



# Amberley District State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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## School Overview

Amberley District State School was established in 1862 and has a proud history of educational achievement. As a school we aim to ignite the curiosity that lies within every young learner. We have high expectations for what our learners will achieve academically, culturally and socially.

As a community we believe our young learners are best supported when there is good communication and a strong partnership between teachers, parents and the wider community. Parents are actively encouraged to become involved in the life of the school through opportunities to participate in a range of activities. Every week we have a community afternoon where parents are invited to visit classrooms.

A high value is placed on the arts, music and sporting programs. We have a swimming program that is run by specialist coaches and learners have the opportunity to participate in extra-curricular activities that include instrumental music, choir, marimba and inter-school sport. Our specialist staff include Health and Physical Education, Music, STEAM and French teachers. A fulltime Speech Pathologist and Guidance Officer provide support across the school, while Inclusion teachers and aides are part of every year level team to ensure that we provide the optimal amount of learning challenge to extend each child.

## Principal's Foreword

### 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 2017

CURIOSITY & POWERFUL LEARNING (CPL): Literate, numerate & curious  
CPL is the framework our school uses to review and improve teaching and learning. The focus CPL theories of action for 2017 were framing higher order questions and implementing cooperative group work to support reading development.

#### EVERY CHILD A READER

Reading was the schools main priority in 2017. The school-wide approach to the teaching of reading was reviewed to ensure rigor in the development of early literacy skills for all students and early intervention for students at risk. As a school we

- Simplified the Reading Framework/whole school approach to reading to assist implementation.

- Increased the consistency of school-wide assessment, monitoring and teaching practices and increased teacher expertise in the use of diagnostic tools and interrogation of data to inform teaching (inc. running records, BAS Benchmarking).
- Implemented the case management process, with reading as the focus, to build staff capacity and collaboratively develop strategies to ensure all students are successful readers and implement strategies to lift performance for individuals, groups and the cohort.
- Provided coaching for teachers to ensure consistent implementation of teaching and learning protocols that reduce cognitive load and allow students to focus on the new learning - Daily 5, guided reading, phonological awareness and decoding warmups, strive/VCOP, segmenting and blending process, higher order question stems.
- Audited and levelled reading resources and developed a resource acquisition plan to increase access to decodable texts.
- Increased focus on the teaching of reading across the curriculum in implementation of the national curriculum
- Used the school diary to engage parents, communicate reading goals, and promote home reading.

#### EARLY YEARS NETWORK

To assist early literacy development, the school has prioritised the formation of a local early year's network and gradually engaged other schools and early education providers to formalise learning partnerships and transition to school arrangements. In 2017, this network expanded to include all schools and early education providers in the area who regularly meet as a network to learn from each other.

Growth in the numbers of families attending playgroup has also supported effective transition to school and assisted the early identification of children requiring additional support prior to the beginning of school. The involvement of the guidance officer and speech therapist in the playgroup has been central to early identification.

#### Future Outlook

In 2018, the school will collaboratively establish a core set of learning assets/dispositions based on community values and what we believe creates successful learning. These assets/dispositions, will be explicitly taught to learners and, will create a consistent language and understanding for teaching staff, parents and our young learners. They will act as a guiding compass for what we hope to achieve in all that we do as a school.

The school will continue to prioritise reading and move to fully implement phonemic awareness programs, a synthetic phonics approach and BAS assessments across the school. The focus will remain on "EVERY CHILD A READER". Learner success will be achieved through EXPERT implementation of our consistent Teaching & Learning protocols by teaching staff

- phonemic awareness and oral language/vocab
- synthetic phonics and decodable texts
- explicit teaching/gradual release in reading

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	804	397	407	53	94%
<b>2016</b>	794	395	399	46	94%
<b>2017</b>	807	424	383	43	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## 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 development and population growth. Our school draws students from a diverse catchment that includes both suburban and rural areas. We welcome families from a broad range of cultures and are inclusive of all learners and their needs. 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	2015	2016	2017
Prep – Year 3	25	23	23
Year 4 – Year 6	25	26	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

As a school, our goal is to inspire our young learners to become 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.

The curriculum at Amberley District State School is 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.

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
- Under 7 ½'s Day- 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 is 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

The school has strategically invested in electronic hardware to provide students with access to learning experiences beyond the school gate. We are fortunate to have a modern future focused learning environment that has the resources, facilities, digital infrastructure, wireless coverage and equipment to facilitate best practice and enable our school community to prepare students for their future. Over the last few years, there has been an investment in mobile devices in preference to desktops to provide added flexibility.

All classrooms have interactive whiteboards and our Prep-2 classrooms have Soundfield hearing systems to ensure all students can clearly hear the teacher's voice. Teachers have the opportunity to utilise computer labs and devices such as 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 focus fully on student learning during class time and allows them to spend more time each day on lesson preparation and learning. ICT technical support is provided by a technician, 4 days per week, to ensure devices are well maintained and always working.

## Social Climate

### Overview

Amberley District students are safe, respectful, friendly learners. As a school we take pride in the friendly way our community welcomes new members and guests to our school. Our young learners understand that everyone is different, has different needs and deserves to be treated fairly and with respect.

Students value that our school has a balanced curriculum that includes sport, health and fitness, music, visual arts and dance. They understand that school is about academic achievement but it is also about developing the social skills that build and maintain positive relationships.

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. 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:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	92%	89%
this is a good school (S2035)	89%	76%	82%
their child likes being at this school* (S2001)	96%	87%	89%
their child feels safe at this school* (S2002)	92%	89%	86%
their child's learning needs are being met at this school* (S2003)	96%	89%	87%
their child is making good progress at this school* (S2004)	94%	87%	86%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	95%	90%
teachers at this school motivate their child to learn* (S2007)	86%	97%	96%
teachers at this school treat students fairly* (S2008)	90%	76%	74%
they can talk to their child's teachers about their concerns* (S2009)	90%	97%	96%
this school works with them to support their child's learning* (S2010)	85%	92%	86%
this school takes parents' opinions seriously* (S2011)	80%	71%	60%
student behaviour is well managed at this school* (S2012)	78%	55%	54%
this school looks for ways to improve* (S2013)	96%	75%	79%
this school is well maintained* (S2014)	94%	82%	85%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	95%	91%
they like being at their school* (S2036)	89%	97%	87%
they feel safe at their school* (S2037)	90%	93%	89%
their teachers motivate them to learn* (S2038)	96%	94%	92%
their teachers expect them to do their best* (S2039)	96%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	94%	91%
teachers treat students fairly at their school* (S2041)	89%	83%	80%
they can talk to their teachers about their concerns* (S2042)	85%	86%	74%
their school takes students' opinions seriously* (S2043)	89%	85%	84%
student behaviour is well managed at their school* (S2044)	77%	74%	63%
their school looks for ways to improve* (S2045)	98%	96%	94%
their school is well maintained* (S2046)	91%	93%	91%
their school gives them opportunities to do interesting things* (S2047)	88%	92%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	99%	97%	95%
they feel that their school is a safe place in which to work (S2070)	98%	97%	94%
they receive useful feedback about their work at their school (S2071)	95%	92%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	98%	96%
students are encouraged to do their best at their school (S2072)	100%	97%	97%
students are treated fairly at their school (S2073)	96%	97%	88%
student behaviour is well managed at their school (S2074)	94%	89%	75%
staff are well supported at their school (S2075)	92%	89%	91%
their school takes staff opinions seriously (S2076)	91%	90%	84%
their school looks for ways to improve (S2077)	100%	99%	96%
their school is well maintained (S2078)	97%	99%	99%
their school gives them opportunities to do interesting things (S2079)	96%	96%	97%

\* 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.

Learners and their families face many challenges that can impact wellbeing and learning. The school employs a chaplain, guidance officer, defence transition aides, indigenous support aide and head of support services to support families through these challenges. Parents are encouraged to communicate directly with the class teacher and may make an appointment to see them at any time of the year.

Our school has an active P&C who support the work of staff and provide additional resources that enhance learning. The P&C has opportunities for committee representation to assist with fundraising, sport, tuckshop, outside school hours care and/or volunteering to assist at Movie and Disco nights.

There are many opportunities for parents to take an active role in the life of the school including:

- 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;
- 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;
- Invitations to the annual ANZAC Day and Remembrance Ceremonies; Leaders Induction Program and Year 7 Graduation;
- Australia's Biggest Morning Tea;
- Volunteering opportunities in the Library, Tuckshop, Uniform Shop and school banking programs;
- Annual music Concerts and Sports carnivals;
- Scheduled Parent interviews in terms 1 and 3.

### Respectful relationships programs

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

The expectation at our school is that when students come to school they are safe and respectful, 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 opportunities to consider (Rethink) their choices and make good decisions. Just as students need to be taught and learn to read they, also need to be taught learn to make good socially responsible decisions.

Our Rethink process is about students learning to make socially responsible decisions. 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	2015	2016	2017
Short Suspensions – 1 to 10 days	92	39	23
Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

As a school we are committed to reducing our electricity and water use. We 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 from the grid as the school has grown.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	369,477	4,991
2015-2016	392,192	2,153
2016-2017	399,797	703

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	57	40	0
Full-time Equivalent	52	25	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	7



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	43
Diploma	4
Certificate	0

\*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 2017 were \$78,611

The major professional development initiatives are as follows:

- Curiosity and Powerful Learning
- Changemakers leadership programs
- Age appropriate Pedagogies
- 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 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2017.

## 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 2017

Description	2015	2016	2017
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).	89%	93%	92%

\*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 2017 for all Queensland Primary schools was 93%.

### AVERAGE STUDENT ATTENDANCE RATE\* (%) FOR EACH YEAR LEVEL

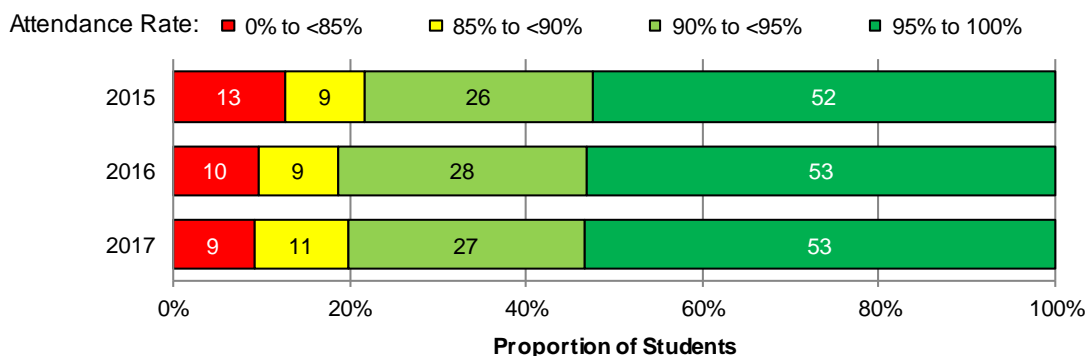
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	94%	93%	94%	93%	92%						
2016	93%	92%	94%	94%	93%	94%	93%						
2017	93%	93%	93%	94%	94%	93%	94%						

\*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 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.

Rolls are marked at the start of the school day at 8:50am and when students return to class from 2<sup>nd</sup> break at 1.40pm. 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.
- End of term raffle draw for students who have attended 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)

Class teachers and POD deputies monitor attendance carefully. 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.

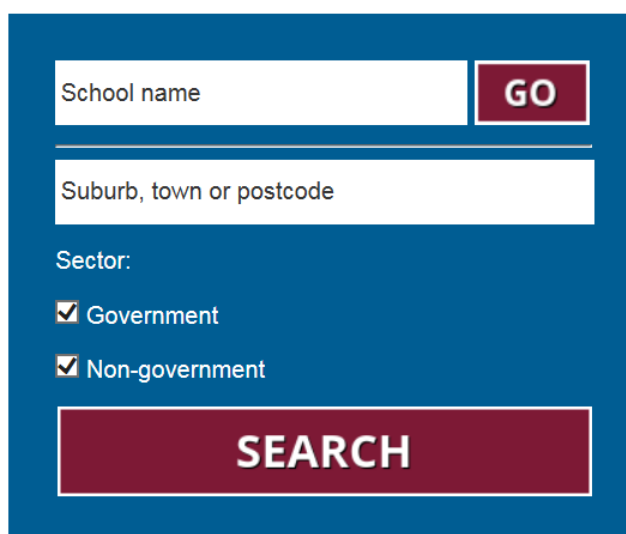
3. The Principal will implement appropriate strategies/support mechanism, including liaising with other agencies such as Queensland Police and local non-government organisations, to address the trends or support the student and their family to encourage attendance.

## 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



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

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

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

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.