



Amberley District State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Amberley District State School is a co-educational school with approximately 800 students located on the southern outskirts of Ipswich. It is a long-established school, first opening its doors in 1862. As one of Queensland's oldest schools Amberley District has a proud tradition and a demonstrated commitment to delivering a high quality state education.

In 2010 Amberley State School, relocated 9km to modern facilities at its current site in Yamanto and became known as Amberley District State School. Amberley District is a dynamic learning community of families and staff who work in partnership to develop and support each other. We have high expectations for what students, parents and staff can achieve and a belief that every member of the community can be successful.

The Amberley District motto is Knowledge is Strength. As a school community our aim is for all students to develop high levels of literacy, numeracy and curiosity. It is these attributes that will give them the strength to achieve at our school and continue to learn and succeed into the future.

This report outlines the progress we have made as a school and our future direction.

Principal's Forward

Introduction

This report provides parents and members of the school community with information about the school's activities and performance over the past twelve months. It outlines the progress we have made and highlights the strengths of teaching and learning programs at our school and our future direction. We are very proud of our school's successes and are pleased to have the opportunity to share them through this report.

School Progress towards its goals in 2016

2016 was the first year of implementation of the Curiosity and Powerful Learning Project (CPL). As part of this project we have adopted the mantra Literate, Numerate and Curious to guide and focus our community on what we aim to achieve. This year a leadership team was formed to guide implementation of the CPL project over the next 3-5 years. As CPL is an inside out process of continual reflection and improvement this team includes classroom teachers from across the school.

Australian National Curriculum Implementation

In 2016 we reviewed the Whole School Curriculum Framework ensuring it has a developmental approach across the school and vertical alignment of learning between year levels. All teaching staff further developed their knowledge of the National Curriculum through this process. In parallel a system of co-planning was implemented that allowed school leaders to closely monitor implementation of each component of the curriculum. This system strengthened the collaboration and moderation processes that ensure curriculum implementation is precise and personalised to meet student's needs.

Co-planning and Co-teaching

As a school we have continued to develop teachers' data literacy skills and their capacity to cooperatively plan (co-plan) learning experiences that are engaging and challenging for all students. In 2016 each year level was provided with an inclusion teacher. This teacher's role is to co-plan and co-teach as part of the year level team supporting the achievement of all students including the highest achievers. We also incorporated case management into year level team meetings to build teacher capacity to deeply analyse data, establish the next step in learning, identify strategies to assist and then extrapolate to other individuals or groups of students. Implementing fortnightly planning sessions to provide the time for teachers to collaboratively plan the differentiation that supports improved learning outcomes for all students has been crucial in this change.

Literacy

As a school we believe that "Readers are Achievers" and have prioritised reading development. In 2016 we have continued to build our capacity to rigorously implement expanded phonics, vocabulary and sight word assessments. We have expanded the use of the STRIVE process across the school to achieve consistency in the explicit teaching of vocabulary and have implemented VCOP (vocabulary, connectives, openers and punctuation) to provide teachers and students with a framework to assess and improve writing.

Student Leadership and Social Emotional Learning

As a school we have continued to expand the leadership responsibilities of the student council and current student leadership positions and provide other opportunities for students to take responsibility and demonstrate leadership in the school and community. Structured lunchtime programs to model and reinforce positive social behaviours and whole school and targeted social emotional learning programs to support identified students (Friends for Life, Rock and Water) have been expanded.

A specially designed student diary has been implemented to document and communicate learning goals to parents for literacy, numeracy and social emotional learning. This along with an increase in the number of academic milestones students receive awards for at assemblies has assisted students to set goals and recognise their achievement and success.

Transition to School Partnerships

Children who have experiences that allow them to successfully transition from home to early years' education and then to school have high levels of achievement into their future. In 2016 we began formalising a network of local childcare providers and schools to foster collaboration and build partnerships where staff, parents and organisations share expertise and learn from each other. This initiative and the sharing of perspectives, challenges and information about students and their learning (the curriculums in each sector) has been highly valued by school and early years' providers. A weekly playgroup to welcome young children and their families, build community and link parents with expertise from within the school and wider community that will help them to support their children to be successful has also been instigated in partnership with our P&C.

Future Outlook

Our school improvement agenda will continue to be framed by our involvement in a three to five-year research-based relationship with the "Curiosity and Powerful Learning" Project. Its ten theories of action below. Areas of major focus for 2017 are in bold:

- Prioritise high expectations and authentic relationships
- **Emphasise inquiry focused teaching**
- Adopt consistent teaching protocols
- Adopt consistent learning protocols
- Harness learning intentions, narrative and pace
- Set challenging learning tasks
- **Frame higher order questions**
- Connect feedback to data
- Commit to assessment for learning
- **Implement cooperative groups**

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:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	763	379	384	49	94%
2015*	804	397	407	53	94%
2016	794	395	399	46	94%

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

Amberley District State School is located on the south eastern urban fringe of Ipswich in an area of significant new housing development and population growth. The school draws students from a socioeconomically diverse catchment that includes both suburban and rural areas. Approximately a quarter of students have a parent in the defence force and many have lived in other states and bring this life experience to our school.

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	22	25	23
Year 4 – Year 7	26	25	26
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 Approach to Curriculum Delivery

The curriculum at Amberley District State School is aligned and centred on the achievement of the goals of Australian National Curriculum. It uses Education Queensland's Curriculum into the classroom (C2C) teaching units as a resource for English, Mathematics, Science, History and Geography, adjusted to suit our local context and community needs. As a school our goal is to inspire children to be Literate, Numerate and Curious so they achieve at school and into their future. Our focus is on achieving high standards in literacy and numeracy and teaching children in a manner that models a lifelong curious and infectious love of learning.

Staff at Amberley District have high expectations for what each child can achieve and as teams they precisely target the next step in learning for individuals and groups to ensure learning tasks are challenging and engaging for each student.

Each child is an individual who brings strengths with them to school and it is these strengths that all future learning builds on. At ADSS our inclusion teachers and all teacher aides belong to year level teams so that as a team they have the flexibility to plan and implement a variety of models of co-teaching across a day that support the needs of individual students. We provide time for teaching teams to review assessments and co-plan each fortnight with their deputy principal to make best use of these resources. Our model of inclusion allows all children to be supported to achieve in their classroom by providing the staffing required for learning experiences to be scaffolded and/or extended, in the case of our highest performing students.

Our teaching teams cooperatively develop plans to meet the needs of groups of children at multiple levels in each curriculum area and flexibly use the available staffing to achieve their goals for each student. Led by the Inclusion teacher and with the support of the Head of Special Education they develop Individual Curriculum Plans and Individual Education Plans for those students who require significant individualised adjustments to the curriculum.

Co-curricular Activities

- Camping Program for children in years 4-6
- Early Years Expo - Prep, Year 1 and 2
- Swimming Program Yr. 1-6
- Biannual FOOTSTEPS dance program
- You Can Do It- Social Emotional learning program
- Students may apply to be part of the schools instrumental music program, strings program, band and choirs. We have a very successful music program, speech choir, with Marimba Groups, junior and senior choirs and bands which are conducted by our instrumental music teachers
- Year 5-6 are offered the opportunity to be involved in interschool sport for approximately 10 weeks twice a year. About 150 students participate in team sport against other schools each semester.
- Robotics Club
- Environmental Rangers gardening club
- Award winning Outside Hours School Care program

How Information and Communication Technologies are used to Assist Learning

We are extremely lucky to have a future focused learning environment that has the resources, facilities, digital infrastructure and equipment to facilitate best practice and enable our school community to prepare students for their future. Staff have embraced this way of working and continue to develop their ability to deliver lessons that seamlessly integrate the latest technology.



Our school has full wireless coverage and we have invested heavily in electronic hardware. All of our classrooms have interactive whiteboards and our Prep-2 classrooms have Soundfield hearing systems to ensure all students can clearly hear the teachers voice at all times. Over the last few years we have invested more heavily in mobile devices in preference to desktops. Students also access computer labs and devices such as ipods, digital microscopes, robotics kits and still and video cameras to complement learning activities.

Our teachers are constantly expanding their capacity to use digital resources to engage students and maximise their learning across the curriculum. ICT's are also actively and strategically employed to streamline school organisational and communication processes and limit disruptions to classrooms. This enables staff to be fully focused on student learning during class time and allows them to spend more time each day on lesson preparation and professional learning. To ensure devices are well maintained and always working we also invest heavily in ICT technical support employing technicians 2 days per week.

Social Climate

Overview

Amberley District students recognise that a balance of skills and knowledge is necessary to be successful both at school and in the society of the future. Students at Amberley District believe that:

- They must strive to develop communication and problem solving skills that build positive relationships;
- They need passionate and enthusiastic teachers who provide challenging learning activities that help everyone succeed;
- A great school has a balanced curriculum that includes activities such as sport, health and fitness, music, visual arts and dance;
- Their parents support helps them with their learning activities at school and their education;
- Students should take personal responsibility for their behaviour and learning and look after our school facilities and the environment;
- Everyone needs to be treated fairly and with respect and understand that we are all different and have different needs.

Our staff pride themselves on being positive, patient, friendly and approachable. They create safe supportive learning environments based on mutual respect and ensure they develop positive relationships with all students. As a school we utilise the You Can Do It (YCDI) program to build the social emotional capacity of our students and teach them confidence, persistence, getting along, resilience and organisation. The explicit teaching of social emotional skills is part of all assemblies, and lessons are taught weekly by class teachers. As a school we believe that a combination of academic and personal development is essential if students are to be successful in life and this is why social emotional learning has such a big focus at Amberley District.

Our school has a Guidance Officer, School Chaplain, Defence Transition Aides and Social Emotional Learning Aides. As a team they run whole school, group and individual programs to develop the social emotional capacities of students and provide support to families and staff in times of need.

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)	84%	94%	92%
this is a good school (S2035)	78%	89%	76%
their child likes being at this school* (S2001)	90%	96%	87%
their child feels safe at this school* (S2002)	90%	92%	89%
their child's learning needs are being met at this school* (S2003)	87%	96%	89%
their child is making good progress at this school* (S2004)	84%	94%	87%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	89%	95%
teachers at this school motivate their child to learn* (S2007)	90%	86%	97%
teachers at this school treat students fairly* (S2008)	87%	90%	76%
they can talk to their child's teachers about their concerns* (S2009)	95%	90%	97%
this school works with them to support their child's learning* (S2010)	85%	85%	92%
this school takes parents' opinions seriously* (S2011)	78%	80%	71%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	71%	78%	55%
this school looks for ways to improve* (S2013)	83%	96%	75%
this school is well maintained* (S2014)	92%	94%	82%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	90%	92%	95%
they like being at their school* (S2036)	84%	89%	97%
they feel safe at their school* (S2037)	85%	90%	93%
their teachers motivate them to learn* (S2038)	91%	96%	94%
their teachers expect them to do their best* (S2039)	96%	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	89%	92%	94%
teachers treat students fairly at their school* (S2041)	87%	89%	83%
they can talk to their teachers about their concerns* (S2042)	88%	85%	86%
their school takes students' opinions seriously* (S2043)	88%	89%	85%
student behaviour is well managed at their school* (S2044)	79%	77%	74%
their school looks for ways to improve* (S2045)	91%	98%	96%
their school is well maintained* (S2046)	86%	91%	93%
their school gives them opportunities to do interesting things* (S2047)	90%	88%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	99%	97%
they feel that their school is a safe place in which to work (S2070)	95%	98%	97%
they receive useful feedback about their work at their school (S2071)	91%	95%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	93%	98%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	91%	96%	97%
student behaviour is well managed at their school (S2074)	78%	94%	89%
staff are well supported at their school (S2075)	86%	92%	89%
their school takes staff opinions seriously (S2076)	79%	91%	90%
their school looks for ways to improve (S2077)	100%	100%	99%
their school is well maintained (S2078)	98%	97%	99%
their school gives them opportunities to do interesting things (S2079)	95%	96%	96%

* 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

At Amberley District we develop strong partnerships between parents, teachers and students and work together to ensure the best educational outcomes for all students. We believe communication is very important and needs to be prompt, respectful and solution oriented at all times. Class email addresses are provided to all parents at the beginning of the year. Parents are encouraged to communicate directly with the class teacher and may make an appointment to see them at any time of the year. Many opportunities are provided for parents to take an active role in the life of the school and include:

- The pre-prep playgroup;
- Open classrooms each Thursday afternoon;
- Attending "Meet the Teacher" sessions at the beginning of the year;
- Invitations to student of the week awards presentations and weekly assemblies;
- End of semester achievement awards ceremonies and learning celebrations at the end of semester;
- Attendance at the annual ANZAC Day and Remembrance Ceremonies which are very important to the school community; Leaders Induction Program and Year 7 Graduation;
- Parent representation on our Positive Behaviour for Learning team;
- Under 7 ½'s day activities;
- Volunteering when assistance is needed with school camps and excursions;
- Australia's Biggest Morning Tea;
- Volunteering opportunities in the Library, Tuckshop and Uniform Shop;
- Music Concerts and Sports carnivals;
- Scheduled Parent interviews in terms 1 and 3;
- P&C committee representation in relation to fundraising, sport, fete, outside school hours care and/or volunteering to assist at Movie and Disco nights.

Respectful Relationships Programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The expectation at our school is that when students come to school they behave safely and respectfully, they are friendly and they are focused on learning. When student behaviour is inappropriate, the ADSS Responsible Behaviour Plan provides a process that maintains relationships by giving students the space and time to consider (Rethink) their choices and make good decisions. Just as students need to learn to read they also need to learn to make good socially responsible decisions. Our Rethink process is about students learning to do this. Students know this process is fair and consistent. It offers certainty to staff and students at times of emotional stress and allows students to be supported effectively.

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	124	92	39
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	2	0	1
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

As a school we are committed to reducing our electricity and water use. We regularly monitor the amount of water used for irrigation with respect to weather conditions and the installation of solar panels has allowed us to reduce electricity consumption as the school has grown.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	407,638	6,962
2014-2015	369,477	4,991
2015-2016	392,192	2,153

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

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	57	40	0
Full-time Equivalent	53	26	0

Qualification of all Teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	7

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	44
Diploma	3
Certificate	2

*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 \$203,000

The major professional development initiatives are as follows:

- Curiosity and Powerful Learning
- Anita Archer- Explicit teaching workshops
- Fortnightly teacher data analysis and coaching sessions
- Peer observation and coaching programs
- Curriculum alignment sessions- adapting the National Curriculum and C2C to ADSS
- Early Start implementation
- Inclusive education- Co-planning and Co-teaching models

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.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% 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%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	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%.

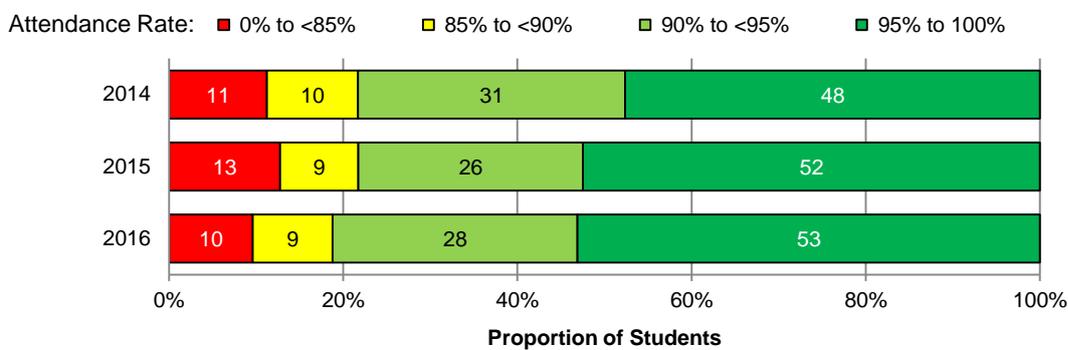
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	93%	92%	92%	92%	93%	93%					
2015	94%	94%	94%	93%	94%	93%	92%						
2016	93%	92%	94%	94%	93%	94%	93%						

*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.

Rolls are marked at the start of the school day at 8:50am and when students return to class from 2nd break at 1.45pm. A text messaging system is used to alert parents that a child is absent.

As a school we promote attendance by recognising outstanding attendance of individual students and groups of students. For example:

- Raffle drawn each week on parade for students who have been at school all day (no late arrivals or early departures), every day for the previous week. One junior and one senior student will receive a prize of 100 Jets, which can be redeemed in the Jets Shop.
- End of term raffle draw for students who have been in attendance 95% of the term. One junior and one senior student will each receive a prize to the value of approximately \$100.
- Class prize for the class with the highest attendance rates once a Semester (pizza party, ice cream party, popcorn day/iced drinks. Chaplain/Indigenous Student Support Aide/DSTAs to assist).

Attendance is monitored carefully by class teachers and POD deputies. If a student is absent without explanation for 3 days or a pattern of absences has been identified that is resulting in at least one day a fortnight off school or regular late arrival or early departures, Amberley District State School will take the following actions:

1. Classroom teacher will facilitate a phone call to discuss attendance and possible issues with the family and/or student (refer to Appendix 1 for phone script). Record of contact entered in One School and referred to upper or lower school deputy.
2. If continued absenteeism occurs, the classroom teacher will inform the Deputy Principal who will facilitate a phone call to discuss attendance and possible issues with the family and/or student.
3. The Principal will implement appropriate strategies/support mechanism, including liaising with other agencies such as Queensland Police and local non-government organisations, to address the trends or support the student and their family to encourage attendance.

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

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 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. Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.
