



Anakie State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Anakie State School is the centre for learning for students from diverse backgrounds in the sprawling rural and remote area of the Central Highlands Gemfields. The school is committed to developing Prep to Year 6 students into competent and confident learners when they leave school for secondary education. This is done by maximising the ability of individual students to nurture respectful young citizens within a caring community. Our curriculum focuses on the essential learnings for the key learning areas. These include Indonesian, Music and Health and Physical Education which are provided through visiting specialists. Other specialised staff support students with learning difficulties and disabilities. Through a range of programs we are able to show improvement in students' learning as they progress through the school. The utilises Rural and Remote funding to provide our students with opportunities to access camps, excursions, theatre, science shows, student leadership activities, sporting events, eisteddfod participation and other events that enhance the students' experiences.

Our school provides opportunities for students to engage in programs that appeal to their interests including, coding club and cattle club. Students also have opportunities to engage in sporting activities many of which have seen students' progress and represent our school beyond at the regional level.

School progress towards its goals in 2018

Improvement priority 1 – Attendance

In 2018, the school implemented, monitored and reviewed strategies for improvement in whole school attendance and communicated data and expectations to stakeholders. High attendance was celebrated at a class and whole school level, along with improved attendance being regularly celebrated. Communication was developed with high risk (<85% attendance) parents to improve understanding that 'every day counts'. The target for whole school attendance in 2018 was 92% - the semester one whole school attendance data was just short of this at 91.9%. Attendance continues to be a priority focus at Anakie State School in 2019.

Improvement priority 2 – Reading

In 2018, the school reviewed delivery of reading across whole school and began to develop teacher capability in delivery of Explicit Vocabulary Instruction and started to work on constructing student driven learning walls. During semester two, the school-purchased SLP conducted professional development opportunities to increase teacher knowledge of S.T.R.I.V.E and Archer framework for vocabulary instruction. Teachers began to develop an understanding of learning walls within the classroom and how to effectively create walls through curriculum and assessment understanding. This continues to be a priority at Anakie State School in 2019.

Future outlook

Improvement priority 1 – Reading

By the end of 2019, to have developed whole school processes around planning for the delivery of English (Australian Curriculum) across multi-aged classrooms. Through developing teacher capability in planning for the teaching of the Australian Curriculum and developing an understanding of the Australian Curriculum and data literacy to inform planning/teaching.

Improvement priority 2 – Community Partnerships

By the end of 2019, to have developed community partnerships in order to establish support programs and additional opportunities for our students such as establishing an eKindy Pod. Through this work, our school will develop and maintain a community and parent engagement framework in order to continue to target attendance and additional support areas for our students.

Improvement priority 3– Whole School Behaviour

In 2019, our school will review and update our whole school behaviour plan to reflect current research (PBL). Through this work, we will develop staff capability in implementing whole school behaviour plan by engaging with the regional PBL coach.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	81	83	77
Girls	46	44	40
Boys	35	39	37
Indigenous	13	11	11
Enrolment continuity (Feb. – Nov.)	87%	85%	81%

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

There is an almost even distribution of males and females in the school. Prep class sizes change year to year and are difficult to plan for given the nature of our community. Indigenous student population is stable and currently sits at approximately 10%. At present, the school has around 4% of students who identify as having a disability. The local population is employed in the gem, mining, farming and cattle industries.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	22	21
Year 4 – Year 6	22	25	20
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) 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.

Curriculum delivery

Our approach to curriculum delivery

In 2018, Anakie State School was able to offer a number of distinct curriculum activities.

These included:

LOTE (Indonesian) for students in years prep - year 6

Students with disability support

Learning Support – 2 days a week

Health and Physical Education Program

Music Program and a

Swimming Program

Co-curricular Activities

Vocal and speaking activities for Eisteddfods
Gardening Groups with Chaplain
Choir
Cattle Club - students attend local shows and enter cattle judging competitions
Touch Football Teams
Readers Cup Teams and
Coding Club

How Information and Communication Technologies are used to Assist Learning

At Anakie State School, we have a suite of Laptops and iPad that are used in classrooms. The school has a class set of laptops and iPad as well as desktop computers in our senior classrooms. Having access to these devices allows our students to engage with the Australian Curriculum (ACARA) with integrity. Teachers use computers to engage students and enhance communication and thinking skills. Through the Learning Place, classes may participate in chat room discussions with authors during Book week and participate in online learning activities associated with classroom learning. Students are supported through our gifted and talented program to engage in online communities such as Unify- Impact. 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. LCD TV's are used in all most classrooms by teachers and students to enhance learning in all Key Learning Areas.

Social climate

Overview

Anakie State School services the Gemfields area of the Central Highlands. Most students travel to school by bus which comes from Rubyvale & Sapphire. 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 Gemfields, particularly at their main fundraising event held at the yearly GemFest –the major tourist festival in August. Many people who live in the Gemfields feel that this is a safe area in which to bring up children. Anakie State School has also successfully adopted the Chaplaincy program. The Chaplain supports students' emotional and social welfare and wellbeing. Additional support to the school continues with regular visits from head of special education services, support teachers, speech and language therapists and a guidance officer.

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)	100%	96%	89%
• this is a good school (S2035)	75%	96%	83%
• their child likes being at this school* (S2001)	100%	96%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	92%	94%
• their child is making good progress at this school* (S2004)	100%	96%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%	94%
• teachers at this school motivate their child to learn* (S2007)	100%	96%	94%
• teachers at this school treat students fairly* (S2008)	67%	96%	94%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	92%	100%
• this school takes parents' opinions seriously* (S2011)	75%	82%	83%
• student behaviour is well managed at this school* (S2012)	50%	79%	67%
• this school looks for ways to improve* (S2013)	100%	91%	72%
• this school is well maintained* (S2014)	100%	96%	94%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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)	73%	92%	100%
• they like being at their school* (S2036)	77%	89%	100%
• they feel safe at their school* (S2037)	93%	95%	82%
• their teachers motivate them to learn* (S2038)	83%	95%	100%
• their teachers expect them to do their best* (S2039)	93%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	92%	94%
• teachers treat students fairly at their school* (S2041)	79%	86%	76%
• they can talk to their teachers about their concerns* (S2042)	71%	97%	88%
• their school takes students' opinions seriously* (S2043)	69%	79%	94%
• student behaviour is well managed at their school* (S2044)	69%	86%	71%
• their school looks for ways to improve* (S2045)	86%	92%	94%
• their school is well maintained* (S2046)	70%	95%	94%
• their school gives them opportunities to do interesting things* (S2047)	77%	92%	100%

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	82%
• student behaviour is well managed at their school (S2074)	100%	86%	73%
• staff are well supported at their school (S2075)	100%	71%	73%
• their school takes staff opinions seriously (S2076)	100%	71%	73%
• their school looks for ways to improve (S2077)	100%	71%	82%
• their school is well maintained (S2078)	92%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	92%	86%	91%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

The parent community members at Anakie State School are greatly valued and are encouraged to give student support in class. Parents are kept informed through a fortnightly newsletter. 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 special events like Book Week, Readers Cup, Under 8's Day, Sports Days and Class Celebrations to showcase our student achievements as well as our weekly parade.

P&C Members were very active in 2018 and worked hard at weekly tuckshop, Cricket Day, GemFest BBQ and the Silent Auction at GemFest. These activities allow parents to socialise with other parents and with staff members and contribute to the resources of the school.

Respectful relationships education programs

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

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	4	7	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	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

During 2018, the school continued their energy saving campaign. This was aimed at having staff and students reduce electricity use through simple measure such as turning lights off when not needed and going through a process of cooling rooms down before air conditioning was turned on. A continued effort in this area needs to be maintained.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	39,665	58,237	55,249
Water (kL)		775	3,665

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.

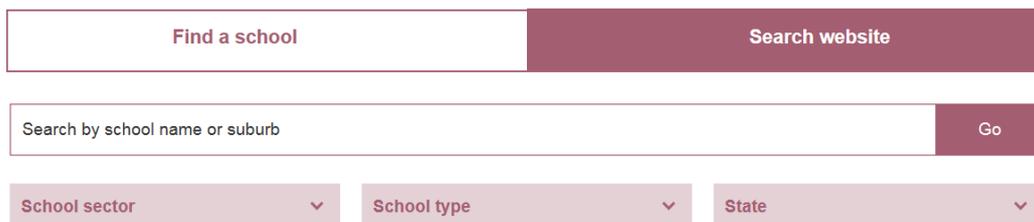
School funding

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



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



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

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	7	8	0
Full-time equivalents	6	5	0

*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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*		
Bachelor degree	7	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$25678.00

The major professional development initiatives are as follows:

- Beginning Teacher Mentoring/workshops
- Principal's Conference
- Behaviour Workshops
- PLC – cluster meetings
- Planning and reporting workshop days
- I/EALD Workshop
- OneSchool Training

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.	98%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 65% 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	90%	93%	92%
Attendance rate for Indigenous** students at this school	88%	92%	92%

* 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

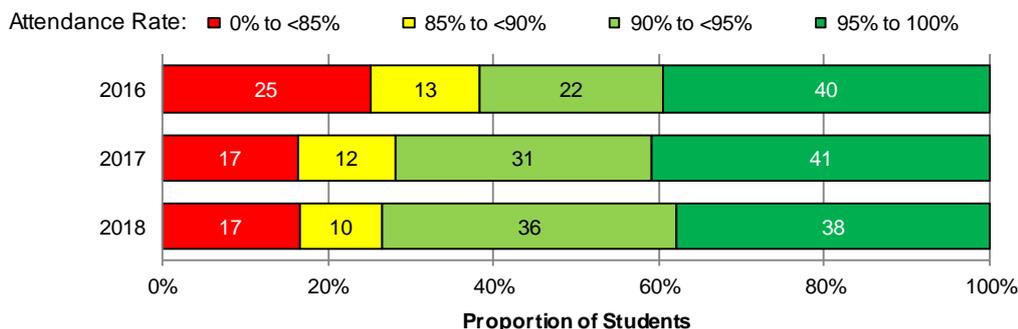
Year level	2016	2017	2018
Prep	92%	91%	89%
Year 1	88%	93%	91%
Year 2	89%	93%	89%
Year 3	88%	95%	93%
Year 4	90%	93%	94%
Year 5	89%	93%	91%
Year 6	95%	96%	93%

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

Queensland state schools manage non-attendance in line with the Queensland 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.

At Anakie State School, our teachers mark rolls using OneSchool.

These are marked by 9:15am and our Administration team follow up all absences with a text message home to parents. If there is no response, we follow up with a phone call.

At Anakie State School we aim to have maximum attendance by:

- Emphasising the academic value of regular attendance through newsletters for parents: “Every Day Counts.”
- Weekly attendance trophy provided to the class with highest attendance rate
- End of term attendance awards.
- Letter to parents regarding positive attendance trends
- Reward system for students with outstanding 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

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.