Allora P-10 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

Welcome to Allora P-10 State School. Our school prides itself on being a safe, engaging and rewarding educational facility where our students learn and grow in a supportive environment. We've been achieving this goal since 1863. Our parents are actively involved in their child's education, via participation in our Parents and Citizens Association, our nutricious Tuckshop and through various parent and student activities in and outside of the classroom. At Allora, we unashamedly set high standards. This ranges from academic study to sport and the performing arts, to citizenship, conduct and dress code. Our school motto Always Our Best emphasizes the importance we place on participating and achieving to the best of our ability. This is reinforced through our Positive Behaviour for Learning (PBL) school values of always respectful, responsible, safe and learning. We are a school community proud of our 150+ year heritage and traditions whilst looking forward to ensuring our students are equipped with the skills for lifelong learning and contributing in the 21st Century. Our curriculum - rich in innovation and creativity, reflects this blend of respecting our past and looking forward to our future. We have a strong focus on essential learnings in key learning areas, literacy, numeracy, ICT, Asian studies, embedding Indigenous perspectives and targeting students with special needs.

School progress towards its goals in 2018

Pedagogy: Embed Pedagogical Framework into practice to ensure a common teaching approach of explicit instruction across the school. 2018 Sharp, Narrow and Deep Focus: Teachers use data and feedback to inform their practice to improve reading and writing outcomes (Priority Learning Area).

Positive Behaviour for Learning (PBL): Progress PBL Program across school (4th year of implementation) so that it becomes entrenched in our school culture and practice. Refine procedural elements of the program and use data collection to inform performance. Proactive focus on effective classroom practices, in consultation with External Coaches and Regional PBL Coordinator, Denise Kable Campus (PLA).

Staff Development: Coaching and Feedback Loops embedded in practice including: Teacher Observation; Annual Performance Development Planning; Facilitated Planning including Differentiation.   Embedded supervision model; including role descriptions for Curriculum Leadership Team.

Investing for Success (I4S): Please see I4S Plan for identified improvement strategies in reading and writing through explicit instruction, assessment and feedback for learning & data analysis to inform program.

Australian Curriculum: Implementation of Australian Curriculum in English, Mathematics, Science, History, Languages and Geography. Development of Australian Curriculum in the Arts, Health and Physical Education and Technology.

Extra-curricular: Active involvement in school sport, Chess, Camps, Debating, Instrumental Music and community events.

Infrastructure: Investigate funding opportunities towards suitable seating options in our Performing Arts Hall. Future plan ICT needs to enable student access to technology for learning and assessment (NAPLAN online from 2020).

Community Engagement: Continue to promote positive school community relationships through active participation in community events (Allora Heritage Weekend, Allora Show, Meet and Greet BBQ, ANZAC Day and Spring Fair). Continue to offer opportunities for parental involvement in school activities. Promote school activities and achievements, as well via a range of communication strategies such as SMS for Schools, social media platforms and parent information sessions. Continued support for Parents and Citizens Association initiatives.

Future outlook

Improvement Priority 1: Narrow and sharpen the school improvement agenda to provide an explicit focus within the broader agenda of reading and writing, developing timelines for implementation and school and classroom targets. 2019 EIA: "Teachers provide the best opportunities for engagement, differentiation and Literacy Learning."

Improvement Priority 2. Embed consistent classroom observation and feedback processes to assist in identifying examples of effective classroom practice and encourage teachers to share effective pedagogical practices with other staff members. Coaching and feedback opportunities in place for all teachers. Teachers receive regular

classroom observations from leadership team (walk throughs, learning walks, and formal written lesson observations) and opportunities to discuss their practice.

Improvement Priority 3. Provide opportunities for all staff members to engage in quality PD focusing on developing effective differentiation practices. Teachers engage in PD focusing on the work of Fisher and Archer.

Improvement Priority 4. Strategically plan to embed digital pedagogy in the pedagogical framework and resource PD to support 21st Century Learning. Continued PD in the use of IPads in the classroom to support effective digital pedagogies.

Improvement Priority 5. Prepare for the changing demands of junior secondary that will be required due to the changes to the senior secondary curriculum and assessment model.

Improvement Priority 6. Local Decision Making - Working collaboratively with Parents and Citizens Associations (strategic planning, reviewing school practices, resourcing, infrastructure, school / community relationships).

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	235	250	218
Girls	108	116	96
Boys	127	134	122
Indigenous	28	39	29
Enrolment continuity (Feb. – Nov.)	89%	90%	87%

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

Students who attend Allora P-10 SS come from the town and surrounding rural area. Approximately 75% of our student population are from local farming properties, with the other 25% being made up of students from the town of Allora and smaller outlying properties (lifestyle blocks). A small percentage of our students travel from Warwick each day to attend our school. There is limited cultural diversity at our school, with the majority of students being Caucasian and third – fifth generation Australian. We have a very low percentage of Indigenous students <7%. There is a mix of low – middle income families as well as single parent to extended family groupings. We have an increasing enrolment of students with disabilities, with structured individual learning plans in place to address their

educational needs. Students who commence school in prep usually continue on to complete Year 10 at our school. We receive students from St Patrick's School in Allora for junior secondary and we are a feeder school to Warwick State High School.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	22	20
Year 4 – Year 6	22	22	19
Year 7 – Year 10	17	18	16
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

Eric Hoffer, a futurist, reminds us that in times of change it is the learners who inherit the future. Those who have finished learning find themselves equipped to live in a world that no longer exists.

The challenge for schools is to prepare students for the lives that they will live - not for a past that no longer exists. Simple memorisation of facts, volumes of busy work and constant direction will not prepare students for life in rapidly changing environments. As much information as any of us can want is readily available at the nearest computer. The secret to success in the future is in being able to apply this information. Students must move from simply remembering to understanding, analysing, problem solving and applying.

Our academic program uses the Australian Curriculum (informed by Queensland's Curriculum into the Classroom – C2C) to focus on the core subjects of English, Mathematics, Science, Geography and History. Within these subjects, class teachers are responsible for integrating technology into their teaching; embedding information communication and technology (ICTs) skills across all curriculum areas in the school. In addition to this, we are fortunate to have experienced specialist teachers that expose students to a wide range of subjects beyond the core curriculum. All students in Year 7 and Year 8 are taught by subject specialists in the areas of Japanese, Physical Education, Food Studies, Agricultural Science, Art, Drama and Woodwork. Our staff recognise that all students are unique learners, and each aspect of their academic, sporting, cultural and pastoral development is valued through the provision of a seamless, rigorous curriculum that prepares our students for the transition to senior education or employment in the workforce. The academic program is supported by Explicit Instruction and Positive Behaviour for Learning – PBL, to ensure consistency of practice.

Co-curricular activities

Extra curricula activities offered at our school range from additional instrumental music programs (IMP) in guitar and piano to complement our Instrumental Music Program, to a broad range of sporting opportunities including participation in the "Bronco's Cup Challenge" for Rugby League, Football and Netball. We also combined Learning Areas into our school musicals integrating a range of curriculum areas (Art, Drama, Music, Catering and Manual Arts). Our school also offers debating and Chess to interested students. We have an annual pre-Prep program titled "CEECAP" (Connecting Education and Early Care in Allora Program). whereby our local kindergarten and child care centre are invited to the school for a day of engaging activities.

How information and communication technologies are used to assist learning

ICTs are embedded into our curriculum. Computers are not taught as a subject as such, but are an integral part in every aspect of the teaching and learning process. Computers (and an increasing supply of I-Pads) are used in learning experiences as a research and communication tool (Internet, The Learning Place and Email), to publish work (Microsoft Word and PowerPoint), to design work (Graphics, Art), to plan curriculum pathways (Student's Bank of Learning Credits / Majors), and to track progress (academic, behavioural).

Social climate

Overview

The social climate of the school is supported through a variety of initiatives including a Student Support Committee, Chaplaincy Committee and Chaplain, Special Needs Teachers, Individual Curriculum Plans and Individual Support Plans to support student learning and engagement, social engagements throughout the school calendar year including annual excursions and school community celebrations / ceremonies. Students and parents have indicated through the School Opinion Survey that our school provides a safe learning environment, that students are treated fairly, that the behaviour of our students is exceptional with 87% of students feeing safe in this school. As noted in the survey results below, 95% of students state that they are getting a good education at this 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)	90%	88%	89%
• this is a good school (S2035)	82%	84%	86%
• their child likes being at this school* (S2001)	83%	92%	89%
• their child feels safe at this school* (S2002)	90%	96%	86%
• their child's learning needs are being met at this school* (S2003)	87%	76%	86%
• their child is making good progress at this school* (S2004)	90%	80%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	92%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	88%	89%
• teachers at this school motivate their child to learn* (S2007)	97%	84%	89%
• teachers at this school treat students fairly* (S2008)	77%	84%	82%
• they can talk to their child's teachers about their concerns* (S2009)	93%	92%	96%
• this school works with them to support their child's learning* (S2010)	93%	88%	86%
• this school takes parents' opinions seriously* (S2011)	87%	68%	78%
• student behaviour is well managed at this school* (S2012)	77%	76%	82%
• this school looks for ways to improve* (S2013)	86%	76%	88%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	88%	96%	95%
• they like being at their school* (S2036)	92%	95%	86%
• they feel safe at their school* (S2037)	94%	93%	87%
• their teachers motivate them to learn* (S2038)	94%	96%	93%
• their teachers expect them to do their best* (S2039)	97%	100%	99%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	95%
• teachers treat students fairly at their school* (S2041)	89%	91%	81%
• they can talk to their teachers about their concerns* (S2042)	89%	91%	90%
• their school takes students' opinions seriously* (S2043)	86%	86%	88%
• student behaviour is well managed at their school* (S2044)	83%	84%	78%
• their school looks for ways to improve* (S2045)	94%	98%	97%
• their school is well maintained* (S2046)	94%	98%	94%
• their school gives them opportunities to do interesting things* (S2047)	90%	93%	93%

* 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)	96%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
• they receive useful feedback about their work at their school (S2071)	92%	100%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	100%
• students are encouraged to do their best at their school (S2072)	92%	100%	100%
• students are treated fairly at their school (S2073)	92%	96%	100%
• student behaviour is well managed at their school (S2074)	96%	96%	100%
• staff are well supported at their school (S2075)	96%	92%	100%
• their school takes staff opinions seriously (S2076)	92%	92%	100%
• their school looks for ways to improve (S2077)	96%	96%	100%
• their school is well maintained (S2078)	96%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	96%	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

Our parents and wider community actively participate in the life of the school through our Parents and Citizens Association, Religious Instruction Program, Chaplaincy in Schools Program, as classroom helpers and voluntary tutors in reading and as sporting officials during athletics, swimming and sport specific activities. Our school actively participates in the community by staging musical and theatrical performances, supporting established community events and providing resources for local events. Individual teachers host back to school evenings, whereby they invite the students and their parents to dinner at school and then showcase the work occurring in and outside their classrooms.

Respectful relationships education programs

Our school's Positive Behaviour for Learning – PBL, Health and Physical Education, Life Education, School-based Health Nurse and Chaplaincy in Schools' programs provide pastoral care that has a focus on personal safety and awareness. This includes identifying and responding to abuse and violence, with emphasis on preventing and

responding to domestic and family violence and abuse; 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. We also supplement these programs with initiatives such as Cyber-Bullying Awareness Programs, MATE Bystander Program, and the Escape Fast Program.   Our school continually develops and implements programs that focus 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	18	21	3
Long suspensions – 11 to 20 days	0	1	0
Exclusions	3	4	1
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 is very concerned about our environmental footprint and as such have taken measures to attempt to reduce certain services by installing more water tanks, using our air conditioners in line with Ergon recommendations and installing solar panels, however our data below does not reflect this effort.   We also have installed recycle collection bins.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	131,599	94,303	102,676
Water (kL)	888	853	595

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	20	19	<5
Full-time equivalents	18	11	<5

*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	0
Masters	3
Graduate Diploma etc.*	0
Bachelor degree	13
Diploma	2
Certificate	0

*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 was $28,772.

The major professional development initiatives are as follows:

• Positive Behaviour for Learning (PBL) – effective classroom practices;

• National Curriculum and Curriculum into the Classroom (C2C) subject training;

- PD to support our school's Pedagogical Framework;
- Mentoring Beginning Teachers;
- "Take the Lead" for Aspirant School Leaders;
- Coaching and Feedback;
- One School Training;
- Subject specific QCAA modules;
- Special Education (various courses);
- ICT professional development (i-Pads in Education, etc.);
- First aid and Resuscitation;
- Doctoral research (scholarship – special grant);
- Annual Mandatory All-Staff Training Program.

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, 90% 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 P-10/P-12 schools was 89%.

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	92%	90%	92%
Attendance rate for Indigenous** students at this school	92%	87%	89%

* 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.

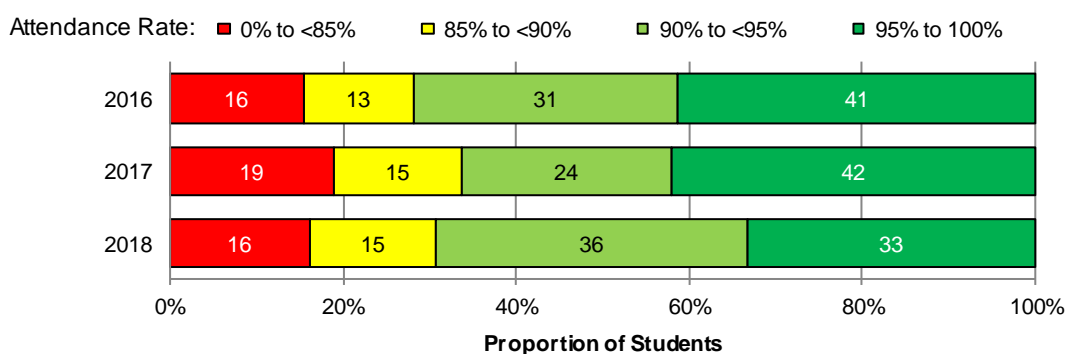Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	90%	94%
Year 1	93%	93%	91%
Year 2	95%	90%	93%
Year 3	92%	94%	94%
Year 4	94%	89%	92%
Year 5	94%	93%	91%
Year 6	91%	93%	90%

Year level	2016	2017	2018
Year 7	93%	90%	94%
Year 8	88%	91%	90%
Year 9	87%	82%	90%
Year 10	89%	89%	92%
Year 11			
Year 12			

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	16	13	31	41
2017	19	15	24	42
2018	16	15	36	33

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.

Rolls are marked twice daily and absences referred to administration via a program called "ID Attend". Late slips are issued to students who report to school after 9:00am. Parents receive a SMS message each day their child is absent from school. Parents are requested to make contact with the school (note, email, text message or phone call) when their children are absent. Unexplained absences are followed up promptly. Long term unexplained absences are managed in accordance DoE Policies.

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.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal and Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.