

Graceville State School

Queensland State School Reporting

2015 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 2015 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 2015 school year and provides some projections for the 2016 school year and beyond.

School progress towards its goals in 2015

The school improvement agenda priorities from 2015 are outlined below, including an indication of the progress made on these priorities.

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. Our focus in 2015 was the 'We do' section of the Gradual Release of Responsibility Model. Our teachers all now have a good understanding of what 'shared' and 'guided' instruction, looks like, sounds like and feels like at Graceville State School.

Improvement Agenda in Reading – As a school we continued to refine our focus on reading, explicitly teaching both vocabulary and Active Comprehension to students. Teachers worked 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 continued to focus specifically on the explicit teaching of Problem Solving. Problem solving coaches actively engaged with teachers in classrooms, coaching them to incorporate the use of Polymers Think Boards aligned to a specific set of problem solving strategies and common language to enable consistency across the school.

"Putting Faces on the Data" process by Lynn Sharrat and Michael Fullan – As a school we continued to use data to inform student learning. With a deeper knowledge of 'Putting the Faces on the Data' process, we worked 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 engaged the services of consultants, Think One Team International, to work alongside us to build an effective Teaching and Learning School Improvement Team. The training and new structures, enabled 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 made the decision to engage in the Curiosity and Powerful Learning Project. Involvement in the project sees the school working towards promoting Literate, Numerate and Curious students. The school will start to reform curriculum based on what we learn, over the 2016 and 2017 school years. We will move towards a balance of both Inquiry Learning and Explicit Teaching across the school.

Self Determined School Review – In 2015, the school was granted the opportunity to take part in a Self Determined Review. As we had engaged in the Curiosity and Powerful Learning project, a decision was made to 'future focus' our review in order to position ourselves for the Curiosity and Powerful Learning project. The directors of the project worked with school administration to design and develop a review, the outcome of which, would provide the foundation for work in the project. As a result of the review our school now has a Strategic Plan which details our school improvement agenda as it aligns to Curiosity and Powerful Learning.

Future outlook

Our school's explicit improvement agenda for 2016 .

Strategic Plan 2016 – 2019 – After completing a Self Determined Review in 2015, the school created a Strategic Plan for 2016 – 2019 school years. The school created an Annual Implementation Plan for the 2016 school year, identifying the first steps towards achieving our Strategic Plan.

Powerful Learning through Explicit Teaching in Reading - Teacher Theory of Action Focus:

Refining Learning Intentions and Success Criteria for Active Comprehension strategies explicitly taught in reading and ensuring high frequency and quality of feedback (teacher to student, student to teacher and student to student) connected to the Learning Intention and Success Criteria of the lesson. A blended learning model will be used to develop the skills of our teachers, peer observation and feedback will occur through TRIADS and Instructional coaches will work alongside our teachers to build pedagogy.

Powerful Learning through Inquiry based Teaching and Learning in Science or History - Whole School Theory of Action Focus

Expert from Melbourne University to work alongside school (Kath Murdoch) and help develop and embed an Inquiry Approach to Learning. Initial PD for teachers on effective planning and pedagogy to ensure high quality Inquiry learning. Teachers to 'play' and familiarise themselves with Inquiry. P-2 and Enhancement classes Science, 3-6 History. Curiosity and Powerful Learning Coach employed to work alongside teachers in development of Inquiry Units and liaise with Kath Murdoch and network schools.

Curiosity - Whole School Awareness Raising

Build awareness of what it is to be a curious person. Develop awareness of the 7 characteristics of a curious person. Encourage and celebrate students and teachers to have a go at using the 7 characteristics of a curious person. Use newsletters, assemblies, special awards and special event days to bring awareness for curiosity.

Powerful Learning through Explicit Teaching in Problem Solving in Mathematics - Continuation of Explicit Teaching of Problem Solving

Every class minimum of one lesson per week where they explicitly teach a method of how to solve problems in maths. Problem solving coaches work alongside teachers to embed common language and pedagogy for the explicit teaching of each strategy. A pilot will run in Year 3 and 5 in the lead up to NAPLAN to see how the explicit teaching of Problem Solving can be linked to specific areas of the Numeracy NAPLAN test. The result of this pilot will help to inform the direction for 'where to next' for problem solving at Graceville.

Staff and Student Wellbeing - Whole School Awareness Raising

To develop a Whole School Wellbeing Framework. To raise awareness of what wellbeing is and how we can improve wellbeing in the school. Newsletter, assemblies, a new special award, mindfulness activities in Teaching Team Catch Ups. Staff room revamp to ensure it is a more relaxing zone for meal breaks.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	770	362	408		97%
2014	796	362	434		97%
2015	752	333	419	4	95%

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

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

Characteristics of the student body:

In 2015 enrolments at Graceville remained at a similar level to 2014. The school operated 31 classes, generally single year levels, from prep to year 7, with 2 enhancement classes operating in years 3/4 and 5/6. Distribution of gender across the student body sways more heavily towards males. The school now has less than 5 students identifying they are 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 115 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		
	2013	2014	2015
Prep – Year 3	21	19	19
Year 4 – Year 7 Primary	22	24	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	6	4	4

Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings

Enhancement Classes: Graceville State School offered an enhancement program through two multi age classes, Year 3/4 and 5/6. 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 behaviours 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.

Curiosity and Powerful Learning project: In 2015, the school was selected to engage in the Curiosity and Powerful Learning project. We will be one of 80 schools in Australia to pilot the project. The project is an initiative of the Sydney Myer Foundation and McRel and is supported by Universities in both Queensland and Victoria. Over a 5 year period our school will become very conscious of the pedagogy we choose to use to deliver specific Key Learning areas and lessons. The project promotes deep teacher understanding of both Inquiry based learning and explicit Instruction. We will aim to build curiosity within our students and engage them in Inquiry based learning.

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 5-6

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 improve 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. We utilize a range of devices including desktop computers, laptops and iPads to research, create and publish projects, accessing learning objects and other web based tools. iPad technology is implemented 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 2015 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 May 2015, a new Substantive Principal of Graceville State School was appointed. After a number of years of uncertainty with a range of Acting Principals, the school community were happy to have a new principal appointed and hope the principal will remain in the school for a number of years to ensure stability for the school. 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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	96%	94%
this is a good school (S2035)	100%	97%	95%
their child likes being at this school (S2001)	100%	98%	95%
their child feels safe at this school (S2002)	100%	97%	98%
their child's learning needs are being met at this school (S2003)	94%	93%	93%
their child is making good progress at this school (S2004)	97%	94%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	99%	96%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	95%	92%
teachers at this school motivate their child to learn (S2007)	97%	95%	90%
teachers at this school treat students fairly (S2008)	97%	95%	96%
they can talk to their child's teachers about their concerns (S2009)	97%	97%	95%
this school works with them to support their child's learning (S2010)	97%	91%	93%
this school takes parents' opinions seriously (S2011)	97%	86%	83%
student behaviour is well managed at this school (S2012)	100%	93%	92%
this school looks for ways to improve (S2013)	100%	96%	97%
this school is well maintained (S2014)	97%	95%	98%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	99%	95%
they like being at their school (S2036)	97%	96%	92%
they feel safe at their school (S2037)	98%	93%	98%
their teachers motivate them to learn (S2038)	98%	99%	96%
their teachers expect them to do their best (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	98%	98%	93%
teachers treat students fairly at their school (S2041)	96%	88%	95%
they can talk to their teachers about their concerns (S2042)	93%	94%	91%
their school takes students' opinions seriously (S2043)	92%	90%	89%
student behaviour is well managed at their school (S2044)	92%	87%	84%
their school looks for ways to improve (S2045)	97%	96%	94%
their school is well maintained (S2046)	99%	95%	94%
their school gives them opportunities to do interesting things (S2047)	97%	98%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	96%	97%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	74%	73%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	88%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	96%	100%
student behaviour is well managed at their school (S2074)	94%	85%	97%
staff are well supported at their school (S2075)	96%	74%	77%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
their school takes staff opinions seriously (S2076)	98%	88%	77%
their school looks for ways to improve (S2077)	98%	100%	97%
their school is well maintained (S2078)	94%	100%	100%
their school gives them opportunities to do interesting things (S2079)	94%	96%	90%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

The 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 2015 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
2012-2013	267,038	2,859
2013-2014	262,211	2,892
2014-2015	271,841	3,122

*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

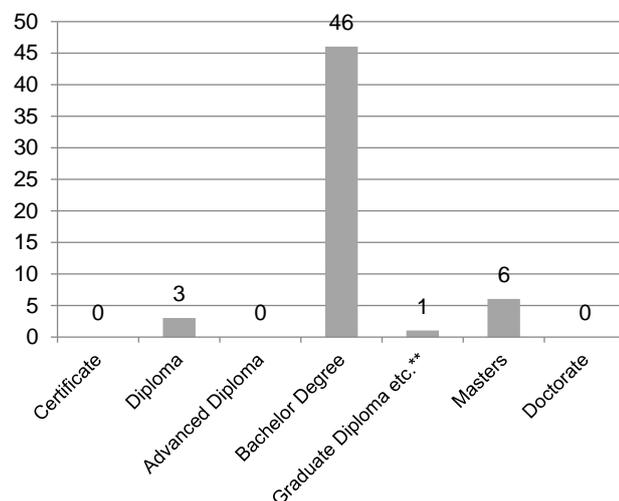
Graceville State School has a very hard working and dedicated staff.

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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	19	0
Full-time equivalents	44	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	46
Graduate Diploma etc.**	1
Masters	6
Doctorate	0
Total	56



*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 2015 were \$115,000 (including Great Results Guarantee funds to support the original PD budget that was set at the beginning of the 2015 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

Think One Team Training

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 2015 was 100%.

Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students**Key student outcomes****Student attendance**

	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	96%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).			93%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

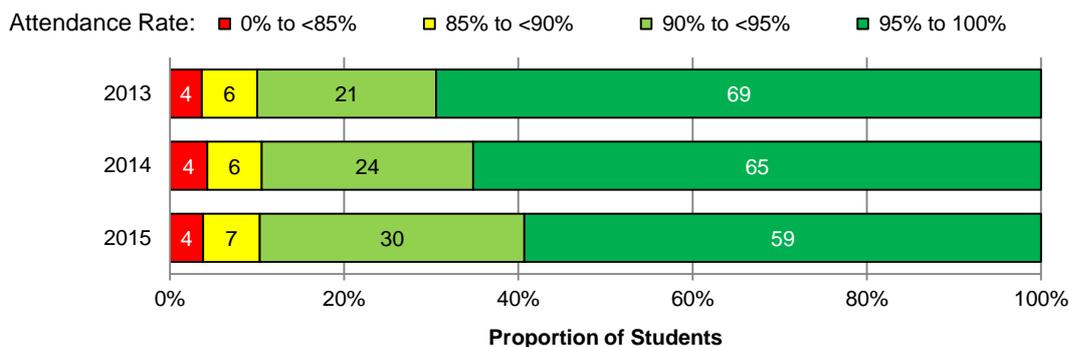
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	96%	96%	96%	96%	95%	95%	95%					
2014	96%	95%	95%	96%	96%	95%	96%	95%					
2015	95%	94%	96%	95%	96%	95%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 whereabouts of the child.

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

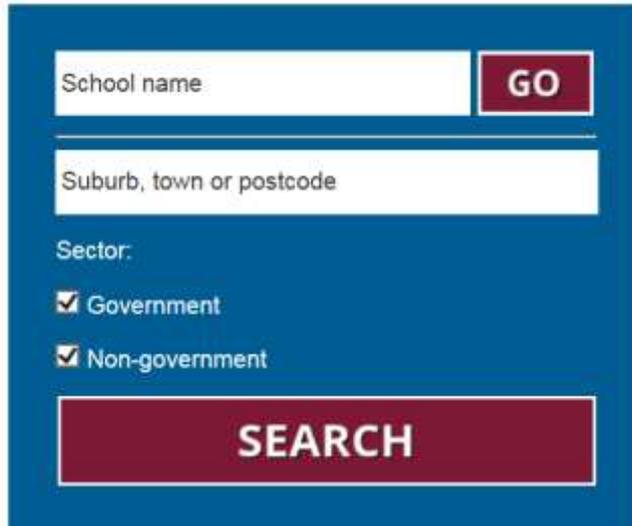
The school follows advice provided by The Department in relation to Every Day Counts.

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

The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.