

Abergowrie State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2014 School Annual Report for Abergowrie State School. Abergowrie State School is committed to providing high quality education and aspires to make a positive difference in the lives of all our students. This report will inform our community of our achievements and highlights in 2014. Copies of the School Annual Report will be made available on the school website and copies are available from the school office.

School progress towards its goals in 2014

The 2014 operational goals for Abergowrie State School were to focus on:

- Reading comprehension and writing skills – as a staff we developed and implemented a reading program that included elements of comprehension, fluency and decoding.
- Consistent classroom pedagogical practices – teachers held regular meetings to review pedagogies and ensure approaches were consistent within the classroom.
- Improving student attainment across learning areas – through explicit teaching, there was evidence of improved student achievement in English, Maths, History and Geography from semester one to semester two.
- Embed the Australian Curriculum including the introduction of Geography – Geography was introduced as a subject and implemented into class.
- Foster productive partnerships with parents and carers – teachers made themselves more available to parents for frequent communication about their children's education and learning in class.
- Close the Gap in Indigenous and non-Indigenous outcomes and attendance – through a clear focus on attendance, the attendance and outcomes of our Indigenous students is comparable with that of our non-Indigenous students.

Future outlook

The future for Abergowrie State School continues to look bright. Through focussed development, training, and the use of allocated Great Results Guarantee (GRG) funding, our school is striving to:

- Improve Reading and Writing outcomes
- Implement consistent and effective classroom pedagogical practices
- Implement and embed the Australian Curriculum
- Develop and maintain productive partnerships with school community stakeholders

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	14	7	7	92%
2013	11	3	8	75%
2014	7	2	5	70%

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

Characteristics of the student body:

Our students are friendly and caring towards one another. All of the families live in the rural setting of Abergowrie. A number of cultural backgrounds are represented in our school community; however, the majority of our students are of Australian origins.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	12	9	9
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Curriculum at Abergowrie State School is based on the Australian Curriculum Framework and C2C documents. All other learning areas are delivered from Queensland Curriculum Assessment Authority [QCAA] materials. All lessons are delivered by the teaching principal and the part-time teacher. Every year Abergowrie State School participates in inter-school carnivals with the small schools of Ingham. Other activities include:

- Learning support and intervention/extension for students who are not reaching or are excelling in literacy and numeracy benchmarks.
- Phonics program for Prep students and early years.
- Gifted and Talented Opportunities.
- Structured home reading program.
- High School Transition Program.
- Active student leadership and involvement in the school operations
- Positive Behaviour School – staff explicitly teach expected behaviour across all year levels.
- Explicit Instruction – pedagogical teaching strategy through the use of common language and structure throughout whole school.

Extra curricula activities

ANZAC Day Commemorative Service.
 Touch Football Carnival.
 Cross Country and Athletics.
 End of term celebration events.
 Christmas Concert and Carols.
 Camp program for whole school (Prep – 7)
 Year 6 and 7 'Graduation'.
 Various cultural excursions throughout the year.

How Information and Communication Technologies are used to assist learning

Students in all year levels, including Prep, are afforded weekly tuition in the use of computer. Students use their Information and Communication Technology Skills as part of their studies in the key learning areas to:

Research information from the internet,
 Gather data, including digital images,
 Prepare and present information using generic software applications including Microsoft Word, PowerPoint and Publisher,
 Share information using email,
 Staff use computers and peripherals and prepare student work, enhance lessons and record and report student progress,
 Interactive whiteboards are used extensively to maximise learning opportunities for students,
 Apple iPads are used as tools to support the teaching of literacy and numeracy.

Social Climate

Abergowrie State School enjoys a reputation as being a friendly, family-orientated welcoming school. We strive to provide a consistent school-wide positive behaviour support program where students in all year levels are explicitly taught expected behaviours. Student achievements are celebrated through regular awards on parade, in addition to positive classroom behaviour incentives. Inappropriate student behaviour is addressed through the use of a clear and consistent management system, reviewed in 2014, with concerns also communicated through One School referrals and staff meetings.

In 2014, Abergowrie State School began to implement a teaching process to develop social-emotional and wellbeing awareness with students. The 'Bounce Back!' program has been used to encourage resilient behaviours and attitudes towards learning and life.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	83%	100%	
this is a good school (S2035)	83%	100%	
their child likes being at this school* (S2001)	67%	86%	
their child feels safe at this school* (S2002)	100%	86%	
their child's learning needs are being met at this school* (S2003)	100%	86%	
their child is making good progress at this school* (S2004)	100%	71%	

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	
teachers at this school motivate their child to learn* (S2007)	100%	86%	
teachers at this school treat students fairly* (S2008)	67%	86%	
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	
this school works with them to support their child's learning* (S2010)	83%	100%	
this school takes parents' opinions seriously* (S2011)	80%	86%	
student behaviour is well managed at this school* (S2012)	60%	100%	
this school looks for ways to improve* (S2013)	100%	100%	
this school is well maintained* (S2014)	100%	100%	

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	80%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	86%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	88%	100%	100%
they can talk to their teachers about their concerns* (S2042)	86%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	88%	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)	88%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	DW
they feel that their school is a safe place in which to work (S2070)		100%	DW
they receive useful feedback about their work at their school (S2071)		100%	DW
students are encouraged to do their best at their school (S2072)		100%	DW
students are treated fairly at their school (S2073)		100%	DW

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
student behaviour is well managed at their school (S2074)		100%	DW
staff are well supported at their school (S2075)		100%	DW
their school takes staff opinions seriously (S2076)		100%	DW
their school looks for ways to improve (S2077)		100%	DW
their school is well maintained (S2078)		100%	DW
their school gives them opportunities to do interesting things (S2079)		100%	DW

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

'Agree' represents the 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.

Involving parents in their child's education

Parents are very much a part of the education of their children at Abergowrie State School as evidenced by:
Large numbers of parents regularly attending the special award-giving or celebration ceremonies.

High levels of attendance at Parent-Teacher Interviews.

School newsletters keep parents informed of school and class events, curriculum and pedagogy. Additionally, parents are actively involved in operations of the school through: Organising and running any fundraising events; Active participation in the Parents and Citizens Committee, and/or supporting a range of social activities.

Reducing the school's environmental footprint

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

Staff and students at Abergowrie State School are encouraged to open windows and doors rather than using air conditioning and fans.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	19,484	0
2012-2013	22,028	0
2013-2014	17,463	0

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.

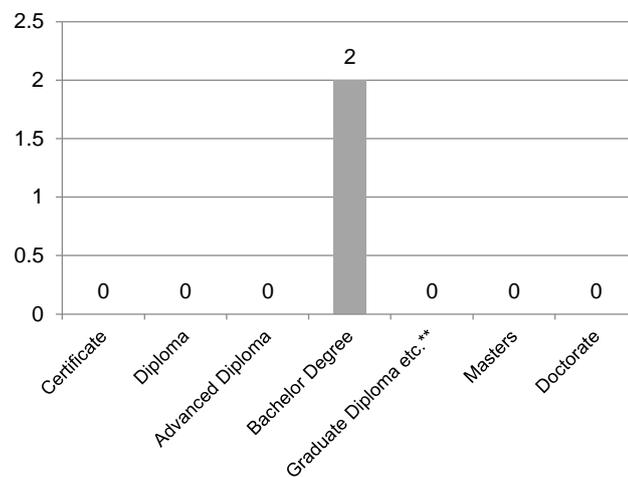
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time equivalents	1	2	0

Qualification 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 2014 were \$7942. This includes funds obtained through the Great Results Guarantee (GRG) initiative.

The major professional development initiatives are as follows:

- Impact Cluster meetings
- Ingham Professional learning Community meetings
- Capability Officer meetings
- Principal Induction Program
- Regional Principals Forum
- First Aid training for all staff members
- Teacher coaching and development

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	99%	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 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	96%	89%	96%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

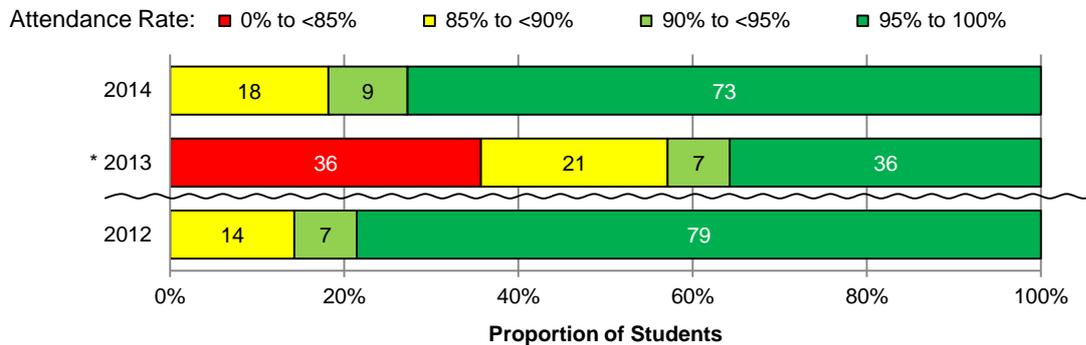
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	DW	DW	99%	97%		98%					
2013	DW	83%	DW	87%	96%							
2014	95%		DW	DW	98%	92%						

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Rolls are marked using the appropriate codes at the beginning of the school day and prior to the end of the afternoon session on One School.

Teachers are to alert the Principal or delegate when student's absence is unexplained for more than 3 consecutive days. The Principal or delegate then makes contact with the Parent in regards to absence.

Absentee procedures and communication processes for parents to use are discussed during student enrolment and made public during the school year through newsletters.

When a student is absent or plans to be absent for more than 10 consecutive days the parent negotiates with the Principal to make an alteration to the student's educational program.

The school implements procedures documented in Enforcement and Compulsory Schooling and Compulsory Participation should the school become aware of a student being absent for more than 10 days without a satisfactory reason.

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/>.

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.

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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

Indigenous attainment and attendance at Sample State School was significantly similar to that of our Non-Indigenous students.

At Abergowrie State School we are dedicated to improving the outcomes of all students. While our number of Indigenous students is statistically small, we endeavour to implement any of the necessary provisions to support Indigenous learning outcomes. We strongly endorse the 'Closing the Gap' strategy for Indigenous students at our school.