

# Performance of our students



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Contact Person: Principal (*Helen Heery*)

## 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 2013

2013 Priority	Element	Progress
Research and data driven explicit improvement agenda evident in every classroom and every student's experience of:	Reading	Strong consistency of school-wide practice established.
	Spelling	
	Numeracy	Partially implemented – will continue to be a dominant focus over the 2014-2015 teaching years.
Professional Currency	C2C Implementation	Timely adoption of C2C curriculum in all classrooms.
	Pedagogical Practice	Adoption of signature Explicit Instruction pedagogy across the school.
	Performance Plans	All teaching staff have current Performance Plans.
Closing the Gap	Literacy / Numeracy	Strong gains – particularly in early years cohorts.
	Attendance	Strong improvement in Indigenous attendance. A distinctive 'closing of the gap'.
	Engagement and Community Partnerships	Active 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 :
  - Literacy/Numeracy,
  - Attendance
  - Engagement and Community Partnerships
- Research and data driven explicit improvement agenda evident in every classroom and every student's experience of:
  - Writing
  - Numeracy
  - Reading
- Professional Currency:
  - Pedagogical Practice
  - Coaching and Mentoring

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	143	66	77	79%
2012	129	65	64	77%
2013	134	67	67	81%

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

## 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 2013 stood at 29%.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	14	23
Year 4 – Year 7 Primary	26	13	24

## School Disciplinary Absences

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Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	9	18	15
Long Suspensions - 6 to 20 days	0	2	4
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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## Curriculum offerings

Our 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 is taught to students in Years 5, 6 & 7.

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*.

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## 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.

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## 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. 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.

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## 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'.

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## Parent, student and staff satisfaction with the school

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

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

<b>Performance measure</b> <i>(Nationally agreed items shown*)</i>		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	88%	92%
they like being at their school* (S2036)	100%	96%
they feel safe at their school* (S2037)	96%	96%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	76%	96%
teachers treat students fairly at their school* (S2041)	84%	88%
they can talk to their teachers about their concerns* (S2042)	82%	96%
their school takes students' opinions seriously* (S2043)	100%	88%
student behaviour is well managed at their school* (S2044)	88%	96%
their school looks for ways to improve* (S2045)	96%	100%
their school is well maintained* (S2046)	96%	92%

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their school gives them opportunities to do interesting things* (S2047)	96%	100%
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## Performance measure

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

\* 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 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.

## Involving parents in their child's education

Throughout 2013 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 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

Over recent years the Park Avenue school community has made a sustained effort to reduce its consumption of electricity and to reduce its contribution to landfill. Student leaders work to heighten environmental impact awareness across the school and take pride in the results.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	99,842	5,618
2011-2012	65,750	5,898
2012-2013	92,542	872

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

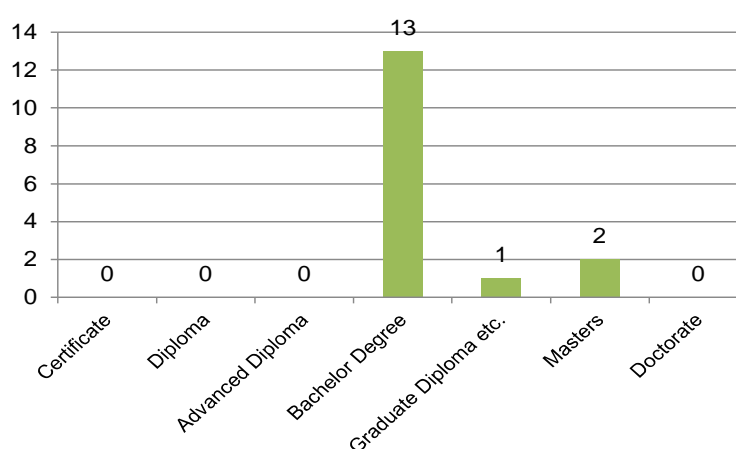
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## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	16	15	<5
Full-time equivalents	14	9	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	13
Graduate Diploma etc.	1
Masters	2
Doctorate	0
<b>Total</b>	<b>16</b>



\* 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 teacher professional development in 2013 were \$11 000.

The major professional development initiatives are as follows:

Stronger Smarter Inclusive Education Initiative – all teaching and learning teams participated in an induction and visioning workshop which fore-fronted the learning needs of Indigenous students.

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 2013 was 100 %.

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Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

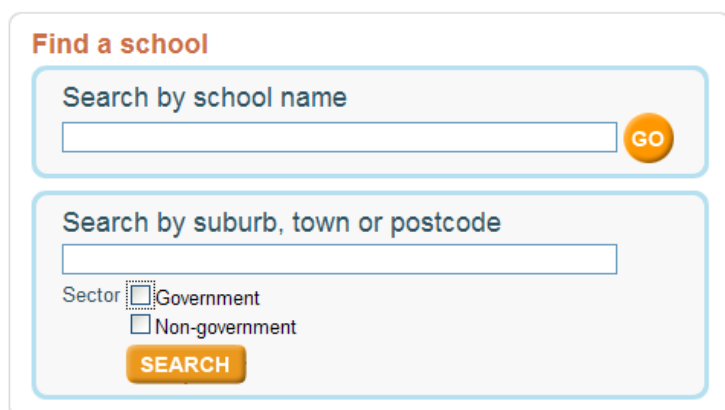
## Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2013 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.



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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	88%	95%	91%	88%	87%	90%	91%
2012	93%	92%	83%	91%	91%	97%	93%
2013	88%	92%	88%	94%	92%	95%	94%

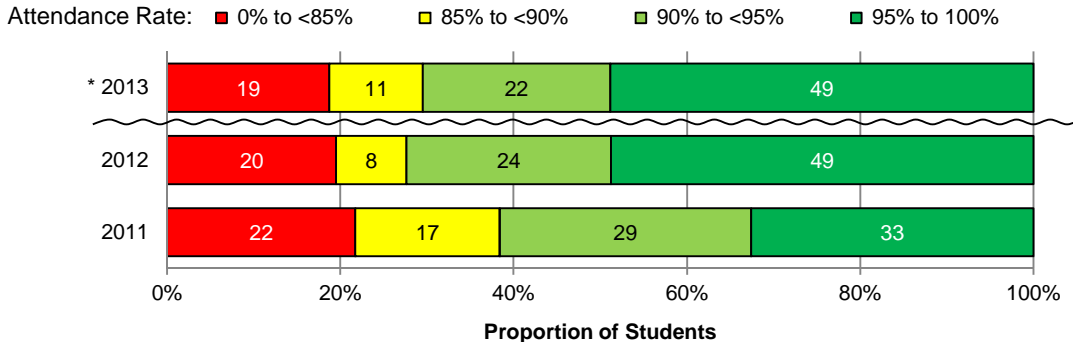
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## Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 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 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 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.

**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 whose NAPLAN results you wish to view, and select <GO>.

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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 the community. The teaching and learning staff also invests considerable professional learning energy towards understanding the learning and social needs of their diverse learners. In 2013 this investment saw a strong 'Closing of the Gap' in Year 3 NAPLAN results. Indigenous attendance data demonstrates a clear erosion of 'the Gap' from 2012-2013.