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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the Department's [Right to Information site](#).

Contact Person Bill Carey Principal

Principal's foreword

Introduction

This report outlines the growth, development and performance of Graceville State School. Our school is proud of the achievements throughout 2010 and we acknowledge the hard work of students, staff and parents in ensuring quality outcomes are achieved. Graceville State School celebrates the integral role parents, staff and the wider community all play in promoting a safe and challenging environment that not only achieves academic results but prepares students for the future.

School's progress towards its goals in 2011

2011 was a productive year for the school. Following are some of the key strategic areas outlined in the Annual Operational Plan:

Programs for English, Maths and Science were implemented. Alignment to National Curriculum was incorporated in the development and considerations were given to History. New spelling program implemented.

The school's Assessment Framework was implemented and teachers were involved in focussed activity related to the analysis of year level data, identifying data trends and the achievement of school performance targets.

The school focus on developing writing skills across the school has resulted in continued professional development for teachers and sharing of practices with local schools. Results from school and systemic testing demonstrated strong gains in students' results.

School results in National Testing demonstrated strong improvement in all areas of numeracy and literacy. The school's focus on developing higher order thinking has also contributed to the overall school improvement agenda.

A school Audit was also undertaken showing maintenance and improvement in the following areas:

Teaching & Learning Audit

Audit Category	2011	2010
An Explicit Improvement Agenda	High	Medium
Analysis and Discussion of Data	High	Medium
A Culture that Promotes Learning	High	High
Targeted Use of School Resources	High	High
An Expert Teaching Team	High	Medium
Systematic Curriculum Delivery	Medium	Medium
Differentiated Classroom Learning	Medium	Medium
Effective Teaching Practice	Medium	Medium

In 2011 our school also undertook a Quadrennial School Review. This process provided an opportunity to examine the achievements of our school and identify areas for future development. This process was undertaken in collaboration with the school community and staff to achieve a result that was reflective of the school's position.

Our school at a glance

Future outlook

During 2011 our school reviewed its practices to develop our Strategic School Plan for the next four years. Financial and Teaching and Learning Audits held in 2011 supported this process. Results from these audits provided information to be included in the Strategic Plan.

Three areas have been identified to be the explicit improvement agenda during 2012.

1. Reading – increase the number of students performing in the upper two bands of NAPLAN assessments.
2. Numeracy – increase the number of students performing in the top two bands of NAPLAN assessments.
3. Information Communication Technology – Implementation of resources to support curriculum delivery.

The school will also be reviewing resources in maths, reading and technology.

Due to the continued growth of the school both physical and human resources will be reviewed to ensure the effective operation of the school continues.

Following the school Quadrennial school review, a number of key areas were identified for future development.

These include:

Student Outcomes
<ul style="list-style-type: none">• Implement National Curriculum as per Education Queensland's timeline
<ul style="list-style-type: none">• Continue to embed practices that utilise data to influence teaching practices to differentiate student learning.
<ul style="list-style-type: none">• Develop teaching practices that is reflective of current research and national curriculum.
<ul style="list-style-type: none">• Embed the use of ICTs to be integrated in teaching practices.
<ul style="list-style-type: none">• Community Partnerships
Workforce Planning and Deployment
<ul style="list-style-type: none">• Develop staff succession planning to enable seamless passing of knowledge
<ul style="list-style-type: none">• Develop workforce plan
Staff Performance and Development
<ul style="list-style-type: none">• Increase number of staff with higher qualifications.
<ul style="list-style-type: none">• Continue to develop coaching and mentoring skills of staff.
Financial Planning and Management
<ul style="list-style-type: none">• Implement findings from 2011 Financial Audit
<ul style="list-style-type: none">• Implement One School as the school's management platform.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
709	350	359	97%

Characteristics of the student body:

In 2011 Enrolments at Graceville continued to steadily increase having been the trend for a number of years with an increasing population of school aged children residing within the catchment area of the school. The school currently operates 29 classes, generally single year levels, from Prep – Year 7, with 2 multi - age classes along with a further 2 enhancement classes operating in Years 4/5 and 6/7. There is an equal distribution of gender across the student body. Enrolments in the lower school are increasing with approximately 100 students per year level. This trend is expected to continue into the future with many current students having younger siblings intending to enrol in the future. Behaviour of the students at the school is generally exemplary which is evidenced by the small number of school disciplinary absences over the last few years.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.3
Year 4 – Year 10	25.4
Year 11 – Year 12	NA
All Classes	24.1

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	4
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Graceville State School offers a broad and comprehensive curriculum that caters for the varying needs of all learners.

Our school has an enhancement program for year 4/5 and 6/7 students. A Special Education Program for students with disabilities is also offered. Links are made with Corinda High, Indooroopilly High, Brisbane State High and Queensland Academy Maths Science Technology. Programs are developed with each of these schools that extend learning in LOTE, The Arts, Writing and Higher Order Thinking Skills.

Extra curricula activities

Graceville State School offers a range of activities in addition to the schools core curriculum. These include:

Participation in National & International Academic Testing Competitions

Interschool sport

Swimming Club

Martial Arts

Drama

Tennis Club

Art & Drama Classes

Music and Choral Groups

How Information and Communication Technologies are used to assist learning

Graceville State School values the role ICT plays in the teaching and learning process and the importance of skill development in the effective use of these technologies. A part time IT Support Teacher and Computer Technician support the staff in developing effective practices in using ICT in the planning, assessment and reporting stages of program development. Students have access to networked computers through the school with internet access along with a range of software programs that support the teaching and learning process. All classrooms have interactive whiteboards with our new library also containing a computer lab and wireless internet access.

Classes access the digital devices available to deliver quality curriculum programs for students. Digital technologies are accessed to provide connections to the world, access a variety of digital resources that support class learning opportunities and publish student work. This includes multimedia presentations.

Social climate

The Graceville State School community enjoys very healthy, positive and respectful relationships between its members. The involvement of the wider community is entrenched in the operations of the school with productive partnerships well established with existing and past families. Underpinning all that is done at Graceville is the Pathways to Peace Program which is espoused daily by staff and students. Our school's commitment to the Peace Code within this program allows for a proactive approach to the continued development of our students.

Graceville State School provides a range of support staff to assist in providing our school a safe and supportive environment for teaching and learning to occur.

Our school at a glance

Parent, student and teacher satisfaction with the school

School surveys consistently show that parents, students and teachers are proud to be a part of Graceville State School. The following table shows the results from the 2011 surveys.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	81%
Percentage of students satisfied that they are getting a good education at school	87%
Percentage of parents/caregivers satisfied with their child's school	96%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	86%
Percentage of staff members satisfied with morale in the school	84%

DW – Data withheld

Involving parents in their child's education

Parental involvement in their child's learning is crucial. Communication between school and home is achieved by newsletters, email, formal and informal meetings. Each semester students share their portfolio of work with their parents in a celebration of achievement. Parents are encouraged to participate in classroom activities, sports and cultural activities. A high percentage of parents take up these opportunities.

Parents are provided with information sessions on a "as needs basis". These sessions focus on parenting skills, teaching of reading and general information about the school.

Reducing the school's environmental footprint

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

During 2011, the school worked to improve its efficiency in relation to water usage. This was successfully achieved given the capacity of the school tanks and the watering practices implemented. In addition to these the school implemented a range of recycling strategies to further reduce the schools environmental footprint.

Due to the use of air conditioners across the school the electricity usage has increased however strategies will be implemented in 2012 to reduce improve this through the development of the School Environmental Management Plan.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	302,860	2,377
2010	194,606	7,440
% change 10 - 11	56%	-68%

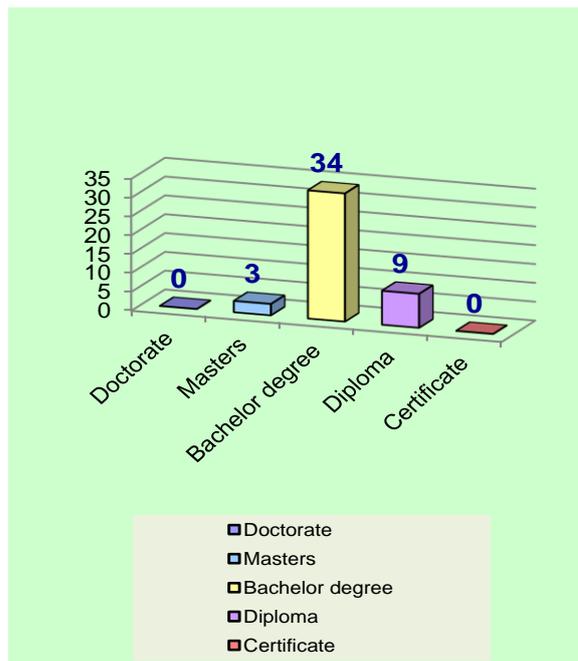
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	46	19	0
Full-time equivalents	38	13	0

Teacher Qualifications

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	34
Diploma	9
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$70 000.

The major professional development initiatives are as follows:

Information and Communication Technology skills and teaching strategies

Data Collection and Analysis

Introduction of new English, Maths and Science school programs and preparation for the implementation of the Australian Curriculum

Focus on writing skills development. This included linking with the local cluster of schools for moderation of work samples.

Differentiation of teaching strategies and programs to meet the needs of children.

Student goal setting and feedback

Hidden Histories (Closing the gap Initiative)

First Aid training

Access to a range of professional development activities provided by Western Learning Network covering areas of literacy, numeracy, information communications technology and aspects on Australian Curriculum Implementation.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 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.

Performance of our students

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%.

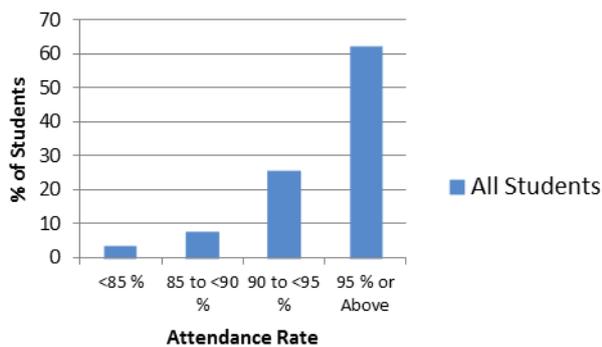
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
96%	94%	96%	95%	96%	95%	95%					

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.

School roles are marked twice daily. Parents are requested to report to the school student absences. The school has a designated phone number to accept student absences. Students who are absent for more than three days without the school being notified are identified. The school will contact parents to enquire to the unexplained absences.

Appropriate action will be taken. At Graceville this process is rarely used as parents value education and keep the school well informed of student attendance.

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/>.

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Performance of our students

Find a school

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Achievement – Closing the Gap

Due to the small cohort of indigenous students at our school a comparison of achievement against state and school means is not applicable.