



Alloway State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

Contact Information

Postal address:	4334 Goodwood Road Bundaberg 4670
Phone:	(07) 4159 7352
Fax:	(07) 4159 7508
Email:	principal@allowayss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mrs Judy White

School Overview

Our Mission at Alloway State School is to provide a challenging, flexible and secure learning environment which will give our students the independence, skills and attitudes necessary to cope academically, socially and morally in our changing world. Alloway has a proud history of nurturing traditional values and respect. Those values include that each child will be recognised as an individual who needs to be challenged to develop their knowledge and skills to the best of his or her ability, that the school recognises the intrinsic worth of all people and values their differences and that learning is recognised as having developmental phases and being an interactive process. Our curriculum strengths lie in the areas of inclusive strategies such as modifying curriculum to meet student needs and extending their learning experiences, as well as providing them a safe environment to encourage positive learning. Extra-curricular activities include, book fair, Student Council, 'Friends' social skilling program, Shine program and the Boost It and Solve It computer programs. The school works as a close community for the purpose of 'Growing our Future Together-Today'. At Alloway, our school behaviour expectations are underpinned by four key principles: Be Respectful, Be Responsible, Be Safe, Be positive.

Principal's Foreword

Introduction

It is with much pride that I present Alloway State School's 2017 Annual Report. This report outlines important information about our school's organisation, curriculum offerings and the teaching and learning environment that characterises Alloway State School. It also provides details about staff qualifications and the key focus areas within the school. This School Annual Report will also discuss the procedures and strategies in response to our Explicit Learning Agenda at Alloway. The learning outcomes of Alloway students in literacy and numeracy can be accessed through the 'My School' website provided in this report. This report includes a short explanation on the school opinion surveys conducted in 2017, as well as an explanation of the role the school is taking to reduce our ecological footprint. If parents or families are unable to access this report from the internet, copies will be available at the school office

School Progress towards its goals in 2017

School Priorities	Actions	Outcomes
Reading	Continue to focus on reading as part of our explicit improvement agenda Embed a consistent balanced reading program across the school.	Improvement in reading levels and comprehension skills

Future Outlook

The key priorities identified in the 2018 Annual Implementation Plan include the North Coast's Region initiative and implementation of the State School strategy 'Every Student Succeeding'. At Alloway State School, we work closely with Coral Coast Cluster Schools to ensure that staff are working towards this common goal by providing professional development, support and moderation opportunities in all key areas.

Alloway State School continues to focus on ensuring that all classes provide a balanced reading program that incorporates the sharp focus required for student success.

Alloway's priority learning area in 2018 is a focus on Mathematics: in particular the Gympie Maths Alliance Project. Underpinning this priority is the overarching and continuing focus on reading.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	55	13	42	1	73%
2016	51	17	34	1	91%
2017	50	14	36	4	88%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

Alloway State School is a small rural school only 10 minutes from the Bundaberg central district. Alloway boasts strong ties to the community. Many families come from the small coastal area of Coonarr or own farming properties, and some of these families have seen generations pass through our school. We are proud to continue the strong relationships with these families through their attendance at school and community functions. Many families also work in Bundaberg. Generally, our families have 2 or more students attending our school and there is a small amount of families who have pre-prep students intending to enrol at Alloway over the next 1-3 years. Our Parents and Citizens Association pride themselves on the support they give to our school through quality fundraising activities. At Alloway, we work hard to ensure that students have access to quality transition programs, both from year 6 to year 7, as well as a successful transition into prep program.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	20	16	17
Year 4 – Year 6	16	22	16
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

At Alloway State School, we foster a multi-age philosophy that ensures that all students learn in a safe and supportive environment. All staff plan for and implement quality learning experiences based on the Australian Curriculum. Students working at a different year level to their peers are supported through a variety of strategies and may work between classrooms to maximise their learning. As reading is a key priority in our school, teachers are planning for a whole school balanced reading program to be fully implemented in 2017. Students will be working at their appropriate level, and will be closely monitored to ensure success. All students are supported through a weekly explicit guided, modelled, shared and independent reading activities. These skills are designed to support the Sheena Cameron comprehension strategies as well as the explicit gradual release of responsibility model. Students who need access the curriculum at a different year level are supported through an individual Curriculum Plan in consultation with families.

Co-curricular Activities

At Alloway, students are involved in a number of extra-curricular activities which are always well supported by students, staff and families. Some of these include:

Project Club – students fundraise for a variety of activities and associations

Participation in athletic carnivals

School Camps and excursions

Community events – ANZAC Day celebrations – school and community ceremonies.

Age appropriate life skills programs – run by our Chaplain

ANZAC Day ceremonies – at school and the Bundaberg ceremony

Life Education

Visit from local dental surgeries to promote teeth care in the junior class

CQU careers visit

How Information and Communication Technologies are used to Assist Learning

A range of Information and Communication Technologies are used at Alloway State School to assist in student learning. These include online literacy programs such as Reading Eggs and Mathletics and various mathematics and English programs including extension programs such as the Solve It and Boost It computer programs. Teachers also use a range of ICTs in the delivery of their lessons as well as ensuring the students have a level of competency with the understanding of and use of these ICTs. A Computer lab attached to the 5/6 class room currently holds desk top computers and lap tops. Interactive whiteboards and iPads are utilised in classrooms. Students are encouraged to achieve a high level of computer skills that allow them to work within the technological age that we are currently faced with. Students are given the opportunity to produce work that incorporates all facets of computer technology including word processing, PowerPoint presentations and work samples using the publisher program. All computers are connected to both the internet and the school network.



Social Climate

Overview

The social climate of Alloway State School is very positive is underpinned by the values of the School Wide Positive Behaviour Support program, (now Positive Behaviour for Learning) that has been implemented since 2011. The core values associated with this program are Respect, and Responsibility and Safety. Staff is committed to building quality relationships with students and parents and to providing safe and engaging learning environments for all students. Alloway's State School's Responsible Behaviour Plan, which incorporates the School Wide Positive Behaviour Strategy, reflects this commitment displayed by all staff to help facilitate and develop self-managing students within the school. Alloway's School Chaplain visits the school 2 days per week, providing pastoral care for all students from Prep to Year 6 and supports staff in helping students deal with any issues or concerns that may occur. The school also conducts breakfast club and implements values programs and specific programs aimed at the senior students. Our Chaplain also assists in the end of year camp for the year 5/6 class. The 2017 School Opinion survey shows that 100% of parents felt that their children were getting a good education at this school. This is a reflection of the dedicated and supportive staff at Alloway.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	86%	100%
their child is making good progress at this school* (S2004)	100%	86%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	100%
teachers at this school motivate their child to learn* (S2007)	100%	86%	100%
teachers at this school treat students fairly* (S2008)	100%	86%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	86%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	75%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	75%	86%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	90%	95%	95%
they like being at their school* (S2036)	80%	68%	77%
they feel safe at their school* (S2037)	85%	86%	100%
their teachers motivate them to learn* (S2038)	95%	90%	81%
their teachers expect them to do their best* (S2039)	95%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	95%	68%	86%
teachers treat students fairly at their school* (S2041)	85%	72%	55%
they can talk to their teachers about their concerns* (S2042)	80%	75%	59%
their school takes students' opinions seriously* (S2043)	70%	74%	73%
student behaviour is well managed at their school* (S2044)	85%	36%	77%
their school looks for ways to improve* (S2045)	95%	82%	86%
their school is well maintained* (S2046)	85%	60%	67%
their school gives them opportunities to do interesting things* (S2047)	80%	68%	68%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	67%	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%	88%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	88%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	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

Parents play an active role in various aspects of their child/ren's journey through Alloway State School. Morning reading is offered within the lower classes, homework in all classes involves the students reading to an adult, and this being signed off by families. Sight words and spelling are also encouraged to be practiced at home. Alloway State School continues to build proactive partnerships between the school, parents and the wider community. There are many ways in which parents and grandparents are welcomed into the school both informally as well as formally. Informal participation includes attendance at cultural and sporting events, helping in the classroom and at breakfast club, as well as being invited to attend parades where their child may be receiving an award or recognition of some kind. More formal avenues for participation include becoming members of the Parents and Citizens Association or becoming an active member of the Positive Behaviour for Learning Support team. Within all areas of the school, parents are also provided with opportunities to inform school decision making by assisting with the framing of submissions and by providing feedback on school policies. Parents assist in other school celebrations such as, school discos, project club activities and ANZAC Day activities.

Alloway State School prides itself in assisting students with diverse needs. Extra teacher aides are made available to assist classroom teachers in supporting those students requiring adjustments. Alloway State School has a Special Education Teacher (SEP) 1 ½ days per week to assist students. Alloway is also supported by a Head of Special Education Services (HOSES), Intensive Behaviour Support Specialists, Speech Pathologist, Learning Support Teacher, as well as a range of external services provided through Education Queensland. Support Staff meet as required to discuss the needs of students and the actions that are taken to support them.

Respectful relationships programs

The school is currently developing a program that focus on appropriate, respectful and healthy relationships. Our 4 behaviour expectations of Being Safe, Being Respectful, Being Responsible and Being Positive underpin respectful relationships at Alloway.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	2	3	7
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Staff and students at Alloway have focused on reducing the school's environmental footprint by ensuring that all stakeholders are aware of the changes that need to be made in our setting to make sure that our students understand the need to think about, and care for our environment. Alloway School helped to reduce our ecological footprint by installing solar panels and being water wise, including the use of a number of rain water tanks around the school. Staff and students are also encouraged to use air conditioning appropriately, ensuring the temperature remains the same with doors and windows shut. The use of fans is also encouraged during the warmer months. The table below shows the effort that has been made to maintain power consumption by practicing responsible

use of electricity. The whole school displays a conscious effort to keep doors closed when heating or air conditioning is turned on, turning off lights when rooms are not in use, and reporting taps that are leaking.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	19,654	
2015-2016	19,554	
2016-2017	16,409	

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

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time Equivalents	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	4
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 2017 were \$7431.26

The major professional development initiatives are as follows:

- ✓ Professional Learning circles
- ✓ Curriculum Roadshows
- ✓ Pre and Post Moderation sessions
- ✓ English and Mathematics professional development sessions
- ✓ Speech language information sessions

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

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 2017.

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	69%	84%

*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 2017 for all Queensland Primary schools was 93%.

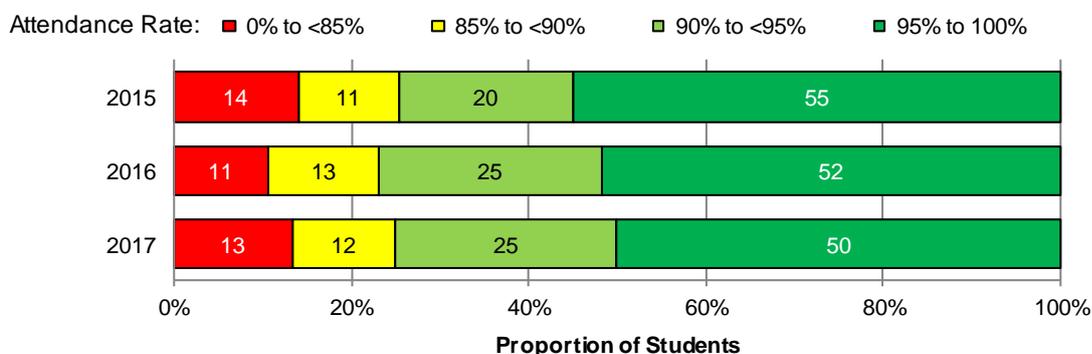
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	97%	96%	96%	92%	91%	93%	93%						
2016	92%	94%	98%	95%	92%	89%	95%						
2017	89%	93%	94%	97%	94%	92%	93%						

*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 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.

When a student is absent or plans to be absent for more than 10 consecutive days the parent negotiates with the Principal to make an alteration to the student's education program.

The school implements procedures documented in *Enforcement of Compulsory School and Compulsory Participation* should the school become aware of students being absent for more than 10 days with a satisfactory reason.

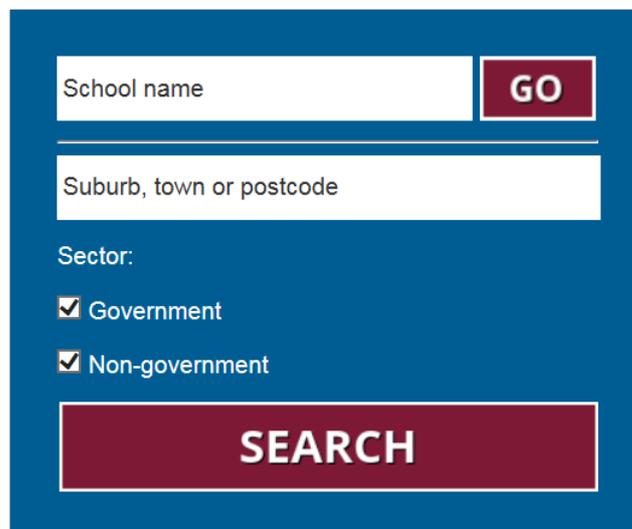
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: *Managing Student Absences* and SMS-PR-036: *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

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 image shows a search form titled "Find a school" with 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.