Graceville State School

Queensland State School Reporting

2013 School Annual Report

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Principal's foreword

Introduction

Graveville State School offers a service in accordance with Education Queensland's overarching objective to deliver quality education to all Queenslanders.

At Graceville State School our staff work hard to provide the learning envirnoment requried for our students to enact the school motto, "Strive to Excel".

Students, parents and school staff work collaboratively together at Graceville to make the school the best possible place for learning for the students in our community. We are proud of our achievements from the 2013 school year.

Graceville State School is an Enrolment Managed School with a designated catchment area. We can only take students from outside of this area, if capacity exists within the school.

The information below provides a snap shot of our school for the 2013 school year and provides some projections for the 2014 school year and beyond.

School progress towards its goals in 2013

2013 was a productive year for the school. Following are some of the key strategic areas outlined in the Annual Operational Plan:

Embedding the National Curriculum: The school is using the Curriculum Into the Classroom documents provided by DETE. Professional development and support was provided for teachers in the area of History. Intial professional development was provided in the area of Geography, prior to its inclusion as a KLA in 2014.

Using Data to influence teaching and learning: School leaders facilitated year level data meetings with all teachers. Data meetings created awareness of student learning needs and discussion of the high yield strategies required in response to those needs.

Design and Implementation of the Pedagogical Framework: The school Pedagogical Framework was completed. The Pedagogical Framework is based on Pedagogy from Learning by Design (Mary Kalantsiz and Bill Cope) and incorporates the research of John Hattie and John Fleming.

Embedding the use of ICT in teaching practice: An e-learning mentor worked with teachers to embed ICT into curriculum areas as identified through assessment tasks from the Curriculum into the Classroom.

Establish a coaching program for teachers: A reading coach was appointed to assist teachers in the area of improving the teaching of reading.

Future outlook

Key areas identified in the 2014 AIP are:

Embedding the National Curriculum – focus on the introduction of Geography.

Pedagogical Framework – providing professional development and coaching to enable teachers to incorporate the Gradual Release of Responsibility model. The initial focus being on the explicit teaching of reading across all year levels.

Mathematics – providing professional development and coaching to enable teachers to incorporate the use of Think Boards and problem solving strategies.

Digging deeper into student data – use the "Putting Faces on the Data" process by Lynn Sharrat and Michael Fullan to identify student learning needs and ensure appropriate response to intervention strategies.

Refining and Extending the Coaching program – instructional coaches identified and trained to support teachers in reading, problem solving and ICT. Teachers trained as Co-Coaches to work with each other to improve teaching practice in reading or problem solving.

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013:   **Prep Year - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	709	350	359	97%
2012	716	344	372	97%
2013	770	362	408	97%

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

Characteristics of the student body:

In 2013 enrolments at Graceville continued to steadily increase. The school operated 31 classes, generally single year levels, from prep to year 7, with 3 enhancement classes operating in year 3/4, 5/6 and 6/7. There is an equal distribution of gender across the student body. The school has no students from an Aboriginal or Torres Strait Islander background. The student body is gradually becoming more diverse, with a greater number of children from multicultural backgrounds enrolling in the school. The school caters for students from English as a second language backgrounds. The school has a number of students with disabilities. Students with disabilities access a mainstream education which is supported by lessons from a specialist teacher. 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.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	22	21
Year 4 – Year 7 Primary	25	24	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	4	3	6
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Curriculum offerings

Our distinctive curriculum offerings

Enhancement Classes: Graceville State School offered an enhancement program through three multi age classes, Year 3/4, 5/6 and 6/7. This program was aimed to provide curriculum enhancement opportunities for high achieving students. Students generally stay in the same class, with the same students for up to 2 years.

Special Education Program for Students with Disabilities: Students with disabilities are mainstreamed at Graceville. A teacher with specialised skills is employed to support students with disabilities both within the classroom and in specific lessons which are required to support the individual learning needs of the students.

Extending learning through links with local high schools: High achieving students are provided opportunities to extend their learning by taking part in higher order learning projects through links with Corinda and Indooroopilly High schools and Queensland Academy Maths, Science and Technology.

Partnership arrangement with the state academies: The school is developing a partnership with the state academies to access online learning opportunities to further extend our high achieving students.

Extra curricula activities

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

Student Council

Leadership development opportunities

School Camps for Years 5-7

Interschool Sport

Instrumental Music

Music and Choral groups

Swimming Club

Tennis Club

The Young Rotarians Program

Participation in National and International Academic Testing Competitions.

Overseas Study Tours (dependant on students participation)

How Information and Communication Technologies are used to assist learning

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. In 2013 a one-to-one laptop trial was implemented across our year 7 classes. Students used their laptops for around 50% of daily class time involving research, creating and publishing projects, accessing learning objects and other web based tools. A trial of iPad technology was also implemented across year 1 classes and multi-age classes using supportive apps for learning and media type applications.

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 provide connections to the world, access a variety of digital resources that support class learning opportunities and publish student work.

A part time Computer technician and ICT coach supported staff in developing effective practices in using ICT in the planning, assessment and reporting stages of program development. The coach also provided after school professional development sessions for staff.

In 2013 the eLearning committee involving staff and community members continued to regularly meet to develop a variety of strategies within the school including policies for student use of eLearning tools, how the laptop and iPad trials were being implemented and how ICT indicators and skills are being supported across the school in teaching and learning programs

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Social climate

The Graceville State School community enjoys a healthy, positive, and respectful relationship between its members. The involvement of the wider community is entrenched in the school with productive partnerships well established with existing and past families.

Graceville State School is committed to implementing the Pathways to Peace program. The program is espoused daily by staff and students. The Peace Code 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.

Parent, student and staff satisfaction with the school

Parents, students and staff show a high degree of satisfaction in relation to our school.

Community engagement is high, with many community members volunteering in a variety of ways in the school.

Where appropriate, the school consults with members of the school community in focus groups and working parties.

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

Performance measure (Nationally agreed items shown*)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	94%
their child is making good progress at this school* (S2004)	100%	97%
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%	94%
teachers at this school motivate their child to learn* (S2007)	100%	97%
teachers at this school treat students fairly* (S2008)	96%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%
this school works with them to support their child's learning* (S2010)	100%	97%
this school takes parents' opinions seriously* (S2011)	100%	97%
student behaviour is well managed at this school* (S2012)	96%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	96%	97%

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	98%
they like being at their school* (S2036)	92%	97%
they feel safe at their school* (S2037)	100%	98%
their teachers motivate them to learn* (S2038)	95%	98%
their teachers expect them to do their best* (S2039)	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%
teachers treat students fairly at their school* (S2041)	96%	96%
they can talk to their teachers about their concerns* (S2042)	90%	93%
their school takes students' opinions seriously* (S2043)	92%	92%
student behaviour is well managed at their school* (S2044)	91%	92%
their school looks for ways to improve* (S2045)	99%	97%
their school is well maintained* (S2046)	100%	99%
their school gives them opportunities to do interesting things* (S2047)	95%	97%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	96%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	88%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	96%
their school takes staff opinions seriously (S2076)	98%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	94%

* 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.

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Involving parents in their child's education

The staff of Graceville State School believe that parent/carer involvement in their child's learning is crucial. Teachers interact with parents/carers through a range of modes, newsletters, email, phone and formal and informal meetings. Teachers welcome parents into their classrooms to help in a range of ways. Each semester parents/carers are invited into classrooms for students to share their portfolio of work with their parents in a celebration of achievement.

The Parents and Citizens Association (P&C), is the peak organisation for community involvement and participation. Parents are encouraged to participate in various ways within the school. The P&C undertook many vital roles within our school and provided support services to the scool community including the operation of the tuckshop and uniform shop. The P&C held a fete and a welcome BBQ for parents.

The P&C at Graceville is very active. The P&C contribute to the strategic planning of the school and provide feedback and advice on various school initiatives.

Reducing the school's environmental footprint

During 2013, the school has continued to work on improving its efficiency in relation to Electricity usage. This has been challenging due to the increase number of students enrolling in the school and the addition of a 3 level, 10 classroom teaching block, which was completed at the end of 2013.

We have solar panels on the roof of one of our buildings which helps supply an amount of energy back into the grid.

We are continuing to implement our School Environmental Management Plan which focusses on reducing our environmental footprint by reducing electricity usage, reducing the amount of waste, continuing to implement an active recycling program, considering environmentally friendly products when purchasing items in the school and planning, building and utilising a school garden program.

Our new building has many environmentally friendly features which will reduce our footprint as well. Energy saving lighting has been installed which turns off when not in use, power to the entire building turns off after the building has been vacated, Air conditioners are pre-set at 24 degrees and can't be changed by individuals, and appropriate waste and recycling features are fully implemented. We also have several water tanks in the school which are used to water the oval and gardens. Two 75,000 litre water tanks were installed underground as part of the new building project. These are connected to the new building and are used to water the oval.

In 2013 we hired a consultant who conducted an Energy audit for our entire school. This information was valuable for our school to analyse ways of reducing our energy usage. It was also used to remind and implement more effective measures, as outlined previously.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	302,860	2,377
2011-2012	265,270	2,938
2012-2013	267,038	2,859

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 school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

Graceville State School has a very hard working and dedicated staff.

The information below provides a snap shot of the composition and qualifications of our staff.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	52	21	0
Full-time equivalents	42	14	0

Qualifications of all teachers

The graph below outlines the highest level of education of the staff of the school.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.	0
Masters	6
Doctorate	0
Total	**52**
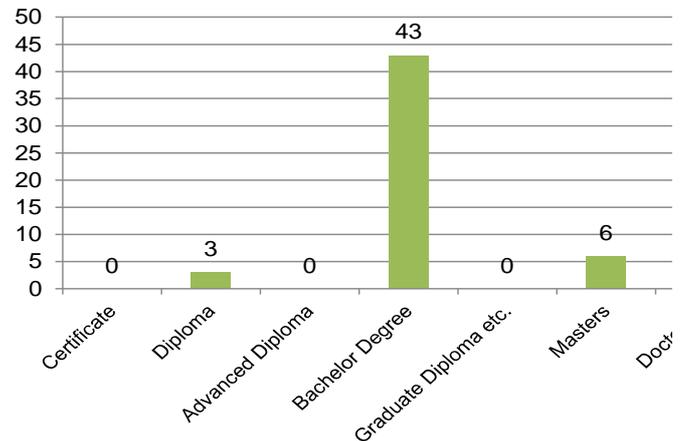
* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $39 310.

The major professional development initiatives were as follows:

- Introduction of the Australian Curriculum – History and Geography
- Data collection and analysis to inform student learning
- Teaching of reading
- Teaching of problem solving
- Pedagogical Framework
- Staff induction
- First Aide
- Asbestos Training
- Pathways to Peace

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were 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.**

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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	97%	96%

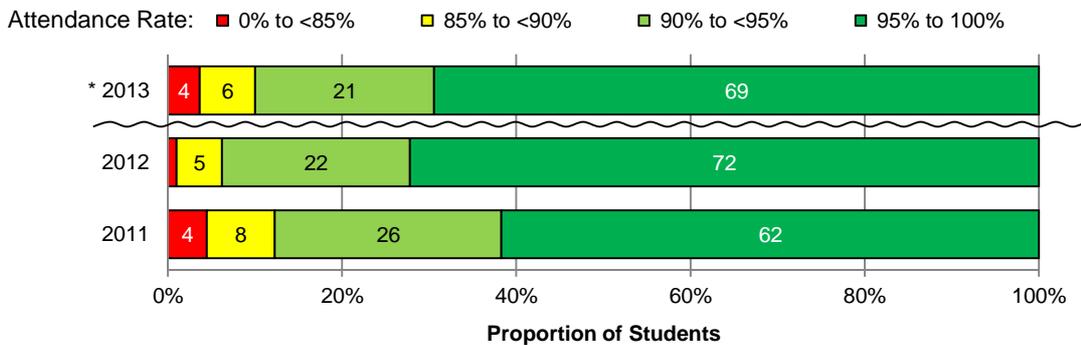The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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	Year 8	Year 9	Year 10	Year 11	Year 12
2011	96%	94%	96%	95%	96%	95%	95%					
2012	96%	96%	96%	98%	97%	97%	97%					
2013	96%	96%	96%	96%	95%	95%	95%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

* 2013	4	6	21	69
2012		5	22	72
2011	4	8	26	62

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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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.

At Graceville State School, class rolls are marked twice a day by teachers. Parents of our school are made aware that they must contact the school via phone, email or letter, either on the day of absence or the day they return to school to advise of the reason for a child's absence.

If a child is away for three or more days, and the absence is unexplained, the family is contacted to enquire about the health and where abouts of the child.

Families at Graceville are aware that if travelling overseas, they must complete the appropriate paperwork to ensure the school are aware of the duration of the absence, the intent to return to the school and seek approval from the principal.

The school follows advice provided by The Department in relation to Every Day Counts.

At Graceville, 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/.

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.**

Where it says '**Search by school name'**, type in the name of the school whose NAPLAN results 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 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

Graceville State School does not currently have any Aboroiginal or Torres Strait Islander students. We do not receive any funding through the Closing the Gap initiative.

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