

# Abercorn State School

## Queensland State School Reporting

### 2015 School Annual Report



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## 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 2015. 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 2015

Priority Area	Progress
Reading	<ul style="list-style-type: none"> <li>Investigations commenced to identify best practice models for whole school Reading, Writing and Numeracy Frameworks</li> <li>Reviewed the Abercorn Curriculum Framework and aligned the curriculum plan to the C2C units.</li> <li>Reviewed the school resources to align to the school curriculum plan.</li> </ul>
Writing	
Numeracy	
Science	
Student Wellbeing	
Systematic Curriculum Delivery	
Community Engagement	

### Future outlook

The sharp and narrow focus for improvement in the 2016 Annual Implementation Plan is:

Align Abercorn State School's Curriculum, Assessment and Reporting Framework with the department's policies and procedures and our community's expectations.

Establish and implement a systematic plan for the collection, analysis and use of students' literacy, numeracy and science achievement data. The key elements of this plan include the collection, analysis and use of students' behaviour and attendance data.

Provide continuous and sustainable improvements in the level of staff, parent and student satisfaction with the educational program provided by Abercorn State School.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	31	13	18	1	100%
2014	24	10	14	1	92%
2015	22	11	11	1	100%

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 2015, 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:

The majority of students attending Abercorn State School are from a rural background and live on or near properties, which are predominantly used for breeding and fattening cattle. Approximately 50% of the 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. 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		
	2013	2014	2015
Prep – Year 3	10	16	9
Year 4 – Year 7 Primary		12	11
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	1	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.

## Curriculum delivery

### Our approach to curriculum delivery

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). We are fortunate to have a small school environment, with students and families involved in school and community activities.

### 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 to assist staff and students to learn new concepts and assist in consolidating knowledge. 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

Abercorn State School is a small country/community school that focuses on high quality behaviours from all members. Current, future and past students attend school and community events that help foster the positive family atmosphere at Abercorn.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	92%	100%	DW
their child likes being at this school (S2001)	92%	100%	DW

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child feels safe at this school (S2002)	100%	100%	DW
their child's learning needs are being met at this school (S2003)	100%	100%	DW
their child is making good progress at this school (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	80%	DW
teachers at this school motivate their child to learn (S2007)	100%	100%	DW
teachers at this school treat students fairly (S2008)	77%	100%	DW
they can talk to their child's teachers about their concerns (S2009)	92%	100%	DW
this school works with them to support their child's learning (S2010)	92%	100%	DW
this school takes parents' opinions seriously (S2011)	85%	100%	DW
student behaviour is well managed at this school (S2012)	92%	80%	DW
this school looks for ways to improve (S2013)	92%	100%	DW
this school is well maintained (S2014)	92%	80%	DW

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
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%	91%	100%
their teachers expect them to do their best (S2039)	100%	100%	92%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	93%	73%	92%
they can talk to their teachers about their concerns (S2042)	100%	91%	83%
their school takes students' opinions seriously (S2043)	100%	73%	92%
student behaviour is well managed at their school (S2044)	100%	91%	100%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	83%
their school gives them opportunities to do interesting things (S2047)	100%	100%	92%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
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%
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)	100%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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

Parent involvement in their children's education consisted of the following activities in 2015:

- 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.

Abercorn SS staff work closely with parents to ensure a quality individualized learning program exists for all students.

## Reducing the school's environmental footprint

The school continues to benefit from a solar grant accessed in 2013. Tank water is relied on for water at Abercorn SS and air-conditioning is set at 24-25 degrees for efficiency.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	14,311	0
2013-2014	13,454	0
2014-2015	13,514	

\*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.

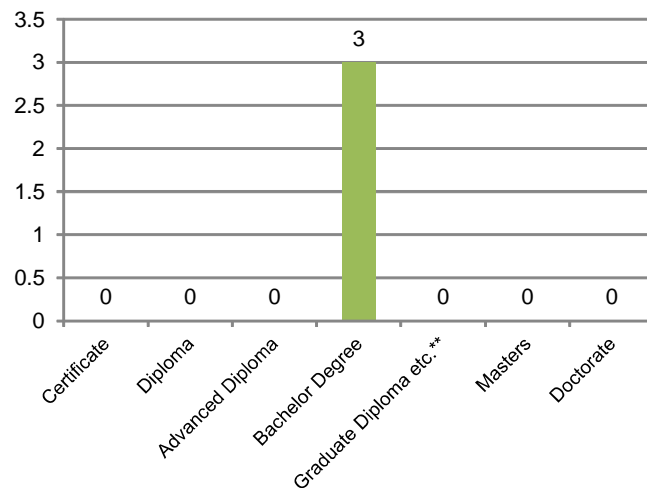
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	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	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>3</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 2015 were \$5,535.11

The major professional development initiatives are as follows:

- Principal Business Meetings, Principal Induction and State Principal Conference
- Cluster Meetings
- Curriculum planning and implementation
- Moderation meetings
- Libco Training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	100%	99%	98%

### 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 2015 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

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Sector:

Government

Non-government

SEARCH

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	DW

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

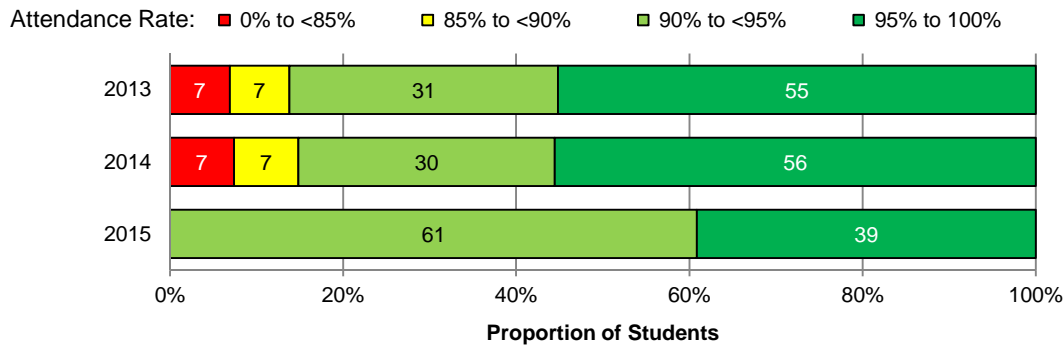
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	91%	91%	86%	98%	95%	94%	DW	97%
2014	96%	97%	93%	88%	97%	94%	94%	DW
2015	95%	94%	95%	94%	DW	96%	94%	

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 & 5.

Due to small cohort sizes of less than 5 students, some of the NAPLAN data will be withheld.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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.

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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.