

# Queensland State School Reporting

## 2012 School Annual Report



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## Principal's foreword

### Introduction

Welcome to the Grand Avenue State School Annual Report for 2012. 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 2012

Grand Avenue remains committed to an improvement agenda characterised by high expectations. Continued successful implementation of this agenda saw the full implementation of the new handwriting and bookwork policy.

The school has successfully implemented Curriculum into the Classroom (C2C) in English, Mathematics and Science including the ongoing development of "A Level" exemplars and has prepared for the introduction of C2C History in 2013. These initiatives have been supported by the analysis of and response to short-cycle assessment data at focussed year level meetings.

Common achievement areas drawn from the school initiatives to improve school performance and develop a culture of high expectations have included:

- 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 practices across all classes and year levels

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### Future outlook

During 2012, Grand Avenue continued the implementation of the four year Strategic Plan. The Strategic Plan 2011-2014, 'Sharpening the Learning Focus' identifies three key school priorities -

- Curriculum Engagement – developing a high performance/explicit curriculum
- Learning Communities – developing a mentoring school
- Sustainability – minimising the environmental footprint

Underpinning the Strategic Plan was the 2012 Annual Improvement Plan. This document provided a sharp focus on continuing the implementation of the national curriculum, tracking student learning in reading and numeracy, focussing on individual "distance travelled" for students and implementing school-wide consistent pedagogical practices to improve reading comprehension. A strong commitment to staff learning and development is highlighted as well as the continuation of sustainability programs across the school community.



**Main Administration Building**



**Resource Centre**

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1279	632	647	96%
2011	1262	632	630	96%
2012	1237	632	605	95%

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

## 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 generally constant for many years with a slight downward trend to its present population of 1237 students (as at August 2012). 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 (SEP) 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.

## Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	22	22	21
Year 4 – Year 10	26	26	26
Year 11 – Year 12	N/A	N/A	N/A

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	21	17	14
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	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, Science and History 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. A middle years approach operates within the Year 6 teaching team, whereby staff specialises 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
- School Musicals
- Interschool Sports Programs
- Chaplaincy Service
- Religious Education Program
- Outside School Hours Activities – dance, drama, sport
- Student Leadership Program
- Student Council
- Gifted and Talented Opportunities – Mathematics Team Challenge, Competitions etc. 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 within respected providers such as Professor Paula Barrett.
- Anti-Bullying is supported by the school wide you Can Do It (YCDI) program. The You Can Do It program teaches five key skills – Be Resilient, Be Confident, Be Persistent, Getting Along and Get Organised.

### How Information and Communication Technologies are used to assist learning

Teachers have continued to participate in professional development activities, focused on the use of digital pedagogies, that 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). Much of this support and development has centred on the effective use of interactive white boards which can be accessed in all classrooms.

Students have accessed the dedicated computer lab for an average of 30 minutes per week to support curriculum demands and pilot programs have seen 70 students in year five and seven access on-line learning lessons for a period of ten weeks through dedicated departmental programs. These included the "iLead" program for student leaders, "Design 3.0" Technology for year seven and "Project 600" to support numeracy for year five students.

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. Professional development around planning and tracking for differentiation set the platform for continued, sustainable differentiated curriculum and pedagogy across the school in 2013.

### 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.

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Anti-Bullying is supported by the school wide You Can Do It program and the "High Five". The You Can Do It program teaches five key skills – Be Resilient, Be Confident, Be Persistent, Getting Along and Get Organised. The High Five – Ignore, Walk Away, Talk Friendly, Talk Firmly, Report – offers strategies which empower students in difficult situations.

# Our school at a glance

## Parent, student and staff satisfaction with the school

The overall rating for parent satisfaction has increased by 18% from 2011 results to 100% and is above the state mean for 2012. This further-improved result can be attributed to the continuing stability of leadership within the school community.

While the overall rating "that students agree they are getting a good education at this school" decreased from 97% to 94.9% in 2012, it still represents an increase of 11.9% from 83% in 2010. This remains an excellent result and reflects the quality teaching, support and pastoral care children receive at Grand Avenue State School. The success of the school's agenda for high expectations is reflected in that 100% of both parents and students surveyed indicated that "their teachers expect them to do their best."

Staff satisfaction has seen a 4.7% increase in satisfaction for support, resources and training up from 78.3% to 93%. This is outstanding given that it also represents an increase of 31% from 2010. School morale ratings have also increased by 7.6% to 97%. This also represented an increase from 2010 of 17%.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	92.3%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	84.0%
their child is making good progress at this school*	88.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	92.3%
teachers at this school motivate their child to learn*	92.3%
teachers at this school treat students fairly*	95.8%
they can talk to their child's teachers about their concerns*	96.2%
this school works with them to support their child's learning*	88.0%
this school takes parents' opinions seriously*	95.8%
student behaviour is well managed at this school*	96.0%
this school looks for ways to improve*	95.5%
this school is well maintained*	100.0%



# Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	94.9%
they like being at their school*	94.9%
they feel safe at their school*	94.9%
their teachers motivate them to learn*	95.8%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	94.8%
teachers treat students fairly at their school*	81.7%
they can talk to their teachers about their concerns*	83.2%
their school takes students' opinions seriously*	82.8%
student behaviour is well managed at their school*	76.9%
their school looks for ways to improve*	97.4%
their school is well maintained*	89.6%
their school gives them opportunities to do interesting things*	90.4%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	93.0%
with the individual staff morale items	97.0%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# 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 one 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 2012 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 afternoons.
- 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.

2012 saw the continuation of the Grand Avenue State School Sustainability Committee. This dedicated group of staff continued to focus their efforts on awareness-raising 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 evidenced by the strong band of older students who would assist younger students in such initiatives as composting, re-cycling, anti-litter campaigns and sustainability awards, as well as the continuation of the 'Turn It Off' (electricity) campaign.

It is noted that there was an increase in electricity usage in the 2011-2012 financial year. This increase is due to the very large construction program that was finalised 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 (and including the second half of the calendar year) and electricity usage data is reported on the 2011-2012 financial year.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	257,722	3,487
2010-2011	230,812	3,753
2011-2012	314,311	3,862



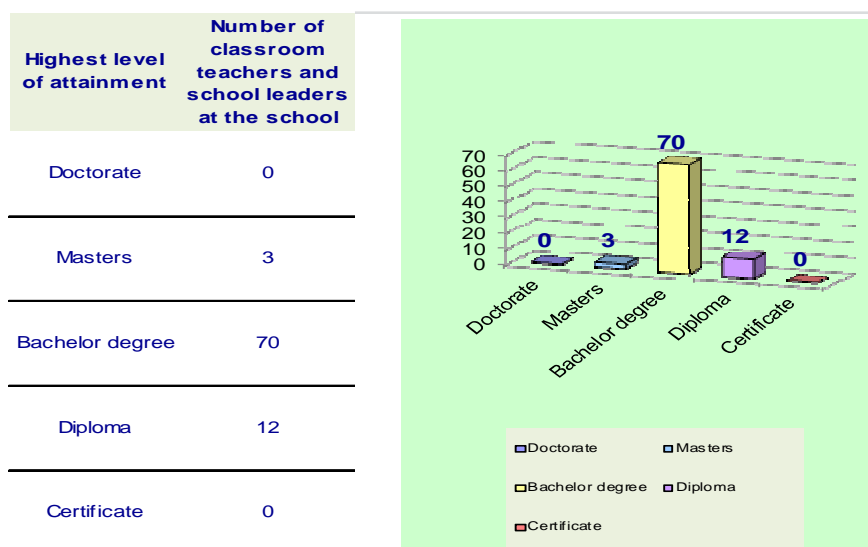


# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	85	42	<5
Full-time equivalents	73.1	25.5	<5

## Qualifications of all teachers



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$25052.70.

The major professional development initiatives are as follows:

Literacy – reading comprehension, explicit teaching of reading, struggling readers and writers, developing and embedding the Grand Avenue Phonogram Program. Continuing Towards a Moving School (John Fleming) initiative. Student Protection and Code of Conduct training

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.8%	95.3%	94.8%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 83.2% of staff was retained by the school for the entire 2012 school year.

## Our staff profile

### 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.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector ☐ Government  
☐ Non-government

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	95%	94%	94%	95%	93%	94%	N/A	N/A	N/A	N/A	N/A
2011	92%	92%	94%	93%	92%	94%	93%	N/A	N/A	N/A	N/A	N/A
2012	91%	94%	93%	95%	93%	94%	94%	N/A	N/A	N/A	N/A	N/A

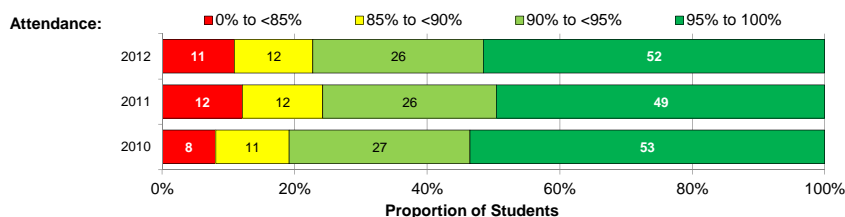
DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range. 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;
- electronic (Oneschool) rolls are marked twice daily by classroom teachers



### 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 are currently in place in relation to the above:-

- 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.

## Performance of our students

- 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.
- From February 2013, rolls are marked electronically by teachers. Ongoing professional development for supply teachers is developing their capacity to mark rolls electronically which better enhances the school's capacity to have up-to-date rolls.
- Regular reminders around the "Every Day Counts" initiative are promoted through the newsletter and electronic school notice board.

### 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.

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.

**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 2012 at Grand Avenue State School, the data on indigenous students in Year 3 revealed no improvement on 2011 data in both literacy and numeracy achievement however it showed overall improvement for the period 2008 to 2012.

Attendance:

Attendance rates for all students are good and are the same for indigenous and non-indigenous students: 94.8% of indigenous students attend school more than 80% of the time.