Principal’s foreword

Introduction

The Annual School Report that follows will detail highlights of 2011, key academic achievements, the curriculum offered by Anakie State School and other information of interest to the school community. Anakie State School prides itself on reflecting the image of a warm, friendly rural school. This report will be shared with the community via the school’s website and also through the school’s P&C Association. A hard copy of this report can be requested through the school office.

Being a small school, Anakie State School has adopted a multi-age philosophy in the structure of the classroom. There are many advantages of running a multi-age classroom. Multi-age promotes and supports the understanding that different age groups can be achieving at the same or similar level, while maintaining healthy social and emotional wellbeing and development. Students are also able to be involved a range of activities at different levels working at their own capacity in a caring and supportive environment.

School progress towards its goals in 2011

In 2011 the school achieved excellent achievements in most goal areas. This is most evident through:

1. All students worked towards an improvement in Literacy - Reading Comprehension and the building blocks of Writing and Numeracy particularly number and algorithms, and ensuring the attendance of students continues to improve.
2. Communication with parents to maintain high parent satisfaction in this area.
3. Systematic delivery of the Queensland Curriculum across the school. Professional development and planning in the second half of the year to ensure a smooth transition to the Australian Curriculum in the areas of English, Maths and Science for all staff and students in 2012.
4. Early Years Education is a high priority and Early Childhood programs that assist oracy
5. The Earth Smart Science facilitator assisted the school to build upon the School’s Environmental Management Plan.

Future outlook

Looking into 2012 and beyond the school has set the following goals:

- Increasing students reading and writing standards across the whole school through the use of Explicit Instruction. These standards will be aligned with regional benchmarks and reflect high expectations for student learning.
- Aligning the schools’ curriculum with Australian Curriculum standards and curriculum programs
- Improving student behaviour through implementing a social and emotional learning program across whole school - ‘You Can Do It’ Program
- Provide training and support to Staff and Parents around reading.
- Implementing individualised programs for all students in all areas of English and Maths.
- Implement an information, communication and technology asset replacement program to reduce the student to computer ratio to below 1:3
- Accessing outside of government agencies to support students with a disability
School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>53</td>
<td>54</td>
<td>82%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

There is a fairly even distribution of males and females in the school. Prep class sizes are increasing. Indigenous student population is stable and sits at around 8%. Currently the school has around 2% students with disability population. The local population is employed in the gem, mining and cattle industries. During the school year there was an increase in enrolment due to seasonal movements, which decreased again by the end of the school year.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>20.7</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>18</td>
</tr>
<tr>
<td>All Classes</td>
<td>19.6</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>4</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings

In 2011 the school was able to offer a number of distinct curriculum activities. These were:
- LOTE (Indonesian) Years 4-7
- Students with disability support – in class 5 days a fortnight
- Physical education delivered by a specialist each week
Our staff profile

Extra curricula activities

- Recorder Group
- Dance groups
- Student Enterprise Education- raising of poultry.
- Vocal and speaking activities for Eisteddfods.
- Lunch time dance classes
- Lunch Box Theatre- singing group
- Gardening groups (growing vegetables)
- Tech Chix- technology for girls.
- Choir

How Information and Communication Technologies are used to assist learning

At Anakie State School each classroom is equipped with access to approximately 6 computers. All classrooms have data projectors and most have an interactive whiteboard. Computers are used for cross curricular purposes such as Numeracy and Literacy and Life skills. Teachers use computers to engage students and enhance communication and thinking skills. Through the Learning Place, classes participate in chat room discussions with authors during Library Week. To reflect on units of work, teachers are using online blackboard tools such as blogs and wikis. This allows individualised contact between the students and the teacher.

Students also use computers for research purposes and for presenting work in a multi-media format. This has proved to be motivational for students particularly in the middle phase of learning. Interactive whiteboards are used in classrooms by teachers and students to enhance learning in all Key Learning Areas. Digital Microscopes and Cameras are also integrated into lessons.

Social climate

Anakie State School services the Gem fields area of the Central Highlands. Most students travel to school in three buses which come from Rubyvale, Sapphire and the Willows. The community is made up of families from a range of backgrounds- farming, gem mining/fossicking, coal miners and general workers. The school is very well supported by the local businesses of the Gem fields, particularly at their main fundraising event held at the yearly Gem Fest –the major tourist festival in August. Many people who live in the Gem fields feel that this is a safe area in which to bring up children. This is reflected in the Annual Opinion Survey. Parents’ opinion is higher than the State mean, believing this is a safe school and students are treated fairly. Students’ opinions indicated they too think highly of the school indicating they are happy to come to the school, they are being treated fairly, as well as believing this is a good school.

Support to the school continues with regular visits from Emerald from a Physical Education teacher and a Guidance Officer.

At Anakie SS students are involved in the You Can Do It programs in every classroom. This program aims to develop resilience, confidence, persistence, organisation and getting along skills in our students. This program, along with clear behavioural processes for all students and staff, has reduced bullying at the school. Parents and carers have been involved in the creation of the school wide positive behaviour policy and support the school with its implementation.
Parent, student and teacher satisfaction with the school

There has been an overall decrease in the parent satisfaction with the school. Student satisfaction results were high in regards to getting a good education at the school. The administration continues to strive to provide professional development opportunities to all staff members to enable them to remain skilled to meet the need of their jobs.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Although Anakie State School is at one end of the catchment area, parents are still prepared to travel long distances to assist with school activities. The parent community members at Anakie are greatly valued and are encouraged to give student support in class- e.g. Reading, Art, exchanging readers. Parents are kept informed through a fortnightly Newsletter, with a parent volunteer as editor. They transport students to events such as Eisteddfods, Camps, Emerald and Regional Sports events that are held in other towns.

Parents are invited to attend open days/nights as well as classrooms for school displays at the end of each term. We organise special events like Education Week/Maths Activities, Science Week, Sports Days and Class Celebrations to showcase our student achievements.

P&C Members were very active in 2011 and worked hard at weekly tuckshop, Winter market stalls, fetes, Gem Fest BBQs and the Silent Auction at Gem Fest. These activities allow parents to socialise with other parents and contribute to the resources of the school.

In 2011 we held information sessions for parents regarding Prep Year expectations and Support a Reader. Volunteers are able to assist in maintaining the grounds through mowing, weed control and trimming gardens.
Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

The school is committed to reducing its environmental footprint. Staff members are familiar with strategies to use air-conditioning units wisely. Habits are encouraged in students to switch off lights and fans when exiting rooms. Water problems are monitored by the groundsman to ensure there is not water waste through poor maintenance. Computers and televisions are turned off at the wall at the end of every day. Internal blinds were placed in one of the classrooms to control the heat in a more ergonomically way.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>63,398</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>8</td>
<td>7</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>6</td>
<td>4</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers
Our staff profile

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>8</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $14,340.

The major professional development initiatives are as follows:
- ICTs
- Special Needs Support
- National Curriculum
- OneSchool Training
- Student Protection
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 67% of staff was retained by the school for the entire 2011 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/](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.

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.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93%</td>
<td>90%</td>
<td>90%</td>
<td>91%</td>
<td>95%</td>
<td>92%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 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.
The school aims to have maximum attendance by -
- Emphasising the academic value of full attendance in newsletters for parents-“Every Day Counts”
- A whole school SMS communication system reminds parents of term starting dates.
- Providing slips for parents to sign as follow up to absences.
- Follow up phone calls to parents when there is a concern about attendance.
- Letters at the end of term to parents whose children have high absenteeism.
- Discussions with older students as to the relationship between absences and achievement at school.
- A reward system has been initiated for individual classes each week and for classes and students at the end of the term. Yearly awards are given to students with outstanding attendance.
Rollover multiple attendance twice a day- at the commencement of school and after second lunch break. Parents are required to provide reasons for child absences by phone, mail, email or SMS.
Performance of our students

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/](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](http://www.myschool.edu.au/)

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results

Achievement – Closing the Gap

The school’s indigenous population made up around 8% of the student population. The school is employing strategies to ensure that the academic gap between indigenous and non-indigenous students is closing.

In regards to the Gap in the NAPLAN Yr 3 Reading, Writing and Numeracy Mean Scale Scores we are unable to report on any trends for the last three years due to the small cohort.

There is no gap between our Indigenous and Non-Indigenous students’ attendance with an attendance at 92% each.