DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting – 2011 Grand Avenue State School (1674)





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Principal's foreword

Introduction

Welcome to the Grand Avenue State School Annual Report for 2011. 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 2011

Grand Avenue is committed to an improvement agenda characterised by high expectations. 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 – preparing for the Australian National Curriculum

Development of our High Expectations Agenda

Teaching and Learning Audit

It is pleasing to note that as part of the 2011 Teaching and Learning Audit the school demonstrated marked improvement and was awarded a 'high' rating for a) an explicit improvement agenda, b) a culture that promotes learning c) targeted use of school resources d) analysis and discussion of data e) systematic curriculum delivery.

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



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Implementation of explicit school programs in English, Mathematics and Science

Refining specific tools to monitor Literacy and Mathematics learning

Providing explicit, meaningful feedback for all teachers

Continuing to develop a school wide process to differentiate learning

Working towards consistent practice across all classes and year levels.

Future outlook

During 2011, Grand Avenue commenced the implementation of the new four year Strategic Plan. The Strategic Plan 2011-2014, 'Sharpening the Learning Focus' identifies three key school priorities -

Curriculum Engagement

Learning Communities

Sustainability

Underpinning the Strategic Plan was the 2011 Annual Operational Plan. This document provided 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.



Main Administration Building





School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1262	632	630	96%

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 three 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 Pacifika 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 2011

Phase	Average Class Size
Prep – Year 3	21.9
Year 4 – Year 10	26
Year 11 – Year 12	
All Classes	23.7

School Disciplinary Absences



Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	17
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 are responsible for the implementation and assessment of units of work in English, Mathematics and Science that are based around the Australian Curriculum. In the remaining key learning areas, year level teams design, implement and assess units of work that reflect the QCAR essential learnings.

As well as the core curriculum, Grand Avenue offers a whole school social/emotional development program - "You Can Do It". The Girls in ICT group meet regularly to work on projects to develop students' ICT skills by applying them to school based projects with real audiences in mind. An extension Year 1 writing group operates using ipads as a tool to develop sentence structure and vocabulary. A middle years approach operates within the Year 6 teaching team, whereby staff specialise in design and delivery of units of work in a QCAR subject area to a range of classes.

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

Approximately 65 teachers have participated in professional development focused on the use of digital pedagogies. These activities have been delivered largely through direct and relevant in-class support as well as dedicated 'after school' sessions for teachers by our ICT co-ordinator (0.2FTE). Teachers have further developed their use of the OneSchool application and as a result have increased their capacity to interrogate student achievement data to assist in differentiated planning and curriculum delivery.

ICT delivery has also been impacted by major infrastructure implications as a result of the Building the Education Revolution program. Managing IT establishment was delayed, as expenditure restraint was exercised until later in the year when more targetted decisions were able to be made.

Ultimately, 280 computers were purchased for student curriculum use and 23 computers were purchased for non-teaching/administrative use. This was a net increase from 2010 of 39 machines. These do not include the laptops provided for teachers under the Computers for Teachers Program. Additionally, a dedicated computer, placed in the resource centre, was provided by the P&C, for parent access to applications such as 'flexischools' and the school website.

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 has increased 13% on 2010 results and is now above the state mean for 2011. This improved result is attributed to the appointment of a permanent principal and the stability which this brings to the school community. Generally parent satisfaction ratings were slightly better across most performance areas.

Student satisfaction has increased again in all areas in 2011. It is pleasing to note that the overall rating increased from 83% in 2010 to 97% in 2011. This is an outstanding result and reflects the excellent teaching, support and pastoral care children receive at Grand Avenue State School. Two areas of particular improvement are satisfaction with 'the standard of school work expected' up by 20% from 62.5% to 83.3% and 'that your teacher helps you to do your best' up from 82.5% to 94.2% both of which are significantly above the state mean.

Staff satisfaction has increased across the board in all performance dimensions. Pleasingly there has been a 16% increase in satisfaction for support, resources and training up from 62% to 78%. School morale ratings have also increased by 9%. It is notable that 96.8% of staff noted 'I get on well with students in this school' and that 94.6% recorded that 'this school is a good place in which to work'.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	82%
Percentage of students satisfied that they are getting a good education at school	97%
Percentage of parents/caregivers satisfied with their child's school	86%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	78%
Percentage of staff members satisfied with morale in the school	89%

DW - Data withheld



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/Multicutural 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 2011 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 as part of the student mentoring program





Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

2011 saw the launch of the Grand Avenue SS Sustainability Committee. This dedicated group of staff focused their efforts on an extensive awareness raising campaign to ensure that all members of the school community were building their understanding of local issues. Additionally the Committee focused on lifting commitment to the Sustainability agenda. Initiatives undertaken in 2011 included composting, re-cycling, anti-litter campaigns and sustainability awards to students and classes as well as the continuation of the 'Turn It Off' campaign.

It is noted that there was an increase in electricity usage in 2011. This increase is due to the very large construction program under the Building the Education Revolution program which included a new school auditorium and major renovations for the Resource Centre. This work was undertaken throughout most of the 2011 school year. School enrolments significantly increased in 2011 as well and this would have had some impact as well.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	230,812	3,753
2010	257,722	3,487
% change 10 - 11	-10%	8%



Water Tanks by Canteen



Our staff profile

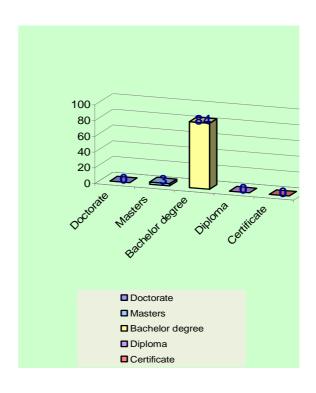
Staff composition, including Indigenous staff

The Grand Avenue staff comprises eighty fulltime classroom teachers and specialist teachers, and the equivalent of 27 fulltime non-teaching staff. The 2011 staff and school leaders attendance rate was 95%, an excellent result. From the end of the 2010 school year, 92% of staff were retained by the school for the entire 2011 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	87	45	<5
Full-time equivalents	76	27	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	84
Diploma	0
Certificate	0





Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$16,457.68.

The major professional development initiatives are as follows: literacy – reading comprehension, explicit teaching of reading, struggling readers and writers, continued functional grammar training, consultancy and preparation for Grand Avenue Phonogram Program. Mathematics - Jump into Number, Count on Numeracy, 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 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

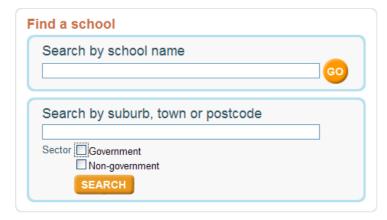
Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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.



Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.



Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

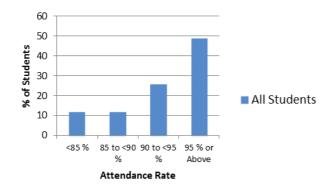
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2				Year 6	Year 7	Year 8	 Year 10	Year 11	Year 12	
92%	92%	94%	93%	92%	94%	93%					

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 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.

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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). From July 2011, absences are entered into OneSchool;

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/OneSchool.

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.



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.

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2011 Commentary -

Year 3

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

Reading results improved with 94.3% of students at the National Minimum Standard. Notably, there was steady improvement across all strands except writing with improvement trending upward over the three years 2009-2011.

The percentage of students in the Upper Two Bands has increased in all areas of literacy except writing, with the most improved area being reading, with over 10% improvement, up from 31.9% in 2010 to 42.6% in 2011.

Numeracy results also improved with 95% of students at the National Minimum Standard, up from 81.9% in 2010.

Year 5

Overall National Minimum Standards for literacy results in all strands were similar to national results. 92.5%, 91.3% and 93.1% of students achieved the National Minimum Standard in spelling, grammar and punctuation and numeracy respectively.

The percentage of students achieving in the Upper Two Bands overall was similar to 2010 with the best performances evident in spelling and grammar and punctuation. It should be noted that the reading result improved with 14.9% of students in the upper two bands up from 10.9% in 2010.

Year 7

Overall, all areas of literacy attainment against the National Minimum Standards showed strong improvement with writing and spelling flagged as significantly above the National standard. 96.3% and 96.9% of the Year 7 cohort achieved the National Standard in these strands which is an excellent result.

In terms of the Upper Two Bands of achievement there has been an overall improvement with increased results in all strands. The writing and spelling strands have 45.3% and 34.2% of students in the upper two bands which is significantly above the national percentages for these strands.

Just as pleasingly, 98.1% of students reached the National Minimum Standard in numeracy, up from 97.8% in 2010.

The percentage of students in the Upper Two Bands for Numeracy in 2011 increased from 26.6% in 2010 to 33.1% in 2011.

Overall Commentary

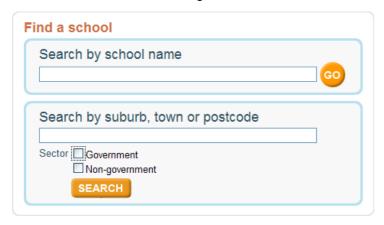
Across all strands and year levels there has been steady to significant improvement from 2009 to 2011. Whilst a significant percentage of students present with English as a Second Language and other learning challenges in the early years the improving results indicate strong value adding by teachers as our students progress through the school.

Reading and Numeracy have been identified as priority areas for 2012.



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/.

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Achievement - Closing the Gap

In 2011 at Grand Avenue State School indigenous students in Year 3 met or exceeded the systems aspirations in both literacy and numeracy achievement. The measure for improvement was double the system aspiration and indicates no room for improvement.

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.

