

Arcadia Valley State School

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Principal, Jeremy Donahoo

Principal's foreword

Introduction

The 2013 School Annual Report for Arcadia Valley State School follows the progress, opinions and goals of students, parents and staff at the school during the year. Arcadia Valley School provides a wonderful environment for its students, who are supported by dedicated staff and a supportive community. The school has one full-time teaching principal, one part-time teacher aide and a part-time teacher. All students are taught in multi-age settings with curriculum delivery based on year levels and also ability levels. Each year students in Years 3,5,7 participate in government testing. In 2013 there was only one Year 3 student.

The school encourages parents and community members to assist with students' learning and to become involved in the school's programs. In 2013, the school regularly received support by parents and community members.

This report contains information on the school; what makes it unique, special features and achievements. There is information on the teaching staff, parent expectations and parent, student and community satisfaction.

School progress towards its goals in 2013

In 2013 the school's focus was:

- Implement the Australian Curriculum.
- Implement whole school pedagogical practices.
- Use data to inform teaching practice.
- Develop instructional leadership with a focus on workforce performance.
- Develop productive partnerships with students, staff, parents and the community.
- Improve school performance.
- Writing.

All of these areas were only partially complete. Further work is required in all areas in 2014.

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Future outlook

Arcadia Valley State School is committed to providing a quality education for all students with a focus on high expectations and a belief that our students can achieve and succeed. We continue to reflect on current practice and aim to nurture student development in a supportive school environment.

In 2014 there will be a continuation of striving to improve students' literacy and numeracy skills by:

- Continuing to develop the Principal's leadership skills to support and nurture staff development.
- Implementing a whole school reading program.
- Ensuring all teaching staff members focus on knowledge and ways of working and comply with time allocations for Mathematics, English and Science.
- Placing an emphasis on including parents in their children's learning.

Key areas for 2014 are:

- Implement the Australian Curriculum.
- Implement whole school pedagogical practices.
- Using data to inform teaching practice.
- Develop instructional leadership with a focus on workforce performance.
- Develop productive partnerships with students, staff, parents, and the community.
- Improve school performance.
- Core Priority – Writing.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	7	3	4	100%
2012	5	2	3	100%
2013	5	1	4	83%

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

Characteristics of the student body:

All students at the school are from farming families. Most parents either own local cattle properties or work on properties in the area. The parents and the community utilise Roma, one hundred and eighty kilometres to the south as their major service centre.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	5	5	5
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Being such a small school, both extension and support programs are able to be tailored to individual student needs. One on one support for these activities are possible through the teacher aide or classroom teacher.

Extra curricula activities

Students in the upper grades have the option to attend the ICPA sports camp in Clermont each year. Each year students are able to participate in a range of extra-curricular activities in combination with nearby schools. This includes camps, sports days and visiting artists.

How Information and Communication Technologies are used to assist learning

Computers are used throughout the school in classroom activities and are integrated into teaching and learning experiences. They are an invaluable tool to help bridge the distance between ours and other Queensland schools.

Students access computers in relation to literacy and numeracy cross-curricula activities, as well as embedded within the KLA's where possible.

Projects in 2013 included PowerPoint presentations to enhance oral presentations, projects using digital cameras, online learning such as Mathletics and Reading Eggs. An interactive whiteboard is used to add to student learning outcomes.

Computers and digital technologies are used by staff to plan, assess and inform teaching and learning as well as to monitor student progress.

Social climate

Arcadia Valley State School offers all students, parents and community members an environment that is intentionally inviting, safe and supportive. All parents and community members are encouraged to participate in events and celebrations promoted through our school.

All students from Prep-Year 7 work both individually and collaboratively whether they are engaged in classroom learning or lunchtime play.

Arcadia Valley State School students are encouraged to seek support when necessary, regardless of the situation. Our open door policy maintains the comforting and friendly environment that ever exists within our school.

The P&C supports the school and values the learning that takes place within its fence line and out of the school grounds on excursions and camps.

Students enjoy coming to school and issues around negative behaviour choices and instances of bullying are few and far between.

Our school at a glance

Parent, student and staff satisfaction with the school

Arcadia Valley State School is a happy school where parents, students, staff and community members work together to develop a safe, supportive environment.

Performance measure (Nationally agreed items shown*)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	DW	DW
this is a good school (S2035)	100%	DW
their child likes being at this school* (S2001)	100%	DW
their child feels safe at this school* (S2002)	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	DW
their child is making good progress at this school* (S2004)	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	DW	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW
teachers at this school motivate their child to learn* (S2007)	DW	DW
teachers at this school treat students fairly* (S2008)	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	DW
this school works with them to support their child's learning* (S2010)	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	DW
student behaviour is well managed at this school* (S2012)	100%	DW
this school looks for ways to improve* (S2013)	100%	DW
this school is well maintained* (S2014)	100%	DW

Performance measure (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)		
they like being at their school* (S2036)		
they feel safe at their school* (S2037)		
their teachers motivate them to learn* (S2038)		
their teachers expect them to do their best* (S2039)		
their teachers provide them with useful feedback about their school work* (S2040)		
teachers treat students fairly at their school* (S2041)		
they can talk to their teachers about their concerns* (S2042)		
their school takes students' opinions seriously* (S2043)		

Our school at a glance

student behaviour is well managed at their school* (S2044)

their school looks for ways to improve* (S2045)

their school is well maintained* (S2046)

their school gives them opportunities to do interesting things* (S2047)

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	DW
they feel that their school is a safe place in which to work (S2070)	DW
they receive useful feedback about their work at their school (S2071)	DW
students are encouraged to do their best at their school (S2072)	DW
students are treated fairly at their school (S2073)	DW
student behaviour is well managed at their school (S2074)	DW
staff are well supported at their school (S2075)	DW
their school takes staff opinions seriously (S2076)	DW
their school looks for ways to improve (S2077)	DW
their school is well maintained (S2078)	DW
their school gives them opportunities to do interesting things (S2079)	DW

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

It is our belief that education is the responsibility of both teachers and parents. Therefore, our parents have formed a partnership with the school so that the children can develop trusting relationships with adults who care about their welfare. Such partnerships help them to realise our expectations that the children of this school will develop desirable attitudes towards life and learning, and that they emerge in later years as valuable members of our society.

Reducing the school's environmental footprint

The school aims to use as little electricity as possible, with students being taught to turn off unnecessary electrical items. Arcadia Valley SS is on tank water only, as are student's homes. This helps ensure that we are all 'water wise'. The increase of electricity consumption during 2013 is largely due to the installation of new air conditioners.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	11,167	25
2011-2012	6,015	0
2012-2013	7,008	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

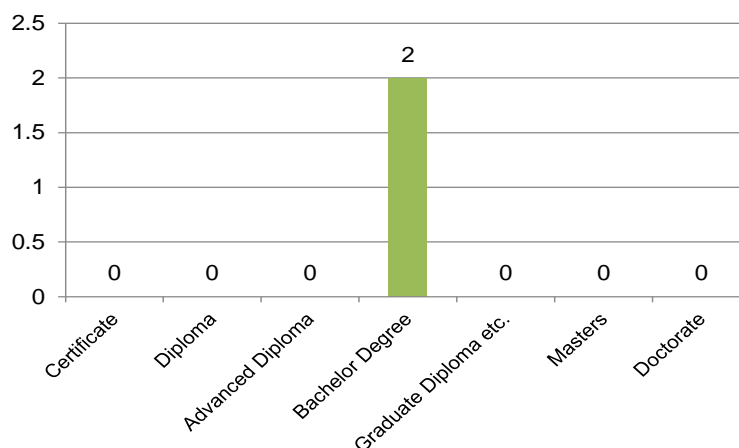
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	2	2	0
Full-time equivalents	1	1	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	2



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$6183.30.

The major professional development initiatives are as follows:

- National Curriculum training.
- Core Modules.
- Explicit teaching learning.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	99%	96%	100%

Proportion of staff retained from the previous school year

From the end of the previous school year, 50% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	86%	87%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

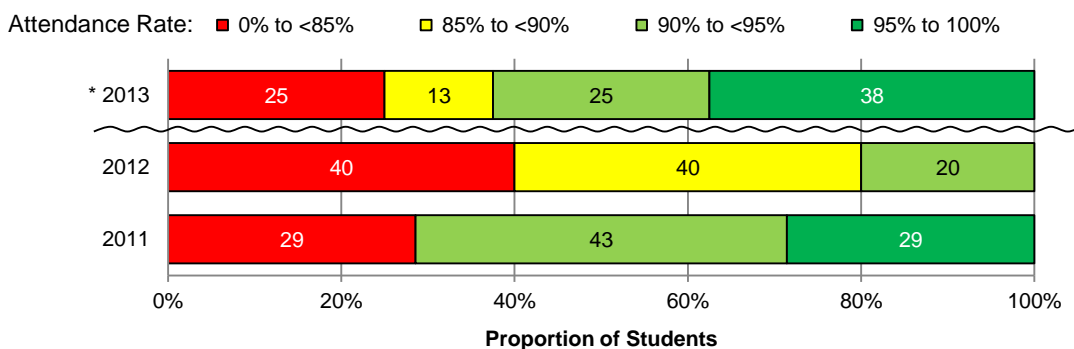
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	DW				DW						93%
2012		85%	DW									
2013	86%		81%	DW								

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Each morning and afternoon the class teacher marks the roll. Students absent for more than 2 days and whose parents have not notified the office, have their parents contacted to give an explanation and an estimated return date.

On wet days, students who cannot attend the school have the option of having work e-mailed to their home. All parents support students during their day at home.

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

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

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Achievement – Closing the Gap

There are no indigenous students enrolled at Arcadia Valley State School.