Abergowrie 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

Contact Information

Postal address:	5 Venables Road Abergowrie 4850
Phone:	(07) 4777 4672
Fax:	(07) 4777 4686
Email:	principal@abergowrss.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:	Laura-Beth Martin

Welcome to the 2016 School Annual Report for AbergowireState School. Abergowrie is 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. At Abergowire State School we are committed to providing an education that includes developing intellectual, social, emotional, physical and psychological success on a daily basis. Our school values are I am Safe and Responsible, I am Respectful and I am a Learner. They underpin everything we do at Abergowire State School.

Staff at Abergowire 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.

Abergowirie State School 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 2016 School Annual Report provides information and data relating to the performance of Abergowire 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.

To ensure this report is shared throughout the community of Abergowrie (especially for those that do not have internet access), hard copies are available on request.

Principal's Foreword

Introduction

In 2016 Abergowrie State School received $5,000 Investment for Success funding. This additional funding was directed at improving student outcomes:

•Increase the percentage of students achieving a 'B' standard or above in English from 60% in Years 3-6 (2015) to 100% in Years 3-6 (2017)

Key Priorities	2016 Achievements

Improving Outcomes in English, Mathematics and Science	• Implemented individual target setting as a whole school strategy and displayed • Learning Walls were implemented across English, Mathematics and Science. • Data walls which highlighted students achievement in reading, sight words and level of achievement in all learning areas. • Developed and implemented a data driven curriculum that promotes a culture of high expectations for all. • Additional teacher hours were purchased to support the school reading program.
Improve Attendance	• Implemented culture of high expectations and commitment to education.

Future Outlook

State and Regional Priorities
Every Student Succeeding State Schools Strategy 2016-2020
  o Successful Learners
  o Teaching Quality
  o Principal Leadership and Performance
  o School Performance
  o Regional Support
  o Local Decision Making

NQR Priorities 2017
  o Build Principal and other Leaders' instructional leadership
  o Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
  o Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

School Improvement Agenda for 2017
  o That 100% of students achieve a C or Higher in English, Maths and Science in every year level.
  o That all students can answer the question 'What do you have to know and able to do to be successful in the assessment task.'
  o That 100% of students will be at or above age appropriate levels in reading aligned to the regional benchmarks.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	7	2	5		70%
2015*	11	2	9	4	100%
2016	5		5		80%

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 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview
Abergowrie State School has a current enrolment of 4 students, who are supported by a teaching principal and teacher, with support staff and volunteers. Families are local in the surrounding area. Our school is complimented by an active Parents and Citizens Association 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	2014	2015*	2016
Prep – Year 3	9	11	5
Year 4 – Year 7			
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

Abergowrie State School delivers the Australian Curriculum supported by C2C resources. Students in Year 5 and 6 have the
opportunity to learn LOTE (Languages Other Than English), which is Italian via webinar through Ingham State School. Literacy and Numeracy have a 2 hour block each day and teachers use online learning experiences to cater to the needs of individual students. Learning experiences are delivered in small groups or individual sessions and groupings are reflective of the students learning needs and styles.

Co-curricular Activities

Educational excursions and camps
- Community events e.g. ANZAC Day, Pink Stumps and Remembrance Day
- Hinchinbrook Alliance Sport
- Inter-house Sport
- Under 8's Day
- State Education Week Celebrations
- Sporting Schools Skill Development
- Various school projects and excursions funded through RREAP.
- NAIDOC Week

How Information and Communication Technologies are used to Assist Learning
- Teachers include elements of online learning to support all subject areas.
- 1-1 ratio of laptops, ipads and digital cameras
- STEM development of coding and programming through digital technology
- 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. Students express that they feel safe at our school and are happy to attend school each day.

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

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	80%	100%	100%
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)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
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)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	75%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	DW	100%	100%
they feel that their school is a safe place in which to work (S2070)	DW	100%	100%
they receive useful feedback about their work at their school (S2071)	DW	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)	DW	75%	100%
students are treated fairly at their school (S2073)	DW	50%	100%
student behaviour is well managed at their school (S2074)	DW	25%	100%
staff are well supported at their school (S2075)	DW	75%	100%
their school takes staff opinions seriously (S2076)	DW	50%	100%
their school looks for ways to improve (S2077)	DW	DW	100%
their school is well maintained (S2078)	DW	100%	100%
their school gives them opportunities to do interesting things (S2079)	DW	DW	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

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 behaviour, 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.

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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.

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SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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

* 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

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	17,463	0
2014-2015	14,194	
2015-2016	14,336	

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

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 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	2	4	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.**	
Bachelor degree	2
Diploma	
Certificate	

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $ **13560.55**

- Principal Conferences
- Curriculum Planning Days
- Reading Workshop
- Finance Training
- Professional Learning Communities

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	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 2016.

Performance of Our Students

Key Student Outcomes

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).	96%	94%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	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.

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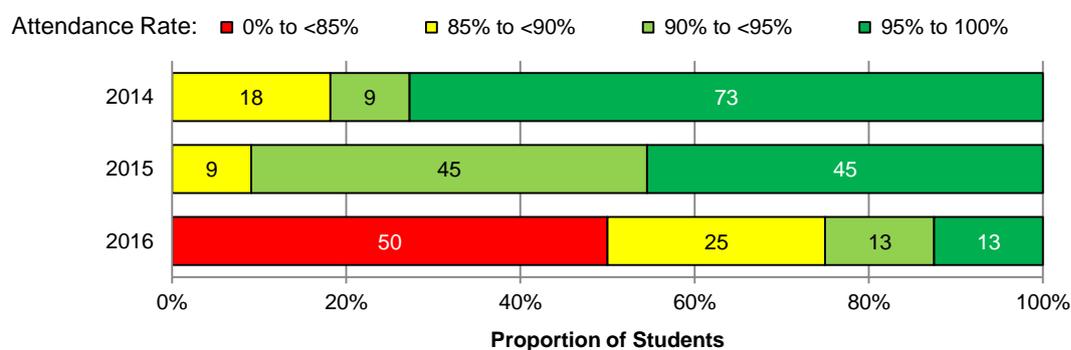The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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
						AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
2014	DW	95%		DW	DW	98%	92%						
2015	93%		97%		DW	DW	96%						
2016		91%		81%		79%	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 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.

At Abergowrie State School, rolls are marked in the morning and after second lunch. Parents are required to notify a staff member, before or on the day of the student absence. If notification is not given by parents/caregivers in the expected timeframe, parents/caregivers are contacted by the school through phone, text message or email. Abergowrie State School follows DET policies in Managing Absences.

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

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

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SEARCH

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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.

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