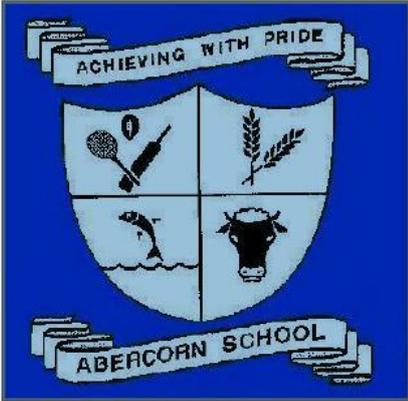


Abercorn State School
Queensland State School Reporting
2013 School Annual Report



Postal address	MS 85 Eidsvold 4627
Phone	(07) 4167 5190
Fax	(07) 4167 5135
Email	the.principal@aberncornss.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	Ben Turner (Acting Principal 2014)

Principal's foreword

Introduction

The 2013 School Annual Report outlines the achievements & activities of our students across the curriculum and attendance. It also highlights parent satisfaction, and staff achievements, professional development and qualifications. This report is made available through the school intranet and as a hard copy from the school office, which will be mentioned in the school's newsletter.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

In 2013, the main priorities for Abercorn State School were:

Embed a consistent approach to Explicit Teaching across the school.

In 2012 Abercorn State School, invested resources into achieving the regional initiative of a systematic, research based method to teaching. This involved professional development, visits to schools with best practice and a cluster approach to planning and delivery.

Early stages of implementation	Developing and ongoing	Embedded across the school
---------------------------------------	-------------------------------	-----------------------------------

Implementation of the Australian Curriculum: English, Maths and Science –

Teachers were given professional development in 2012 leading into 2013 to implement C2C (Curriculum to Classroom) units incorporating the Australian Curriculum. The goal for 2013 was to embed the curriculum into the 3 KLAs, including effective teaching and learning practices, assessment and reporting. During terms 3 and 4 the school began addressing the implementation of explicit teaching across the school.

Early stages of implementation	Developing and ongoing	
---------------------------------------	-------------------------------	--

Provide Professional Development for the implementation of the Australian Curriculum –

Professional Development would be ongoing for teachers and teacher aides. In term 4, both teachers and one teacher-aide travelled to Far North Queensland to visit John Flemming schools. The trip was the most effective form of professional learning, and was adopted by staff immediately. Professional development for History was also provided, with introduction of the subject due in 2013.

Early stages of implementation	Developing and ongoing	Embedded across the school
---------------------------------------	-------------------------------	-----------------------------------

Future outlook

Incorporate a scope and sequence approach to the delivery of Literacy and Numeracy, allowing for effective tracking to individual students.

To incorporate C2C curriculum resources for History and Geography.

Develop a Professional Development Plan for staff.

Introduce a Collegial Coaching to Explicit Teaching observation and feedback.

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	18	9	9	100%
2012	21	11	10	100%
2013	31	13	18	100%

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

Characteristics of the student body:

62% of students attending Abercorn School are from a rural background and live on or near properties, which are predominantly used for breeding and fattening cattle. 38% of students reside in Eidsvold and travel to Abercorn School via private transport. Of the students attending Abercorn School, no students have a learning disability, and minimal have a learning difficulty.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	11	14	12
Year 4 – Year 7 Primary	7	7	14
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Small school Curriculum

Small school environment. Pre-prep children are regularly involved in school activities, as well as previous students, through fantastic community events.

Extra curricula activities

Eidsvold Lions Concert performances

- Life Education Van in Monto
- Quarterly Arts Council Performances
- Weekly Interschool Friday afternoon sports (Terms 1 & 4)
- North Burnett Soccer / Netball / Oztag / Volleyball Carnival
- Monogorilby Sports Day
- Abercorn Goodwill Games
- Monto Sports Days (swimming, athletics, cross country)
- Annual whole school camp

- Community end of year celebrations

How Information and Communication Technologies are used to assist learning

Information and Communications Technologies (ICTs) are used daily at school. The school has two interactive whiteboards which are used interactively by staff and students to learn new concepts or to reinforce concepts already taught. The school also has a computer laboratory. This is used by students for activities pre-set by the teacher on the school network, for research tasks, publishing or to access the Learning Place for interactive games and learning objects. The school purchased 6 new laptops in 2012, and 6 iPads, all of which are used daily in classes to complement curriculum delivery.

Social climate

As all students are based in the one classroom for the majority of the day, the school has a very close feel to it. The students tend to look out for each other and the older students mentor the younger students to a high degree. As we are a small school, little to no bullying takes place within this setting. If such a case became evident, all students involved and their parents would be immediately called to the school and the issue discussed, as per the School's Responsible Behaviour Plan

Our school at a glance

Parent, student and staff satisfaction with the school

Parent, staff and student satisfaction levels either maintain or increased across all areas except for one in 2013. With the already high level of approval, the increases were pleasing.

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)	92%	100%
this is a good school (S2035)	92%	92%
their child likes being at this school* (S2001)	100%	92%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%
their child is making good progress at this school* (S2004)	92%	100%
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%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	85%	77%
they can talk to their child's teachers about their concerns* (S2009)	92%	92%
this school works with them to support their child's learning* (S2010)	85%	92%
this school takes parents' opinions seriously* (S2011)	85%	85%
student behaviour is well managed at this school* (S2012)	85%	92%
this school looks for ways to improve* (S2013)	92%	92%
this school is well maintained* (S2014)	92%	92%

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)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	80%	93%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	80%	100%
student behaviour is well managed at their school* (S2044)	100%	100%
their school looks for ways to improve* (S2045)	100%	100%

Our school at a glance

their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	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

Parent involvement in their children's education consisted of the following activities in 2013:

- Input into school planning from the students, staff, parents and wider community
- Volunteers in all P & C Activities (Goodwill Games Sports Day, Tennis Tournament, various local catering activities)
- Volunteers to provide transport to sporting events, community events and Transition Days at Monto High School for Year 7's.
- Use of school facilities for sports activities and training - e.g. athletics and tennis.
- Contact with teachers by phone, e-mail, written correspondence or face to face meetings.
- Written Reports distributed at the end of each semester, followed by parent interviews.
- Parent involvement was encouraged through newsletters, P & C Meetings and individual contact when necessary.

Reducing the school's environmental footprint

In 2013, the school utilised grant monies to purchase solar panels to reduce the energy consumption across the school. In conjunction with this, air conditioners are kept to a setting of 24-25 degrees.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	13,253	0
2011-2012	11,538	0
2012-2013	14,311	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.

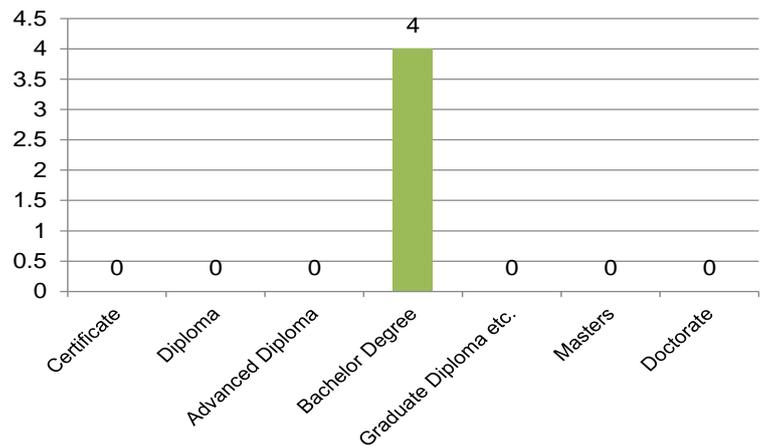
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	2	2	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	4
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	4



* 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 \$. This information can be calculated from OneSchool data (refer *Policy and Guidelines: Annual Reporting Policy for all Queensland Schools*).

The major professional development initiatives are as follows:

Details regarding in-kind professional development activities undertaken (e.g. mentoring or peer learning circles) can also be included. Outline in dot point form.

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %. The proportion of the teaching staff participating is to be reported as a percentage.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	100%

Proportion of staff retained from the previous school year

From the end of the previous school year, 50% 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.

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 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).	91%	93%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

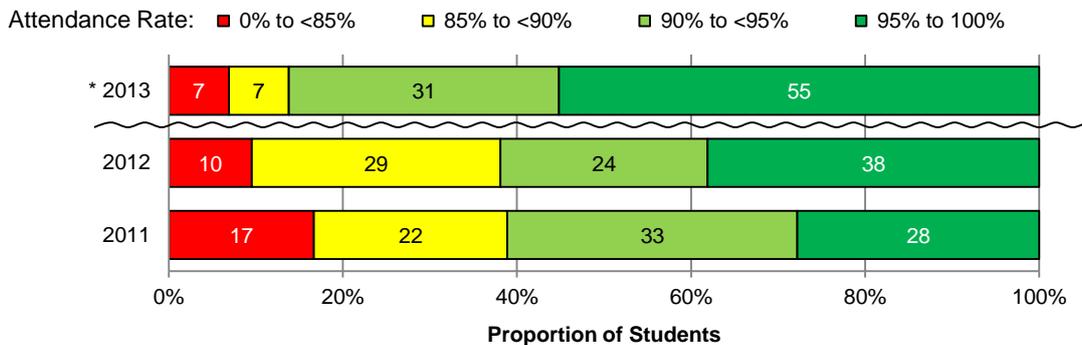
Student attendance rate for each year level (shown as a percentage)

	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	91%	92%		DW	92%	98%	DW					
2012	89%	95%	91%		DW	92%	99%					
2013	91%	86%	98%	95%	94%	DW	97%					

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

Performance of our students

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.

Abercorn School manages their attendance by marking the school roll twice a day at 9am and again at 1.45 pm. Abercorn School encourages parents and carers to notify the school of absences in advance where applicable. If students have been absent without notification from a parent or carer the school normally contacts the family. If unexplained absences occur on a regular or continual basis, the school contacts the Guidance Officer. The school printed tables of information relating to days absent and their totals over a school life-time to highlight the importance of attending school regularly. The figures shown relate to either illness, or our rural families travelling for business purposes and holidays. A majority of cattle work falls within school holiday periods. For this reason, some families take holidays during school time. 100% of our families take school work with them to complete while they are away.

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.

The data for our 2013 Yr 3, 5 and 7 students is withheld due to the small cohorts. Collectively from 2009 to 2013 all our Yr 3, 5 and 7 students have been at or above the National Minimum Standards in Spelling and Numeracy. Collectively from 2009 to 2013 all our Yr 3 students have been at or above National Minimum Standards in all areas of testing. We have been able to identify Numeracy as a school strength and Spelling and Writing as areas for further improvement during 2014. We use the NAPLAN data alongside the internal monitoring data to make informed judgements regarding student achievement, progress and support.

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

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 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 department's 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.

Year 3 reading, writing and numeracy: there were no indigenous students in Year 3 in 2012

Attendance: due to small cohort sizes, specific information cannot be reported upon.