Abergowrie State School
Queensland State School Reporting
2013 School Annual Report

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Webpages	Additional reporting information pertaining to Queensland state schools is located on the _My School_ website and the Queensland Government data website.
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Principal's foreword

Introduction

Welcome to the 2013 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 2012. 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 2013

The school operational goals for 2013 were to focus on:

Reading comprehension – as a staff we continued to develop our whole school reading framework that enables every teacher to focus on what they need to teach n reading (including comprehension, phonological awareness and vocabulary.) Staff undertook professional development in this area.

Spelling improvement – staff received training and coaching in the explicit teaching of spelling. Spelling groups were timetabled and explicit lessons incorporated three times a week.

Pedagogical Framework – Dimensions of Teaching and learning were enacted by teaching staff to ensure that instruction was explicit, while all learning styles were catered for.

Whole school input and accountability in leadership and learning outcomes – staff continued to successfully implement our whole school curriculum, assessment and reporting plan through the development of student portfolios, discussions at parent/teacher interviews, moderation and report cards.

Future outlook

The future for Abergowrie State School continues to look bright. Our key priorities for 2014 are to:

- Improve reading comprehension
- Improve writing skills
- Implement consistent classroom pedagogical practices
- Improve student attainment across learning areas
- Embed the Australian Curriculum including the introduction of Geography
- Foster productive partnerships with parents and carers
- Close the Gap in Indigenous and non-Indigenous outcomes and attendance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013:   **Prep Year - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	11	6	5	85%
2012	14	7	7	92%
2013	11	3	8	75%

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. 78% of students utilise the bus service to/from each day.

Average Class sizes

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3	13	12	9
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2011	2012	2013
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

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Curriculum offerings

Our distinctive curriculum offerings

Rich and engaging units of work catering to the diverse learning styles and interests of the students (including National Curriculum and Essential Learning's).

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 – student leaders, student council tuckshop etc.

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.

Under 8's Celebrations.

Touch Football Carnival.

Cross Country and Athletics.

End of term celebration events.

Christmas Concert and Carols.

Camp program for whole school (Prep – 7)

Student Council events and fundraising for charity.

Awards Night and Year 7 'Graduation'.

Various cultural excursions throughout the year.

Arts Council

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 computers. 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,

Learn through programs on the computer such as Mathletics and Literacy Planet,

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.

Celebrations of student achievements through weekly awards on parade, in addition to positive classroom behaviour incentives, though our Positive Behaviour school system. Student's behaviour is addressed through the use of One School referrals and staff meetings.

High level of parent participation in school curricula and extra-curricular activities

Parent, student and staff satisfaction with the school

The Abergowrie State School satisfaction data is very high. Parents are extremely satisfied that their child is getting a quality education at the school and students are also extremely satisfied with the education that they are receiving from the teachers. The staff morale at the school is above average, as we continue to foster a happy, caring, positive school environment where everyone is welcome and their needs addressed.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
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%
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%

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Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	86%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	88%	100%
they can talk to their teachers about their concerns* (S2042)	86%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	88%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	88%	100%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

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

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 which are held at the end of term one and in term three, or by request.

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, Tuckshop Committee; P&C organising 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	17,862	0
2011-2012	19,484	0
2012-2013	22,028	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint

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Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time equivalents	1	2	0

Qualifications 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**
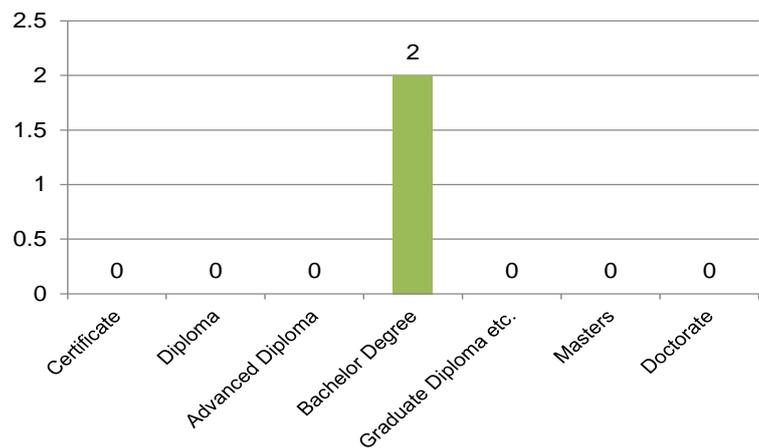
* Teaching Staff includes School Leaders

** 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 2013 were $4,833.00

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	99%

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Proportion of staff retained from the previous school year

From the end of the previous school year, 21% of staff was retained by the school for the entire 2013 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.**

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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	96%	89%

The overall attendance rate in 2013 for all Queensland state 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
2011			89%	DW	DW	89%	90%					
2012	94%	DW	DW	99%	97%		98%					
2013	DW	83%	DW	87%	96%							

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
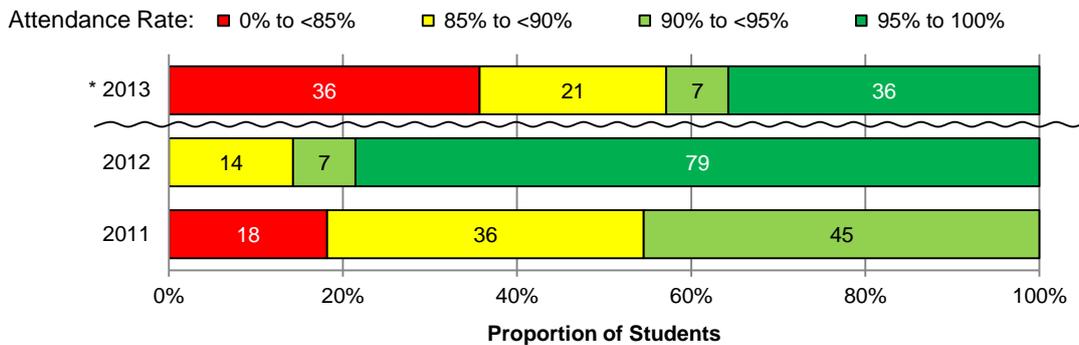
* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

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

Rolls are marked using the appropriate codes at the beginning of the school day and prior to the beginning of the middle 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.**

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 'Closing the Gap Education Strategy' is the departments overarching strategy for the Education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in year 12 retention by 2013.

In 2012, Abergowrie State School developed an Embedding Aboriginal & Torres Strait Islander Perspectives in Schools (EATSIPS) Implementation Plan which will drive the schools direction for the next four years. To date, staff have participated in several sessions of professional development.

Aboriginal & Torres Strait Islander Perspectives are embedded in all key learning areas.