



Aurukun State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

2016

In 2016, Aurukun State School was a campus of the Cape York Aboriginal Australian Academy. For a full copy of the report as it relates to the Cape York Aboriginal Academy which included Aurukun, Coen and Hopevale campuses, please visit - cyaaa.eq.edu.au

2017

We acknowledge the traditional owners of the land, the Wik and Kugu People. We pay our respects to Elders past, present and emerging. We recognise their connection to Country and their role in caring for and maintaining Country. We acknowledge that the education of children has occurred on this land for tens of thousands of years. May their continuing strength and wisdom be with us.

Aurukun was established as a Presbyterian Mission in 1904 in remote western Cape York in Far North Queensland. The name "Aurukun" came from the local language name for the large lagoon at the back of the mission. Aboriginal people were relocated from large surrounding areas to the mission over several decades. The Aurukun Shire, with its own Shire Council was established in 1978. It includes much of the traditional country of the Wik, Wik Way and Kugu people. The 7500 square kilometre shire has rare and beautiful environmental values. Traditional owners are very proud of their country; and traditional language and culture are strong. The Shire is one of only a few Welfare reform Communities in Queensland and has about 1200 people.

Aurukun State School opened in 1974 and remains the only school in Aurukun. We cater for almost 200 Pre-Prep to secondary students. Our school is also known locally as Koolkan Aurukun Community School. In 2002 our school amalgamated with Western Cape College (Weipa). In 2010 our school joined a number of other Cape schools to amalgamate with the Cape York Aboriginal Australian Academy (CYAAA). In 2015 our secondary department closed. In 2017 our school returned to Department of Education and reopened our secondary department.

Our students are active learners who come from a rich cultural and linguistic background. While our school uses the Australian Curriculum, in our early years the first language of instruction is Wik Mungkan. The language of instruction transitions to English to prepare our students for Boarding Schools from Year 7. Those students who do not leave our community for boarding school are catered for through flexible personalised secondary curriculum program. We offer specialist teaching in Music, Physical Education and Art.

Our school is a large employer of local people as Assistant Teachers, Teacher Aides, Administrative, Cooking, Cleaning and Grounds staff.

Our school buildings are attractive and well maintained; and include safe and colourful Pre-Prep and Prep areas with play equipment, Library, Music and Instrumental rooms, Art Room, Home Economics and Manual Arts areas, and under covered play areas and a large oval. Our classrooms are modern with new colourful furniture. Our campus is wireless enabled with access to high speed internet (NBN).

We have an active Parents and Citizens Committee who meet with the Principal monthly to provide advice on the direction and priorities for our school. Our students and staff participate in a wide range of community events such as Clean Up day, ANZAC Day, NAIDOC Fun Day, Aurukun Day, and Remembrance Day.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Future Outlook

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	225	110	115	221	96%
2015*	208	109	99	204	97%
2016	198	105	93	195	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were 19 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	15	23
Year 4 – Year 7	13	12	21
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Co-curricular Activities

How Information and Communication Technologies are used to Assist Learning

Social Climate

Overview

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)		DW	82%
this is a good school (S2035)		DW	89%
their child likes being at this school* (S2001)		DW	89%
their child feels safe at this school* (S2002)		DW	89%
their child's learning needs are being met at this school* (S2003)		DW	72%
their child is making good progress at this school* (S2004)		DW	72%
teachers at this school expect their child to do his or her best* (S2005)		DW	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		DW	78%
teachers at this school motivate their child to learn* (S2007)		DW	94%
teachers at this school treat students fairly* (S2008)		DW	94%
they can talk to their child's teachers about their concerns* (S2009)		DW	100%
this school works with them to support their child's learning* (S2010)		DW	78%
this school takes parents' opinions seriously* (S2011)		DW	71%
student behaviour is well managed at this school* (S2012)		DW	83%
this school looks for ways to improve* (S2013)		DW	94%
this school is well maintained* (S2014)		DW	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%		93%
they like being at their school* (S2036)	100%		93%
they feel safe at their school* (S2037)	100%		97%
their teachers motivate them to learn* (S2038)	100%		93%
their teachers expect them to do their best* (S2039)	100%		96%
their teachers provide them with useful feedback about their school work* (S2040)	100%		86%
teachers treat students fairly at their school* (S2041)	100%		83%
they can talk to their teachers about their concerns* (S2042)	100%		86%
their school takes students' opinions seriously* (S2043)	100%		71%
student behaviour is well managed at their school* (S2044)	83%		36%
their school looks for ways to improve* (S2045)	100%		93%
their school is well maintained* (S2046)	100%		69%
their school gives them opportunities to do interesting things* (S2047)	100%		68%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	80%	94%
they feel that their school is a safe place in which to work (S2070)	65%	100%	82%
they receive useful feedback about their work at their school (S2071)	94%	100%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	73%
students are encouraged to do their best at their school (S2072)	100%	100%	94%
students are treated fairly at their school (S2073)	100%	100%	94%
student behaviour is well managed at their school (S2074)	35%	80%	47%
staff are well supported at their school (S2075)	59%	80%	53%
their school takes staff opinions seriously (S2076)	76%	60%	69%
their school looks for ways to improve (S2077)	94%	80%	82%
their school is well maintained (S2078)	88%	20%	47%
their school gives them opportunities to do interesting things (S2079)	82%	40%	69%

* 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

Respectful relationships programs

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

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	35	24	0
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	0	0
2014-2015	260,359	
2015-2016	204,978	14

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	21	1	<5
Full-time Equivalents	21	1	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	
Bachelor degree	
Diploma	
Certificate	

*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 2016 were \$.

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2016 was %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	62%	60%	48%
The attendance rate for Indigenous students at this school (shown as a percentage).	62%	59%	48%

*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 2016 for all Queensland Primary schools was 90%.

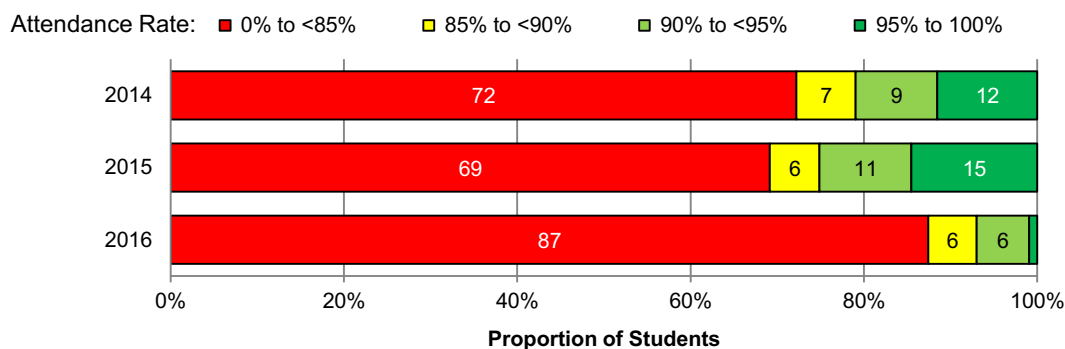
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	60%	67%	62%	69%	62%	48%	64%	61%					
2015	55%	61%	63%	57%	65%	64%	50%						
2016	43%	46%	50%	54%	44%	48%	47%						

*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.

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 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

Aurukun students did not sit NAPLAN on the scheduled date in 2016 due to a school closure. They sat the tests on 22 to 24 August 2016 and accordingly their results are not included in the 2016 NAPLAN National Report.

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/>.

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

GO

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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement			
Number of students awarded a Queensland Certificate of Individual Achievement.			
Number of students receiving an Overall Position (OP)			
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).			
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).			
Number of students awarded an Australian Qualification Framework Certificate II or above.			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).			
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.			
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014					
2015					
2016					

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014			
2015			
2016			

As at 3rd February 2017. The above values exclude VISA students.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	0%		
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%		

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Conclusion