

Grand Avenue State School Queensland State School Reporting 2014 School Annual Report



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Principal's foreword

Introduction

Welcome to the Grand Avenue State School Report for 2014. This report outlines the school's key initiatives and achievements for 2014 as well as providing a snapshot summary of important data and information pertaining to our school. 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 strives to be a learning environment where students can achieve their full potential and become valued members of society. This report outlines the endeavours of the school community in pursuit of the above vision, to advance the learning and lives of all students.

School progress towards its goals in 2014

Grand Avenue remains committed to an improvement agenda characterised by high expectations.

Continued successful implementation of this agenda saw continued stabilisation of programs and teaching approaches resulting in a growth trajectory in school achievement data for the year. This is a very pleasing result and a positive outcome for students, based on the endeavours of the school community.

The school has embedded its implementation of Curriculum into the Classroom (C2C) in English, Mathematics and Science. Progress has been achieved in preparing for History to be implemented in 2015.

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

Common achievements drawn from the school's initiatives to improve school performance and develop a culture of high expectations have included:

- Embedding the Grand Avenue State School Pedagogical Framework
- Development of strategies to further develop instructional leadership notably year level meetings, supporting collaborative work by teachers in each year level.
- Enhancing consistency of pedagogical practice in the teaching of reading and problem solving.
- Introduction of an enhanced plan to provide intervention for the range of students with identified needs.
- Introduction of a rigorous program to improve teacher pedagogy esp coaching program, professional development, in-class trialling of initiatives, constructive feedback.
- Effective collaboration with local high schools, especially Forest Lake SHS, to transition Year 7 students into secondary.
- Using data to inform teaching practice and provide effective, timely and useful feedback to students
- Development of productive partnerships with students, staff, parents and the community.
- Implementing consistent practices across all classes and year levels.
- Maintaining the focus on Sustainability

Future outlook

During 2014, the school developed a three year plan to advance the school from 2015 to 2018. This collaboratively developed plan provides a blueprint for the school's growth and improvement over the next three years.

For 2015 specifically, the Annual Improvement Plan will incorporate the following key priorities:

- Implementation of the school pedagogical framework in a consistent manner across all year levels
- Implementation of a rigorous coaching program to encompass phonograms, reading, problem solving and differentiation.
- Developing consistent approaches towards teaching reading, including QAR, Accelerated Reader and guided reading.
- Introduction to consistent problem solving approaches (includes polya model), warm ups and automaticity in basic numeracy skills.
- Implement the Great Results Guarantee program to support quality teaching to maximize learning for the range of students.

- Implement strategies to improve the teaching of Science and the interest in Science by students.
- Introduction of strategies to support students to develop personal learning goals, impacting positively on their academic development.
- Development of an effective assessment schedule to monitor student learning and provide data to enhance targeted teaching for all students.
- Implement differentiated strategies to support the learning of all students within the school.
- Develop a communication strategy between the school and the community encompassing traditional modes, online and social media.
- Embedding processes to contribute towards a safe, orderly, disciplined school environment in which students and staff are able to produce their best.
- Implement strategies to raise awareness of and commitment towards the important of full attendance at school.
- Review and enhance the transitions impacting on students as they enter Prep, move through sectors within the school and progress from Year 6 to secondary school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1237	632	605	95%
2013	1218	622	596	95%
2014	1232	615	617	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 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 fulltime students. Enrolment growth has been constant up until the last few years with enrolments now stabilizing at around the 1230 mark. Class sizes are generally at or below the recommended target levels. 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 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.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	22	22
Year 4 – Year 7 Primary	26	26	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	14	21	39
Long Suspensions - 6 to 20 days	0	1	0
Exclusions [#]	1	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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, History and Geography 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 meets 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 6/7 teaching team, whereby staff specialise in design and delivery of units of work in a QCAR/C2C subject area to a range of classes.

Extra curricula activities

- Years 4-7 Camping Program
- Year 7 Canberra Tour
- Differentiated Student Leadership Program
- Years 4-7 Student Council
- Instrumental Music Program – Junior and Senior Strings, Bands and Choirs
- Bi-annual School Musical
- Pacific Island Culture Group
- Interschool Sports Programs
- Chaplaincy Program including a Mentoring Program
- Religious Education Program
- Girls Tech
- School Photography Group
- Sustainability Committee including compost kids and litterbusters
- Active School Travel
- U2B Project and Solid Pathways for indigenous students
- Optiminds
- Numeracy Shootout Champions
- You Can Do It Program
- Outside School Hours Care Activities – dance, drama, sport



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. These 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 continuing programs have seen 30 students in year five access on-line learning lessons for a period of ten weeks through dedicated departmental programs. These included the U2B program and Solid Pathways to support numeracy in year 5 and indigenous student learning.

Teachers have further developed their use of the One School 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 2014.



Social Climate

- Grand Avenue has an excellent school tone characterized 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 family that has been created.
- 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 maximize learning outcomes in an environment of mutual trust, support and accountability.
- Key cultural values that are critical to optimize 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.

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

Parent, student and staff satisfaction with the school

The overall satisfaction rates for parents, students and staff are generally high. All three categories report very high satisfaction rates across all measures. Grand Avenue is held in very high regard and has scored above State and National measures in most areas. The results below reflect strong community confidence in an excellent school.

The overall rating for parent satisfaction has increased with the majority of responses close to 100% satisfaction. Parents value useful teacher feedback and motivation as well as the fact that students are valued and treated fairly at Grand Avenue State School.

Student satisfaction has remained consistently high in recent years. Strong results in the survey indicate positively in relation to behaviour management, fair treatment, supportive feedback, feeling safe at school and that students like being at school. Strong student results reflect the quality teaching, support and pastoral care children receive at Grand Avenue State School.

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	97%	94%
this is a good school (S2035)	100%	97%	97%
their child likes being at this school* (S2001)	92%	100%	96%
their child feels safe at this school* (S2002)	100%	100%	92%
their child's learning needs are being met at this school* (S2003)	84%	97%	88%
their child is making good progress at this school* (S2004)	88%	96%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	88%
teachers at this school motivate their child to learn* (S2007)	92%	100%	89%
teachers at this school treat students fairly* (S2008)	96%	100%	89%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	92%
this school works with them to support their child's learning* (S2010)	88%	100%	89%
this school takes parents' opinions seriously* (S2011)	96%	88%	88%
student behaviour is well managed at this school* (S2012)	96%	96%	87%
this school looks for ways to improve* (S2013)	95%	96%	93%
this school is well maintained* (S2014)	100%	100%	94%

Staff satisfaction remains very strong with positive responses indicative of staff members valuing the safe environment, that students are well treated, that staff are valued and that the school has an improvement culture. It is clear that staff feel well supported in their professional capacity and are confident that the school provides opportunities for development and improvement.

Performance

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	99%	98%
they like being at their school* (S2036)	95%	98%	97%
they feel safe at their school* (S2037)	95%	97%	98%
their teachers motivate them to learn* (S2038)	96%	99%	97%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	96%
teachers treat students fairly at their school* (S2041)	82%	95%	92%
they can talk to their teachers about their concerns* (S2042)	83%	92%	92%
their school takes students' opinions seriously* (S2043)	83%	92%	91%
student behaviour is well managed at their school* (S2044)	77%	94%	85%
their school looks for ways to improve* (S2045)	97%	99%	97%
their school is well maintained* (S2046)	90%	98%	97%
their school gives them opportunities to do interesting things* (S2047)	90%	96%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	95%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		93%	90%
students are encouraged to do their best at their school (S2072)		99%	100%
students are treated fairly at their school (S2073)		98%	98%
student behaviour is well managed at their school (S2074)		98%	95%
staff are well supported at their school (S2075)		97%	96%
their school takes staff opinions seriously (S2076)		98%	93%
their school looks for ways to improve (S2077)		100%	98%
their school is well maintained (S2078)		98%	98%
their school gives them opportunities to do interesting things (S2079)		93%	84%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Clearly, the school's 'High Expectations' agenda has ensured that staff, students and parents continue to aim for their best and have a great deal of confidence in the capacity of Grand Avenue State School to offer a vibrant and high performing school environment for all students.

Involving parents in their child's education

The school welcomes parent participation and has an Open Door policy. 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 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 Services, Easter Bonnet Parades, Under 8's Day, 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 an active P&C including representation in the formulation of the budget.

In 2014 parents were also included in :-

- Prep orientation for new students
- Year One orientation for transition from Prep to Year 1
- Defence force teacher aide activities for parents and students including speaking and participating in Anzac Day ceremonies, afternoon teas, pizza afternoon.
- Year 6 & 7 Graduation
- School Chaplain support as part of the student mentoring program.
- Representation on the Sustainability Committee
- Representation on the Active School Travel Committee
- Representation on the Supportive School Environment Committee



Reducing the school's environmental footprint

2014 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 the local issues.

A continued focus on composting, anti-litter campaigns and sustainability has been reinforced by a system of class awards.

Electricity usage is currently moderate in comparison to previous years, considering the whole school is now airconditioned. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	314,311	3,862
2012-2013	270,942	7,573
2013-2014	285,665	4,476

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.



Our staff profile

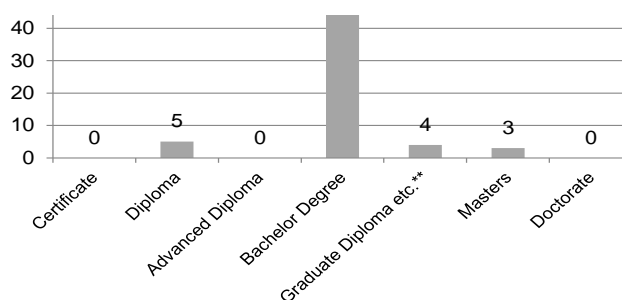
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	87	42	<5
Full-time equivalents	75	26	<5

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	74
Graduate Diploma etc.**	4
Masters	3
Doctorate	0
Total	86



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on professional development in 2014 were \$13 631.

The majority of professional development activities were conducted in-house, on pupil free days and before/after school.

The major professional development initiatives are as follows:

- Leadership models and strategies
- Numeracy including problem solving
- Literacy including reading, phonograms, spelling
- Civics and Citizenship – planning and implementation
- Economics and Business – planning and implementation
- History – planning and implementation
- Differentiation and Disabilities
- “You Can Do It” understanding
- Coaching skills, programs and implementations

- First Aid programs for multiple staff
- Mandatory training modules

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 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.

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

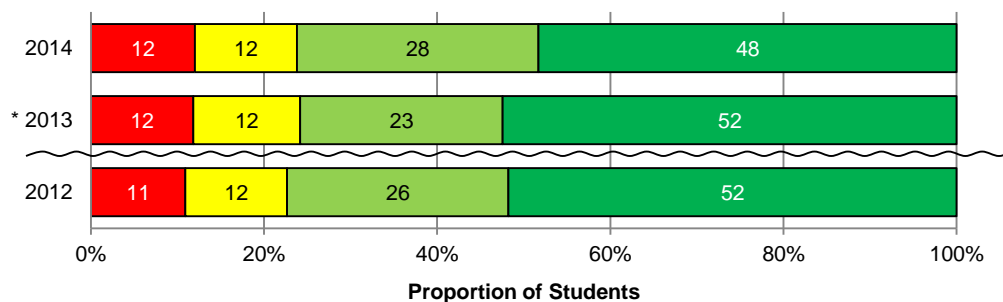
Student attendance rate for each year level (shown as a percentage)							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	91%	94%	93%	95%	93%	94%	94%
2013	91%	93%	94%	93%	94%	94%	93%
2014	93%	93%	93%	94%	94%	94%	93%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

The following procedures were 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.
- Administration staff follow EQ guidelines and processes in continuing to follow up Absenteeism issues.

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.

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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 2014 at Grand Avenue State School, the data on indigenous students in Year 3, 5 and 7 revealed achievement levels which are level with or slightly below the achievement levels of non-indigenous. Year 3 students' reading data indicates achievement levels slightly above the achievement level of non-indigenous students. The school monitors the individual progress of every indigenous student, as often the improved achievement of students at an individual level is significant as opposed to being included in the larger group.

Attendance:

The attendance rate for indigenous students is consistent with that of 2013 and slightly below that of non-indigenous students. The 2014 attendance level for indigenous students in 2014 was 90.7% as opposed to the non-indigenous students' attendance level of 93.2%.