



# Abercorn 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:	957 Wuruma Dam Road Abercorn 4627
Phone:	(07) 4167 5190
Fax:	(07) 4167 5135
Email:	principal@aberncornss.eq.edu.au
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:	Mrs Rebecca Scholl (Acting Principal) & Mrs Kellie Smith (Acting Principal)

## School Overview

Abercorn State School is a fantastic small school situated in a rural location between Eidsvold and Monto. The small school environment ensures students are highly valued and cared for, due to the excellent ratio of adults to students. The children at Abercorn are like one big family with the older students showing terrific responsibility and care for their younger peers. The school is well- resourced to deliver quality educational programs, as well as a range of extracurricular activities within the Monto District Cluster. Abercorn School generally has a low turnover in staff, allowing for excellent consistency and experience across all operational areas. The school prides itself on valuing all students from all backgrounds and experiences. The community of Abercorn is also extremely supportive and hardworking, hosting many annual events that bring students, parents and friends together.

## Principal's Foreword

### Introduction

Every year, State Schools across Queensland Issue an Annual Report. This report outlines the growth, developments and performance of Abercorn State School in 2016. 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 staff is a professional and caring team who are committed to achieving the best for all student in all aspects of their learning. Our community is extremely proud of the achievements of our students. This report is made available on our school website and as a hard copy from the school office.

#### School Progress towards its goals in 2016

Priority Area	Progress
Reading	<ul style="list-style-type: none"><li>• Began using CQ3S tool to analyse NAPLAN data to highlight strengths and weaknesses in both student learning and teaching practice.</li><li>• Began working with cluster schools to moderate students work and focus on teaching practices for improvement.</li><li>• Conducted school and community events to bring the community back into the school.</li><li>• Began to align Abercorn State School's Curriculum, Assessment and Reporting Framework with the department's policies and procedures and our communities' expectations.</li><li>• Provided Staff with Professional Development "Jolly Phonics"</li><li>• Continued to align the curriculum plan to the C2C Units.</li></ul>
Writing	
Numeracy	
Science	
Student Wellbeing	
Systematic Curriculum Delivery	
Community Engagement	

## Future Outlook

Improvement priority: Reading

Strategy: Whole school, systematic approach to improving reading in all learning areas			
Actions	Targets	Timelines	Responsible Officer/s
Use Department of Education, Training (DET) Reading Framework to inform Abercorn School's Reading Program and Pedagogy.	NMS MMS U2B Reading	Achieved at end of term 2	Rebecca & Kellie
Explicitly teach reading & comprehension strategies across KLAS using gradual release model aligned to Sheena Cameron	A-E	all year	Rebecca & Kellie
Collect and analyse reading data to inform teaching. Unpack literacy continuum to identify student learning goals using One School. Compliment student information with PM, PROBE & NAPLAN data.	Literacy Continuum A-E NMS, MMS U2B Reading	All year – each term	Rebecca
Set up literacy continuum data wall to track student progress and identify improvement strategies. Linked to one school	Literacy Continuum	All year	Rebecca
Provide learning & development for staff to ensure consistent approach to reading sessions including reading groups – including any available Sheena Cameron workshops		Achieved Term 1 and 2	Rebecca & Kellie
Provide parent sessions to upskill parents on reading strategies for decoding & comprehension.	School Opinion Survey	Achieved Term 1 and 2	Rebecca
Set up a regular moderation program.		Term 1, 2, 3, 4	Rebecca & Kellie

*Improvement priority: Student Wellbeing and Engagement*

Strategy: Improve school culture that promotes learning			
Actions	Targets	Timelines	Responsible Officer/s
Culminating activities each term to celebrate students' success and behaviour	A-E data 90% c or better	Once per term	Rebecca & Kellie
Book clubs for interested students	50% b or better	All year	Rebecca
Continue social and emotional well being – resilience	100% SOS students happy	All year	Rebecca, Kellie & Jane Carol

Strategy: Improve engagement and communication with parents and community			
Actions	Targets	Timelines	Responsible Officer/s
Contact parents through emails and phone calls to celebrate student progress and success	100% SOS parent sat 100% attend formal P/T interviews	All year	Rebecca & Kellie

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	24	10	14	1	92%
<b>2015*</b>	22	11	11	1	100%
<b>2016</b>	18	10	8	2	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 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

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 70% of the students catch a bus to the school. The remainder of the students reside in Eidsvold or on properties close to the School and travel to and from Abercorn each day by 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	16	11	18
Year 4 – Year 7	12		
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

#### Co-curricular 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:

- Abercorn's Annual Goodwill Games (other small schools invited to attend and participate in our completion)
- Eidsvold & Monto Show
- Life Education Van in Monto
- Interschool sports Day
- Participation in North-Burnett Cross Country, Soccer, Netball, Rugby League, etc.
- Monto District Cross Country/Athletics/Soccer Gala Day
- Swimming lessons (Term 1 & 4)
- Annual whole school camp
- End of year community celebrations (eg Cania Dam)
- Under 8's Day
- Religious Instruction (Yr1-6)
- Regional Development officers visiting the school (including Cricket and Rugby League:
- 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)
- Eidsvold/Abercorn School Swimming Carnival

- Big Day Out (Yrs 4-6)
- Puberty Clues (Yrs 4-6)
- Arts Council Performances
- School Sleepovers & Discos
- Student Council (Special day celebrations eg. Red Nose Day, Crazy Hair Day, etc.)
- Book Club – students read a selected text, then meet for milo and morning tea to discuss the book

## 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. Interactive electronic boards are used to ensure the availability of 21st century teaching resources available online that enhance teaching and learning and the delivery of the Australian Curriculum. Computers are used by students regularly for research tasks, publishing of work and other tasks pre-set by the teacher on the school network eg. Lexia and IXL Maths.

Teachers use ICTs to produce unit plans, reports and class activities. Teachers utilizes their CFT laptops to program, plan and prepare activities for students. There are also a number of iPads which are used in classes to compliment curriculum delivery.

## Social Climate

### Overview

Abercorn State School is a small country/community school that focuses on high quality behaviours from all members. The school provides a nurturing, caring, family environment. Students are encouraged to accept diversity and to welcome and support the different learning needs of other students. We believe that students, teachers and parents alike, choose the way they behave, so each individual must accept the responsibility and consequences for their behavior and bullying is NOT tolerated.

As a small school, the older students can have a great influence upon the younger students. Older students are given responsibility, acting both as leaders and supporters for the younger students. The Senior students stand for school captain / sports captain election each year and are elected through a democratic process in where students and staff place votes for the most appropriate candidate.

The Parents and Citizen's Association is very active and most families are represented at meetings, working bees and fundraising functions.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that: their child is getting a good education at school (S2016)	100%	DW	22%
this is a good school (S2035)	100%	DW	33%
their child likes being at this school* (S2001)	100%	DW	33%
their child feels safe at this school* (S2002)	100%	DW	56%
their child's learning needs are being met at this school* (S2003)	100%	DW	22%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	100%	DW	22%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	22%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	DW	22%
teachers at this school motivate their child to learn* (S2007)	100%	DW	33%
teachers at this school treat students fairly* (S2008)	100%	DW	22%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	22%
this school works with them to support their child's learning* (S2010)	100%	DW	22%
this school takes parents' opinions seriously* (S2011)	100%	DW	22%
student behaviour is well managed at this school* (S2012)	80%	DW	22%
this school looks for ways to improve* (S2013)	100%	DW	33%
this school is well maintained* (S2014)	80%	DW	89%

### 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%	0%
they like being at their school* (S2036)	100%	100%	11%
they feel safe at their school* (S2037)	100%	100%	44%
their teachers motivate them to learn* (S2038)	91%	100%	22%
their teachers expect them to do their best* (S2039)	100%	92%	78%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	11%
teachers treat students fairly at their school* (S2041)	73%	92%	11%
they can talk to their teachers about their concerns* (S2042)	91%	83%	22%
their school takes students' opinions seriously* (S2043)	73%	92%	33%
student behaviour is well managed at their school* (S2044)	91%	100%	22%
their school looks for ways to improve* (S2045)	100%	100%	56%
their school is well maintained* (S2046)	100%	83%	11%
their school gives them opportunities to do interesting things* (S2047)	100%	92%	33%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	33%
they feel that their school is a safe place in which to work (S2070)	100%	100%	83%
they receive useful feedback about their work at their school (S2071)	100%	100%	33%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	50%



Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are treated fairly at their school (S2073)	100%	100%	33%
student behaviour is well managed at their school (S2074)	100%	100%	50%
staff are well supported at their school (S2075)	100%	100%	33%
their school takes staff opinions seriously (S2076)	100%	100%	33%
their school looks for ways to improve (S2077)	100%	100%	50%
their school is well maintained (S2078)	100%	100%	67%
their school gives them opportunities to do interesting things (S2079)	100%	100%	50%

\* 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

The school and parent community have a terrific partnership. Engagement with the community occurs through a fortnightly newsletter, P&C meetings once per month, and celebration days at school to showcase student work. The school has a Facebook page and website which is used to promote student achievements and upcoming events.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is implemented through our Health and Physical Education curriculum.

### 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	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

In 2016, the school continued to appreciate the full benefit of the 'Solar Schools' Program. Water usage at our school is solely from tank and creek water, so we are able to sustain our own water supply. Air-conditioning is set at 24-25 degrees for efficiency.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	13,454	0
2014-2015	13,514	
2015-2016	7,150	

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

GO

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	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	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	
Bachelor degree	2
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 2016 were \$4 628.67.

The major professional development initiatives are as follows:

- Cluster meetings
- Moderation meetings
- NAPLAN writing Improvement PD
- First Aid certificate training
- Jolly Phonics / Jolly Grammar
- Curriculum planning and implementation
- Budget Training
- Annual Mandatory PD (Code of Conduct, Student Protection, WPH&S Risk Assessments, etc.)

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

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
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, 100% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

Due to small cohort sizes, the school cannot report on outcomes directly.

## Student Attendance

### 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).	95%	95%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	99%

\*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 2016 for all Queensland Primary schools was 93%.

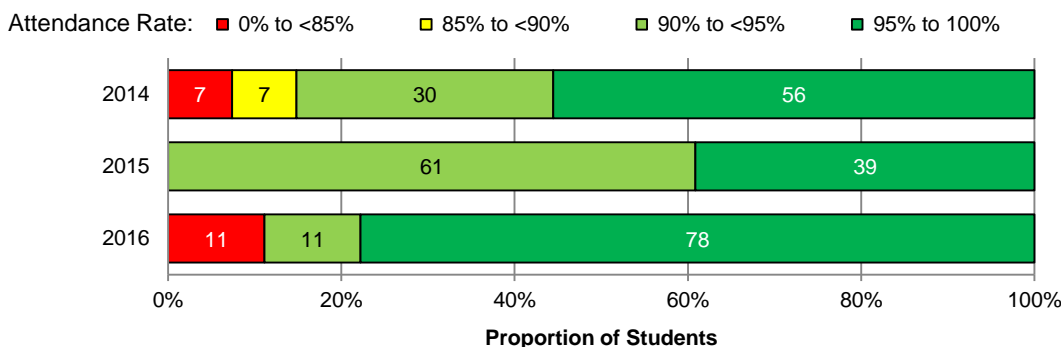
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	97%	93%	88%	97%	94%	94%	DW					
2015	95%	94%	95%	94%	DW	96%	94%						
2016	88%	90%	98%	99%	98%	DW	99%						

\*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.

In addition, list key strategies that are being used to increase attendance.

- Embedding 'Same Day Notification practices
- Promoting the State Government Initiative 'Every Day Counts'
- Roll marking twice a day.
- Unexplained absences followed up immediately by appointed staff member.

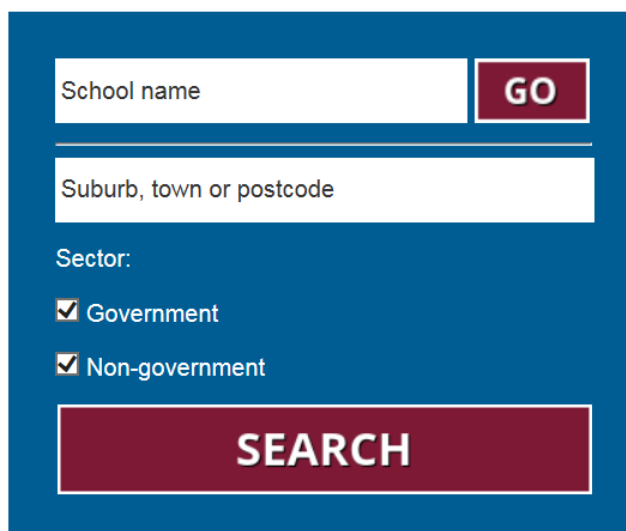
## NAPLAN

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, 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



The screenshot shows a search form titled "Find a school" on a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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 results.