



Grand Avenue 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

Grand Avenue State School is deeply committed to providing an outstanding education for all students, and has long held a reputation as, the leading primary school in the suburb of Forest Lake, approximately 30 kilometres southwest of the Brisbane CBD. Grand Avenue was established in 1999 and is one of the largest primary schools in south west Queensland. Approximately one-third of Grand Avenue students and/or their parents are born overseas.

The school emphasises the importance of relationships and the connection between teachers and students that is critical to success, an environment that inspires students to carve unique intellectual and creative paths.

While celebrating the successes of the past and present, we must also create our vision for the future in which our students will live and work. Our focus is, and always will be on excellence. Excellence is a challenging goal, because standards constantly rise, and with that, expectations. Grand Avenue provides an environment in which excellence is encouraged and students are supported to do their very best at being better.

Grand Avenue is committed to delivering a high quality, student-centred education which promotes growth, achievement and success. The school is dedicated to providing an inclusive educational environment that fosters individual strengths, talents and differences. Staff members are devoted to delivering a high quality education, that builds capacity and adheres to high quality academic, ethical and behavioural standards. The school is well positioned to be a high-performing school.

We value and acknowledge our past work as we constantly look for ways to be better. Our key strategic intent is to grow our students to be assessment capable learners, that is, learning growth for each student, and strengthening our partnerships with parents. These are underpinned by the interlinked concepts of challenge and feedback. Our school is committed to fostering a caring, positive and collaborative culture. The infusion of our school community values of connectedness, excellence, resilience, independence, nurture and growth mindset across all learning areas are critical to our growth and success.

School progress towards its goals in 2018

Grand Avenue remains committed to an improvement agenda characterised by high expectations. Our relentless focus on the implementation of this agenda has seen the consolidation of programmes and teaching approaches. This has resulted, once again, in an upward trajectory in school achievement data, particularly across year 5.

These initiatives have been supported by the analysis of and response to short-cycle assessment data at focused year level meetings.

The high standard of teaching and learning at our school, and our commitment to an unrelenting focus on learning drawn from the school's initiatives to improve school performance which include:

- Continued to develop a distributed leadership model across the school that drives the school's improvement agenda, with an explicit focus on, teamwork, collaboration, capability, efficiency and innovation.
- Safeguarded the quality of teaching practice across the school to lower instances of in-school variation in student performance by developing and embedding high impact instructional approaches to the teaching of reading and writing.
- Built consistency and quality of teaching practice in reading, writing and mathematics.
- Resourced and built on our digital learning environment, supporting teachers' capacity to utilise technology to accelerate student learning.
- Continued to develop the capacity of teachers to apply the collaborative inquiry cycle to facilitate differentiated teaching, and individual goal setting for students.
- Embedded the Tier 1 school wide system for Positive Behaviour for Learning.
- Embedded School Attendance Policy and processes for monitoring students' attendance and late arrivals.
- Continued the capacity building of teacher pedagogy through coaching, professional learning and developing performance plans.
- Continued to develop productive partnerships with students, staff, parents and the community.
- Strengthened partnerships with early years' educators and strengthen the effective transition to prep.

Future outlook

The 2019 - 2022 Strategic Plan provides a blueprint for the school's improvement agenda over the next four years.

The plan emphasises the importance of relationships and the connection between teachers and students. This pillar is critical to success at our school, an environment that inspires our students to carve unique intellectual and creative paths.

Our vision is to engage young minds to influence and shape a better world. We will move towards that aspirational goal through our mission, to create a caring, dynamic and connected community that inspires all students to be creative, curious thinkers who grow, achieve and succeed.

Our Strategic Plan is comprised of three pillars:

1. Safe, Healthy, Caring Environment

Positive Relationships for Learning (PRL) encompasses the department's Positive Behaviour for Learning (PBL) as a framework that fosters a safe, respectful learning environment with a focus on staff and student wellbeing. Our belief is that positive teacher/student relationships are key to every student growing and succeeding. Through positive behaviour for learning GASS aims to build and uphold a culture of community responsibility and trust that emphasises the school's expectations of a safe, respectful and responsible learning environment.

2. Excellence in Learning and Inspired Teaching

Build practice excellence through a collaborative and accountable culture that has high expectations for all learners, including students, staff and parents.

3. Inclusive and Connected Community

Striving for excellence by strengthening meaningful partnerships and connections through a planned and proactive approach to engagement that addresses the changing needs of the community, ensuring a collaborative and sustainable culture of success that promotes student learning.

As school leaders, we are committed to having high expectations and an unrelenting pursuit of excellence for all learners through intentional collaboration, alignment, precision and coherence. We strongly believe that, "Every student deserves a great teacher, not by chance but by design" (Fisher, Frey & Hattie, 2016).

Leading Teaching and Learning - build a Professional Learning Community (PLC) through a distributed Leadership model and Professional Learning Teams (PLT) - improve the precision of teacher practice through a whole school model that is research based, authentic and rigorous.

Our narrow and sharp focus will be implementing the school's instructional model as a framework for consistent, high quality and reflective teaching practice across all classrooms. All teaching staff to complete the following book study across the year, "*Explicit Direct Instruction (EDI) The Power of the Well-Crafted, Well-Taught Lesson*" by John R. Hollingsworth, Silvia E. Ybarra

The rigour, coherence and alignment across these priorities will be delivered once again through our Professional Learning Team approach. The Professional Learning Teams' process will be captured in three big ideas:

- Ensure all students learn at high levels
- Create a culture of collaboration
- Have an unrelenting focus on results

Teachers' repertoire of skills will be developed and enhanced through our Professional Team Learning Cycles - Focus, Apply Strategies, Assess and Respond.

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	1207	1223	1213
Girls	593	605	598
Boys	614	618	615
Indigenous	32	31	28
Enrolment continuity (Feb. – Nov.)	95%	96%	96%

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

Class sizes were generally at or below the recommended target levels.

The school celebrates a diverse mix of students who bring a rich tapestry of prior learning experiences to our school. Approximately 14% come from culturally and linguistically diverse backgrounds and are eligible for Language (EAL/D) support, our top three ethnic groups are Vietnamese, Indian and Pacifica. Indigenous children make up 2% of the student population.

Being a community of young families, education is highly valued. Most parent-funded extra curricula activities are well supported. Forty-six percent of the community have purchased their own homes (compared to 32% Australia wide). Dual income families are also common.

The school's Special Education Program (SEP) supports children with mild to severe physical impairments and students with intellectual disabilities, Autistic Spectrum Disorder or speech language impairments. Approximately 5% of our students are verified with a disability. The level of inclusivity for our students is determined by their individual needs and the adjustments necessary for them to access the curriculum.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	27	28	26
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

Curriculum planning at our school went through a renewal process in 2018. Previously the school had been heavily reliant on Curriculum to the Classroom (C2C) for, what to teach; when to teach; and how to assess. Now, teachers participate in three hours of a professional learning cycle (across 3 weeks) at the end of each term in preparation for the following term. This process unpacks the English Australian Curriculum.

It involves:

1. Developing 'big picture' understanding of the unit of learning? What is the task? Who is the audience? What is the purpose?
2. Focussing on unpacking the thinking - What does a model of excellence look like? How can we give feedback during the writing process?
3. Sequencing of lessons for the teaching of writing and the teaching of reading. Planning the common formative assessment task for week 3 check in. Establishing the norms for differentiation using the Maker Model placement (Content, Product, Process, Environment)

This planning process focuses on the development of the Assessment Capable Learner (ACL), whereby students know where they are at, what their next step is and how they will close the gap.

Co-curricular activities

Instrumental Music Program, Junior and Senior Choir, Dance Troupe, Pacifica Cultural Group, Creative Generation, Years 4 – 6 Camping Program, Year 6 Canberra Tour, Student Leadership Program, Girls Tech Club, Photography, Chess, STEM Competition and International Competitions and Assessments for Schools (ICAS).

How information and communication technologies are used to assist learning

Grand Avenue State School embraces the Smart Classroom vision by actively embedding Student Information and Communication Technologies (ICT). ICTs are embedded through effective planning, in many units of work, across every year level. Teachers have access to appropriate hardware, software and other ICT resources so that authentic use of ICTs is ubiquitous in classroom curriculum delivery. During 2018 we extended our 1:1 iPad initiative across years 4 and 5. Teachers continue to improve their personal knowledge, skills, values and relationships in order to transform teaching and learning.

Social climate

Overview

The school plays a vital role within the Forest Lake community. There is a strong sense of ownership, belonging and caring within the school community. Our school utilises the Positive Behaviour for Learning process and have successfully embedded Tier 1 processes across the school.

Parents indicate that they consider the school to be a good school and they are satisfied with their child's well-being at school. Students indicate that they are getting a good education and they feel safe and cared for within the school environment. The school has a strong, positive reputation in the wider community. Enrolments continue to grow indicating that parents have a strong belief in the school and the positive outcomes that are attained. The positive school environment has been created based on mutual trust and respect.

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)	91%	100%	91%
• this is a good school (S2035)	93%	98%	90%
• their child likes being at this school* (S2001)	97%	98%	94%
• their child feels safe at this school* (S2002)	97%	97%	98%
• their child's learning needs are being met at this school* (S2003)	88%	95%	87%
• their child is making good progress at this school* (S2004)	90%	95%	89%
• teachers at this school expect their child to do his or her best* (S2005)	96%	93%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	92%	94%
• teachers at this school motivate their child to learn* (S2007)	91%	93%	94%
• teachers at this school treat students fairly* (S2008)	91%	97%	94%
• they can talk to their child's teachers about their concerns* (S2009)	94%	93%	96%
• this school works with them to support their child's learning* (S2010)	93%	93%	92%
• this school takes parents' opinions seriously* (S2011)	88%	87%	92%
• student behaviour is well managed at this school* (S2012)	85%	88%	87%
• this school looks for ways to improve* (S2013)	91%	91%	94%
• this school is well maintained* (S2014)	97%	92%	96%

* 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)	97%	96%	98%
• they like being at their school* (S2036)	98%	95%	97%
• they feel safe at their school* (S2037)	93%	97%	98%
• their teachers motivate them to learn* (S2038)	96%	97%	99%
• their teachers expect them to do their best* (S2039)	98%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	99%
• teachers treat students fairly at their school* (S2041)	92%	87%	94%
• they can talk to their teachers about their concerns* (S2042)	92%	87%	95%
• their school takes students' opinions seriously* (S2043)	92%	89%	90%
• student behaviour is well managed at their school* (S2044)	87%	82%	91%
• their school looks for ways to improve* (S2045)	94%	98%	97%
• their school is well maintained* (S2046)	91%	91%	95%
• their school gives them opportunities to do interesting things* (S2047)	95%	95%	97%

* 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)	88%	85%	96%
• they feel that their school is a safe place in which to work (S2070)	94%	97%	98%
• they receive useful feedback about their work at their school (S2071)	77%	81%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	84%	89%
• students are encouraged to do their best at their school (S2072)	95%	95%	100%
• students are treated fairly at their school (S2073)	92%	92%	96%
• student behaviour is well managed at their school (S2074)	89%	74%	86%
• staff are well supported at their school (S2075)	75%	74%	85%
• their school takes staff opinions seriously (S2076)	67%	75%	80%
• their school looks for ways to improve (S2077)	94%	91%	94%
• their school is well maintained (S2078)	95%	97%	97%
• their school gives them opportunities to do interesting things (S2079)	77%	85%	92%

* 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

The school welcomes parent participation. School newsletters are provided to every family on the second and fourth Thursdays of the month. Parents are invited to attend parent teacher meetings before the end of Term 1 to ensure the development of strong, positive relationships.

Parents are invited to support classroom activities such as reading, changing home readers, group activities, art, excursions, camps and the Year 6 Canberra Tour.

Parents are invited to attend special events such as Leaders Induction Ceremony, Anzac Day Services, Easter Bonnet Parades, Under 8's Day, Open Days, Athletics and Cross Country Days, Harmony Day, End of Term Celebrations, International Food/Multicultural activities, Education Week performances, Book Fairs, Music Excellence evenings, Mother's and Father's Day stall and activities. Parents are included in school decision making via a very active P&C.

Respectful relationships education programs

The school has implemented The Respectful Relationships program through the health component of the Australian Curriculum, the integration of the "Program Achieve" with a strong focus on "Getting Along" and weekly focused "Positive Behaviour for Learning" lessons. There is a strong focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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

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	14	51	46
Long suspensions – 11 to 20 days	0	1	2
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

We continued our focus on anti-litter campaigns and sustainability in 2018. These have been reinforced by a system of class awards.

Electricity usage is currently moderate in comparison to previous years, considering the whole school is now air-conditioned. Water usage has reduced since the previous year. Both of these usage levels are responsive to weather conditions, supplemented by school programs and careful usage.

Very dry conditions generally, have required careful use of watering particularly on the school oval. With such a large school population and staggered lunch breaks it is critical to adequately maintain the only large playing area which the school can provide.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	375,137	337,220	305,654
Water (kL)	3,382	8,162	4,963

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	91	42	<5
Full-time equivalents	78	29	<5

*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	0
Masters	10
Graduate Diploma etc.*	0
Bachelor degree	91
Diploma	8
Certificate	0

*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 \$417 055.

The major professional development initiatives are as follows:

- Beginning and early career teacher mentoring
- Aspiring leaders
- Curriculum leadership and planning
- Positive behaviour for learning
- Performing Arts and Music
- Regional Curriculum Forums
- STEM Conference and Workshops
- Professional Learning Communities
- Response to Intervention
- Berry Street Training
- Trauma Informed Practice
- Anita Archer – Explicit Instruction

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.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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	94%	94%	94%
Attendance rate for Indigenous** students at this school	90%	94%	93%

* 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

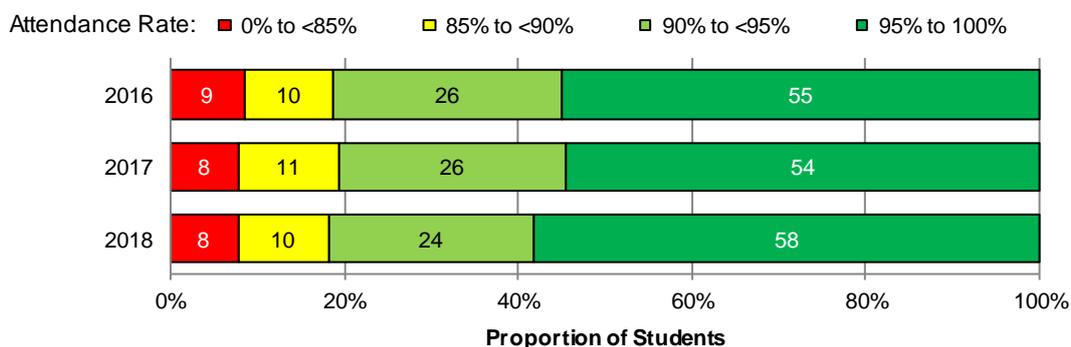
Year level	2016	2017	2018
Prep	93%	94%	94%
Year 1	93%	94%	95%
Year 2	94%	93%	94%
Year 3	94%	95%	94%
Year 4	94%	94%	94%
Year 5	94%	94%	94%
Year 6	95%	94%	94%

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.

The following procedures were in place in relation to the above:

- A text message sent to all parents of students who are absent without an explanation by 9.15 am.
- An absence line is provided for parents to notify the school of a student's absence
- Electronic (OneSchool) rolls are marked twice daily by classroom teachers
- Absences are entered daily into the OneSchool application
- OneSchool reports are run daily to identify any students who have been absent without explanation for 3 or more consecutive days. Follow up phone calls are made by the enrolment officer who then updates the data on OneSchool.
- Administration staff follow EQ guidelines and processes in continuing to follow up absenteeism issues.

The following are proactive procedures:

1. Letters with "Every Day Counts" pamphlet sent at the start of each year to parents whose children attended <85% the preceding year.
2. Certificates presented to students who have 100% attendance, and 95% attendance or more, having no unexplained absences at the end of each term. These students are also entered into a draw to win a \$50 family pass to the movies (one family pass per sector).
3. Recognise the best class for attendance at the end of each fortnight with an attendance trophy.
4. Fortnightly newsletter segment titled "Every Day Counts" with year level absenteeism data and school targets.
5. Students who have <85% attendance will be placed on an individual attendance plan.

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

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 '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.