



Alloway State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## From the Principal

### 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, lunch time craft activities, book fair, Student Council, 'Friends' social skilling program and whole-school reading and other activities. The school works as a close community for the purpose of 'Growing our Future Together-Today'.

### School progress towards its goals in 2018

#### School Priorities

Writing

#### Actions

Continue to focus on writing as part of our explicit improvement agenda  
Embed a consistent balanced writing program across the school using the Literacy continuum to ensure consistency.

#### Outcomes

Improvement in writing skills

### Future outlook

The key priorities identified in the 2019 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 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 2019 is a focus on writing: in particular the addressing the needs of the Literacy Continuum. 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

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	51	50	50
Girls	17	14	16
Boys	34	36	34
Indigenous	1	4	6
Enrolment continuity (Feb. – Nov.)	91%	88%	93%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	16	17	16
Year 4 – Year 6	22	16	16
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 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 and this program has been fully embedded into our curriculum. 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

### **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 3/4/5/6 class room currently holds desk top computers and lap tops. Interactive whiteboards, televisions 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 2018 School Opinion survey shows

that 100% of parents indicated that teachers at Alloway expected students to do their best. This is a reflection of the dedicated and supportive staff at Alloway.

## 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)	100%	100%	83%
• this is a good school (S2035)	100%	100%	83%
• their child likes being at this school* (S2001)	100%	100%	67%
• their child feels safe at this school* (S2002)	100%	100%	67%
• their child's learning needs are being met at this school* (S2003)	86%	100%	83%
• their child is making good progress at this school* (S2004)	86%	100%	67%
• 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)	86%	100%	83%
• teachers at this school motivate their child to learn* (S2007)	86%	100%	83%
• teachers at this school treat students fairly* (S2008)	86%	100%	67%
• 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)	86%	100%	83%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	50%
• this school looks for ways to improve* (S2013)	100%	100%	60%
• this school is well maintained* (S2014)	86%	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)	95%	95%	88%
• they like being at their school* (S2036)	68%	77%	82%
• they feel safe at their school* (S2037)	86%	100%	75%
• their teachers motivate them to learn* (S2038)	90%	81%	82%
• their teachers expect them to do their best* (S2039)	100%	95%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	68%	86%	88%
• teachers treat students fairly at their school* (S2041)	72%	55%	82%
• they can talk to their teachers about their concerns* (S2042)	75%	59%	63%
• their school takes students' opinions seriously* (S2043)	74%	73%	53%
• student behaviour is well managed at their school* (S2044)	36%	77%	71%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	82%	86%	76%
• their school is well maintained* (S2046)	60%	67%	76%
• their school gives them opportunities to do interesting things* (S2047)	68%	68%	63%

\* 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%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	100%	67%
• 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)	88%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	88%	100%	90%
• 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 education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs include: Daniel Morcombe curriculum resources, Dojo meditation resources, classroom activities designed by our Chaplain, as well as utilising the 'Be You' resources. Alloway also ensures that students understand the importance of being safe and healthy through the Health and Physical Education (HPE) learning area addressed in the Australian Curriculum. A well-being framework has been developed to support the entire Alloway school community.

## 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	3	7	6
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

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		

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	19,554	16,409	24,906
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.

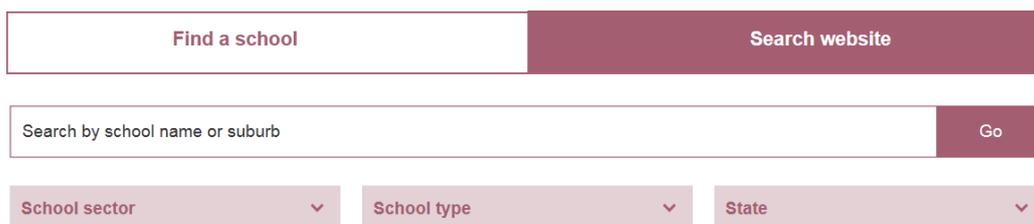
## School funding

### 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](http://www.myschool.edu.au/) 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.



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



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



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	6	0
Full-time equivalents	2	3	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.*	
Bachelor degree	3
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 \$5,632.36

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%

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.	97%	97%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 62% of staff were retained by the school for the entire 2018.

## Performance of our students

N/A

## 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	93%	93%	90%
Attendance rate for Indigenous** students at this school	69%	84%	82%

\* 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	92%	89%	90%
Year 1	94%	93%	80%
Year 2	98%	94%	91%
Year 3	95%	97%	89%
Year 4	92%	94%	96%
Year 5	89%	92%	96%
Year 6	95%	93%	92%

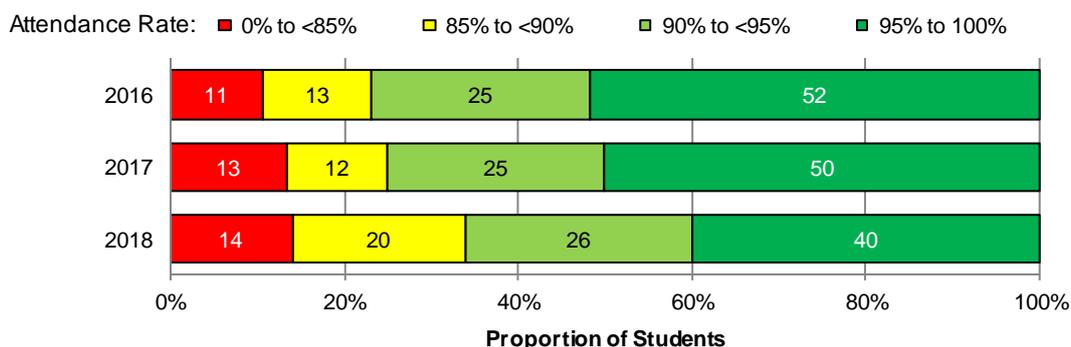
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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



## 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.

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 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

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.