

Alpha State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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## School Overview

Alpha State School is a small, rural P-10 school of around thirty - nine students located 170km west of Emerald, Central Qld. We focus on providing quality learning experiences for our students. Our school motto 'Knowledge is Strength', grounds our belief that size and location are defining, not limiting characteristics. Our school has four key values - respect, responsibility, safety and learning. We are constantly increasing student success in sports at all representative levels. Our focus sports are swimming, athletics, rugby league, cricket, netball and touch. The establishment of a choir and instrumental music (violin and cello) has added a cultural dimension to the school. The continuous growth of our cattle club showcases the students' rural upbringing. Our curriculum is based heavily on literacy and numeracy for primary students, and despite small staff numbers in the secondary area we maintain electives-based secondary programs. ICT is a real strength due to the hard work of our staff and community (P and C) to establish and maintain IT infrastructure. Our after-school sport and youth programs are offered to students. We pride ourselves on the quality of the students we produce.

## Principal's Forward

### Introduction

The following document lists the achievement and progress of Alpha State School in 2016. This data comes from a variety of sources, including but not limited to, the school data profile, NAPLAN, school survey, academic data and diagnostic data.

#### School Progress towards its goals in 2016

**Writing** - Rote learning of grammar, parts of speech, punctuation, sentence structure and editing marks, incorporate the 7 steps of writing into the writing model across all grade levels, include a breakdown of the knowledge and skills, referenced to the Australian Curriculum, necessary for each year level in the Writing Plan and make explicit the purpose of the learning. Closely follow the EI model when teaching writing – especially focusing on the 'I Do' and the 'We Do' to co-construct texts with students. The John Collins writing pedagogy has also been implemented in 2016.

**Consistent Culture for Learning** – create a culture of engaging learning that improves achievement for all students. Streamline school vision, motto and values and expectations so that it is reflected in all areas of the school, regularly reflect on the school values of Respect, Responsibility, Learning and Safety as a staff and community and regularly promote these in classrooms, the school and wider community, regularly focus on and celebrate the academic achievements of students and promote positive behaviour ideals across the school, align expectations and implementation of behaviour practices in the school, continue to up skill staff and community members around the school values and PBL ideals, Collaboratively design a PACE framework with stakeholders from the school community, engage school community and staff in discussion around the SOS data and obtain feedback for improvement

**Attainment** - Review and update current Pedagogical Framework to better align with Explicit Instruction Philosophies, use peer observation, feedback, differentiated coaching and learning communities to improve teaching practices, design and implement peer observation, feedback and coaching framework for all teachers, up skill members of the Leadership Team in coaching techniques and strategies for implementation of Coaching and Mentoring Framework in 2017, develop a suite of resources to assist teachers when conducting peer observations. (E.g. general observation sheet) expand opportunities for all students to reach their potential; identify and support at risk students, implement Goal Setting Framework across the school, ensure that all students have learning goals related to the EIA.

**Explicit instruction** – full implementations in 2016. Choral learning and chanting done from P – 10.

**Review whole-school curriculum and assessment plan and other key curriculum documents** – review of documents undertaken in 2016 for implementation in 2017.

**Reading** – Lexia and Reading plus has been implemented in our school. Reading is linked and heavily monitored and students tracked individually. STARS and CARS implemented. Focus on making reading enjoyable.

**Numeracy** – rapid recall in numeracy have been a focus in 2016. This to automate answers to simple math operations and rules so students can spend more time on the thinking component of problem solving in maths.

**Coaching** – As part of formalised performance measurement of teachers in the class in delivery of explicit instruction. Coaching is an important facet of Alpha State School in gaining collective efficacy within the classroom.

#### Future Outlook

The key improvement areas for 2017

**Writing and Vocabulary development** – The teachers have identified through their class data a need for extension work in Writing and vocabulary development. A whole school plan for writing is being developed in 2017.



**Extension of U2B students** – The school's NAPLAN and A – E results are high. We have identified that we need to extend some of our students into the U2B in Literacy and Numeracy and are developing plans and work to do this in 2017.

**Phonics** – The needs for a whole school approach to Phonic teaching in the school has been identified. Planning for this has begun in 2016.

**Monitoring of weekly data** – Alpha SS has developed a system for monitoring numeracy, grammar/punctuation, spelling and writing on a weekly basis for ensure mastery of learning concepts and track individual student improvement.

**Explicit Instruction** – This is a P–10 priority for our school and a regional priority for Central Queensland. Our teachers are in-serviced and trained each term. There are curriculum updates every staff meeting. Our school is committed to the regional training and support for explicit instruction and can verify the impact it has made in our classrooms through data and coaching.

**Bookwork** – A key component in communication for students. Bookwork is very important for students being able to track their own work, communicate with target audiences effectively, and as part of taking pride in every facet of school life.

# 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 2016:</b>	Prep Year - Year 10

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	57	30	27	5	93%
<b>2015*</b>	44	21	23	5	100%
<b>2016</b>	46	18	28	5	93%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Although some students reside within town, there is a strong representation of the rural community surrounding the school. The student body could be described as predominantly rural by geographic location and interaction is with the rural town and agricultural community. In the future, Alpha will be affected by the development of the Galilee Basin. We are planning for the future growth of Alpha State School.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	10	5
Year 4 – Year 7	12	13	3
Year 8 – Year 10	5	7	6
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Implementation of Australian Curriculum in English, Maths, Science, History, Geography, Health and HPE, Civics and Citizenship, the Arts and Business and Economics.

Literacy and Numeracy Intervention

Special Education Programs (links with Barcaldine P – 12 Special Education Programs)

Philosophy lessons from P - 10

Languages other than English (French) for year 5 - 8

Explicit instruction



Lexia / Reading Plus literacy program  
Intervention with a focus on mastering literacy and numeracy skills with all students

## Co-curricular Activities

Junior Judging  
Student Council run activities  
Choir  
Instrumental Music  
Leadership Camp  
4 – 7 Sports Camp  
Active Afternoon sport  
Homework club  
Milo Cricket  
Athletic Training after school

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

Alpha State School is committed to ICT facilitating and enhancing student learning. We have targeted curriculum application for our IPAD minis in classroom to support spelling, reading and thinking strategies. Our ICT creates more opportunities to overcome the geographical isolation of our school with student accessing online programs and networks to connect to their curriculum and learning. Students are engaged with ICT for research and learning purposes. Teachers deliver pedagogy with the aid of interactive smart boards and apple TV in the classroom. ICT is offered as elective within business in the Junior Secondary School. Students all access Lexia (online reading and phonics program) both at school and at home using the devices provided by the school.

## Social Climate

### Overview

As a small school we need to respond to issues in the school in a pro-active manner and communicate well to staff, parents/caregivers and students our policy and expectations. This happens from a strategic to classroom level. We have weekly behaviour updates in staff meetings to constantly review consistency and relevant issues.

On parade, that same message is relayed to students and parents. The school Values and Expectations are also referred to on a regular basis and for the basis of teaching and learning in class.

We emphasise consistency and fairness in dealing with children. Our students want to come to our school and to feel valued in class and in other facets of school life. Our students play well and care for students across the year levels in a small P-10 school environment.

The principal is on duty regularly, as well as, at most times, an open door to the office exists.

Our Chaplain has a Terrific Traits program and offers a pastoral care role in the school that has significant community support.

We have strategies in place to respond to bullying. The principal visits classrooms on a regular basis to speak to students using our school values as a reference point. Students are encouraged to help one another and report instances of misbehaviour or bullying as a helping action rather than a 'dobbing' action. We actively have a check in process with students regarding welfare at school.

### Parent, Student and Staff Satisfaction

The results of the school survey will inform our plan for 2017. For parents and caregivers, there will be an emphasis on measurable improvement for each child (as identified in the survey), communication with the parents and community about the school's direction, plan and updates. For staff an increased budget on training and importance of culture as a staff, will be valued and emphasised.

Students have identified that feedback is important to them in this survey.

Teachers have utilised the surfboard model for differentiation that is worked through with students and consistent three point descriptive feedback on work.

After the SOS results were accessible to school, the Principal met with parents to discuss areas for improvement for 2017 planning. These were positive and successful meetings.

## Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	75%	87%
this is a good school (S2035)	92%	75%	93%
their child likes being at this school* (S2001)	92%	81%	93%
their child feels safe at this school* (S2002)	100%	81%	100%
their child's learning needs are being met at this school* (S2003)	100%	75%	93%
their child is making good progress at this school* (S2004)	92%	81%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	75%	93%
teachers at this school motivate their child to learn* (S2007)	92%	75%	93%
teachers at this school treat students fairly* (S2008)	92%	69%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	75%	87%
this school works with them to support their child's learning* (S2010)	92%	75%	86%
this school takes parents' opinions seriously* (S2011)	92%	63%	79%
student behaviour is well managed at this school* (S2012)	100%	69%	100%
this school looks for ways to improve* (S2013)	92%	81%	93%
this school is well maintained* (S2014)	100%	94%	93%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	92%	92%
they like being at their school* (S2036)	100%	100%	92%
they feel safe at their school* (S2037)	100%	96%	96%
their teachers motivate them to learn* (S2038)	100%	96%	96%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	92%	92%
teachers treat students fairly at their school* (S2041)	87%	88%	88%
they can talk to their teachers about their concerns* (S2042)	90%	88%	92%
their school takes students' opinions seriously* (S2043)	93%	92%	84%
student behaviour is well managed at their school* (S2044)	97%	88%	96%
their school looks for ways to improve* (S2045)	97%	92%	88%
their school is well maintained* (S2046)	93%	100%	96%
their school gives them opportunities to do interesting things* (S2047)	93%	92%	96%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	94%	100%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	86%
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%	100%	100%
staff are well supported at their school (S2075)	100%	100%	79%
their school takes staff opinions seriously (S2076)	100%	100%	79%
their school looks for ways to improve (S2077)	100%	100%	93%
their school is well maintained (S2078)	100%	100%	92%
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 are encouraged to take an active part in supporting school activities. Alpha State School promotes clear communication between home and school. Parents are encouraged to contact their child's teacher to follow up any issue that develops and to seek to resolve concerns to mutual satisfaction. Teachers are encouraged to contact parents should they have any concerns about individual student academic progress or welfare.

The Alpha SS Parents and Citizen's Association attracts support from parents (and staff) and is the official forum through which parents can become involved in all facets of school operations. The hard efforts of the P&C in the area of fund raising are highly valued and vital in ensuring that additional resources are available within our school.

Teachers send a fortnightly emails home to parents.

Parents are actively encouraged to visit their child's classroom.

Change our way of conducting parent / teacher interviews to significantly increase parent involvement.

Teachers make contact with all our parents every term.

Parents have an opportunity to speak on parade.

Parents are encouraged to see the Principal about any issue at their convenience.

We have a meet and greet at the start of the year.

Mother's day morning tea

Weekly Facebook Updates

## Respectful relationships programs

A Social Skills/ Values and Virtue program is being written for implementation in 2018. This program will also include strategies for children to deal with bullying and anti-social behaviour.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

At Alpha State School we endeavour to reduce our environmental footprint by saving electricity by turning off appliances at the wall, installing solar panels and using eco-friendly products wherever we are able. With the increased availability of electrical items (and technology being used as a vital part of general teaching), teachers have been very active in ensuring that lights, computers and other electrical items are switched off after use. We have continued to proactively emphasise the need for staff and students to reduce our carbon footprint and to become more ecologically conscious. However the increased access for both staff and students to computers and increased reliance of Internet as an integral part of our learning pedagogy, has resulted in an increase in electricity usage has corresponded with improved Information and Communication Technology improvements in our school in recent times. Our water consumption is also being very closely monitored, particularly as we are a drought.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	89,382	0
2014-2015	111,628	14
2015-2016	87,342	

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

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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

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	11	10	0
Full-time Equivalent	9	6	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	8
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 2016 were \$20093.

The major professional development initiatives are as follows:

- Explicit instruction and expansion of our signature pedagogy
- Quality assurance of teaching and learning at Alpha SS
- Inclusiveness and differentiated learning for students
- John Collins writing Program
- Classroom Profiling
- Philosophy
- First Aid, Asthma and anaphylaxis training
- Curriculum Activity Risk Assessments
- Internal Controls
- Asbestos Training
- Student Protection Training
- Code of Conduct Training
- Health, Safety and Wellbeing training
- Essential Skills in Classroom Management training

- Enhancing ICT knowledge and usage
- Literacy and Numeracy Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

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

From the end of the previous school year, 67% of staff was retained by the school for the entire 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	94%	95%

\*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 2016 for all Queensland P-10/P-12 schools was 90%.

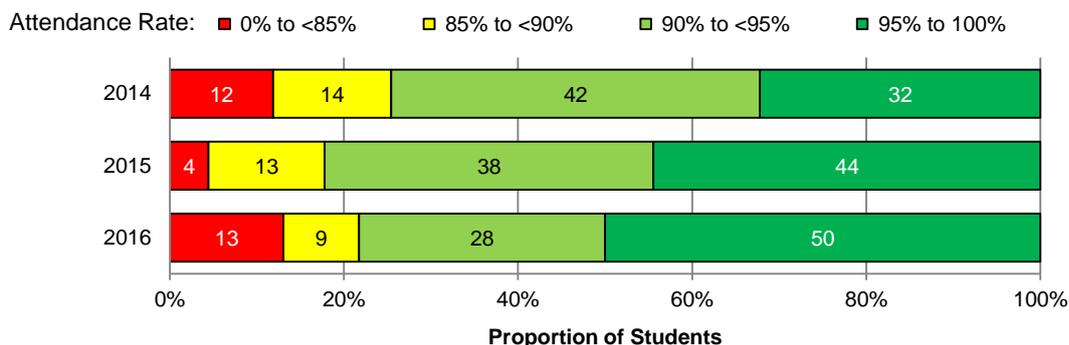
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	90%	91%	91%	94%	93%	89%	90%	93%	94%	97%		
2015	90%	94%	93%	92%	90%	99%	96%	91%	96%		97%		
2016	94%	86%	93%	95%	95%	93%	90%	97%	98%	97%	DW		

\*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 DET 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 DETE 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.

Rolls are marked by classroom teachers both at the beginning and conclusion of each day, and entered directly into our electronic rolls on our school network. Any student who has a legitimate reason for exiting the school during the school day are required to go to the school office and to be "signed out" through the Administration. Parents and caregivers are required to provide reasons for student absence either via a phone call or a written explanation. Any student who is absent for a period greater than 5 days is followed up by a member of the Admin team, who will require a reasonable explanation and/or the arranging of a parental meeting with school personnel. Continuing long term unexplained absences are addressed through the approved Education Queensland Truancy procedures.

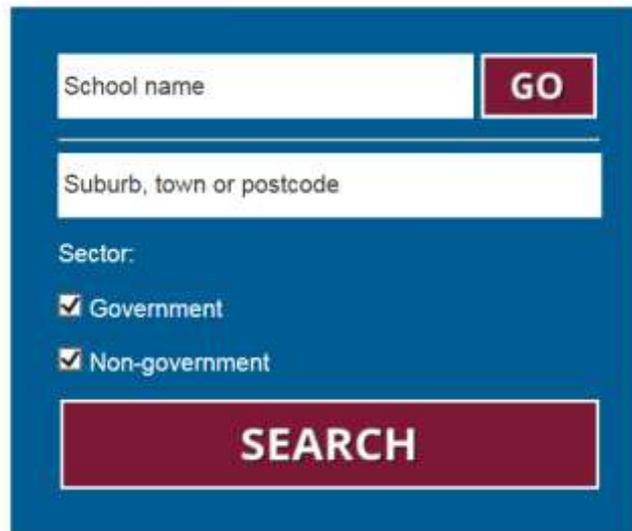
In 2016, there was an increased focus on improving attendance results across the school. At Behaviour Parade on a Tuesday, attendance was also discussed and an award for the class with the highest attendance percentage was handed out. The class with the highest attendance percentage at the end of each term were celebrated with an attendance reward, usually a BBQ lunch or treat.

## 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**.

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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.

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<https://alphass.eg.edu.au/Pages/default.aspx>

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Alpha State School manages early leavers through the SET planning and appointed conversations with our curriculum co-ordinator for all students transitioning to years 11/12 or considering alternative pathways. Students plan with the curriculum co-ordinator to still achieve qualifications and points towards a QCE if the student chooses to be an early leaver. Students are tracked the following year with conversations with the parent or student.

