Abergowrie 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

Abergowrie State School is a small school situated approximately 40km north-west of Ingham, North Queensland, and our school has provided the educational needs of rural children since 1953. Our school has a positive reputation within the community for providing quality education in an inclusive environment.

Our school motto is *Nihil Sine Labore* – Nothing without hard work and our students strive towards this every day. In 2018, our teaching and learning experiences aligned with the Australian Curriculum and Essential Learnings. However, in 2019 the Australian Curriculum will be fully implemented across Prep to Year 6 in all key learning areas.

School progress towards its goals in 2018

In 2018, our improvement priority at Abergowrie State School was that 100% of students will receive a level 'C' or above for English, Mathematics and Science through the explicit teaching of the Australian Curriculum.

Key areas identified within our 2018 Annual Improvement Plan were:

- ✓ **Successful Learners**

Use and analyse relevant data to identify individual teaching and learning strategies for every student.

- ✓ **Build teacher capacity to establish where students are in their learning and personalise teaching and learning activities**

Collaboratively develop learning goals for reading and writing.

- ✓ **Advancing Education**

Implementation of the Australian Curriculum – Languages (Japanese) via Distance Education.

- ✓ **Systematic Curriculum Delivery**

Implement and embed a Whole School Curriculum plan that aligns with v8 of the Australian Curriculum.

- ✓ **Positive Culture for Learning**

Continue to promote our school as a community hub by encouraging the use of the schools facilities and resources, and maintain a Playgroup program to strengthen early years learning in the local community.

Future outlook

In 2019, our improvement priorities at Abergowrie State School are to:

- Improve the academic achievement of all students in English, Mathematics and Science
- Lift the performance of our top students, and
- Enhance the learning opportunities of our rural and remote students.

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	5	4	8
Girls		1	2
Boys	5	3	6
Indigenous			
Enrolment continuity (Feb. – Nov.)	80%	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

The current enrolment of Abergowrie State School is 7 students who are supported in their teaching and learning by a Teaching Principal and a Teacher (Part time). Students are also supported within the classroom by two Teacher Aides (Part time).

Our families live and work within Abergowrie and most are members of our school Parents and Citizens committee.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	5	4	5
Year 4 – Year 6			3
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

At Abergowrie State School our teaching and learning experiences align with the Australian Curriculum and are delivered according to the P-12 Curriculum and Reporting Framework. The school's Whole School Curriculum, Assessment and Reporting Plan adopts a learning area approach using Curriculum into the Classroom (C2C) resources and subject specific resources. In response to our unique school context, we identify and align partner units across all key learning areas. When adapting resources we maintain a clear line-of-sight with the relevant achievement standard and the resource.

Co-curricular activities

Within our unique context, students' co-curricular teaching and learning experiences include:

- Community events (ANZAC Day and Remembrance Day)
- Small School Sports Carnival
- Barnes Cup Carnival
- Herbert River sports
- Under 8's Day with associate small schools within the Hinchinbrook region
- Year 5 and Year 6 Transition Days at Ingham State High School and Gilroy Santa Maria College
- Shared curriculum days at Trebonne State School with students from Toobanna State School and Mt Fox State School
- Small School Swimming Carnival
- Herbert River Swimming Carnival
- NAIDOC celebrations at St Teresa's Catholic College, and
- Various other excursions within the Hinchinbrook region funded through RREAP

How information and communication technologies are used to assist learning

Abergowrie State School has a mobile computer lab, which is equipped with laptop computers and iPads. Students access information and communication technologies within all key learning areas. Our two main teaching spaces are also equipped with a laptop and interactive touch boards.

Social climate

Overview

Our Responsible Behaviour Plan for Students outlines how Abergowrie State School creates and maintains a safe, supportive and disciplined learning environment. Our school behaviour expectations are explicitly taught to all students and regularly reinforced on parade and during active supervision by staff.

Abergowrie State School is also supported by a Guidance Officer and Police Liaison Officer.

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)	DW	100%	100%
• this is a good school (S2035)	DW	100%	100%

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

Table 4: Student opinion survey

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

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
• 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%	83%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	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

In 2018, all families participated in the School Opinion Survey and most are active members of the school Parents and Citizens committee. Our 2019 P&C Executive team are:

President – Kirsty Dodd (Parent)

Vice President – Jimille Osborne (Parent)

Treasurer – Karen Schafer (Teacher)

Secretary – Tony Brown (Community member)

Respectful relationships education programs

At Abergowrie State School all students are explicitly taught the school behaviour expectations within all learning areas. Our behaviour expectations are regularly reinforced on parade and during active supervision by staff. Students are regularly rewarded for positive behaviour and the positive achievements of all students are further recognised on our school Facebook page.

Our school has also developed programs that focus on personal safety and awareness, increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. These programs further align with the Australian Curriculum and the key learning area of Health and Physical Activity.

Students also participate in religious instruction once a week, at their parent's discretion.

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

Abergowrie State School makes an effort to minimise our effect on the local and broader environments by reducing the school's environmental footprint. Our solar panels help to reduce electricity usage, and students and staff ensure lights and fans are turned off in main teaching spaces when not in use. Air-conditioners are used within the main teaching spaces only in Term 1 and Term 4.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	14,336	18,351	17,119
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	2	5	0
Full-time equivalents	2	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	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	1
Diploma	
Certificate	

*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 2018 were $8 647.66

The major professional development initiatives are as follows:

- Principal conference, induction and training
- North Qld Region Learning Fairs
- 2019 AIP development with associate small schools within the Hinchinbrook region
- Small schools cluster moderation
- Small schools cluster professional learning (January, Pupil Free Days)

- Finance training
- 2018 AIP agenda – Book club (The Writing Revolution), and
- Literacy Solutions professional development

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.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	87%	97%	90%
Attendance rate for Indigenous** students at this school	17%		

* 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.

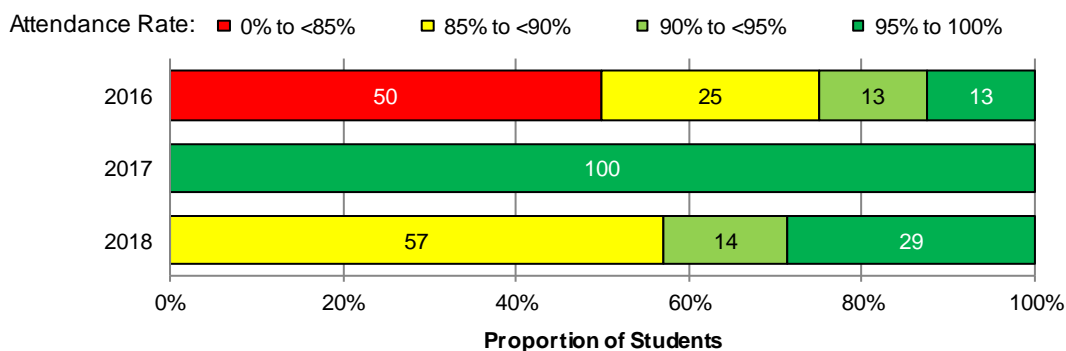Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep		DW	
Year 1	91%		DW
Year 2		97%	
Year 3	81%		90%
Year 4		DW	
Year 5	79%		91%
Year 6	DW		

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	50	25	13	13
2017				100
2018		57	14	29

Proportion of Students

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.
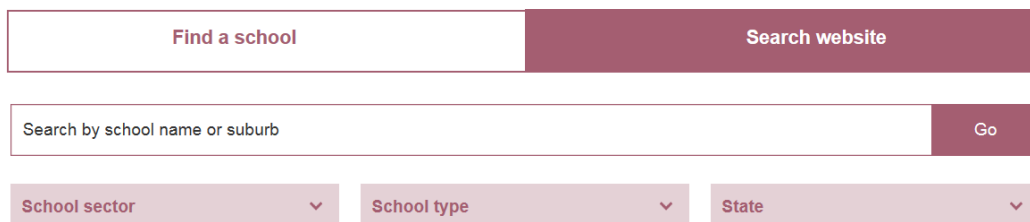
The safety and wellbeing of our students is the highest priority for Abergowrie State School. Parents are contacted by 9:00am if their child is absent from school via text message. They are asked to reply to the text message with a reason explaining their child's absence, which is recorded within OneSchool. If a parent does not reply with a reason explaining their child's absence a phone call is made and recorded as a contact. If a student is absent for more than three consecutive days the Principal seeks to establish contact with the parents by phone call or home visit.

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

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.