



Amberley District State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education

Contact information



**Queensland**  
Government

<b>Postal address</b>	37 Deebling Creek Road Yamanto 4305
<b>Phone</b>	(07) 3280 3111
<b>Fax</b>	(07) 3288 0313
<b>Email</b>	principal@amberleydistrictss.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Principal



## From the Principal

### School overview

Amberley District State School was established in 1862 and as one of Queensland's oldest schools has a proud history of educational achievement. 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. As a school we aim to ignite the curiosity that lies within every young learner and we have high expectations for what they will achieve academically, culturally and socially. 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. 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.

### School progress towards its goals in 2018

In 2018, the focus remained "EVERY CHILD A READER". The school continued to prioritise reading and moved to fully implement phonemic awareness programs, a synthetic phonics approach and BAS assessments across the school. We further built teacher understanding of the language, literature and literacy strands of the National English Curriculum and their achievement through all curriculum areas. We strengthened the implementation of consistent teaching and learning protocols around modelled, shared, guided and independent reading by collectively exploring protocols at staff meetings and providing support for all teaching staff through an observation and coaching process. This resulted in the school achieving its best ever results in reading.

The highlight of 2018 was the collaborative development (by staff, parents and students) of the ADSS Learning Assets (courageous, inquirers, thinkers, collaborators, communicators, self-managers). These assets are based on the work of Kath Murdoch and are the resources we seek to continually grow in our young learners each day. As the assets grow, learners become more and more independent in their learning and increasingly drive their own learning as they move to full independence. These assets are explicitly taught to learners and 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 learning assets build on the work we have been doing to ensure an inquiry focused systematic approach to curriculum delivery. To support this work, half day planning sessions were implemented twice a term to assist staff to build deeper understandings of the Australian National Curriculum, with a particular focus on the general capabilities and what one year of learning looks like at each level. This work has enabled teaching teams to review and refocus current units of work to incorporate inquiry dispositions and CPL focus theories of action (framing higher order questions, cooperative groups and implementing inquiry focused teaching).

As a school we continued to implement peer coaching to enhance our focus theories of action (cooperative groups, framing higher order questions and emphasising inquiry focused teaching). We increased confidence implementing the peer-coaching model (triads) which has assisted us to reinforce and practice skills introduced through whole staff professional learning based on the Joyce and Showers peer coaching model – Theory, Demonstrate, Practice, Feedback, Coaching. This culminated in 30 teachers opening their classrooms and demonstrating the focus theories of action for teachers from visiting schools. The feedback received from visiting colleagues was extremely affirming for the teachers involved and us as a school.

### Future outlook

The 2019 School Annual Implementation Plan has three priorities. The achievement of each of these priorities will be facilitated by an overarching focus on culture and consolidating the implementation of peer triads, coaching programs, case management processes and co-planning and co-teaching practices. Our commitment to collaborating with PARENTS AS PARTNERS will further enhance our progress as a school community.



Our cultural focus is captured by the phrase, "Teaching and Learning are team sports". We aim to grow a professional and classroom culture that makes this a reality for learners both young and old. A culture led by staff who commit to

- BE EXCELLENT AND HAVE FUN- as colleagues and while learning with our young learners;
- BE CURIOUS - cultivate our INQUIRY DISPOSITION and implement the spiral of inquiry;
- BE RESEARCHERS –Investigate what makes learning leaps and bounds possible/18mths growth in 12mths?
- BE COURAGEOUS- focus on what counts/the NUMBER ONE priority, take a risk and commit.

### DEVELOP AN INQUIRY FOCUSED INCLUSIVE CURRICULUM

Implement the 10 PRACTICES OF THE INQUIRY TEACHER to bring the Australian Curriculum to life

- Design learning pathways centred on big ideas/questions
- Intentionally build in opportunities that grow students learning assets
- Use the split screen (content, language, learning asset)
- Co-create the success criteria

### EVERY CHILD A READER

COMMIT TO ASSESSMENT 4 LEARNING & CONSISTENT IMPLEMENTATION OF T&L protocols for

- phonemic awareness and oral language/vocab
- synthetic phonics and decodable texts
- explicit teaching/gradual release (the 6 CPL teacher theories of action)

**EVERYONE HAS SOMETHING TO SAY**- A culture of authorship

- Collaboratively engage with colleagues to develop the ADSS 2020 Writing Process
- Embrace authorship and model it to our young authors

## 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	794	807	820
Girls	395	424	423
Boys	399	383	397
Indigenous	46	43	42
Enrolment continuity (Feb. – Nov.)	94%	94%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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



## Characteristics of the student body

### Overview

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

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	23	23	23	The <a href="#">class size</a> targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	26	26	27	

## 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. The ADSS Curriculum framework brings the Australian Curriculum to life by connecting it to the lives of our young learners and what is meaningful to them.

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 extra resources are provided to each year level team 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 each individual student. 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 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. 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
- 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.
- Environmental Rangers gardening club
- Award winning Outside Hours School Care program



## How information and communication technologies are used to assist learning

As a school we have 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, we have continued our investment in mobile devices 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.

We have employed two STEAM teachers and all students have at least one STEAM lesson every week. The expertise and enthusiasm of our STEAM teachers has assisted classroom teachers to expand their capacity to use digital resources to engage students and maximise their learning across the curriculum. ICT technical support is provided by a technician, 4 days per week, to ensure devices are well maintained and always working. This technician works in partnership with our STEAM teachers to continually innovate and enhance what we offer as a school.

## Social climate

### Overview

As a school we are focused on creating people who are both good citizens and good learners. Our goal is for every young learner to be good at school and good at life. One day they will lead their own families and our society.

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 and deserves to be treated fairly and with respect.

Amberley District students are safe, respectful, friendly learners. We develop teach them how to be learners and explicitly develop their learning assets.

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 engaging and supportive learning environments where young learners support each other and develop positive relationships. 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 an approach that combines both 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 Head of Support Services, Guidance Officer, School Chaplain, Defence Student Mentors and Social Emotional Learning Aides. As a team they run whole school, group and individual programs and provide personalised support to develop the social emotional capacities of students and provide support to families and staff in times of need.

### Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	89%	96%
• this is a good school (S2035)	76%	82%	90%
• their child likes being at this school* (S2001)	87%	89%	90%
• their child feels safe at this school* (S2002)	89%	86%	86%
• their child's learning needs are being met at this school* (S2003)	89%	87%	90%
• their child is making good progress at this school* (S2004)	87%	86%	84%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	92%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	90%	85%
• teachers at this school motivate their child to learn* (S2007)	97%	96%	87%
• teachers at this school treat students fairly* (S2008)	76%	74%	83%
• they can talk to their child's teachers about their concerns* (S2009)	97%	96%	96%
• this school works with them to support their child's learning* (S2010)	92%	86%	90%
• this school takes parents' opinions seriously* (S2011)	71%	60%	76%
• student behaviour is well managed at this school* (S2012)	55%	54%	74%
• this school looks for ways to improve* (S2013)	75%	79%	88%
• this school is well maintained* (S2014)	82%	85%	98%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	91%	95%
• they like being at their school* (S2036)	97%	87%	86%
• they feel safe at their school* (S2037)	93%	89%	82%
• their teachers motivate them to learn* (S2038)	94%	92%	90%
• their teachers expect them to do their best* (S2039)	99%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	88%
• teachers treat students fairly at their school* (S2041)	83%	80%	83%
• they can talk to their teachers about their concerns* (S2042)	86%	74%	77%
• their school takes students' opinions seriously* (S2043)	85%	84%	86%
• student behaviour is well managed at their school* (S2044)	74%	63%	64%
• their school looks for ways to improve* (S2045)	96%	94%	88%
• their school is well maintained* (S2046)	93%	91%	81%
• their school gives them opportunities to do interesting things* (S2047)	92%	92%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	94%	99%
• they receive useful feedback about their work at their school (S2071)	92%	88%	93%



Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	96%	98%
• students are encouraged to do their best at their school (S2072)	97%	97%	100%
• students are treated fairly at their school (S2073)	97%	88%	97%
• student behaviour is well managed at their school (S2074)	89%	75%	93%
• staff are well supported at their school (S2075)	89%	91%	92%
• their school takes staff opinions seriously (S2076)	90%	84%	93%
• their school looks for ways to improve (S2077)	99%	96%	99%
• their school is well maintained (S2078)	99%	99%	100%
• their school gives them opportunities to do interesting things (S2079)	96%	97%	99%

\* 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 that conversations should remain 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 student mentors 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 on weekly assemblies;
- End of semester learning celebrations;
- Volunteering with school camps, excursions, in the Library, Tuckshop, Uniform Shop and school banking programs;
- Invitations to the annual ANZAC Day and Remembrance Ceremonies; Leaders Induction Program and Year 7 Graduation;
- Annual music Concerts and Sports carnivals;
- Scheduled Parent interviews in terms 1 and 3.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The expectation 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 to read they, also need to be taught 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	39	23	42
Long suspensions – 11 to 20 days	0	1	1
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

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. The installation of solar panels has allowed us to reduce electricity consumption from the grid.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	392,192	399,797	410,571
Water (kL)	2,153	703	3,607

Note:

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

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

## School funding

### School income broken down by funding source

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

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

<b>Find a school</b>	<b>Search website</b>	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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

<b>View School Profile</b>
----------------------------



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

Note:

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

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	58	37	<5
Full-time equivalents	53	25	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	3
Bachelor degree	51
Diploma	3
Certificate	0

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$172,000.

The major professional development initiatives are as follows:

- John Munro- Learning from a Brain perspective
- Networks of Inquiry QASSP
- Cath Murdoch- inquiry
- Martin Westwell- inquiry
- Cooperative group work
- Instructional rounds visits to CPL schools
- Peer triads (observation and coaching)
- Distressed not Deliberately Defiant



- Fortnightly coaching cycle for teaching staff
- Writing- Gail Loan

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

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	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 2018.

## Performance of our students

## Key student outcomes

### Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	94%
Attendance rate for Indigenous** students at this school	93%	92%	90%

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

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



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

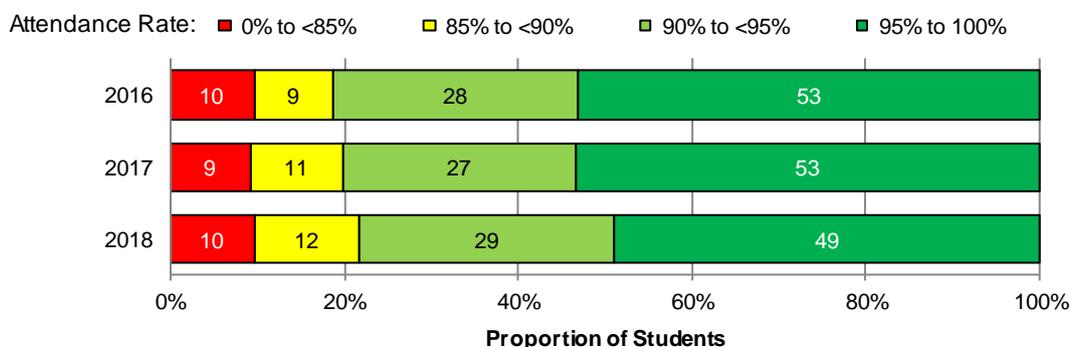
Year level	2016	2017	2018
Prep	93%	93%	94%
Year 1	92%	93%	94%
Year 2	94%	93%	93%
Year 3	94%	94%	94%
Year 4	93%	94%	93%
Year 5	94%	93%	94%
Year 6	93%	94%	93%

Notes:

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

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

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.
- 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 NAPLAN tests are available via the [My School](#) website.



## How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

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

View School Profile
---------------------

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

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

### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

