

Park Avenue State School (0983)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

At Park Avenue State School every day, in every classroom, every student is learning and achieving. We work as a community to ensure students access, and excel in, quality educational programs.

Relationships characterised by mutual respect are at the heart of teaching and learning 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. The school is a physically attractive centre characterised by Queenslander style verandas and established gardens. Learning across the school is characterised by challenging, purposeful and engaging experiences. Classrooms are equipped with the latest in technological learning aids with every classroom accessing a world of learning opportunities through web based resources. Teachers, students and their community share a strong rapport as partners in learning. An awareness of student abilities and acknowledgement of individual needs are highly valued in our teaching and learning cycle. Students from Park Avenue are known for their citizenship and positive community profile.

This report provides a window into a cross section of aspects of our school and can be found on the Park Avenue State School website, in newsletters and in hard copy in the school foyer.

School progress towards its goals in 2012

2012 Priority	Element	Progress
Student Achievement	Reading	Improvement trends evident across the school.
	Research and data driven feedback and action plans	Established. Increasing focus on small group and individual into 2013.
Professional Currency	C2C implementation	Full implementation of the Science, Mathematics and English C2C curriculum. Continuing rollout in 2013.
	Resourcing	C2C Units fully resourced.
	Performance Plans	All teaching staff have current Performance Plans.
Closing the Gap	Literacy/Numeracy,	A strong 'Closing of the Gap' in Year 7 Reading and Writing.
	Attendance & Community Engagement	Establishment of Indigenous Reference Group.

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Future outlook

At Park Avenue the key areas for improvement, as defined in the School Implementation Plan for 2013, are:

- Closing the Gap in achievement and attendance for Indigenous students; and
- The ongoing cultivation of powerful partnerships with our community.
- Student Achievement with a focus on reading, spelling and numeracy;
- Professional Currency of all staff; ,

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	163	70	93	88%
2011	143	66	77	79%
2012	129	65	64	77%

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

Characteristics of the student body:

A number of Park Avenue students travel from as far afield as Mt Morgan and Gracemere with the majority of enrolments drawn from the vibrant and diverse community positioned between the university, industrial and urban sectors of Rockhampton. Indigenous enrolment in 2012 varied between 15-25%.

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	21	24	14
Year 4 – Year 7	24	26	13

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days	30	9	18
Long Suspensions - 6 to 20 days	<5	0	<5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Park Avenue State School's distinctive curriculum offerings include:

Early childhood oral language focus.

Leadership enrichment opportunities across all year levels.

Extension programs for gifted and talented students.

Music and Physical Education programs provided by specialist teachers.

Japanese taught students in years 4, 5, 6 and 7.

Targeted intervention programs.

Curriculum activities across the school are enriched through a range of 'Challenge by Choice' and 'Exploration of the World' excursions including sailing on the Tall Ship *South Passage* along the same route through the Keppels as sailed by Captain Cook.

Extra curricula 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 an instrumental specialist.

Park Avenue State School supports its excellent sporting program through lunchtime coaching sessions – students enjoy staff and parent support in their involvement in a wide range of sporting endeavours.

The School Community proudly participates in a number of projects including Keeping Australia Beautiful 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 plus 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. In each of the classrooms students and teachers enjoy access to computers, iPads and interactive whiteboards to enhance the teaching and learning process.

To ensure that our students become 'creative and productive users of technology' (MCEETYA 2008 p.8) Park Avenue's teaching and learning teams have embedded expectations of student usage of ICTs in daily classroom work. Teachers incorporate, in their teaching and learning practice, the Smart Classrooms expectations that recognize that students develop ICT competence and understandings as they use ICT effectively across all learning areas. The expectations are organised according to the following elements: Inquiring with ICT; Creating with ICT; Communicating with ICT; Ethics, issues and ICT; and Operating ICT.

Social climate

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 ethos. 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, in the classroom and playground, of the Junior students. At Park Avenue students are provided with strong anti-bullying skill development in classrooms and in the school community. In the School Opinion Survey students, community and staff strongly acknowledged that Park Avenue was a safe and fair place to attend school.

Our school at a glance

Parent, student and staff satisfaction with the school

At Park Avenue State School the majority of parents/caregivers, students and staff are satisfied with the environment and culture of the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	95.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	94.4%
their child is making good progress at this school*	94.1%
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*	100.0%
teachers at this school motivate their child to learn*	95.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	89.5%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	88.0%
they like being at their school*	100.0%
they feel safe at their school*	96.0%
their teachers motivate them to learn*	100.0%

Our school at a glance

their teachers expect them to do their best*	96.0%
their teachers provide them with useful feedback about their school work*	76.0%
teachers treat students fairly at their school*	84.0%
they can talk to their teachers about their concerns*	81.8%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	87.5%
their school looks for ways to improve*	96.0%
their school is well maintained*	96.0%
their school gives them opportunities to do interesting things*	96.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	99.1%

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

[#] 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.

Involving parents in their child's education

Throughout 2012 parents were informed and consulted through the P&C and the Indigenous Reference Group to promote a connectedness with parents to their child's education. Partnerships between school and home enabled the implementation of extensive support programs aimed at consolidating student skill development, extending gifted and talented students and ensuring students with disabilities had access to robust adapted programs. The Parents and Citizens Association continued to promote student engagement by supporting educational excursions, leadership resources and social events.

Reducing the school's environmental footprint

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

Over recent years the Park Avenue school community made a sustained effort to reduce its consumption of electricity and to reduce its contribution to landfill. Student leadership heightened awareness across the school and achieved great results.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	115,546	2,119
2010-2011	99,842	5,618
2011-2012	65,750	5,898

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	17	12	<5
Full-time equivalents	14.1	8	<5

Qualifications of all

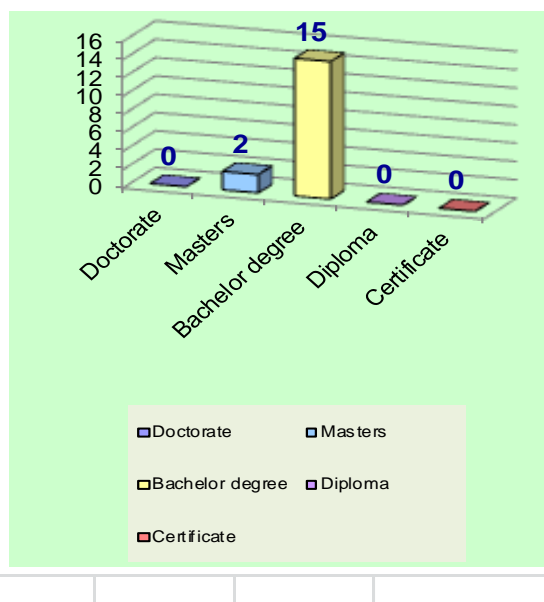
Doctorate 0

Masters 2

Bachelor degree 15

Diploma 0

Certificate 0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$16 022.25.

The major professional development initiatives are as follows:

- YUMI mathematics – all teaching and learning team members participated in three days of workshops that:
 - expanded their understanding of the theoretical underpinnings of teaching and learning in mathematics and
 - Provided them with an extensive toolkit of practical, hands on activities for the classroom
- Leadership development – three key school leaders participated in the Stronger Smarter training.
- C2C curriculum – professional teaching and learning team currency maintained through attendance at workshops by key mentors and then working with teaching and learning teams upon their return.

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

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	96.7%	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.9% of staff was retained by the school for the entire 2012 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

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 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).	91%	89%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

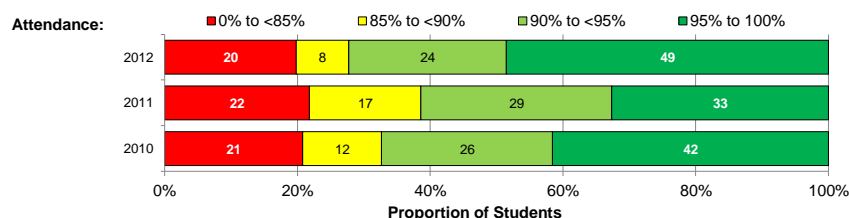
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	91%	91%	89%	92%	93%	92%	92%
2011	88%	95%	91%	88%	87%	90%	91%
2012	93%	92%	83%	91%	91%	97%	93%

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 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.

Rolls are marked twice daily – in the morning and in the afternoon. 'Every day matters at Park Avenue' is a recurring theme in newsletters and the prospectus. Parents and carers are aware that when their child is absent that the procedure is to call the office/ send a letter/ speak with the administration team or classroom teacher as to the reason and duration of the absence. When unexplained absences occur initially the classroom teacher contacts the parent to check that all is well. If unexplained absences continue to occur the Principal contacts the home by phone and inquires after the child's wellbeing and provides a reminder about the procedure. Continued unexplained absences may result in the school taking more formal action.

The P&C champion the importance of regular attendance and provide numerous incentives to students with regular or improved attendance patterns.

Performance of our students

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.

If you are viewing a printed copy of this report please find NAPLAN results attached.

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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

At Park Avenue State School the school community invests in strong partnerships between school, students, parents/carers and community. The teaching and learning staff also invests considerable professional learning energy towards understanding the learning and social needs of their diverse learners. In 2012 this investment saw a strong 'Closing of the Gap' in Year 7 Reading and Writing. Whilst attendance data lifted across the school this lift was not carried through to Indigenous attendance.