Abercorn State School

School annual report

Queensland state school reporting

2021

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

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School context

Coeducational or single sex	Coeducational
Independent Public School	No
Year levels offered in 2021	Prep Year – Year 6
Webpages	Additional information about Queensland state schools is located on the: • *My School* website • Queensland Government data website • Queensland Government schools directory website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2019	2020	2021	2019	2020	2021
Prep Year	2	1	5	2	1	5
Year 1	4	2	1	4	2	1
Year 2	2	4	3	2	4	3
Year 3	2	2	4	2	2	4
Year 4	4	2	2	4	2	2
Year 5	2	4	2	2	4	2
Year 6	2	2	4	2	2	4
Total	18	17	21	18	17	21

Notes
1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2019	2020	2021
Prep – Year 3	18	17	21
Year 4 – Year 6			

Notes
1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 health emergency, the annual school opinion surveys of students, teachers and staff were not administered in 2020. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state level information go to the *School Opinion Survey* webpage.

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree[1] that:	2019	2020	2021
This is a good school.	100.0%		100.0%
My child likes being at this school.[2]	100.0%		100.0%
My child feels safe at this school.[2]	100.0%		100.0%
My child's learning needs are being met at this school.[2]	100.0%		100.0%
My child is making good progress at this school.[2]	100.0%		100.0%
Teachers at this school expect my child to do his or her best.[2]	100.0%		100.0%
Teachers at this school provide my child with useful feedback about his or her school work.[2]	100.0%		100.0%
Teachers at this school motivate my child to learn.[2]	100.0%		100.0%
Teachers at this school treat students fairly.[2]	100.0%		100.0%
I can talk to my child's teachers about my concerns.[2]	100.0%		100.0%
This school works with me to support my child's learning.[2]	100.0%		100.0%
This school takes parents' opinions seriously.[2]	100.0%		100.0%
Student behaviour is well managed at this school.[2]	100.0%		100.0%
This school looks for ways to improve.[2]	100.0%		100.0%
This school is well maintained.[2]	100.0%		100.0%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree[1] that:	2019	2020	2021*
I like being at my school.[2]	100.0%		DW
I feel safe at my school.[2]	87.5%		DW
My teachers motivate me to learn.[2]	100.0%		DW
My teachers expect me to do my best.[2]	100.0%		DW
My teachers provide me with useful feedback about my school work.[2]	100.0%		DW
Teachers at my school treat students fairly.[2]	100.0%		DW
I can talk to my teachers about my concerns.[2]	75.0%		DW
My school takes students' opinions seriously.[2]	100.0%		DW
Student behaviour is well managed at my school.[2]	87.5%		DW
My school looks for ways to improve.[2]	100.0%		DW
My school is well maintained.[2]	87.5%		DW
My school gives me opportunities to do interesting things.[2]	100.0%		DW

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree[1] that:	2019	2020	2021
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	DW		DW
I enjoy working at this school.[2]	100.0%		100.0%
I feel this school is a safe place in which to work.[2]	100.0%		100.0%
I receive useful feedback about my work at this school.[2]	100.0%		100.0%
Students are encouraged to do their best at this school.[2]	100.0%		100.0%
Students are treated fairly at this school.[2]	100.0%		100.0%
Student behaviour is well managed at this school.[2]	100.0%		100.0%
Staff are well supported at this school.[2]	100.0%		100.0%
This school takes staff opinions seriously.[2]	100.0%		100.0%
This school looks for ways to improve.[2]	100.0%		100.0%
This school is well maintained.[2]	100.0%		100.0%
This school gives me opportunities to do interesting things.[2]	100.0%		100.0%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.
3. DW = Data withheld to ensure confidentiality.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2019	2020	2021
Short suspension	0	0	0
Long suspension	0	0	0
Exclusion	0	0	0
Total	0	0	0

Notes
1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to other years.

School funding

School income broken down by funding source

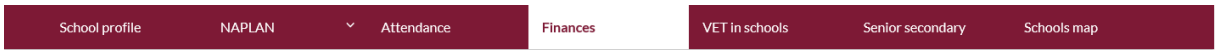
School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website.

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.

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

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



Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- https://www.qct.edu.au/registration/qualifications

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Headcount	<5	<5	<5	<5	<5	<5			
FTE	<5	<5	<5	<5	<5	<5			

Notes
1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and other years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2019	2020	2021
Overall attendance rate for students at this school	96%	96%	92%

Notes
1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2019	2020	2021
Prep Year	97%	DW	92%
Year 1	95%	97%	DW
Year 2	98%	93%	93%
Year 3	97%	96%	91%
Year 4	95%	98%	93%
Year 5	96%	97%	96%
Year 6	96%	99%	92%

Notes
1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.

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

4. Click on *NAPLAN* and select a year to view school NAPLAN information.

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.