



Amamoor 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

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. 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.

School progress towards its goals in 2018

Amamoor State School was successful in implementing screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (Phonics) in the early year as well as *STLaN lead Early Start Analysis* – Focusing interventions via *STLaN, Reading Link, Daily Rapid Reading*. The school continued to embed a balanced reading program.

Amamoor State School continued to embed *Numeracy Rich Routines* addressing key aspects of number, utilising NCR Mathematics Alliance Diagnostic and Pedagogical Resources. This was supported by the development of an *Amamoor Numeracy Planning Tool and Procedure*, utilising NCR Mathematics Alliance Diagnostic and Pedagogical Resources to ensure consistent, collaborative and focused student needs based approach to school wide planning.

Future outlook

In 2019, Amamoor State School will focus improvements on supporting 2018 gains and observations by:

- Implementing consistent, targeted teaching across the school– Gradual Release – **Coaching, Observation and Feedback Framework** to ensure all students are engaged and succeeding everyday
- Intervention and Extension: *Small Group and 1-1 Reading opportunities (DRR)* to ensure every student is improving
- Early Years Phonics Program (Jolly Phonics): *Support the successful development of early reading behaviours*
- Encoding and Decoding (Words Their Way): Support the successful development and improvement of student spelling.

Targets include:

Student Attendance - 94%

Student Achievement- 85% at C or Better in English

Early Years - Early Start Data- 85% of Students at Age Appropriate Level (Literacy Continua)

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	59	75	78
Girls	30	39	44
Boys	29	36	34
Indigenous	1	2	5
Enrolment continuity (Feb. – Nov.)	90%	95%	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

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. Amamoor State School has a variety of families from different cultural backgrounds that adds to the diversity of the student and school community.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	24	24
Year 4 – Year 6	19	25	23
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

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

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 2018 Opinion Survey indicates students, staff and community are happy to be involved with Amamoor State 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)	100%	100%	90%
• 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%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	90%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	90%
• teachers at this school treat students fairly* (S2008)	100%	100%	90%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	90%
• this school works with them to support their child's learning* (S2010)	100%	100%	90%
• 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%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	97%	100%
• they like being at their school* (S2036)	100%	97%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	86%	90%	100%
• their school takes students' opinions seriously* (S2043)	93%	94%	100%
• student behaviour is well managed at their school* (S2044)	89%	94%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	97%	100%
• their school gives them opportunities to do interesting things* (S2047)	96%	97%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	91%
• 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)	88%	100%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	80%	86%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	100%	100%	91%
• student behaviour is well managed at their school (S2074)	100%	100%	91%
• staff are well supported at their school (S2075)	100%	90%	91%
• their school takes staff opinions seriously (S2076)	100%	90%	91%
• 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%	91%

* 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.

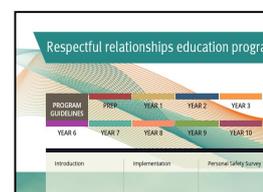
Parents and caregivers receive fortnightly newsletters and regular letters of communication. There is an email distribution list and SMS broadcasts are common.

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 education programs

The school has programs that focus on appropriate, respectful and healthy relationships. Amamoor State School utilizes the Respectful relationships education and the You Can Do It program.



School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	3
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

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 2x 10 000 litre water tanks to provide all water to the school (not including flushing toilets)
- Solar panels on roof.
- Student lead Waste Management and Recycle focuses.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	29,843	54,616	24,382
Water (kL)	626	896	251

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	7	7	0
Full-time equivalents	5	4	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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*		
Bachelor degree	7	
Diploma		
Certificate	4	

Professional development

Expenditure on and teacher participation in professional development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2018 were \$12,000.

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
- Behaviour Management
- Curriculum Roadshow
- Cleaners workshop

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%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	94%	92%
Attendance rate for Indigenous** students at this school	DW	90%	92%

* 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	88%	92%	95%
Year 1	94%	93%	95%
Year 2	93%	96%	91%
Year 3	94%	94%	91%
Year 4	92%	95%	91%
Year 5	95%	93%	93%
Year 6	94%	96%	91%

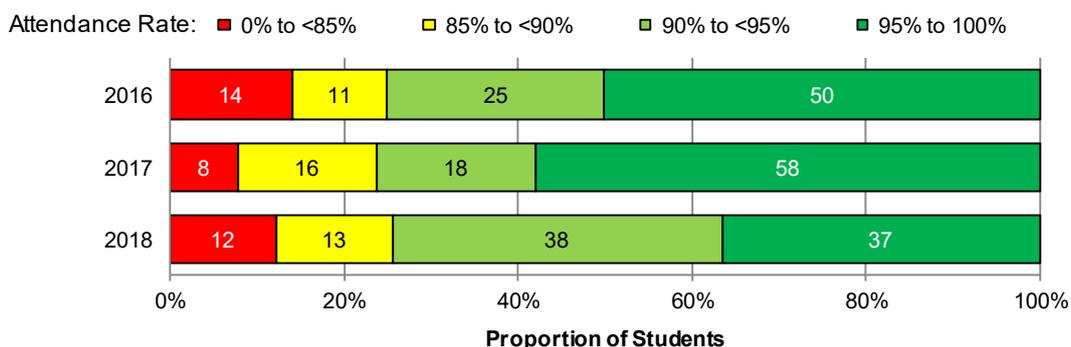
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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 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.