93%	93%	93%	94%	94%	94%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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.

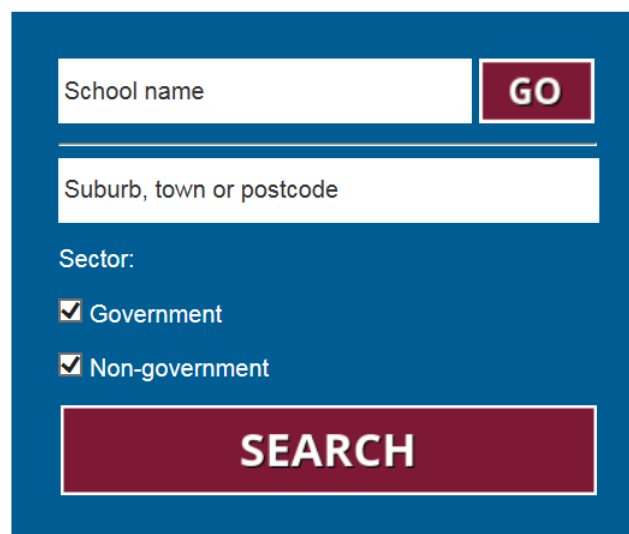
Members of the admin team will follow up with phone calls to parents where attendance becomes irregular or absenteeism is constant. Teachers report absentee issues to the relevant administrator for urgent follow up.

NAPLAN

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

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

Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a white input field labeled "School name" with a red "GO" button to its right. Underneath is another white input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is 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.