



Amamoor State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Amamoor is a quality school with quality values, beliefs and outcomes. Amamoor State School's central aim is to produce a safe, caring and exciting learning environment for all students. Our focus is on providing the best opportunities for all students to achieve the best quality results in all areas of academic, social and emotional domains. Amamoor SS provides education for students from Prep to Year 6. Being a small school, Amamoor has a very caring social climate throughout the school community. Teachers and staff are familiar with the individual circumstances of the families and parents, creating a sense of family. A buddy system is used between the younger and older students adding an extra caring and supportive atmosphere. The school offers extra-curricular opportunities in music, sport and Science through an active curriculum. At Amamoor it is the student's needs that come first.

## Principal's Foreword

### Introduction

It is my pleasure to present the Amamoor State School annual report for 2017.

At Amamoor State School we **Learn, Work** and **Grow** together. In 2017 we saw a continuation of the positive educational outcomes we strive to provide our students. We will continue to strive to have **Every Student Succeeding** in 2018.

The 2017 Annual Report will outline the progress of Amamoor State School and its future direction. Information is based on the NAPLAN Years 3 and 5 tests, Whole School Reviews, Audits, School Opinion Surveys and the Annual Improvement Plans.

*Joe Barbaro (Principal)*

### School Progress towards its goals in 2017

In 2017 our targets were as follows:

- 80% of students achieving a C or better in English.
- 80% of students achieving a C or better in Mathematics.
- Increase student attendance across the school to 95%.

Indicator	2017
80% of students achieving a C or better in English.	79%
80% of students achieving a C or better in Mathematics.	83%
Attendance	94%

### Future Outlook

In 2018 our targets are as follows:

- 80% of students achieving a C or better in English.
- 80% of students achieving a C or better in Mathematics.
- Increase student attendance across the school to 95%.
- U2B (Naplan Upper 2 Bands) Reading and Numeracy Achievement Years 3 and 5 – 35%.

## Our School at a Glance

### School Profile

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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	56	29	27	1	93%
<b>2016</b>	59	30	29	1	90%
<b>2017</b>	75	39	36	2	95%

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

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

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

The majority of the students come from the small, rural township of Amamoor. The majority of students travel to school by car. A small percentage of students travel via bus or walk.

### 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	21	24
Year 4 – Year 6	18	19	25
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The Australian Curriculum is delivered using the ASOT Pedagogical Framework. The Multi-age C2C suite of units are used as a resource for teachers to adapt to suit the students' needs

### Co-curricular Activities

- Whole School involvement in vege-gardening
- Bush Poetry Competition
- Art Activities
- Biannual School Camp
- Excursions
- Sports Gala Days & Sporting Development Officer Visits

### How Information and Communication Technologies are used to Assist Learning

- The school curriculum allows students to access computers in order to perform research, publish texts, create presentations, practise literacy and numeracy skills and access the curriculum.
- Computers in every class room and in the library
- Access to digital cameras
- Access to iPads (18)
- Networked internet access in all buildings.
- Data projectors used to model computer skills

## Social Climate

### Overview

Amamoor State School continues to set high expectations for student learning and behaviour. Our focus remains on developing literacy and numeracy skills, across all of the Key Learning Areas. Students receive an education that is developmentally appropriate and engaging. At Amamoor, students are challenged to achieve their best in a safe and supportive learning environment. We are "Learning, Working and Growing together to ensure every single student is learning every day".

Data from the 2017 Opinion Survey indicates students, staff and community are happy to be involved with Amamoor State School.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
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%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	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%	100%	100%
teachers at this school motivate their child to learn* (S2007)	80%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	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%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	93%	100%	97%
they like being at their school* (S2036)	94%	100%	97%
they feel safe at their school* (S2037)	88%	100%	100%
their teachers motivate them to learn* (S2038)	94%	100%	100%
their teachers expect them to do their best* (S2039)	94%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	86%	96%	97%
teachers treat students fairly at their school* (S2041)	80%	100%	100%
they can talk to their teachers about their concerns* (S2042)	88%	86%	90%
their school takes students' opinions seriously* (S2043)	88%	93%	94%
student behaviour is well managed at their school* (S2044)	81%	89%	94%
their school looks for ways to improve* (S2045)	93%	100%	100%
their school is well maintained* (S2046)	86%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	87%	96%	97%

## 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%	88%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	100%	80%
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)	89%	100%	100%
staff are well supported at their school (S2075)	100%	100%	90%
their school takes staff opinions seriously (S2076)	100%	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 and caregivers are always encouraged to be involved in their child's education. Parents are encouraged to attend weekly parades, monthly P&C meetings, sporting and swimming carnivals, excursions, parent information sessions, parent-teacher interviews, mother's/father's day stalls and end-of- year performances.

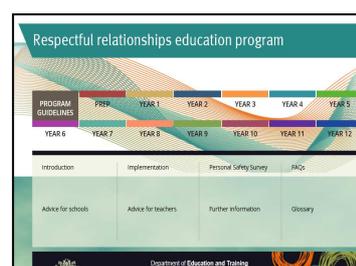
Parents and caregivers receive fortnightly newsletters and regular letters of communication. There is an email distribution list and SMS broadcasts are also common.

Staff and parents of students with diverse needs meet regularly to develop and review plans to enable the students to access and participate fully at school.

Amamoor State School has a number of volunteers from the local community who assist in literacy, numeracy, gardening and sport activities on a regular basis.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Amamoor State School utilises the Respectful relationships education program.



## 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	0	0	0
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

The school continues to adopt a green school philosophy by monitoring our electricity usage, water consumption and recycling. Where possible, the school will always attempt to reduce electricity usage and water consumption and increase recycling efforts

We do this by –

- Utilising 2 10 000 litre water tanks to provide all water to the school (not including flushing toilets)
- Solar panels on roof.
- Cardboard and paper recycling program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	16,058	1,825
2015-2016	29,843	626
2016-2017	54,616	896

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

School name

Suburb, town or postcode

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	4	7	0
Full-time Equivalents	4	4	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.**	
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 \$11,719.

The major professional development initiatives are as follows:

- Understanding Australian Curriculum (English & Maths)
- Multi –age curriculum planning
- Essential Skills in Classroom Management
- Principal's Business Meetings
- First Aide
- SWPBS
- Curriculum Roadshow
- Cleaners workshop

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.	95%	97%	96%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 45% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes

### 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%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	90%

\*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%.

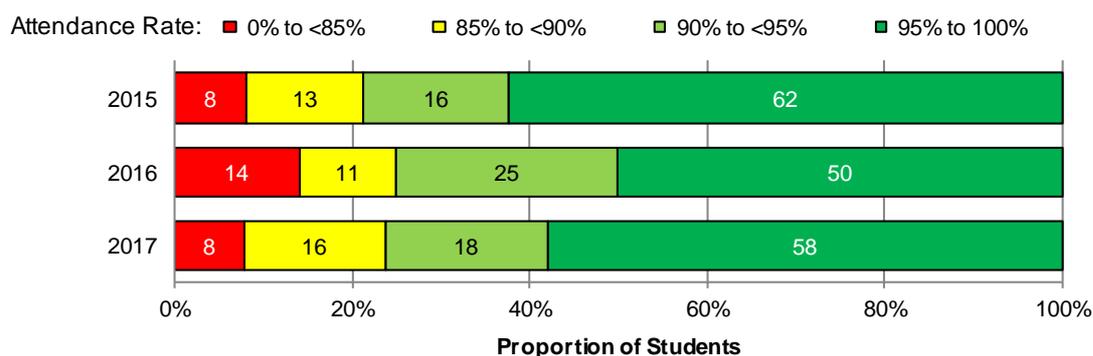
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	97%	92%	96%	93%	95%	94%	92%						
2016	88%	94%	93%	94%	92%	95%	94%						
2017	92%	93%	96%	94%	95%	93%	96%						

\*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.

Absences are followed up at Amamoor State School using an absence line and same day SMS messaging. If parents have not contacted the school all absences are followed up by phone call.

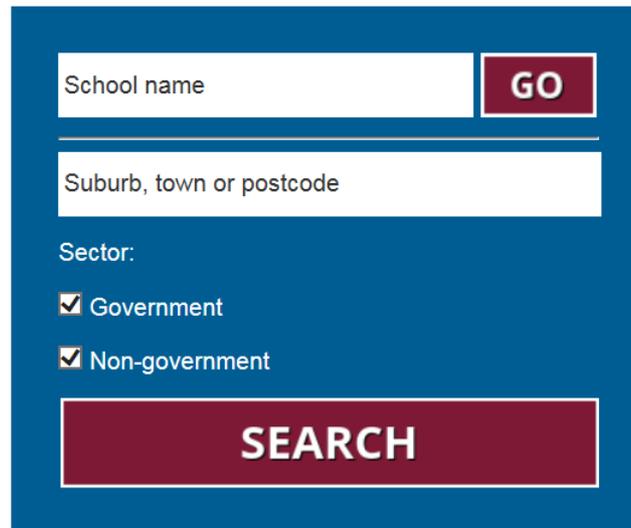
Strategies to improve attendance include updates via the newsletter, P&C meetings and direct contact with parents.

## 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 labeled "SEARCH" at the bottom.

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.