

# Park Avenue State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

At Park Avenue State School every day in every classroom teaching and learning teams strive to have every student learning and achieving. We work as a community to ensure students access, and excel in, quality programs. Aspirational relationships based on 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 characterized by Queenslander style verandas and established gardens. Classrooms are places of challenging, purposeful and engaging learning experiences. They are equipped with the latest in technological educational aids with every classroom accessing a world of learning 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 on request, from the school's Administration Office.

### School progress towards its goals in 2015

2015 Improvement Area	Element	Progress
Research and data driven explicit improvement agenda evident in every classroom and every student's experience of: <b>Mathematics</b>	Australian Curriculum Mathematics Implementation	Strong consistency in school wide practice evident through collaborative practice and beyond school networks.
Professional Currency	C2C Implementation	Adaption of C2C resources to meet student learning needs across all Australian curriculum areas.
	Pedagogical Practice	Coaching rounds in the school develop the following pedagogical practices: Explicit

		Instruction, open ended tasks, Higher Order Thinking.
	Professional Learning	Professional conversations built around targeted learning for maximum impact on student learning.
Closing the Gap	Literacy and Numeracy	Strong focus and planning in the early year cohorts linked to I4S funding.
	Attendance	Indigenous attendance percentage greater than nonindigenous attendance rate.
	Community engagement and partnerships	Active indigenous community reference group.

#### Future outlook

**In 2016 the Park Avenue State School Community will, through collaborative reflective process, focus on:**

**Closing the Gap**

- Literacy/Numeracy,
- Attendance
- Engagement and Community Partnerships

**Research and data driven explicit improvement agenda evident in every classroom and every student's experience of:**

- Numeracy
- Reading
- Writing

**Professional Currency**

- Pedagogical Practice
- Coaching and Mentoring
- Data Literacy and Engagement

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Early Childhood - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	134	67	67	39	81%
2014	138	66	72	39	76%
2015	126	50	76	37	85%

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

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

The majority of Park Avenue enrolments are drawn from the vibrant and diverse community positioned between the university, industrial and urban sectors of Rockhampton. The school is gaining an increasingly multicultural profile and the Indigenous enrolment in 2015 stood at 34%.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	21	19
Year 4 – Year 7 Primary	24	18	15

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	15	27	65
Long Suspensions - 6 to 20 days	4	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our distinctive curriculum offerings

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 is taught to students in Years 5 & 6.

Targeted intervention programs.

Curriculum activities across the school are enriched through 'Challenge by Choice' camps and excursions including sailing on the

Tall Ship *South Passage* along the same route through the Keppels as sailed by Captain Cook aboard *The Endeavour*.

### 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 Clean Up Australia Day, Mabo Day and National Tree Day.

### How Information and Communication Technologies are used to improve 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. In each of the classrooms students and teachers enjoy access to computers, iPads, XO's (mini laptops) and interactive whiteboards, to enhance the teaching and learning process.

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. The expectations are organized according to the following elements:

Inquiring with ICT; Creating with ICT; Communicating with ICT; Ethics, Issues and ICT; and Operating ICTs.

## 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 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. 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, acknowledge that Park Avenue is a safe and fair place to attend school with 100% of students surveyed identifying for two years running that they 'like being at this school'.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	100%	50%
this is a good school (S2035)	94%	97%	50%
their child likes being at this school (S2001)	100%	97%	50%
their child feels safe at this school (S2002)	94%	93%	50%
their child's learning needs are being met at this school (S2003)	94%	100%	42%
their child is making good progress at this school (S2004)	88%	100%	42%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	50%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	58%
teachers at this school motivate their child to learn (S2007)	100%	100%	58%
teachers at this school treat students fairly (S2008)	88%	93%	42%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	58%
this school works with them to support their child's learning (S2010)	100%	97%	33%
this school takes parents' opinions seriously (S2011)	94%	90%	33%
student behaviour is well managed at this school (S2012)	88%	83%	25%
this school looks for ways to improve (S2013)	100%	100%	42%
this school is well maintained (S2014)	94%	93%	75%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	92%	98%	92%
they like being at their school (S2036)	96%	93%	98%
they feel safe at their school (S2037)	96%	83%	94%
their teachers motivate them to learn (S2038)	100%	93%	100%
their teachers expect them to do their best (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	98%	98%
teachers treat students fairly at their school (S2041)	88%	90%	96%
they can talk to their teachers about their concerns (S2042)	96%	90%	83%
their school takes students' opinions seriously (S2043)	88%	88%	98%
student behaviour is well managed at their school (S2044)	96%	81%	81%
their school looks for ways to improve (S2045)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
their school is well maintained (S2046)	92%	95%	94%
their school gives them opportunities to do interesting things (S2047)	100%	95%	98%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	81%
they feel that their school is a safe place in which to work (S2070)	95%	93%	88%
they receive useful feedback about their work at their school (S2071)	100%	90%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	86%
students are encouraged to do their best at their school (S2072)	95%	100%	81%
students are treated fairly at their school (S2073)	95%	87%	69%
student behaviour is well managed at their school (S2074)	90%	80%	27%
staff are well supported at their school (S2075)	95%	87%	52%
their school takes staff opinions seriously (S2076)	95%	90%	67%
their school looks for ways to improve (S2077)	95%	97%	69%
their school is well maintained (S2078)	90%	80%	50%
their school gives them opportunities to do interesting things (S2079)	95%	89%	88%

<sup>#</sup> '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

Throughout 2015 parents were informed and consulted throughout the P&C and the Indigenous Reference Group to promote a connectedness with parents to their child's education. Partnerships between school and home enhanced the implementation of extensive support programs aimed at consolidating student skill development and ensuring students with disabilities had access to robust targeted programs. The Parents and Citizens Association promoted and enabled student engagement by supporting student resourcing, educational excursions, the purchase of leadership resources and the sponsorship of social events.

### Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	92,542	872
2013-2014	116,167	1,433
2014-2015	87,166	

\*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.

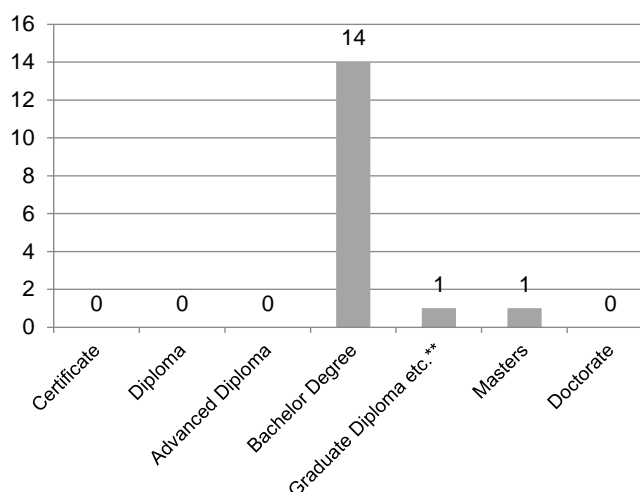
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	16	17	<5
Full-time equivalents	14	11	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
<b>Total</b>	<b>16</b>



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$15 00.00

The major professional development initiatives are as follows:

Explicit Instruction – all teaching staff engaged in a range of workshops, observation visits and work with a Pedagogical Coach.

Coaching and mentoring circles – all teaching staff engaged with peer coaches and their Pedagogical Coach in a focus on effective teaching and learning practices.

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
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, 93% of staff was retained by the school for the entire 2015 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

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Sector:

☒ Government

☒ Non-government

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	86%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	88%	92%	88%	94%	92%	95%	94%					
2014	88%	89%	88%	92%	86%	98%	90%	95%					
2015	84%	90%	89%	87%	94%	89%	92%						

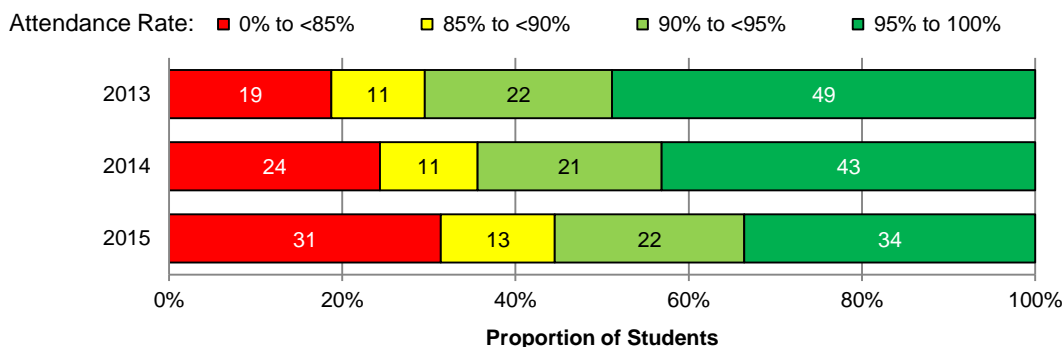
\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total 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 DET 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 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 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.

### 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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