Graceville State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

Graceville 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 environment required for our students to enact the school motto, "Strive to Excel".

Students, parents and school staff work collaboratively 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 2014 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 2014 school year and provides some projections for the 2015 school year and beyond.

School progress towards its goals in 2014

2014 was a productive year for the school. Listed below are key items from the School Improvement Agenda which were successfully implemented.

Pedagogical Framework – As a school we continued to provide professional development and coaching to enable teachers to incorporate specific aspects of our Pedagogical Framework into their daily practice. The main focus of Pedagogical development in the school being the Gradual Release of Responsibility Model. The school achieved great success in gaining consistency in the 'I do' section of the Gradual Release of Responsibility Model. Teachers started working towards gaining confidence and capability in the 'We do' section of the Gradual Release of Responsibility Model.

Improvement Agenda in Reading – As a school we refined our focus on reading, explicitly teaching both vocabulary and Active Comprehension to students. We used the Gradual Release of Responsibility as our method of teaching and a set of strategies and common language from the STARS program to enable consistency across the school.

Improvement Agenda in Mathematics – As a school we focused specifically on the explicit teaching of Problem Solving. Problem solving coaches helped create the whole school program, began to provide professional development and some coaching to enable teachers to incorporate the use of Polymers Think Boards into the classroom to enable consistency in teaching and learning in this area across the school.

"**Putting Faces on the Data**" **process by Lynn Sharrat and Michael Fullan** – As a school we moved towards actively using data to inform student learning. We became knowledgeable in the use of 'Putting the Faces on the Data' and aligning our data work specifically to our Improvement Agenda area of Reading. Teachers became more consistent in their implementation of our Standardized Assessment tools and used error analysis to utilize data to inform Tier One whole classroom teaching practice,

differentiation when working with small groups of students and Individual Intervention called 'Hot Spotting' to cater for individual student needs.

Refining and Extending the Coaching program – As a school we broadened our team of coaches to include two reading coaches, two problem solving coaches and one ICT coach. The school ensured all coaches received a common model of training so that teachers and coaches were aware of and using the same instructional coaching style.

Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2015 are similar to those of 2014. The school is committed to ensuring the progress made in the areas of reading and problem solving are embedded and sustained before moving on to the next area of focus for improvement.

Pedagogical Framework – As a school we will continue to provide professional development and coaching to enable teachers to incorporate specific aspects of our Pedagogical Framework into their daily practice. The main focus of Pedagogical development in the school being the Gradual Release of Responsibility Model. Our focus in 2015 will be the 'We do' section of the Gradual Release of Responsibility Model.

Improvement Agenda in Reading – As a school we continue to refine our focus on reading, explicitly teaching both vocabulary and Active Comprehension to students. Teachers will work towards being confident and capable in the 'We do' section of the Gradual Release of Responsibility Model, focusing on building confidence and capability in Shared and Guided Reading.

Improvement Agenda in Mathematics – As a school we continue to focus specifically on the explicit teaching of Problem Solving. Problem solving coaches will now be actively engaged with teachers in classrooms coaching to incorporate the use of Polymers Think Boards aligned to a specific set of problem solving strategies and common language to enable consistently across the school.

"Putting Faces on the Data" process by Lynn Sharrat and Michael Fullan – As a school we will continue to use data to inform student learning. With a deeper knowledge of the 'Putting the Faces on the Data' process, we will now work collaboratively with teachers at specific junctures of the school year, helping them to refine Tier One whole classroom teaching practice, differentiation when working with small groups of students and Individual Intervention called 'Hot Spotting' to cater for individual needs.

Think One Team – School leadership will explore how to build an effective Teaching and Learning School Improvement Leadership Team with the support of the company Think One Team. This will enable leaders of all levels in the school to drive, inspire, develop, trust and succeed while working with others to implement and embed our School Improvement Agenda.

Curriculum Review – In 2015 we will review our use of C2C units of work. We will consider participation in the Curiosity and Powerful Learning Project which promotes the development of Literate, numerate and Curious students. This project may become the foundation of how we reform curriculum.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014:   **Prep Year - Year 6**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	716	344	372	97%
2013	770	362	408	97%
2014	796	362	434	97%

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

Characteristics of the student body:

In 2014 enrolments at Graceville remained at a similar level to 2013. 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 background. 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		
	2012	2013	2014
Prep – Year 3	22	21	19
Year 4 – Year 7 Primary	24	22	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	3	6	4
Long Suspensions - 6 to 20 days	0	0	1
Exclusions[#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

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 aimed to provide curriculum enhancement opportunities for high achieving students. Students generally stay in the same class, with the same students and teachers for up to 2 years. Enrolment in the classes is via Expression of Interest and selection into the program is based on both Academic Achievement results and evidence of a range of learning behaviors and attitudes suitable for success in the program.

Special Education Program for Students with Disabilities: Students with disabilities are mainstreamed at Graceville. A teacher with specialized 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 the Queensland Academy of 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 (dependent 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 2014 our year 7 classes had access to a very high ratio of computers to students. Students used laptops for around 50% of daily class time involving research, creating and publishing projects, accessing learning objects and other web based tools. 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 professional development sessions for staff.

In 2014 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 were being used and how ICT indicators and skills are being supported across the school in teaching and learning programs. The committee also completed an audit of current hardware to help create a plan for resource management in the future.

Social Climate

In 2014, the Substantive Principal of Graceville was provided the opportunity to take on an Acting role as Principal at a larger school. As in most school communities, the absence of the substantive leader, created a sense of future uncertainty amongst the staff and school community. The staff and community accepted and began to work with the new Acting Principal. As the year progressed the community expressed their desire for stability for the 2015 school year and beyond. Many staff and community members took the opportunity to use the School Opinion Survey to express their needs for the future including areas they would like to see changed or improved in the school.

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

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	96%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	100%	100%	98%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	100%	94%	93%
their child is making good progress at this school* (S2004)	100%	97%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	95%
teachers at this school motivate their child to learn* (S2007)	100%	97%	95%
teachers at this school treat students fairly* (S2008)	96%	97%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	97%
this school works with them to support their child's learning* (S2010)	100%	97%	91%
this school takes parents' opinions seriously* (S2011)	100%	97%	86%
student behaviour is well managed at this school* (S2012)	96%	100%	93%
this school looks for ways to improve* (S2013)	100%	100%	96%
this school is well maintained* (S2014)	96%	97%	95%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	98%	99%
they like being at their school* (S2036)	92%	97%	96%
they feel safe at their school* (S2037)	100%	98%	93%
their teachers motivate them to learn* (S2038)	95%	98%	99%
their teachers expect them to do their best* (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	98%
teachers treat students fairly at their school* (S2041)	96%	96%	88%
they can talk to their teachers about their concerns* (S2042)	90%	93%	94%
their school takes students' opinions seriously* (S2043)	92%	92%	90%
student behaviour is well managed at their school* (S2044)	91%	92%	87%
their school looks for ways to improve* (S2045)	99%	97%	96%
their school is well maintained* (S2046)	100%	99%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	97%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	96%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		88%	74%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		96%	96%
student behaviour is well managed at their school (S2074)		94%	85%
staff are well supported at their school (S2075)		96%	74%
their school takes staff opinions seriously (S2076)		98%	88%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		94%	100%
their school gives them opportunities to do interesting things (S2079)		94%	96%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the 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

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 were 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 school community including the operation of the tuckshop and uniform shop. The P&C held a fete, Trivia Night 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 2014 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 early in 2014.

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.

Our new building has many environmentally friendly features which will reduce our footprint. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	265,270	2,938
2012-2013	267,038	2,859
2013-2014	262,211	2,892

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.

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.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	52	20	0
Full-time equivalents	43	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	47
Graduate Diploma etc.**	1
Masters	6
Doctorate	0
Total	**57**
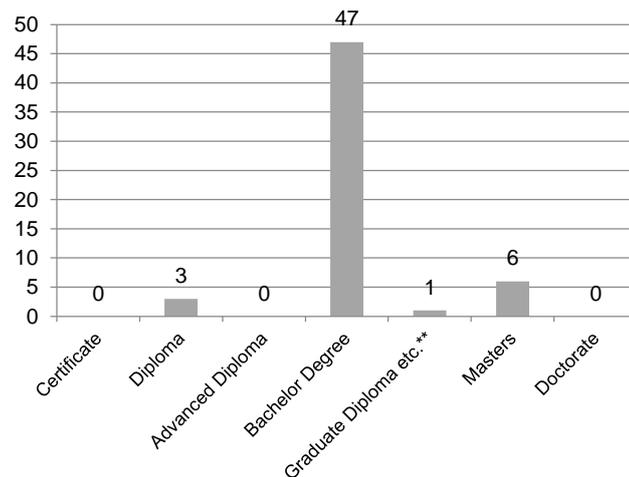
*Teaching staff includes School Leaders

**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 2014 were $174,000 (including Great Results Guarantee funds to support the original PD budget that was set at the beginning of the 2014 school year)

The major professional development initiatives are as follows:

Gradual Release of Responsibility Model

Active Comprehension

Strive Vocabulary Program

Polymers Think Boards

Putting Faces on the Data Process

Collaborative Planning

Coaching – Instructional for coaches, Co-coaching for selected classroom teachers, Executive coaching for school leaders

First Aid

Asbestos Training

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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

Key student outcomes

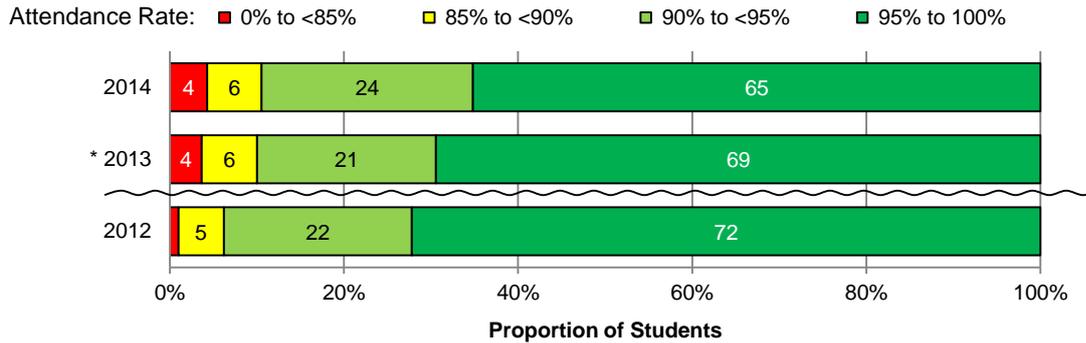| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	97%	96%	95%

The overall attendance rate in 2014 for all Queensland 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
2012	96%	96%	96%	98%	97%	97%	97%					
2013	96%	96%	96%	96%	95%	95%	95%					
2014	95%	95%	96%	96%	95%	96%	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%

Year				
2014	4	6	24	65
* 2013	4	6	21	69
2012		5	22	72

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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.

Find a school

Search by school name

[　　　　　　　　　　] GO

Search by suburb, town or postcode

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Sector ☑ Government
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Queensland
Government

Achievement – Closing the Gap

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