



Abergowrie State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Nestled amongst the mountains 40km north-west of Ingham in North Queensland, our school has provided for the educational needs of rural children since 1953. Abergowrie State School is a co-educational facility that provides quality education for students from Prep to Year Six. The school provides a Quality Teaching and Learning program across all Key Learning Areas that align with the Australian Curriculum requirements. Abergowrie State School has a positive reputation in the education and wider community for providing quality education in an inclusive environment. The maximisation of students' core learning time is of highest priority and has contributed to the school's excellent student results in Literacy and Numeracy. The quality educational programs are provided with equitable access expected and distance no barrier to the provision of a quality, educational service.

At Abergowrie SS our shared beliefs and understandings are:

- All students can achieve high standards, given sufficient time and the right support
- High expectations and early and ongoing intervention are essential
- All teachers can teach to high standards given the right assistance
- Teachers need to be able to articulate what they teach and why they teach the way they do (adapted from Hill & Crevola 1999 in Sharratt & Fullan 2012)

<https://schools.myschool.edu.au> : <https://schools.myschool.edu.au/ContactUs/UsingThePortal>.

Principal's Foreword

Introduction

Welcome to the 2017 School Annual Report for Abergowrie State School. At Abergowrie State School we are committed to providing an education that includes developing intellectual, social, emotional, physical and psychological success on a daily basis for all students. Our school values are I am Safe & Responsible, I am Respectful and I am a Learner. They underpin everything we do at Abergowrie State School. Staff at Abergowrie are caring, experienced and committed to meeting the individual needs of every child, and to creating a happy, secure environment in which we can all 'grow and learn together'. We acknowledge our role in preparing children for the future and we are proud of our commitment to ensuring that every day, in every classroom, every child is learning and achieving.

Abergowrie is a co-educational school and a committed member of the Hinchinbrook Alliance Group. This alliance is a cluster of small schools within the district that believe there are many advantages to being educated in a small rural multi-age school. The schools work together to create and maintain sustainable programs, which foster life-long learners who have developed effective academic and social skills. We value a shared approach to curriculum, teaching, assessment and reporting and partnerships between district schools and their communities. The school works together with its local community to create and maintain sustainable structures which foster lifelong learners who have developed appropriate academic and social skills.

The 2017 School Annual Report provides information and data relating to the performance of Abergowrie State School over the past 12 months. Curriculum, Social Climate, Satisfaction and Staffing are just some of the areas that will be more explicitly discussed.

School Progress towards its goals in 2017

Review Guided Reading program	Develop a whole school reading program	Embedded
Develop teacher skills in regular use of data to inform teaching.	Continue to develop aspirational individual student goal setting processes through the use of	Embedded

	SMART goals.	
Ensure consistent school-wide teaching practices (Pedagogical Framework)	Implement the Whole School Pedagogical Framework	Embedded
Strengthen partnerships between the school and wider community to promote the school as a quality education facility	Introduce Playgroup Publicize student achievements in all areas (academic, behaviour, attendance) in the newsletter.	Cheeky Monkey Playgroup meet every Tuesday 6 children. Embedded

Future Outlook

Abergowrie School Improvement Priorities 2018

That 100% of students will achieve a level of 'C' or above for English, Mathematics and Science through explicit teaching of the curriculum.

Abergowrie State School's 2017 Annual Implementation Plan's key areas are as follows:

Successful Learners

Individualised Learning

- ✚ Actions: Use and analyse relevant data to identify individual learning/teaching strategies for every student.

Writing

Reading

Social and emotional

Build teacher capacity to establish where students are in their learning and personalise teaching and learning activities.

- ✚ Collaboratively develop student learning goals for reading and writing in each learning area.
- ✚ Individual Student Profile/Data Book for every students
- ✚ Include Age Appropriate Pedagogies

Advancing Education

Action:

- ✚ Implement Australian Curriculum: Languages (Japanese) P-6.

Systematic Curriculum Delivery

- ✚ Implement and embed the Whole School Curriculum Plan that reflects V8 of the Australian Curriculum

Positive Culture for Learning

Continue to promote our school as a community hub, encouraging the use of the schools facilities and resources.

- ✚ Maintain Playgroup to strengthen early years learning in the local community.

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)
2015	11	2	9	4	100%
2016	5		5		80%
2017	4	1	3		100%

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

In 2017, 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>).

Characteristics of the Student Body

Overview

We have a current enrolment of 7 students, who are supported by a Teaching Principal and one teacher who is on class 2 days a week. Families are Abergowrie based families. Our school is complimented by a Parents and Citizens Association, Cheeky Monkeys Playgroup and enjoys the support of the whole community. A school prospectus is available to all new parents or community members.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	11	5	4
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our Approach to Curriculum Delivery Abergowrie State School delivers the Australian Curriculum supported by C2C resources. Students in Year 3 - Year 5 have the opportunity to learn LOTE (Languages Other Than English), which is Japanese via webinar through Charters Towers School of Distance Education. We also give the students the opportunity to participate in online learning activities through the 7 Impact Centre to further develop their skills in reading, writing, numeracy, critical thinking and coding. Learning support and intervention/extension for students who are not reaching or are excelling in literacy and numeracy age benchmarks is provided for all year levels.

Co-curricular Activities

- ✚ Educational excursions and camps
- ✚ Community events e.g. ANZAC Day and Remembrance Day
- ✚ Hinchinbrook Swimming Carnival
- ✚ Inter-house Sport
- ✚ Hinchinbrook District School Sport
- ✚ Under 8's Day
- ✚ State Education Week Celebrations
- ✚ Sporting Schools Skill Development
- ✚ Music and Dance
- ✚ Various school projects and excursions funded through RREAP.
- ✚ Book Week
- ✚ NAIDOC Week

How Information and Communication Technologies are used to Assist Learning
 Abergowrie State School has a mobile computer lab which is equipped with laptop computers brand Ipads and brand new interactive touch boards. Technologies are used to assist learning and enhance student outcomes in literacy, numeracy, science, technology and all other Key Learning Areas.

- ✚ STEM development of coding and programming through digital technology
- ✚ Research information for all KLAs
- ✚ Gather data and digital images
- ✚ Prepare and present information using generic software applications including Microsoft Word, PowerPoint, iMovie, blogs and Publisher
- ✚ Share information using email and blogs
- ✚ Learn through programs on the computer such as, Reading Eggs and Mathletics
- ✚ Staff use computers and peripherals and prepare student work, enhance lessons and record and report student progress

Social Climate

Overview

Abergowrie State School has a dedicated and enthusiastic staff who work hard to improve student learning and positive outcomes for all students. The school works in close collaboration with support specialists including the Guidance Officer, Speech Pathologist, Occupational Therapist, Physiotherapist and other key educational support staff to enable the best support for our students. We have a supportive and happy atmosphere at our school and students feel safe and enjoy coming to school. Bullying and unfair treatment is not tolerated at Abergowrie State School. Our Responsible Behaviour Plan is actively embedded and explicitly taught through our Positive School Behaviour Plan. We thank the parents and students who responded to our request for their opinions and we take them seriously at Abergowrie State School. For many years, both statistical and anecdotal evidence has indicated a high level of student, parent and teacher satisfaction with the operations of Abergowrie SS. Feedback has been both supportive and constructive, with suggestions for improvement. This constant striving for improvement is a strong motivator for all at Abergowrie . The figures below are a snapshot from our latest Client Opinion Surveys. If you would like further information in this area, please contact the Principal.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	DW	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this is a good school (S2035)	100%	DW	100%
their child likes being at this school* (S2001)	100%	DW	100%
their child feels safe at this school* (S2002)	100%	DW	100%
their child's learning needs are being met at this school* (S2003)	100%	DW	100%
their child is making good progress at this school* (S2004)	100%	DW	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
teachers at this school treat students fairly* (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
this school works with them to support their child's learning* (S2010)	100%	DW	100%
this school takes parents' opinions seriously* (S2011)	100%	DW	100%
student behaviour is well managed at this school* (S2012)	100%	DW	100%
this school looks for ways to improve* (S2013)	100%	DW	100%
this school is well maintained* (S2014)	100%	DW	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	DW
they like being at their school* (S2036)	100%	100%	DW
they feel safe at their school* (S2037)	100%	100%	DW
their teachers motivate them to learn* (S2038)	100%	100%	DW
their teachers expect them to do their best* (S2039)	100%	100%	DW
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	DW
teachers treat students fairly at their school* (S2041)	100%	100%	DW
they can talk to their teachers about their concerns* (S2042)	100%	100%	DW
their school takes students' opinions seriously* (S2043)	100%	100%	DW
student behaviour is well managed at their school* (S2044)	100%	100%	DW
their school looks for ways to improve* (S2045)	75%	100%	DW
their school is well maintained* (S2046)	100%	100%	DW
their school gives them opportunities to do interesting things* (S2047)	100%	100%	DW

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%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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	DW	DW
students are encouraged to do their best at their school (S2072)	75%	100%	100%
students are treated fairly at their school (S2073)	50%	100%	100%
student behaviour is well managed at their school (S2074)	25%	100%	100%
staff are well supported at their school (S2075)	75%	100%	100%
their school takes staff opinions seriously (S2076)	50%	100%	100%
their school looks for ways to improve (S2077)	DW	100%	100%
their school is well maintained (S2078)	100%	100%	83%
their school gives them opportunities to do interesting things (S2079)	DW	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

Involving parents in their child's education

We value the participation of parents in all aspects of our school. Through this partnership we journey together towards the achievement of our vision.

At our P&C meetings, parents play a big part in making decisions about the school, along with the Principal and staff.

Curriculum decisions for ICPs, behaviour support plans and any other individual student plans are case managed and discussed with parents, guidance officer, principal, teacher and any other relevant support person.

Parents are also invited to contact the school any time for interviews about their child's progress. We hold two parent teacher interviews per year, with many parents opting to discuss their child's progress more regularly with the teacher, in either formal or informal conversations

Respectful relationships programs

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

Abergowrie State School has implemented the Positive Behaviour School's Program in all areas of the school. This program explicitly focus' on developing appropriate behavior, personal safety, skills to resolve conflict without violence and provides students with the skills required to recognise, react and report when they, or others are unsafe.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	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

Abergowrie State School makes a significant effort to minimise our effect on the local and broader environments through participation in activities and educational endeavours that target the general topic of sustainability. The Australian Curriculum has built into them elements of sustainable practice across all year levels. Our solar panels help to reduce electricity usage and we turn off the lights and fans when we are not in the classroom. Cleaners use air blowers instead of water for cleaning covered play areas. Data is sourced from school's.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	14,194	
2015-2016	14,336	
2016-2017	18,351	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time Equivalents	1	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	2
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 2017 were \$ 8,131

The major professional development initiatives are as follows:

- Mentoring Teachers
- Pedagogical Framework (Gradual Release Model)
- AIP agenda
- Quality Teaching and Learning
- Finance Training
- OneSchool and OneSchool Dashboard
- Reading Workshops
- Unpacking C2C Know and Do's and Reading and Writing Demands
- Principal Conferences

□ PLC Meetings and walk throughs

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	99%	95%	95%

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

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	87%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	17%	

*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 2017 for all Queensland Primary schools was 93%.

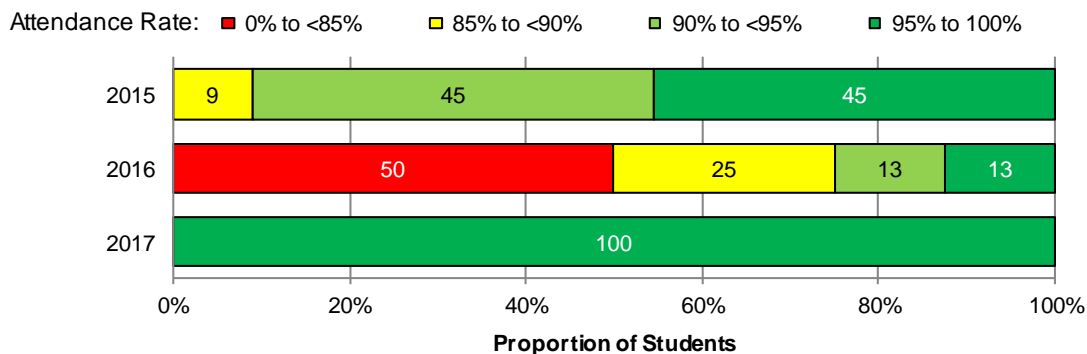
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%		97%		DW	DW	96%						
2016		91%		81%		79%	DW						
2017	DW		97%		DW								

*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 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, 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

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 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 described below.