



Abercorn State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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.

School progress towards its goals in 2018

There were two main priorities for our school in 2018 – (1) Effective implementation of Age Appropriate Pedagogies with a focus on numeracy and (2) Consolidate the whole school reading program

1. **Effective implementation of Age Appropriate Pedagogies (AAP).** In 2017 Abercorn School was a trial school for AAP as part of a cluster of small schools. Our data also indicated that the school's numeracy results were not improving. The trial revealed some significant growth in numeracy assessment data so AAP became the school's preferred pedagogical framework for 2018 onwards. Staff received professional learning every fortnight and teachers conducted regular reflections on their practice.

The staff also deepened their knowledge of the Australian Curriculum for Mathematics. Our school was an integral member of the Monto Cluster of state schools that setup a numeracy improvement strategy. The cluster reviewed their numeracy data to determine common areas of improvement. It then instigated regular before and after moderation of Maths assessment – each term. The before moderation sessions improved teachers' abilities to unpack the Guide To Making Judgements for units of work to ensure a clear focus on meeting the Australian Curriculum achievement standards in Maths. They were able to then make the units more engaging by embedding AAP approaches to their pedagogy during teaching and learning.

All teachers and teacher aides from Abercorn attended a professional learning visit to Boyne Island State School to gain insight into best practice methods. We added a Numeracy page to our school newsletter which highlighted the strategies used in classrooms as well as the shift in our language and approaches.

Every fortnight the school analysed the Maths data of either a year level or individual student and used the inquiry cycle to identify problems of practice as well as new strategies to lift improvement. This strategy had terrific impact on teaching and learning.

Our school was involved in many exciting AAP projects in 2018 as part of the events-based approach. A memorable event was The Biggest Morning Tea which was planned, costed and put on by the Prep-6 students, raising over \$300 for the Cancer Council. The numeracy skills as well as life-long learning involved in this event was outstanding.

The School's A-E data has shown significant improvement. Our 2018 semester 2 data showed that 100% of students achieved a C or higher for Maths, whilst 82% achieved an A or B achievement. We believe the data in next 2-3 years will continue to show growth as our AAP approach to numeracy becomes completely embedded in our teaching practice.

2. **Consolidate whole school reading program.** The school implemented a whole school reading framework in 2017 and made some great progress around reading and comprehension improvement. In 2018 we want to build on this work. Staff were upskilled on using the literacy continuum and unpacking the reading & comprehension demands of unit planning.

Parents once again received support around reading and comprehension strategies. Our work in class continued to be highlighted in our fortnightly newsletters and we still maintained reading awards on weekly parades. Our weekly bookclub was a great success with 95% of students in years 2-6 participating in our voluntary program. We also received sponsorship from our local IGA to cover the costs of the catering at each bookclub.

Once again our reading data showed improvement in student achievement. Staff used reading assessment tools in conjunction with the literacy continuum to plan for further student growth. At the end of 2018 94% of students were at or above their corresponding cluster on the literacy continuum. Our year 3 NAPLAN reading scores also reflected solid achievements as a result of the ground work conducted in 2017.

Future outlook

Our priority areas for 2019 are (1) Systemic Curriculum Delivery and (2) Effective Pedagogical Practices

Targets for 2019:

- >70% A or B results in Maths and English
- >85% C or better in Maths and English
- 100% Year 3 in are \geq National Mean across Reading and Numeracy NAPLAN strands
- 50% Year 3 U2B Maths & Reading
- 50% Year 5 in U2B for Reading and Numeracy NAPLAN strands
- Relative Gain similar to or better than the Nation in Reading and Numeracy
- 80% students achieving at or above their cluster level on the Literacy Continuum in aspects of Reading Texts and Reading Comprehension.

The Curriculum Frameworks for Maths and English will be developed during 2019.

Abercorn staff will remain an integral part of the Monto Cluster initiative and will attend 100% of before and after moderation days.

Staff will provide feedback to students in English and Maths through the 5 guiding questions process and the use of learning walls so that students can set their own goals around improvement.

Every week our staff review an individual student using a case management process that follows the inquiry cycle model.

Plans for the future

Through the embedded Age Appropriate Framework, students will become inquisitive, confident, social and capable problem-solvers across all key areas of their schooling.

Our school will remain the active hub of our great little community through regular events, some of which will be planned and hosted by the students.

Our students will continue to be engaged in their learning and have a desire to attend school every day because they enjoy their learning opportunities.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	18	15	18
Girls	10	10	12
Boys	8	5	6
Indigenous	2		
Enrolment continuity (Feb. – Nov.)	100%	100%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

All of our students are part of rural families. Most live on cattle properties and all recognise the importance of a quality education.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	18	15	18
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our school delivers Australian Curriculum across all subject areas. Assessment is mapped out in 3 to 4 year cycles to complement our multi-age setting. Teachers deliver pedagogy according to the Age Appropriate Pedagogies Framework.

Co-curricular activities

- Sporting opportunities are provided 3-4 terms per year and cover swimming for two terms, with the remaining two terms offering different sporting codes each year. These are delivered with the Monto Cluster of Schools.
- Whole School Camp every year.
- Weekly bookclub during Semester 2
- Weekly STEM/robotics/coding terms 1, 3 and 4.

How information and communication technologies are used to assist learning

ICTs are embedded in all KLAs to deliver motivating and engaging pedagogies. Every classroom has an interactive touchscreen panel which is used by teachers to deliver curriculum. Students have access to laptop computers, iPads, smart phones, robotics and digital cameras. These devices are used to research, to demonstrate, to present, to assess to problem-solve and to learn new skills.

Social climate

Overview

Our school upholds a zero tolerance towards bullying. This is supported through our responsible behavior plan. The climate of Abercorn School is a positive one – students are recognized and rewarded for being responsible, considerate and caring individuals. Our school leaders play an important role in leading school activities and role-modelling appropriate behavior. We have an open-door policy between teachers and parents to rectify any issues that may arise in a school day.

100% of parents who participated in the annual School Opinion Survey expressed their satisfaction that

- Their child feels safe at our school
- Their child is treated fairly at our school
- That student behavior is well managed at our school
- Their child likes being at our school

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	22%	100%	100%
• this is a good school (S2035)	33%	100%	100%
• their child likes being at this school* (S2001)	33%	100%	100%
• their child feels safe at this school* (S2002)	56%	100%	100%
• their child's learning needs are being met at this school* (S2003)	22%	100%	100%
• their child is making good progress at this school* (S2004)	22%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	22%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	22%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	33%	100%	100%
• teachers at this school treat students fairly* (S2008)	22%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	22%	100%	83%
• this school works with them to support their child's learning* (S2010)	22%	100%	100%
• this school takes parents' opinions seriously* (S2011)	22%	100%	83%
• student behaviour is well managed at this school* (S2012)	22%	100%	100%
• this school looks for ways to improve* (S2013)	33%	100%	100%
• this school is well maintained* (S2014)	89%	80%	83%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	0%	100%	100%
• they like being at their school* (S2036)	11%	100%	100%
• they feel safe at their school* (S2037)	44%	100%	100%
• their teachers motivate them to learn* (S2038)	22%	100%	100%
• their teachers expect them to do their best* (S2039)	78%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	11%	100%	100%
• teachers treat students fairly at their school* (S2041)	11%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	22%	100%	100%
• their school takes students' opinions seriously* (S2043)	33%	100%	100%
• student behaviour is well managed at their school* (S2044)	22%	100%	100%
• their school looks for ways to improve* (S2045)	56%	100%	100%
• their school is well maintained* (S2046)	11%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	33%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	33%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	83%	100%	100%
• they receive useful feedback about their work at their school (S2071)	33%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
• students are encouraged to do their best at their school (S2072)	50%	100%	100%
• students are treated fairly at their school (S2073)	33%	100%	100%
• student behaviour is well managed at their school (S2074)	50%	100%	100%
• staff are well supported at their school (S2075)	33%	100%	100%
• their school takes staff opinions seriously (S2076)	33%	100%	100%
• their school looks for ways to improve (S2077)	50%	100%	100%
• their school is well maintained (S2078)	67%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	50%	100%	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

Parents are always welcome at Abercorn School. We have a parent reading and sightword program at school. We also provide sessions on reading and phonics skills to parents at the beginning of each year. Our P&C has a very close relationship with our school and receive 90-100% of attendance during P&C meetings. The school hosts many events where parents and the wider community attend. Examples include culminating curriculum events, Australia's Biggest Morning Tea, our annual Goodwill Games, School Discos, classroom restaurants, curriculum events where students present their work, Melbourne Cup and our annual Christmas Tree night.

Respectful relationships education programs

The school has developed and implemented a program programs that focuses on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Our school fosters a belief in operating efficiently to reduce our environmental footprint. Staff are aware of practices that reduce electricity consumption which includes appropriate use of air-conditioners. Our school has an incredible amount of rainwater tanks to provide ample drinking and toilet water to our school. We also have a direct contact with BAS (Building Asset Services) to rectify any breakdowns that may cause excess usage of water or electricity.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	7,150	7,176	13,486
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	4	0
Full-time equivalents	1	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*		
Bachelor degree	2	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$9,396.88

The major professional development initiatives are as follows:

- Monto Cluster before and after moderation processes for all teaching staff
- Professional learning visit to Boyne Island State School for all teachers and teacher aides around numeracy improvement
- Central Queensland's Principal Conference
- Fortnightly professional learning around Age Appropriate Pedagogies
- Fortnightly professional learning to improve pedagogy in Mathematics delivery.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 86% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	96%	98%	96%
Attendance rate for Indigenous** students at this school	99%		

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	88%	96%	94%
Year 1	90%	96%	95%
Year 2	98%	99%	98%
Year 3	99%	98%	97%
Year 4	98%	98%	96%
Year 5	DW	98%	97%
Year 6	99%		97%

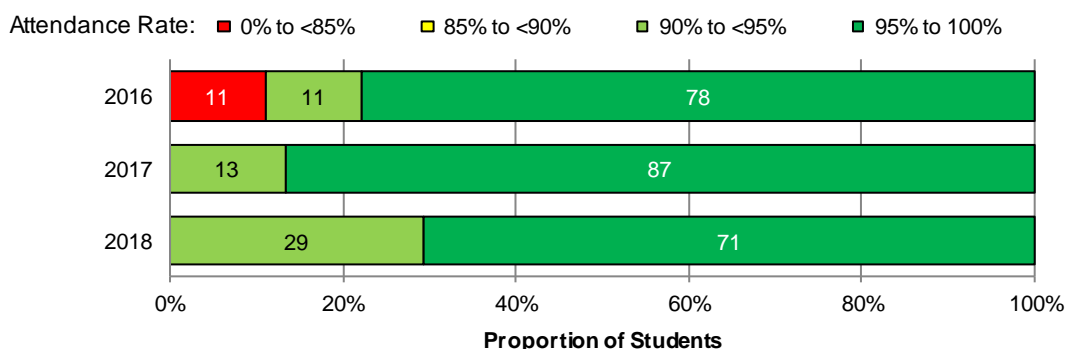
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Department of Education 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 not an issue at Abercorn School. If a student is absent without explanation, our designated teacher-aid Karla Galloway contacts the family to establish the reason. This is then recorded in One School. Teachers mark the roll at 9.00am and at 1.45pm each day.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.