


Queensland State School Reporting - 2010

Grand Avenue State School (1674)

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Principal's foreword

Introduction

Welcome to the Grand Avenue State School Annual Report for 2010. This report outlines our key initiatives and achievements as well as providing a snapshot summary of important data and information pertaining to our school for the previous academic year. Grand Avenue is an excellent school which maintains high standards across all areas of school life. The school vision states that Grand Avenue State School community strives to be a learning environment where students can achieve their potential and become valued members of society.

School progress towards its goals in 2010

Grand Avenue is committed to an improvement agenda. Analysis of systemic data suggests that despite the school's growth and the social and cultural diversity of the student cohort, Grand Avenue's results are improving and compatible with the Australian mean across all literacy and numeracy areas. To maintain curriculum focus and improvement, the school participated in three complementary projects:

- Improving School Performance
- Literacy Leadership Pilot
- Teaching and Learning Audit

It is pleasing to note that as part of the 2010 Teaching and Learning Audit the school was awarded a 'high' rating for a) an explicit improvement agenda, b) a culture that promotes learning and c) targeted use of school resources.

Each project had at its core improved student learning outcomes. Common achievement areas to evolve from participation in each initiative included:

- Development and implementation of explicit school programs in English, Mathematics and Science
- Implementation of specific tools to monitor Mathematics and Science learning
- Providing explicit, meaningful feedback for all teachers
- Implementing a school wide process to differentiate learning
- Achieving consistent practice across all classes and year levels.

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Future outlook

During 2010, a wide cross section of the school community undertook a Quadrennial School Review. This process reviewed progress 2008-2010, identified and celebrated significant achievements as well as analysing qualitative and quantitative data. A community consultation process also identified key areas for development as part of a new four plan to commence in 2011. The new Strategic Plan "Sharpening The Learning Focus" identifies three school priorities-

- Curriculum Engagement
- Learning Communities
- Sustainability

Underpinning the Strategic Plan is the 2011 Annual Operational Plan. This document provides a sharp focus on preparation for the implementation of the National Curriculum, tracking student learning in reading and numeracy and implementing high quality Arts and HPE programs. A strong commitment to staff learning and development is highlighted as well as the commencement of Sustainability programs across the school community.



School Profile

Coeducational

Year levels offered: Preparatory – Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
1279	632	647	91%

Characteristics of the student body:

Grand Avenue is a Band 11 state primary school situated in the suburb of Forest Lake which is located some thirty kilometres southwest of the Brisbane central business district. The school opened in 1999 with an enrolment of 202 full time students. Enrolment growth has been constant for the school to reach its present population of 1294 students (as at 04/06/10). Enrolment continuity over 2010 has seen a 9% turnover of students. Class sizes are generally at or below the recommended target level. The diverse Forest Lake population is served by Grand Avenue and Forest Lake State Schools and Forest Lake State High School. All schools are enrolment managed.

Being a community of young families, education is highly valued. Most parent funded extra curricula activities are well supported. With 46% of the community purchasing homes (compared to 32% Australia wide), dual income families are common.

The school's Special Education Program is coded for children with mild to severe physical impairments and students with intellectual disabilities, Autistic Spectrum Disorder or speech language impairments. Some students are fully integrated into their classrooms whilst the level of inclusivity for other students is determined by their Individual Education Plan and other relevant criteria.

Approximately one-third of Grand Avenue students and/or their parents were born overseas. Of the students who are eligible for English as Another Language (EAL) support, half are either Pacifica or Vietnamese. Indigenous children make up 2% of the student population.

Whilst Grand Avenue has a very diverse student community it is noted for its vibrant, inclusive and welcoming approach.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	85%	15%	0%
Year 4 – Year 10	26	100%	81%	19%	0%
Year 11 – Year 12					
All Classes	24	100%	83%	17%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	21
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

The school's curriculum plan is organised around terms of work where teaching teams in collaboration with the Head of Curriculum, design semester overviews that target the Essential Learnings across all Key Learning Areas. The overviews define the content and the context from which the students' learning experiences evolve. As well as teaching from the eight mandated Queensland Studies Authority key learning areas, Grand Avenue offers a whole of school social/emotional development program 'You Can Do it' Education and a Prep/Year 1 Oral Communication Program. Information and communication technologies are integrated across the curriculum.

Extra curricula activities

In order to provide a balanced and comprehensive curriculum, Grand Avenue offers extra curricula activities through:-

- Year 4-6 Camping Program
- Year 7 Canberra Tour
- Instrumental Music, Strings and Choir Programs
- Pacifika Cultural Group
- Gifted and Talented Opportunities – Mathematics Team Challenge, Competitions etc
- School Musicals
- Interschool Sports Programs
- Chaplaincy Service
- Religious Education Program
- Outside School Hours Activities – dance, drama, sport
- Student Leadership Program
- Student Council

How Information and Communication Technologies are used to assist learning

The number of staff attaining or renewing their ICT Certificate has increased from 25 to 29 as a result of the support and mentoring of our ICT Pedagogical licence holder. Maintaining a high target is always challenging as a result of staff turnover and the increasing number of permanent part-time positions. Planning has taken place to address these issues to see a target of at least 50 staff attain their ICT Certificate in 2011.

Key ICT staff accessed quality PD (eLearning Innovation Expo 2010) at Sippy Downs to support teachers with the integration of ICT's into their curriculum delivery. This support has been delivered via dedicated after school sessions for teachers by the ICT Key Teacher and trainers from the suppliers of the Interactive White Boards suppliers. In recognition of the diversity of teachers' skills, individuals seek the support of the ICT Key Teacher and Teacher Librarian to tailor their support to match the needs of their classes. Specific software and on-line learning applications used to enhance children's learning have included: Braintastic, Encarta, Kid Pix, Kidspiration/Inspiration, MS Powerpoint, Oliver, Atomic Learning, Mathletics and Typequick.

Cyber Safety curriculum units were written and trialled successfully for children in years two to seven. These were designed (with support from Federal Government agencies) to better prepare children for issues in the future such as cyber bullying, social networking sites and stranger danger.

Curriculum planning was fully implemented on OneSchool resulting in more efficient teacher planning for now and in the future. Teachers, through OneSchool have immediate access to curriculum documents to inform their planning, allowing them more time to focus on their pedagogy and to address the needs of individual students.

Social climate

Grand Avenue has an excellent school tone characterised by good manners and respectful interactions between adults and children. The school prides itself on the positive approach that students take to their learning and the strong sense of school family.

Grand Avenue is a modern school that promotes traditional values and standards in a contemporary teaching and learning context. A fundamental belief is an acknowledgement of the rights of students, teachers and parents to maximise learning outcomes in an environment of mutual trust, support and accountability.

Key cultural values that are critical to optimise student outcomes within the Grand Avenue learning community are stability, personal experience, enjoyment, integrity and tolerance. The school chaplain provides a number of pastoral care programs including the mentor program – Partnering with Purpose (individual students supported by a mature member of the local community), Fun Friends (Prep), Friends for Life (older students), Seasons for Growth as well as parent information sessions with respected providers such as Professor Paula Barrett.

Anti-Bullying is supported by the school wide You Can Do It program. The You Can Do It program teaches five key skills – Be Resilient, Be Confident, Be Persistent, Getting Along and Get Organised.

Parent, student and teacher satisfaction with the school

The overall rating for parent satisfaction is below the state mean for 2010. This result is attributed to a change of principal in the middle of the year. The loss of a very long standing principal can cause a temporary shift in parent/community perception of stability and continuity. It is expected that satisfaction rates will stabilize with the introduction of a newly appointed school principal in 2011.

Student satisfaction has increased in all areas in 2010. It is pleasing to note that the overall rating increased from 2.79 in 2009 to 3.00 in 2010. Two areas of particular improvement are satisfaction 'about the behavior of students at this school' up from 1.93 to 2.38 and 'that you are safe at this school' up from 2.98 to 3.45 both of which are significantly above the state mean.

Staff satisfaction in relation to support, resources and training has decreased and this is attributed to an interruption to leadership continuity during 2010. Other areas of satisfaction remain relatively stable for 2010 with staff reporting 'that this is a good place to work' 3.13 which is above the state mean of 3.07.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	69%
Percentage of students satisfied that they are getting a good education at school	83%
Percentage of parents/caregivers satisfied with their child's school	85%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	62%
Percentage of staff members satisfied with morale in the school	80%

Our school at a glance

Involving parents in their child's education.

The school welcomes parent participation and has an Open Door policy. School newsletters are provided to the every family every two weeks. 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 eg reading, changing home readers, group activities, art, excursions and camps.

Parents are invited to attend special events such as Leaders Induction ceremony, Anzac Day Service, Easter Bonnet Parades, Under 8's Day, Athletics and Cross Country days, Harmony Day, End of Term celebrations, International Food/Multicultural activities, Book Fairs, Education Week performances, Night of Excellence evenings. Cultural evening, Year 6 Art Show, Mother's Day activities and stall, Father's Day activities and stall.

Parents are included in school decision making via an active P&C including representation in the formulation of the school budget.

In 2010 parents were also included in

- Prep orientation for new students
- Year 1 orientation for transition from Prep to year 1
- Defence force teacher aide activities for parents and students including afternoon teas, pizza afternoon.
- Year 7 Graduation
- School chaplain support

Reducing the school's environmental footprint

During 2010 the school continued to use waterless urinal cubes which significantly reduced water usage. The school strictly adheres to a Water Efficiency Management Plan which outlines appropriate water usage for active playing surfaces.

The school undertook a 'Turn It Off' campaign to raise awareness and encourage the whole school community to turn off electrical items when not in use including stand by items.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	Water KL	Gas MJ
2010	\$78,397	\$44,156	\$17,216	\$8,791	\$8,234	\$0	\$0	257,722	3,487	0
2009	\$78,071	\$46,853	\$0	\$0	\$22,830	\$0	\$8,388	333,702	3,194	0
% change 2009 - 2010	0%	-6%	N/A	N/A	-64%	N/A	-100%	-23%	9%	N/A

Our staff profile

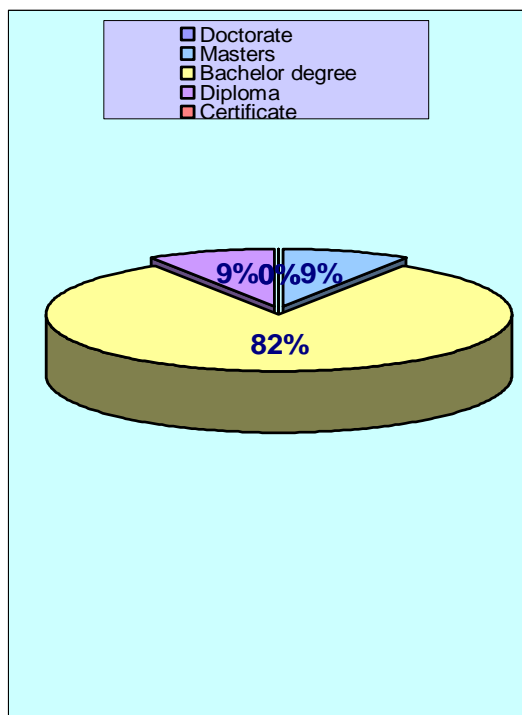
Staff composition, including Indigenous Staff

The Grand Avenue staff comprises eighty-two fulltime classroom teachers and specialist teachers, and the equivalent of 28 fulltime non-teaching staff. The 2010 staff and school leaders attendance rate was 96%, an excellent result. From the end of the 2009 school year, 90% of staff were retained by the school for the entire 2010 school year providing significant stability for the school community. All staff members are encouraged to participate in professional learning. A small number of staff have identified as indigenous.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	84	44	<5
Full-time equivalents	75	25	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	46
Diploma	5
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$55 035.00.

The major professional development initiatives are as follows: Science Spark training (10 000), literacy – reading comprehension, explicit teaching of reading, struggling readers and writers, continued functional grammar training, First Steps in Maths training, Jump into Number, Count on Numeracy, ground works, beginning teachers conference, Towards a Moving School (John Fleming), professional memberships – PDN, WSN, twilight sessions in literacy, Student Protection and Code of Conduct training, individual/specialised PD, ICT certificates,

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 90% of staff was retained by the school for the entire 2010 school year.



Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 94%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93%	95%	94%	94%	95%	93%	94%					

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The following procedures in relation to the above:-

- an absence line is provided for parents to notify the school of a student's absence;
- paper rolls are generated fortnightly by the enrolment officer;
- rolls are marked twice daily by classroom teachers;
- absences are entered daily in the School Management System (SMS);
- rolls are sent to the office fortnightly to be kept on file for audit purposes;
- a report is run weekly highlighting 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 SMS.

Where a student is absent for an extended period without explanation, and the school is unable to make telephone contact with a parent/caregiver, the school will initiate procedures as outlined in SMS-PR-017 - Enforcement of Compulsory Schooling and Compulsory Participation Phase.



Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

2010 Commentary –

Year 3

Overall literacy and numeracy National Minimum Standards were similar to the national results

Spelling and Writing were the best performing literacy areas with 95% and 92.4% of students achieving the national minimum standards respectively.

The percentage of students in the Upper Two Bands has increased in all areas of literacy with the most improved area being Grammar and Punctuation up from 32.9% in 2009 to 39.5% in 2010.

Year 5

Overall National Minimum Standards for literacy results in all areas except Reading were similar to the national result but not as strong overall as in 2009.

The percentage of students achieving in the Upper Two Bands overall was lower than 2009 with the best performance evident in Grammar and Punctuation.

The National Minimum Standards for Numeracy were pleasing with 96.1% of students achieving at this level.

Year 7

Overall, all areas of literacy attainment against the National Minimum Standards were strong with the most improvement evident in Spelling at 94.6%.

In terms of the Upper Two Bands of achievement there has been a reduction in percentage in all literacy areas in 2010.

Numeracy results were pleasing with an increase in the attainment of the National Minimum Standard at 97.8%.

The percentage of students in the Upper Two Bands for Numeracy in 2010 was 26.6%.

Overall Commentary

Spelling and Writing continue to be the school's highest performing areas.

Reading and Numeracy have been identified as priority areas for 2011.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In 2010 five indigenous students were enrolled at Grand Avenue State School. The 2010 Year 3 cohort consisted of 119 students in total.

Reading:

- Year 3 indigenous students were 39 points below the overall school mean for the 2009-2010 time frame. Identified students received additional support to lift their performance in reading.

Writing:

- Year 3 indigenous students were close to the state mean and 20 points below the school mean.

Numeracy:

- Year 3 indigenous students were 5 points below the overall school mean. Significant growth in student learning was evident for this time period and the gap closed by 33 points.

Results for Years 5 and 7 have not been published due to the small cohort sizes. Publication could result in the identification of individual students.

Attendance:

- Attendance rates for all students is good and is the same for indigenous and non-indigenous students: 94.3% of students attend school more than 80% of the time.