



Amiens State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Contact Information

Postal address:	1337 Amiens Road Amiens 4380
Phone:	(07) 4683 3177
Email:	principal@amiensss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	The Principal

School Overview

Established in 1920, Amiens State School is a co-educational state school offering educational opportunities from Prep to Year 6 approaching its centenary in 2020. Complementary to the school, on the same campus, is a Playgroup, catering for pre-Prep children from 0 to 4 years of age. Our school is situated 15 km from Stanthorpe on Amiens Road. Our early education classroom is composed of Prep, Year One and Year Two level students. Our senior classroom caters for Years Three to Six, in a composite configuration. Our successful curriculum focuses on high levels of literacy and numeracy, with the levels of the remaining learning areas of The Arts (including Music and Drama), Health and Physical Education (HPE), Humanities and Social Science (HASS, delivered as specific key learning areas and integrated units of study. The imperative of high levels of literacy and numeracy necessitates knowing and understanding each student to develop optimal techniques to challenge and extend each student in a caring, supportive classroom. We implement individualised learning to maximise the talents and future opportunities for our students, with mapping, recording and reporting every student's progress. These benchmarks are related to what a student should know and be able to do. All surveyed parents are satisfied that their child is getting a good education and all are satisfied that the school is a good school. Our 'open-door' policy encourages parents and community members to spend time in our children's classrooms.

Our school is an essential part of our community. With our Centenary year next year, we are actively planning with our extended community to celebrate our past and ongoing achievements.

We value our students, our staff and our community.

In 2019, we look to build on the improvements in student achievements made in 2018, particularly in reading and extending STEM capabilities. We are building on our students' results and our teaching staff's capacity in consistent and effective use of data. Our cycle for review of student data is fortnightly as we continue to work on our analysis and discussion.

Principal's Foreword

Introduction

This Report profiles Amiens State School and documents the progress of our students on their learning journey. It also profiles our staff and confirms our teaching pedagogies and practices. The focus is our school priorities based on students' needs and mapped against curriculum requirements and our shared expectations.

Beyond our corroboration of the Regional focus on Reading improvement, our other imperative during 2018 was to implement problem solving in the teaching and learning of Maths, in order to improve achievement in numeracy. STEM success is increasing, showcased by achievements of students on the IMPACT Design IT program.

School Progress towards its goals in 2019

Our goals	Our progress
<ul style="list-style-type: none">• Increase student understanding and adoption of and achievement in STEM areas including (Digital and Design) technologies.• To improve students' writing, both creativity and process.• Implement STEM Technology Learning Area in multi-age environment, appropriate to the Amiens State School context.• To have students understand learning intentions and success criteria in literacy and numeracy activities.	<ul style="list-style-type: none">• Commitment to IMPACT program, Design IT, to raise performance of students in STEM.• Funded teacher to work with students in Design Technologies.• Provided PD for teaching staff in STEM topics, especially Maths and problem solving in a multi-year setting.• Mapped learning intentions with Curriculum Plan in English and Maths Learning Areas.

Future Outlook

The sharp and narrow focus of our Explicit Improvement Agenda for 2019 is as follows.

Target	Initiative	Progress
To increase in number of Learning Areas of the Australian Curriculum taught at Amiens State School, in all classrooms.	<p>Develop teacher capability with respect to designing curriculum-aligned units of work in HASS, Digital Technologies and LOTE (French).</p> <p>Engage in curriculum planning to ensure curriculum integrity.</p> <p>Invest in appropriate resources to support all extended Learning Areas.</p>	On target for 2019
To improve data literacy skills of all staff.	Develop a shared understanding of data literacy and support teaching staff to effectively use data to inform targeted teaching.	Completed 2018

Commented [MD1]:

To increase percentage of students achieving above benchmark in reading comprehension.	Entrench the whole-school approach to teaching Reading Comprehension.	On target for 2019
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Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2016	35	9	26	0	100%
2017	36	15	21	0	86%
2018	42	14	28	0	94%

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

In 2018, 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>).

At Amiens State School, catering for pre-Prep children from 0 to 4 years of age Playgroup is convened every Monday during Term, from 9:00am to 11:00am. Activities consist of social play, craft and adventure walks in the School bush reserve.

Characteristics of the Student Body

Overview

The students attending Amiens State School reside on nearby farms and properties as well as in the town of Stanthorpe. A number of current students are second and third generation attendees of Amiens State School. The relationship amongst the students and their families is close, as they all share a positive sense of community and commitment to the school.

There are no Indigenous students currently at the school, nor any ESL.

The school has multi-aged classes with the grade levels divided into two main teaching groups – *Prep to Year 2* and *Years 3 to 6*. There is a predominance of boys attending in 2018. Students continue on to local Secondary School in Stanthorpe, with whom there is a strong relationship including transition programs. There are many cultural and sporting opportunities for students to interact with others from Granite Belt small schools, their potential High School peers.

The school community plays a very active role in the school and support the students in all that they do. They unequivocally place a high value on education and work together to provide many extra resources and experiences for the students.



Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2016	2017	2018
Prep – Year 2	18	19	16
Year 3 – Year 6	18	27	26
Year 7 – Year 10	(N/A)	(N/A)	(N/A)
Year 11 – Year 12	(N/A)	(N/A)	(N/A)

Curriculum Delivery

Our Approach to Curriculum Delivery

- Explicit instruction in all Learning areas.
- Differentiation for all students within the daily teaching and learning program.
- Student-directed learning within the broad curriculum requirements.
- Integration of ICTs within all relevant curriculum areas.

Co-curricular Activities

- Play Group Program offered to children from 0 – 4 years, every Monday morning.
- Arts Council Programs when they travel in the area, combining with other Granite Belt Small Schools where appropriate.
- Swimming Program in Stanthorpe Pool, with the goal to have all students swimming proficiently.
- Eisteddfod, competing in the Border District Eisteddfod.
- Gardening, with student-managed garden program.
- Instrumental Music with a visiting specialist teacher.

How Information and Communication Technologies are used to Assist Learning

Students at Amiens State School are given opportunities to present their learning on computers, iPads and other digital devices along with visual and paper-written methods. They are continually challenged to see digital technologies and applications as tools, equivalent and alternative to conventional pencil and paper. Students confidently use the internet to research as well as use planned programs (such as Reading Express, Typing Tournament and Mathletics). Digital cameras and electronic whiteboards are part of the daily classroom toolbox.

Social Climate

Overview

The overall social climate of the school is very inclusive and supportive, with involvement of around 75% of families at P&C Meetings and over 90% of families attending school events. The staff and students have constructive relationships based on mutual trust that enhance the teaching and learning experiences at Amiens State School. Parents and community members participate in reading and mathematics groups. Staff members are well respected and in turn, they respect all students and take a personal interest in each student's welfare and education. All families express the belief that their children feel safe at school and are treated fairly. Staff members are committed to the learning of students and to the school's direction.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
their child is getting a good education at school (S2016)	100%	100%	87.5%
this is a good school (S2035)	100%	100%	87.5%
their child likes being at this school* (S2001)	100%	100%	87.5%
their child feels safe at this school* (S2002)	100%	100%	87.5%
their child's learning needs are being met at this school* (S2003)	100%	100%	87.5%
their child is making good progress at this school* (S2004)	100%	100%	87.5%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	87.5%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	87.5%
teachers at this school motivate their child to learn* (S2007)	100%	100%	87.5%
teachers at this school treat students fairly* (S2008)	100%	100%	87.5%
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%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	71%	71%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2016	2017	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	91%	100%	100%
they feel safe at their school* (S2037)	91%	100%	100%
their teachers motivate them to learn* (S2038)	91%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	90%	100%	100%
student behaviour is well managed at their school* (S2044)	91%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	91%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree* that:	2015	2016	2017
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%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	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%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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.

Parent and community engagement

The parents and community of Amiens State School are heavily involved in their children's education; with the delivery of curriculum, extra-curricular activities and the good general running of the school. We are proud of our "Open Door" policy where parents are always welcome. Parents and members of the wider community are seen as important role models in the students' lives and are encouraged to share their knowledge and expertise in a range of areas when participating in relevant learning experiences. Parents are encouraged to communicate with the school through emails, phone calls, formal and informal meetings and general discussions whenever required. Parents also attend our weekly Assembly on Monday morning and participate in the Weekly Awards presentation. Students run the assembly, rotating through the roles.

Each year the P&C fundraises extensively and contributes to activities and resources for the students and their learning.

Respectful relationships programs

The school has implemented a Resilience program that focuses on appropriate, respectful and healthy relationships. This program, "Resilience, Rights and Respectful Relationships" (RRRR) recognises that children and young people need a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others. This program provides learning to build their vocabulary and to use it when discussing personal, social and ethical challenges.

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	2016	2017	2018
Short Suspensions – 1 to 10 days	2	2	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Amiens State School has solar panels installed on the school roof which have generated electricity input into the electricity grid, saving carbon dioxide in the atmosphere. Rainwater tanks capture rainwater from roofs which is used for drinking. The spring-fed well water is used to maintain grounds and gardens, as well as being used in the toilets and for cleaning. Garden and lunch waste goes into the worm farm which produces "worm juice" which is put back onto the gardens. The natural light and wind through the windows is used more than air-conditioning in summer. All students and staff make conscious efforts toward lowering our carbon footprint at Amiens. All light bulbs and tubes are energy-efficient which lowers energy usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	19,202	(N/A)
2016-2017	86,821	(N/A)
2017-2018	37,200	(N/A)

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

2018 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	6	<5
Full-time Equivalents	2	3	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	2
Bachelor degree	2
Diploma	2
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 2018 were \$19 342.80

The major professional development initiatives are as follows:

- Teaching Maths in Multi-Age Setting
- Working with Students with Learning Difficulties and Trauma
- Principals' Business Meetings – New strategies and directions
- Granite Belt Community of State Schools Moderation

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was 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 2018			
Description	2016	2017	2018
The overall attendance rate* for the students at this school (shown as a percentage).	95%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	(N/A)	(N/A)	(N/A)

*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 2018 for all Queensland Primary schools was 94%.

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
2016	96%	95%	96%	97%	93%	DW	91%						
2017	90%	96%	89%	95%	96%	95%	DW						
2018	88%	91%	94%	91%	96%	95%	95%						

*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.

Description of how non-attendance is managed by the school

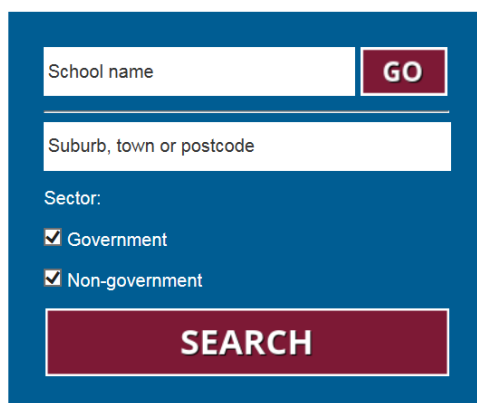
Non-attendance is managed at Amiens State School in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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



School name **GO**

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

SEARCH

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.