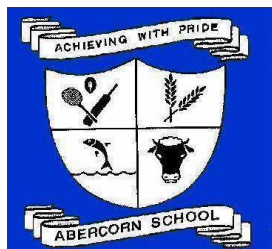


# Abercorn State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	MS 85 Eidsvold 4627
Phone	(07) 4167 5190
Fax	(07) 4167 5135
Email	<a href="mailto:the.principal@aberncornss.eq.edu.au">the.principal@aberncornss.eq.edu.au</a>
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Ben DePasquale (Acting Principal)

## Principal's foreword

### Introduction

Every year, State Schools across Queensland Issue an Annual Report. This report outlines the growth, development and performance of Abercorn State School in 2014. It provides insights into our schools improvement agenda, program development, teaching and learning improvements, community partnerships and goals and standards achieved by our students. Our community is extremely proud of the achievements of our students. This report is made available on our school website, through the QSchools App, and as a hard copy from the school office.

## School progress towards its goals in 2014

The main priorities for Abercorn State School in 2014 were:

### Writing:

Training staff in the teaching of Words Their Way, Seven Steps in Writing and other literacy areas.

Early stages of implementation	Developing and ongoing	Embedded across the school
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### Numeracy:

Review benchmarks and targets setting within numeracy. Address 'literacy skills' in numeracy to improve word problems responses.

Early stages of implementation	Developing and ongoing	Embedded across the school
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### NAPLAN Upper 2 Bands:

Targeted teaching strategies for students who should be achieving in the Upper 2 Bands of NAPLAN.

Early stages of implementation	Developing and ongoing	Embedded across the school
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### Reading:

Continue Guided Reading program with at least 3 explicit guided reading lessons each week, which have daily rapid recall routines and the implementation of the QRA model. Continue to provide Professional Development and training to teachers and teacher aides in our Guided Reading Program, the North Burnett Reading Framework and other literacy skills.

Early stages of implementation	Developing and ongoing	Embedded across the school
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### High Quality Teaching Practices:

Use the Developing Performance Framework as a look to align teacher capability with school priorities. Provide Professional Development and feedback to staff about explicit practices.

Early stages of implementation	Developing and ongoing	Embedded across the school
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### Instructional Leadership Development:

Focus on enhancing skills associated with coaching and feedback.

Early stages of implementation	Developing and ongoing	Embedded across the school
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### Productive Partnerships with school community stakeholders:

Enhance school community relationships and maintain positive regular contact with parents and community groups. Consult with the community on the achievement of improved student outcomes and strategic practices.

Early stages of implementation	Developing and ongoing	Embedded across the school
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### Embed Aboriginal and Torres Strait Islander Perspectives

Enhance school community relationships and maintain positive regular contact with parents and community groups. Consult with the community on the achievement of improved student outcomes and strategic practices.

Early stages of implementation	Developing and ongoing	Embedded across the school
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## Future outlook

The main priorities for Abercorn State School in 2015 stem from those developed in 2014. These are:

- Developing a whole school Reading Pedagogy (Incorporating Sheena Cameron Reading Program, and review comprehension and decoding strategies);
- Using short-term data cycles (every 5 weeks), NAPLAN results, and other diagnostic tests to inform teaching;
- Incorporate the Seven Steps to Writing Success in timetabled daily literacy blocks;
- Developing a whole-school Mathematics / Numeracy pedagogy (common vocabulary/approach/problem solving steps);
- Implement a Social Skills program to promote resilience, organisation, persistence, confidence and getting along; and
- Review the school Responsible Behaviour Plan and present it to the P & C for endorsing.

## 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	21	11	10	100%
2013	31	13	18	100%
2014	24	10	14	92%

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

### Characteristics of the student body:

The majority of students attending Abercorn State School are from a rural background and list on or near properties, which are predominantly used for breeding and fattening cattle. 54% of students catch a bus to the school. The remainder of the students reside in Eidsvold or on properties close by and travel to and from Abercorn each day in private transport. Of the students attending Abercorn State School, no students are identified with a learning disability and minimal have learning difficulties. There is also a component of our student body who identify as Aboriginal or Torres Strait Islander, and a component coming from a non-English speaking background.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	10	16
Year 4 – Year 7 Primary			12
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	1	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> 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

Abercorn State School focuses on English and Mathematics as well as literacy and numeracy across all other key learning areas. Our school curriculum incorporates the Australian Curriculum for English, Mathematics, Science, History and Geography; and the Essential Learnings for the remaining key learning areas of The Arts, Technology, Health & Physical Education and Languages other than English (Japanese). Abercorn State School offers a small school curriculum, with combined classes covering content over junctures, rather than in year levels. We are also fortunate to have a small school environment, with pre-prep students often involved in school activities, as well as past students, through engaging community events.

### Extra curricula activities

The students of Abercorn State School are fortunate to participate in a number of extra curricula activities that are unique to our school and designed to support and extend students. Many of these activities require the involvement and assistance of local community groups. These activities include, but are not limited to:

- Eidsvold Lions Concert Performances;
- Life Education Van in Monto;
- Arts Council Performances;
- Interschool Sports Days;
- Participation in North-Burnett Cross Country, Rugby League, Netball;
- Monogorilby Sports Day;
- Abercorn State School Goodwill Games (other small schools invited to attend and participate in our competition);
- Monto District Cross Country/Athletics/Swimming Carnivals;
- Swimming Lessons (Term 1 and 4);
- Annual whole school camp;
- End of year community celebrations;
- Under 8s Day in Monto;
- Religious Instruction (Year 1-6);
- Regional Development Officers visiting the school (including Cricket and Rugby League);
- NAIDOC Celebrations; and
- Cattle Club (students interested in Junior Cattle Judging are coached by school staff to learn about what is involved in cattle judging and how to judge cattle).

### How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICTs) are used daily at Abercorn State School. There are two interactive whiteboards (one in each classroom). These are used by staff and students to learn new concepts and assist in consolidating knowledge. There are also 16 laptop computers and 5 desktop computers available for student use. These computers are used by students regularly for research tasks, publishing of work, other tasks pre-set by the teacher on the school network, or to access The Learning Place for interactive games and learning objects. There are also a number of iPads which are used in classes to compliment curriculum delivery.

## Social Climate

As the students are separated into only two classes for the majority of the time, the school has a very close feel to it. The students tend to look after each other and the other students mentor the younger students to a high degree. As we are a small school, bullying within the school is minimal. Should bullying take place, the students involved would be spoken to and their parents called and informed of the issue, as per the schools Responsible Behaviour Plan.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	92%	100%	100%
this is a good school (S2035)	92%	92%	100%
their child likes being at this school* (S2001)	100%	92%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%	100%
their child is making good progress at this school* (S2004)	92%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	80%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	85%	77%	100%
they can talk to their child's teachers about their concerns* (S2009)	92%	92%	100%
this school works with them to support their child's learning* (S2010)	85%	92%	100%
this school takes parents' opinions seriously* (S2011)	85%	85%	100%
student behaviour is well managed at this school* (S2012)	85%	92%	80%
this school looks for ways to improve* (S2013)	92%	92%	100%
this school is well maintained* (S2014)	92%	92%	80%

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%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	91%
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%
teachers treat students fairly at their school* (S2041)	80%	93%	73%
they can talk to their teachers about their concerns* (S2042)	100%	100%	91%
their school takes students' opinions seriously* (S2043)	80%	100%	73%
student behaviour is well managed at their school* (S2044)	100%	100%	91%
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)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

\* 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

Parent involvement in their children's education consisted of the following activities in 2014:

- Input into school planning from the students, staff, parents and wider community;
- Monthly P&C Meetings;
- Volunteers in all P&C activities (Goodwill Games, Tennis Tournament, various local catering activities for fundraising);
- Volunteers providing transport to sporting events, community events, and transition days at Monto State High School for Year 7 students;
- Use of school facilities for sports activities and training (athletics and tennis);
- Contact with teachers by phone, email, written correspondence, parent-teacher discussions twice a year;
- Weekly whole school parades;
- Fortnightly newsletters; and
- Written Report Cards at the end of each semester.

### Reducing the school's environmental footprint

In 2013, the school utilized grant monies to purchase solar panels in order to reduce energy consumption within the school. Air-conditioning is the main consumption issue, and these are set at 24-25 degrees for efficiency.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	11,538	0
2012-2013	14,311	0
2013-2014	13,454	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.

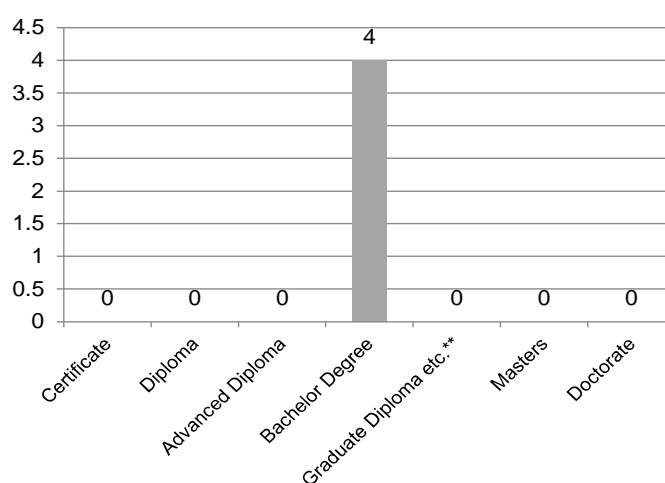
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time equivalents	2	2	0

### Qualification 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
<b>Total</b>	<b>4</b>



\*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 \$13508.98

The major professional development initiatives are as follows:

- Principal Business Meetings;
- Lexia Workshops (online reading program);
- Grammar and Punctuation Workshop; and
- Support-a-Reader Workshop.

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.	98%	100%	99%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 58% 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).	93%	94%	95%

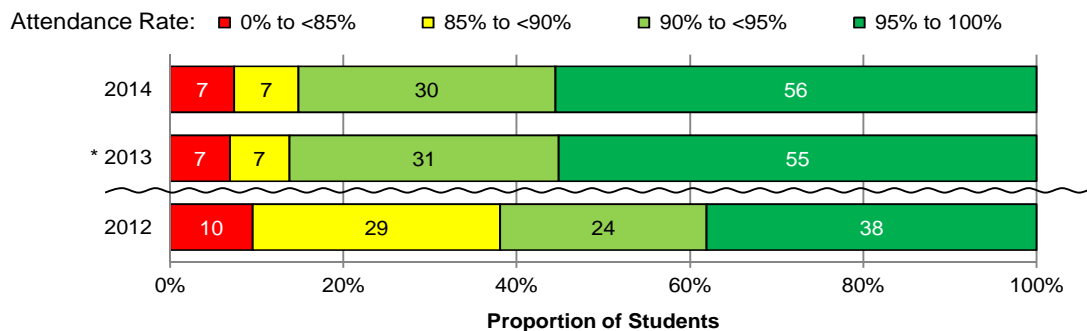
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	89%	95%	91%		DW	92%	99%					
2013	91%	86%	98%	95%	94%	DW	97%					
2014	97%	93%	88%	97%	94%	94%	DW					

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.

Abercorn State School marks the roll electronically twice each day, in the morning and afternoon. Parents and carers are regularly encouraged to notify the school of any student absences, in advance where possible. If there is a period of absence, the school will make contact with parents/carers. The school has printed tables outlining the importance of attendance and the impact that non-attendance can have on education (ie. 1 day per fortnight = nearly 1.5 years over a 13 year schooling). The figures shown generally relate to either illness, or our rural families travelling for business purposes or holidays. A majority of cattle work falls within school holiday periods. For this reason, some families take holidays during the school term. Most families generally take school work with them if this is the case.

## 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 and 7 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' strategy is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. Due to the small number (>5) of Indigenous students in 2014 comments cannot be made on NAPLAN performance and attendance. Indigenous perspectives are taught, however, across all year levels and learning areas, through a variety of different activities.