



Park Avenue State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Relationships characterised by mutual respect are at the heart of everything we do at Park Avenue State School. Diversity and difference are embraced and we seek to hear the voices of all stakeholders in key decision making processes. Our 200 students attend classes from Pre Prep (ECDP) to Year 6. Students are drawn from a diverse community positioned in a unique juncture between the university, industrial and urban sectors of Rockhampton. The school is a physically attractive centre, with gracious sweeping verandas, fronting turn of the century style buildings, overlooking established gardens. Learning across the school is characterised by challenging and engaging experiences. Teachers, students and their community share a strong rapport as partners in learning. An awareness of student abilities and acknowledgement of individual needs are essential components of our teaching and learning cycle.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Priority	Goals Achieved	Timeline
Behaviour	*Behaviour Inquiry Cycle Commenced *Park Avenue State School Positive Student Behaviour Plan collaboratively reviewed and published *‘Calm’ processes embedded in all classrooms eg. ‘Calm’ spaces, visual timetables.	Term 1 Term 2
Curriculum	CARF published All teachers engaged in Collegial Coaching and Moderated planning All teachers engaged in regular team planning	Semester 2

Future Outlook

2018 has seen a bright start for Park Avenue with students engaged in supportive learning challenges, strong community engagement and a dedicated staff celebrating student successes.

This year our improvement agenda includes a focus on student, staff and community wellbeing; and improvement in A-E results for students through improving teaching and learning in reading and writing literacies. In Term One of the school year students enjoyed strong learning gains, a clear upturn in attendance patterns and schoolwide we celebrate our warm and positive social climate.

In the second semester of 2018 we are looking forward to continuing our whole school engagement in the provision of Universal Design for Learning. Through greater mastery in the purpose and intent of assistive technologies we are seeking to engage our students in learning experiences which enhance their opportunities for success today; and which equip them with the literacies that will see them thrive in their future.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	126	50	76	37	85%
2016	151	57	94	44	84%
2017	142	59	83	59	81%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Park Avenue playgrounds and classrooms are enriched by a strong diversity in cultural origins of students with 30% of Aboriginal or Torres Strait Island background and a strong contingent who draw upon their Pacific Islander heritage. Whilst every year our school draws many new students there remains a strong contingent of multi-generational students who share with their peers a knowledge of the historical experience of the school.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	19	23	19
Year 4 – Year 6	15	27	18

Curriculum Delivery

Our Approach to Curriculum Delivery

In response to our local context there is provision for:

- Early childhood oral language focus.
- Leadership enrichment opportunities across all year levels.
- Music and Physical Education programs provided by specialist teachers.
- Japanese as the Language Other than English (LOTE) taught in Years 5, 6 and Prep.
- Targeted intervention programs provisioned within classrooms to maximise student curriculum access for all students.
- 'Challenge by Choice' camps enhance learning and leadership confidence of our Senior students.
- Strong partnership with our key feeder kindergarten through co-planning of our comprehensive Pre-Prep program and the hosting of regular shared events.

Co-curricular Activities

- Early Childhood Playgroup offered through our Early Childhood Development Program.
- An Instrumental Music Program which provides the opportunity for a large number of students to learn an instrument under the guidance of a specialist.
- Targeted social emotional skill development programs including *Friendship Circles* and *Life Stream*
- Park Avenue State School supports its excellent sporting program through lunchtime coaching sessions.
- A rich partnership with a local nursing home at which students 'give back' to the community through sharing their love of reading and performance.
- The school community proudly participates in a number of projects including Clean Up Australia Day and National Tree Day.

How Information and Communication Technologies are used to Assist Learning

Information and communication technologies are embraced at Park Avenue State School as a basic tool of 21st Century literacy. Students have both classroom access to internet connected computers for use in the moment by moment business of their learning and they also enjoy the advantages of a well-appointed computer laboratory. The laboratory is capable of linking a classroom of students at a time to the World Wide Web and a universe of learning opportunities. To ensure that our students become creative and productive users of technology Park Avenue's teaching and learning teams have embedded expectations of student usage of ICTs in daily classroom work. Teachers incorporate, in their teaching learning practice, the Smart Classrooms expectations that recognize that students develop ICT competence and understandings as they use ICT effectively across all learning areas. Teachers at Park Avenue are mindful of the potential of assistive technologies in ensuring all students have effective access the curriculum.

Social Climate

Overview

100% of parents who responded to the School Opinion Survey celebrated that their child likes being at this school. The Park Avenue School community is driven to provide effective academic access for all students in a safe, supportive and disciplined learning environment. The school-wide Calm School approach has been reinvigorated to ensure students are equipped to make positive learning and social choices, neutralize bullying, access the curriculum and enjoy success in their daily learning endeavours. Park Avenue State School has a proud history of strong school spirit and achievement. In the foyer hang the portraits of a number of past students who evidence the rounded education that has been traditionally provided here. Past students excel in all walks of life from the international sports field to local government. Striving for excellence is embedded in the school motto of 'Our Best Always'. This is a school where you will find wrap around support provided to students with high needs. Being respectful, responsible and a learner are explicit expectations placed upon every student. Through Student Council and interclass mentoring programs senior students demonstrate great pride in their leadership roles.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	50%	92%	91%
this is a good school (S2035)	50%	67%	82%
their child likes being at this school* (S2001)	50%	67%	100%
their child feels safe at this school* (S2002)	50%	67%	82%
their child's learning needs are being met at this school* (S2003)	42%	67%	82%
their child is making good progress at this school* (S2004)	42%	75%	82%
teachers at this school expect their child to do his or her best* (S2005)	50%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	58%	100%	91%
teachers at this school motivate their child to learn* (S2007)	58%	100%	91%
teachers at this school treat students fairly* (S2008)	42%	67%	82%
they can talk to their child's teachers about their concerns* (S2009)	58%	75%	82%
this school works with them to support their child's learning* (S2010)	33%	83%	82%
this school takes parents' opinions seriously* (S2011)	33%	67%	73%
student behaviour is well managed at this school* (S2012)	25%	42%	55%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
this school looks for ways to improve* (S2013)	42%	67%	91%
this school is well maintained* (S2014)	75%	58%	91%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	96%	94%
they like being at their school* (S2036)	98%	96%	94%
they feel safe at their school* (S2037)	94%	88%	94%
their teachers motivate them to learn* (S2038)	100%	98%	96%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	98%
teachers treat students fairly at their school* (S2041)	96%	88%	89%
they can talk to their teachers about their concerns* (S2042)	83%	90%	81%
their school takes students' opinions seriously* (S2043)	98%	92%	82%
student behaviour is well managed at their school* (S2044)	81%	79%	67%
their school looks for ways to improve* (S2045)	100%	94%	92%
their school is well maintained* (S2046)	94%	90%	94%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	81%	87%	100%
they feel that their school is a safe place in which to work (S2070)	88%	73%	96%
they receive useful feedback about their work at their school (S2071)	81%	86%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	100%	100%
students are encouraged to do their best at their school (S2072)	81%	89%	96%
students are treated fairly at their school (S2073)	69%	82%	84%
student behaviour is well managed at their school (S2074)	27%	43%	70%
staff are well supported at their school (S2075)	52%	76%	89%
their school takes staff opinions seriously (S2076)	67%	68%	85%
their school looks for ways to improve (S2077)	69%	87%	93%
their school is well maintained (S2078)	50%	83%	86%
their school gives them opportunities to do interesting things (S2079)	88%	86%	96%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The Park Avenue community enthusiastically engages in a range of activities designed to enhance their children's educational experience. Key moments of celebration include but are not limited to ANZAC Day, NAIDOC, Mabo Day (with the Mabo family featuring in our enrolments this day has special significance for our community), and a very exuberant Sports Day.

The recently re-invigorated P&C is working hard to fill the shoes of a recently retired executive who served the school with great commitment over a number of years.

Of great significance in our community calendar are our teaching and learning partnership meetings which are delivered early in each school semester. At these meetings teaching and learning staff connect with our student's first teachers – their families – to develop a shared understanding of each child's progress and to map the 'where to from here?'.

The diverse needs of our students are met through a range of support mechanisms coordinated to provide intensive, targeted programs for the academic and social-emotional development of students. Parents and specialized external organisations come together with teaching staff to ensure our students receive timely and effective educational access.

Community is invited into the school for weekly Parades open days and special events. Our interactive facebook site provides a point in time portal into student activities. The weekly newsletters celebrate successes, share the school calendar and provide insight into teaching and learning.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. At Park Avenue State School students are supported through their engagement in the school wide Bucket Filling Program, Health Curriculum, Student Mentoring Programs, Buddy Classrooms, Friendship Circles, The Volcano Club, Student Council and the Life Education Program to gain personal safety and awareness, including ways of identifying and responding to abuse and violence with the intention of preventing and responding to domestic and family violence and abuse. These activities regularly engage students in curriculum and program activities designed to increase gender equality, develop students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	65	79	63
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The bank of solar panels on the school's multi-purpose hall contributes to a reduction in real consumption. An acceptance of the seasonal rain cycles' impact on the grounds, gardens that can be supported through existing rainwater tanks and diligent facility management of plumbing and storage keep our water usage down..

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	87,166	
2015-2016	28,072	737
2016-2017	169,128	881

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <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

Sector:
☒ Government
☒ Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	21	29	0
Full-time Equivalents	17	21	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	2
Graduate Diploma etc.**	4
Bachelor degree	15

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$34 480

The major professional development initiatives are as follows:

*Essential Skills Behaviour Management

*Write2Spell2Read Inductions

*Beginning Teacher Regional and site based inductions

*Collegial Coaching – timetabled professional engagement

*Working with students with Autism

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	85%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

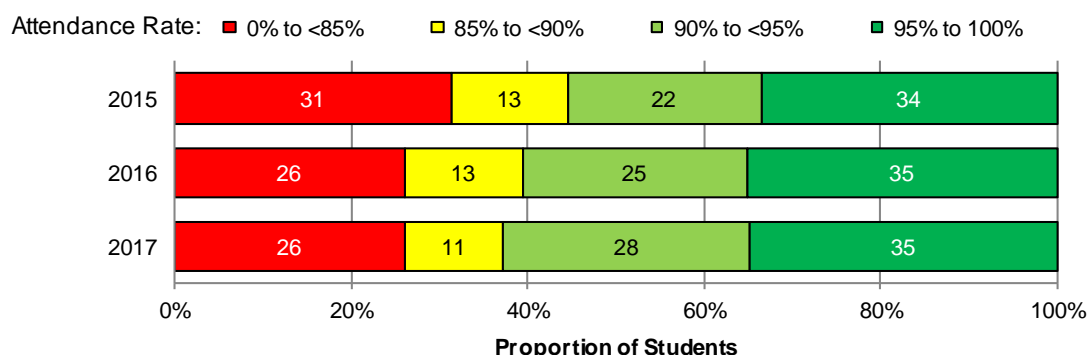
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	84%	90%	89%	87%	94%	89%	92%
2016	89%	89%	88%	94%	91%	92%	88%
2017	90%	88%	88%	87%	90%	85%	95%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. Rolls are marked through ID Attend both in the first 15 minutes of the school day and again in the afternoon. Late arrivals collect 'Late' slips from the front Administration desk to ensure we have a comprehensive knowledge of all students present and absent.

Parents/carers of students experiencing an 'Unexplained Absence' are notified of their child's absence via an automated text message requesting they contact the school.

When students arrive or leave during the day they are signed in or out at the office by the accompanying adult.

Students experiencing extensive absences are case managed with the intent to build a stakeholder team of the student, carers, staff and available support personnel.

NAPLAN

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

Sector:

☒ Government

☒ Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

