



Park Avenue State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Park Avenue is a small inner city Rockhampton State Primary School. The 130 students or so are drawn from a vibrant and diverse community positioned in a unique juncture between the university, industrial and urban sectors of the town. It is a physically attractive centre, with gracious sweeping verandas, fronting turn of the century style buildings, overlooking established gardens. 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. We celebrate our small school environment and welcome new families to the school where 'everyone knows your name'.

School progress towards its goals in 2018

Our driving priorities for 2018 were to improve Learning and Wellbeing of our school community inclusive of students, staff and community. We pursued this through intensive investigation of how best to effectively engage students in the curriculum and positive citizenship whilst strengthening their capacity for resilience. From this work Park Avenue now implements pedagogical practices based on the principles of Universal Design and draws strongly from the Australian Health Curriculum to ensure students learn how to engage fully in the educational and social experiences of every school day.

This year has seen marked improvements in:

- Student performance, in NAPLAN our performance was generally at or above Like Schools.
- Staff satisfaction in their work.
- Student engagement in their classroom learning.

This year we were delighted to have one of our teachers recognised, through the Queensland Government's Show Case Awards, as the Regional Teacher of the year. At the same awards Park Avenue received a commendation for our work in Universal Design.

Future outlook

2019 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 continues to be a focus on student, staff and community wellbeing; and improvement in A-E results for students through the implementation of pedagogical practices with the clear intent of engaging students as drivers of their own learning. In Semester One of the school year students enjoyed strong learning gains.

This year we are embedding our whole school engagement in the provision of Universal Design for Learning. Through greater mastery in the purpose and intent of assistive technologies students are engaged 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 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	151	142	129
Girls	57	59	49
Boys	94	83	80
Indigenous	44	59	43
Enrolment continuity (Feb. – Nov.)	84%	81%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Park Avenue playgrounds and classrooms are enriched by a strong diversity in cultural origins of students with 33% of Aboriginal or Torres Strait Island background and a strong contingent who draw upon their Pacific Islander heritage. Whilst every year our school draws new enrolments there remains a strong contingent of multi-generational students who share with their peers a knowledge of the historical experience of the school. Our classrooms provide targeted, point in time education, for students with a range of learning needs inclusive of disability, English as a second language and / giftedness.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	19	17
Year 4 – Year 6	27	18	20
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Park Avenue State School Universal Design drives our delivery of all curriculum. In response to our local context we provide:

- An 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 4, 5 and 6.
- Targeted intervention programs provisioned within classrooms to maximise student curriculum access for all students.
- 'Challenge by Choice' camps to 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. Due to vastly improved Wi-Fi facility gained in early 2019 students now enjoy internet access at portable devices in their classrooms at the optimum point in time for learning. 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 utilise assistive technologies to ensure all students have effective access the curriculum.

Social climate

Overview

Park Avenue is a small school and our students benefit from the supportive climate fostered by staff and community alike. This is the school where 'everyone knows your name'. 100% of parents who responded to the 2018 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 ensures students are equipped to make positive learning and social choices, neutralize bullying, access the curriculum and enjoy success in their daily learning endeavours. Across the school students participate in a 'bucket filling' program through which kindness is celebrated as a highly valued characteristic of a citizen of Park Avenue State School. We have 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 to ensure they have equitable access to the curriculum in the classroom side by side with their peers. Being respectful, responsible and a learner are explicit expectations placed upon every student and school community member. Through Student Council and interclass mentoring programs senior students demonstrate great pride in their leadership roles.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	91%	100%
• this is a good school (S2035)	67%	82%	90%
• their child likes being at this school* (S2001)	67%	100%	100%
• their child feels safe at this school* (S2002)	67%	82%	90%
• their child's learning needs are being met at this school* (S2003)	67%	82%	100%
• their child is making good progress at this school* (S2004)	75%	82%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	91%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	91%	100%
• teachers at this school treat students fairly* (S2008)	67%	82%	100%
• they can talk to their child's teachers about their concerns* (S2009)	75%	82%	100%
• this school works with them to support their child's learning* (S2010)	83%	82%	100%
• this school takes parents' opinions seriously* (S2011)	67%	73%	90%
• student behaviour is well managed at this school* (S2012)	42%	55%	60%
• this school looks for ways to improve* (S2013)	67%	91%	90%
• this school is well maintained* (S2014)	58%	91%	90%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	94%	97%
• they like being at their school* (S2036)	96%	94%	85%
• they feel safe at their school* (S2037)	88%	94%	85%
• their teachers motivate them to learn* (S2038)	98%	96%	100%
• their teachers expect them to do their best* (S2039)	98%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	97%
• teachers treat students fairly at their school* (S2041)	88%	89%	85%
• they can talk to their teachers about their concerns* (S2042)	90%	81%	78%
• their school takes students' opinions seriously* (S2043)	92%	82%	73%
• student behaviour is well managed at their school* (S2044)	79%	67%	76%
• their school looks for ways to improve* (S2045)	94%	92%	91%
• their school is well maintained* (S2046)	90%	94%	88%
• their school gives them opportunities to do interesting things* (S2047)	98%	94%	91%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	87%	100%	92%
• they feel that their school is a safe place in which to work (S2070)	73%	96%	92%
• they receive useful feedback about their work at their school (S2071)	86%	93%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	93%
• students are encouraged to do their best at their school (S2072)	89%	96%	96%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	82%	84%	83%
• student behaviour is well managed at their school (S2074)	43%	70%	74%
• staff are well supported at their school (S2075)	76%	89%	96%
• their school takes staff opinions seriously (S2076)	68%	85%	96%
• their school looks for ways to improve (S2077)	87%	93%	96%
• their school is well maintained (S2078)	83%	86%	84%
• their school gives them opportunities to do interesting things (S2079)	86%	96%	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 dedicated P&C can proudly point to numerous school facilities and activities and say 'That's our work!'

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 'were to from here?'.

The diverse needs of our students are met through a range of support mechanisms coordinated by a dedicated committee to provide intensive, targeted programs for the academic and social-emotional development of students. Extensive consultation and collaboration with parents, specialist services and teaching staff are the vehicles through which we 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 education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. 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. 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	79	63	35
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The bank of solar panels on the school's multi-purpose hall contributes to a reduction in real consumption. In 2019 we are seeking to reduce power usage. 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	28,072	169,128	190,627
Water (kL)	737	881	567

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	20	27	0
Full-time equivalents	17	19	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	3
Bachelor degree	15
Diploma	0
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$36 500

The major professional development initiatives are as follows:

*Universal Design and Learning

*Beginning Teacher Regional and site based inductions

*Collegial Coaching – timetabled professional engagement

*Working with students with Special Needs

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	89%	90%
Attendance rate for Indigenous** students at this school	88%	85%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

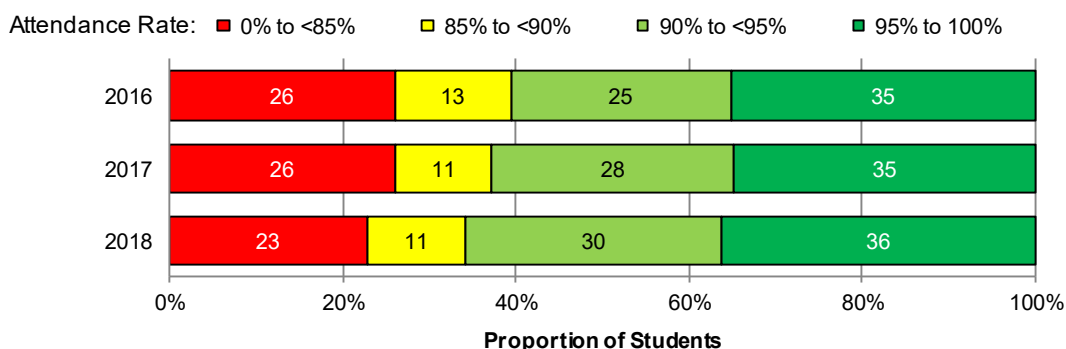
Year level	2016	2017	2018
Prep	89%	90%	89%
Year 1	89%	88%	91%
Year 2	88%	88%	96%
Year 3	94%	87%	92%
Year 4	91%	90%	92%
Year 5	92%	85%	86%
Year 6	88%	95%	86%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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.

To combat absenteeism Park Avenue works to connect with parents and community to ensure the school provides a welcoming, supportive and engaging environment.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

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School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.