

Graceville State School (1515)

Queensland State School Reporting

2012 School Annual Report



Postal address	23 Acacia Avenue Graceville 4075
Phone	(07) 3716 2777
Fax	(07) 3716 2700
Email	the.principal@gracevilss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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 2012 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 Vision / Statement of Purpose

"To provide the learning environment for students to enact the school motto "Strive to Excel"

Our Definition of Learning

"At Graceville State School we define learning as the ongoing process of knowledge creation, construction and skill development that builds upon prior learning. It occurs best when conditions are stimulating, relevant and purposeful and feedback is provided. Learning involves risk taking in order to create meaningful change and may be a solitary or community endeavour."

School progress towards its goals in 2012

2012 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.

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 the teaching of Reading and Numeracy skills across the school has resulted in continued professional development for teachers and sharing of practices. Results from school and systemic testing demonstrated strong students results.

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

On NAPLAN in 2012, Graceville was above the nation in all test areas on National Minimum Standards. Further it sits on level terms with similar state and Non State schools nationally.

Further in 2012 our school commenced development of a whole school pedagogical framework to be implemented in 2013. This is based on the Learning by Design Pedagogy (Mary Kalantzis and Bill Cope), and incorporates the findings of the work of John Hattie and John Fleming.

In addition Graceville State School progressed work on its whole school curriculum framework to reflect a consistent approach to curriculum implementation across the school. The school was also engaged in defining a vision to incorporation eLearning as a key

Queensland State School Reporting

2012 School Annual Report



aspect of the school culture and learning programs.

Following our Quadrennial School Review in 2011, 2012 saw the commencement of our new improvement agenda. This process was undertaken in collaboration with the school community and staff to achieve a result that supported continued improvement and refinement of school programs and practices.

To support the implementation of the school improvement agenda and development of curriculum plans, coaches in the teaching of reading and an eLearning mentor was established to support the professional development needs of staff. This was supplemented through the addition of a curriculum coordinator who worked in concert with staff to commence the development of our curriculum framework.

In 2013 this work will be continued through a variety of eLearning trials established to support the learning needs of students across the school using both tablet and laptop technologies. In addition coaches in areas associated with Literacy and numeracy and an eLearning mentor have been approved for implementation across our school in 2013 as we continue to refine our curriculum framework, assessment and pedagogical foci.

Future outlook

Key areas identified for future development have been identified and continue to be the focus of our improvement agenda over the next few years. It is anticipated that work in the following areas will be ongoing establishing a cycle of continued improvement.

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

Queensland State School Reporting

2012 School Annual Report



In 2013 our school will focus its improvement agenda on the improvement of Reading and Numeracy, Classroom practice and technology. Our aim is to build on the good work commenced in 2012 as we implement and continue development in various areas. These are outlined below.

- Implement the School Curriculum Framework and continue development. – Implement History
- Implement the School Reading Program to achieve improved school results
- Identify and implement high yield strategies in Mathematics to achieve improved school results
- Continue to focus on Writing
- Implement Technology Trial underpinned by research to develop a future view for technology implementation as a tool for learning at Graceville State School
- Implement the School Wide Pedagogy established in 2012

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	657	315	342	98%
2011	709	350	359	97%
2012	716	344	372	97%

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

Characteristics of the student body:

In 2012 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 30 classes, generally single year levels, from Prep – Year 7, with 2 multi - age classes along with a further 3 enhancement classes operating in Years 3/4, 5/6 and 6/7. There is an equal distribution of gender across the student body. Enrolments in the lower school are increasing with approximately 120 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.

Generally we draw students from the high and middle socio economic range with little cultural diversity evident. However, we cater for students with disability and draw a small number of students from English as a Second Language Background.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	22
Year 4 – Year 10	24	25	24
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days		4	3
Long Suspensions - 6 to 20 days		0	0

Our school at a glance

Exclusions	0	0
Cancellations of Enrolment	0	0

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 students in three multi age classes. These cover the years 3/4, 5/6 and 6/7. This program is aimed at providing curriculum enhancement opportunities for more able students. Students generally stay in the same class with the same teacher for a period of up to two years.

A Special Education Program for students with disabilities is also offered as a cluster program. The program caters for a number of students for a general cross-section of identified, diagnosed disabilities.

Links are made with Corinda High, Indooroopilly High, and Queensland Academy Maths Science Technology. Programs are developed with each of these schools that extend learning in The Arts, Writing, Science, Technology and Higher Order Thinking Skills.

In 2012 work commenced on developing a partnership arrangement with the State Academies to provide additional online opportunities into the future. It is expected that though 2013 a small number of students will have access to the first round of online offerings to support the extension of more able students.

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

The Young Rotarians Program

In addition, in 2012 Graceville State School undertook its first international student tour to Taiwan as part of our Chinese program. This was offered to 20 of our year 6 & 7 students who were immersed in the Taiwanese culture for the two weeks of the September school holiday period.

How Information and Communication Technologies are used to assist learning

In 2012 an eLearning committee was established involving staff and community members. This committee developed a vision for eLearning at Graceville State School and a variety of strategies to be perused as potential trial projects in 2013.

At Graceville, we use ICT to create and construct knowledge through interconnected communities, by accessing a variety of mobile and fixed technologies and instilling a notion of continuous learning. Digital learning environments and experiences are provided to improve educational outcomes for students by engaging them in relevant activities in order to broaden their world for the future.

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 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

Our school at a glance

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.

The confidence identified in our social climate is evidenced by the views of parents in our school opinion survey results.

Parent 2012 Item Description	This School						P-XVII Like School Group				
	2008	2009	2010	2011	2012	2012 n	2008	2009	2010	2011	2012
S2035 This is a good school	100.0	100.0	100.0	96.4	100.0	28	89.6	90.1	90.1	90.9	97.8
S2034 I would recommend this school to others	new item in 2012				100.0	28					96.4
S2016 My child is getting a good education at this school	93.5	94.6	96.7	81.5	100.0	28	81.6	82.2	83.2	81.5	95.9
S2012 Student behaviour is well managed at this school	new item in 2012				95.8	24					90.0

Our school at a glance

Parent, student and staff satisfaction with the school

Parents, students and staff show a high degree of satisfaction in relation to our school, its climate, teaching, programs and professional support associated with our school. Generally community engagement is high and staff, students and community members play a role in decision making processes. Various focus groups and working parties are established to attend to specific projects associated with our improvement agenda and work to see their successful implementation.

Following are the results of opinion surveys across a range of areas associated with our school, our practices and our provisions.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	96.3%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	95.8%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.4%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	97.8%
they like being at their school*	92.4%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	94.7%

Our school at a glance

their teachers expect them to do their best*	98.9%
their teachers provide them with useful feedback about their school work*	96.7%
teachers treat students fairly at their school*	95.7%
they can talk to their teachers about their concerns*	90.1%
their school takes students' opinions seriously*	92.4%
student behaviour is well managed at their school*	91.3%
their school looks for ways to improve*	98.9%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	94.6%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	91.7%
with the individual staff morale items	97.1%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

Parents are also actively involved in school decision making processes and are represented on various committees, working parties, focus and support groups. The school Parents and Citizens Association (P&C) is the peak organisation for community involvement and participation. In 2012 the P&C undertook many vital roles within our school and provided support services to the school community including the operation of the Uniform and Tuckshop, the delivery of a most successful fete, parent and community social events, community BBQ's and various other fundraising activities. The P&C also contributed to the strategic planning of the school operations and provided feedback and advice on various school initiatives.

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 2012, the school worked to improve its efficiency in relation to Electricity usage. This was successfully achieved given the increased pressures created by increasing school enrolments and an increased number of classroom spaces. In addition to these the school implemented a range of recycling strategies to further reduce the school's environmental footprint.

During 2012 Graceville State School developed a School Environmental Management Plan to further improve our environmental footprint. This Plan will be implemented in 2013.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	194,606	7,440
2010-2011	302,860	2,377
2011-2012	265,270	2,938

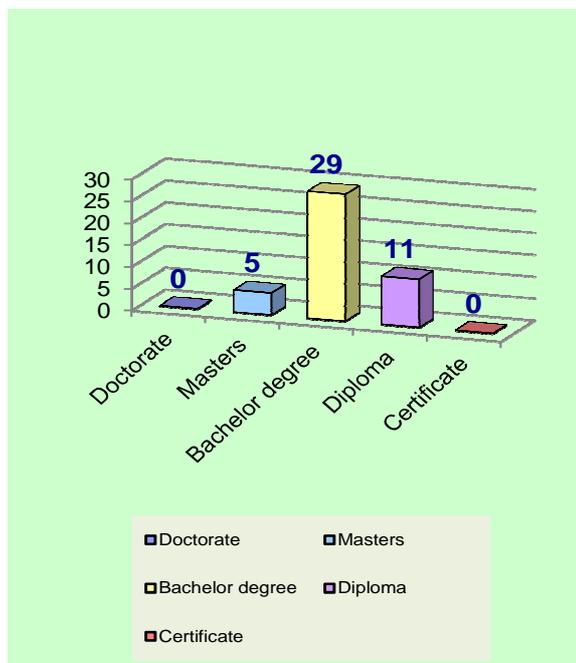
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	49	20	0
Full-time equivalents	40.5	13.2	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	29
Diploma	11
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$34 564.

This financial commitment was supplemented by the employment of fractional staffing for three days per fortnight to provide staff with coaching and mentoring programs in relation to school Reading and eLearning initiatives.

The major professional development initiatives are as follows:

Information and Communication Technology skills and teaching strategies

Data Collection and Analysis

Introduction of the Australian Curriculum in the areas of English, Maths and Science

Focus on Reading skills development

Our staff profile

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

Student goal setting and feedback

Pedagogical Frameworks

Staff induction programs

Asbestos, Student Protection and Code of Conduct Training, and

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 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.1%	96.2%	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93.2% of staff was retained by the school for the entire 2012 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/>.

Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. School finances will include Total Capital Expenditure 2009-2011 where the school has capital expenditure data for all three years. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).

Net recurrent income 2011	\$ Total	\$ Per student
Australian Government recurrent funding	1,095,168	1,545
State/Territory Government recurrent funding	4,555,025	6,425
Fees, charges and parent contributions	180,918	255
Other private sources	227,585	321
Total gross income (excluding income from government capital grants)	6,058,696	8,545
Less Deductions	0	0
Total net recurrent income	6,058,696	8,545

Capital expenditure 2011	\$ Total	\$ Total 2009-2011
Australian Government capital expenditure	0	2,582,665
State/Territory Government capital expenditure	631,711	1,038,762
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	39,985
Total capital expenditure	631,711	3,661,412

Our staff profile

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

Search by suburb, town or postcode

Sector Government
 Non-government

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

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	97%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

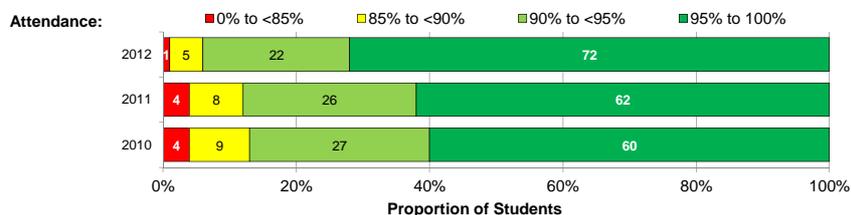
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	94%	96%	93%	95%	96%	95%	94%
2011	96%	94%	96%	95%	96%	95%	95%
2012	96%	96%	96%	98%	97%	97%	97%

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 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 about 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 and 7.

Performance of our students

Strand	Year Level	2012								
		This School						Nation		
		N	LL	Mean	UL	NMS%	U2B%	Mean	NMS%	U2B%
Reading	03	100	459	476.6	494	97.1	73.5	419.6	93.6	47.0
	05	41	515	536.2	558	95.2	47.6	493.6	91.6	31.3
	07	64	574	588.3	603	100.0	51.6	541.5	94.1	27.6
	09							574.8	91.4	18.4
Writing	03	100	441	452.6	464	98.0	70.6	415.8	95.3	46.6
	05	40	497	515.0	533	97.6	34.1	477.0	92.1	19.3
	07	64	557	571.4	586	100.0	42.2	518.3	89.9	18.3
	09							553.7	81.7	16.8
Spelling	03	101	431	444.7	458	99.0	54.9	414.3	94.0	43.8
	05	41	505	525.4	545	97.6	45.2	494.9	92.8	31.4
	07	64	552	568.3	584	98.4	39.1	543.4	93.2	28.6
	09							577.0	89.6	21.3
Grammar & Punctuation	03	101	456	474.0	492	99.0	66.7	423.9	92.9	49.7
	05	41	519	556.2	593	92.9	54.8	491.0	90.5	30.6
	07	64	579	596.7	615	100.0	50.0	546.2	95.1	29.0
	09							573.2	90.2	18.9
Numeracy	03	101	439	452.6	466	100.0	65.3	395.5	93.9	33.4
	05	41	523	547.0	571	97.6	54.8	488.7	93.3	26.7
	07	64	590	606.9	623	100.0	65.6	538.1	93.8	25.3
	09							584.2	93.7	22.8

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 are also 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>.

Performance of our students

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.