



Park Avenue State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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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. The 140 students or so are drawn from a vibrant and 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.

This year, despite our small size, student achievements in the broader community include: Darumbal Primary honours, numerous graduates accepted into the Honours programs at local Highschools and Regional Sports Representation!

Principal's Forward

Introduction

School Progress towards its goals in 2016

Improvement Area	Element	Progress
Teaching and Learning of Mathematics	P-2 Early Years 'Hands On' Pedagogy	Trialled
	Staff Professional Development	All teaching and learning staff engaged
	Improvement in student outcomes	Progressing
Attendance	Celebration of success	In place
	Education of importance of every day at school	Progressing

	Case management of chronic non-attenders.	Progressing
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Future Outlook

For 2017 the Park Avenue State School Improvement Agenda is strongly focussed on provision of comprehensive access to the Australian Curriculum for all students. The importance of 'Every Day Counts' for attendance will continue to be a key agenda item for all school community members. Our goal of 92% *is in our sights*.

	2017			
Focus	Term One	Term Two	Term Three	Term Four
Curriculum	Comprehensive review of current practices.	Development of site specific Curriculum, Assessment and Reporting Plan (*CALF).	Full implementation of *CALF. Hosting all classroom planning on OneSchool.	Embedding of CALF & planning and review practices.
Attendance	Strong monitoring and daily communication re: Unexplained Absences.	Class and school wide establishment and sharing of targets. Celebration.	Case management of chronic non-attenders. Community consultation meetings.	Review and forward planning.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	138	66	72	39	76%
2015*	126	50	76	37	85%
2016	151	57	94	44	84%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program (not to be confused with Park Avenue's extensive Early Childhood Development Program which supports 80 pre-prep aged children work towards school readiness)

** 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

Overview

The majority of Park Avenue enrolments are drawn from the vibrant and diverse community positioned between the university, industrial and urban sectors of Rockhampton. Our diverse Indigenous community enrolment is at about 30%.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	19	23
Year 4 – Year 7	18	15	27
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Park Avenue State School provides a comprehensive Australian Curriculum (ACARA) teaching, learning and assessment program through C2C units.

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.
- 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 a specialist.
- Targeted social emotional skill development programs including:
 - Friendship Circles
 - Anger management Volcano Club
 - Scaffolded lunch break support
 - Life Stream
- Park Avenue State School supports its excellent sporting program through lunchtime coaching sessions.
- 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 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 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.

Social Climate

Overview

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 is being 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:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	50%	92%
this is a good school (S2035)	97%	50%	67%
their child likes being at this school* (S2001)	97%	50%	67%
their child feels safe at this school* (S2002)	93%	50%	67%
their child's learning needs are being met at this school* (S2003)	100%	42%	67%
their child is making good progress at this school* (S2004)	100%	42%	75%
teachers at this school expect their child to do his or her best* (S2005)	100%	50%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	58%	100%
teachers at this school motivate their child to learn* (S2007)	100%	58%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	93%	42%	67%
they can talk to their child's teachers about their concerns* (S2009)	97%	58%	75%
this school works with them to support their child's learning* (S2010)	97%	33%	83%
this school takes parents' opinions seriously* (S2011)	90%	33%	67%
student behaviour is well managed at this school* (S2012)	83%	25%	42%
this school looks for ways to improve* (S2013)	100%	42%	67%
this school is well maintained* (S2014)	93%	75%	58%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	92%	96%
they like being at their school* (S2036)	93%	98%	96%
they feel safe at their school* (S2037)	83%	94%	88%
their teachers motivate them to learn* (S2038)	93%	100%	98%
their teachers expect them to do their best* (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	96%
teachers treat students fairly at their school* (S2041)	90%	96%	88%
they can talk to their teachers about their concerns* (S2042)	90%	83%	90%
their school takes students' opinions seriously* (S2043)	88%	98%	92%
student behaviour is well managed at their school* (S2044)	81%	81%	79%
their school looks for ways to improve* (S2045)	100%	100%	94%
their school is well maintained* (S2046)	95%	94%	90%
their school gives them opportunities to do interesting things* (S2047)	95%	98%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	81%	87%
they feel that their school is a safe place in which to work (S2070)	93%	88%	73%
they receive useful feedback about their work at their school (S2071)	90%	81%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	100%
students are encouraged to do their best at their school (S2072)	100%	81%	89%
students are treated fairly at their school (S2073)	87%	69%	82%
student behaviour is well managed at their school (S2074)	80%	27%	43%
staff are well supported at their school (S2075)	87%	52%	76%
their school takes staff opinions seriously (S2076)	90%	67%	68%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school looks for ways to improve (S2077)	97%	69%	87%
their school is well maintained (S2078)	80%	50%	83%
their school gives them opportunities to do interesting things (S2079)	89%	88%	86%

* 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 P&C meets monthly and is a strong, positive group united in their mission to promote the communities' children's access to education. They coordinate and drive numerous volunteer activities and resource acquisitions throughout the school year.

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 new interactive facebook site provides a, frequently point in time, portal into student activities. The fortnightly newsletters celebrate successes, share the school calendar and provide insight into teaching and learning.

Respectful relationships programs

Respectful relationships across the school are anchored in the Park Avenue Calm School program. Initially developed to assist students with high level learning and/ behavioural needs, the Calm School program now drives negotiated rules in classrooms, individualized emotional health plans, Friendship development groups and numerous other programs. In classroom lessons and at whole of school Parades, students are provided with the knowledge and tools required to engage in healthy relationships characterized by positive interactions and nonviolent conflict resolution. From Prep to Year Six students are explicitly taught to not accept bullying and rehearsed through the steps to take if they or others are subjected to abuse and or bullying.

The annual Healthy Harold programs provide students with a healthy living focus that generates an awareness of the risks of drug and alcohol abuse and further provides students with lifelong strategies to combat bullying, including a sharp focus on the cyber domain.

Park Avenue relationships programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	27	65	79
Long Suspensions – 6 to 20 days	0	1	0
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.

Environmental Footprint

Reducing the school's environmental footprint

The bank of solar panels on the school's multi-purpose hall continue to positively contribute to a reduction in real consumption. Staff and students have worked hard to be more energy efficient in their daily operations – the numbers speak for themselves. The halving of the school's water consumption has been achieved by creating a common purpose for all water uses, developing 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	116,167	1,433
2014-2015	87,166	
2015-2016	28,072	737

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

GO

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	20	29	<5
Full-time Equivalent	17	21	<5

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	11

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$4184

The major professional development initiatives are as follows:

- Ped coaching
- Read to Write to Spell Inductions
- Curriculum Coaching
- The Teaching of Mathematics
- Positive schoolwide behaviour management

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 82% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	86%	88%

*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 2016 for all Queensland Primary schools was 93%.

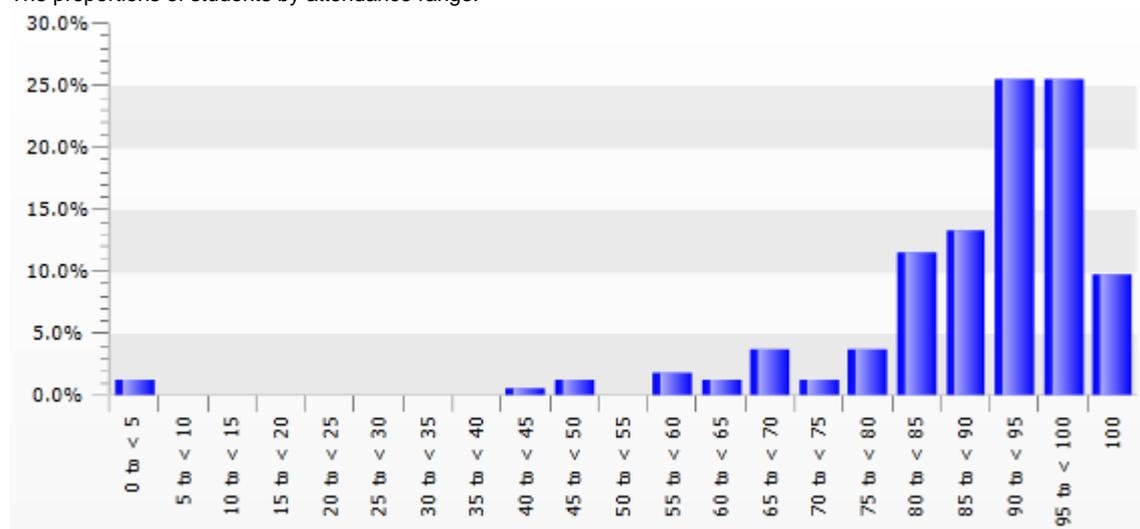
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	89%	88%	92%	86%	98%	90%	95%					
2015	84%	90%	89%	87%	94%	89%	92%						
2016	89%	89%	88%	94%	91%	92%	88%						

*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 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 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 a 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**.

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Government

Non-government

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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.