



Graceville State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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## School Overview

Graceville State School is located in the western suburbs of Brisbane serving the communities within Graceville, Chelmer and Tennyson. The school opened in 1928 and since that time has been providing high quality educational experiences aligned to the school motto "Strive to Excel". To help our learners move more towards the knowledge, skills and dispositions required for the 21st Century, we are working within the Curiosity and Powerful Learning Framework. This framework aims to develop Literate, Numerate and Curious people for the future. As part of this journey, the school uses a balance of pedagogical approaches to include both Explicit Teaching and an Inquiry Approach to Learning where student voice is used to drive the learning. The school's focus on emphasising an Inquiry Approach to Learning is how we are building knowledge, skills, behaviours and dispositions that are required for 21<sup>st</sup> Century life long learning. Collaborators, Self-Managers, Thinkers, Communicators and Researchers are known as the Graceville State School Learning Assets which we continue to develop in our students. The Pathways to Peace program also provides a foundation for the expectations of behaviour within the school and provides strategies for how we can care for ourselves and others by being peacemakers in the community. Programs include enhancement classes, intervention programs, a Mandarin language program, the Learning Ambassador program and a music program that includes choirs, bands and orchestras and a sports program that includes interschool competitions. The school enjoys strong community support and our parents are an integral part of the school. We welcome parental participation and seek parent voice at various juncture points as we develop the school for the future. A highlight of the school year is the annual fete held in late August. The school has a variety of afterschool activities offered to students through private providers that operate within the school grounds. These include sporting clubs, artistic and musical pursuits, science and technology clubs as well as before and after school care.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

We are a Curiosity and Powerful Learning School, mindful of the changing and uncertain future our children will face, preparing them with a broad set of future focused foundational skills to enable them to engage successfully in society. Our 750 students, come from homes that value education and see it as a pathway to a successful future. There is a unanimous belief amongst the school community that all children can learn and as such we are committed to ensuring an education which is in the best interest of every child.

## Our School Vision



We are on a road to excellence!

**CURIOSITY AND POWERFUL LEARNING, THE FOUNDATION FOR EVERY STUDENT SUCCEEDING!**

To develop highly literate, numerate and curious students who are prepared to meet the challenges of the changing world. Our students will be able to actively engage in society and influence the world around them.

### **Strategic Planning Cycle**

The 2016 – 2019 Strategic Plan currently forms the basis for all school improvement at Graceville State School.

The following information is a reflection of the schools progress in 2017.

### **Powerful Learning through the Teacher Theory of Action - Framing Higher Order Questions (FHOQ)**

The school refined teacher pedagogy of how to employ higher order questions to deepen student understanding, curiosity and achievement. Teachers identified their current practice against four themes within the Curiosity and Powerful Learning Rubric for HOQ (Thinking Skills, Higher order and Lower order questions, Narrative and Pace). With this knowledge, teachers self-identified and deliberately practiced strategies to improve learning for students in their class. A blended learning model, aligned to a Cycle of Inquiry, was used to develop the skills of teachers. Peer observation and feedback occurred through TRIADS; and GROWTH coaches worked alongside our teachers to build capacity. At the end of 2017, the staff, through a self-assessment tool based on the themes underpinning Higher Order Questions, rated the practice as being 'routine' in the school and they were confident in knowing and using Higher Order Questions and developing the thinking skills of students.

### **Curiosity and Powerful Learning through the Whole School Theory of Action – Emphasise Inquiry Focused Teaching**

Kath Murdoch (Melbourne University) continued to support the school to develop an Inquiry Approach to Learning. In 2017, a set of Inquiry Essentials was agreed upon and implemented by teachers. The outcomes of our success are detailed below:

#### **Learning Assets – formal introduction and informal use in teachable moments in and outside classroom (Collaborator, Communicator, Researcher, Thinker, Self-Manager)**

The Learning Assets were gradually introduced over the course of the school year. Whole School Assemblies were used to introduce each Learning Asset. Following each assembly, teachers followed up with students in classrooms, digging deeper into the understanding of each Learning Asset. By the end of the school year, each Learning Asset had been introduced to the school and teachers and children were able to identify and articulate each Learning Asset. A strong foundation was set for further work in 2018, where the school would start to develop the associated skills and most importantly the understanding of the related dispositions of each Learning Asset.

#### **Kath Murdoch planning model in HASS (Humanities and Social Sciences) and/ or Science**

Teachers on every year level collaboratively planned Inquiry learning, using Kath Murdoch's model of inquiry, in the area of HASS or Science. Teachers were guided through planning sessions by the HOC, and supported to use student voice as part of the planning process especially after the 'Tuning In' phase of the inquiry model. Teachers found this new way of planning, involving student voice, initially very challenging however quickly came to see the high levels of student engagement, as a result. In many year levels, academic achievement (A-E data) of students increased from previous years. The process of collaborative planning, using student voice, will be continued in 2018.

#### **Split Screen Learning Intention and Success Criteria incorporating the Learning Assets within the Inquiry Approach (HASS/Science)**

Teachers built on their knowledge of Learning Intentions and Success Criteria from 2016, to add Split Screen Learning Intentions and Success Criteria to their repertoire. Initial professional development and ongoing support from the HOC in collaborative planning gave teachers a foundation to build skills in creating Split Screen Learning Intentions and Success Criteria. Teachers found the approach of using Split Screen Learning Intentions (including the what and how of learning) initially

very challenging. All teachers gradually built their knowledge and understanding of the process across the school year. All teachers used Split Screens in HASS or Science however most teachers were at a 'mechanical' level of use requiring more practice for the strategy to become a routine part of their repertoire. The school will build on this strong foundation next year.

### **Report card comments describing student development with Learning Assets Semester 1 and 2**

All teachers described student knowledge and development of the Learning Assets as part of reporting in Semester 1 and 2 2017. The comment was included as part of the General Comment section and aligns to the General Capabilities of the Australian Curriculum.

### **Theory of Action – Consistent Teaching Protocols - Implement a Whole School Approach to Spelling**

After initial Professional Development, Words Their Way was implemented as the consistent approach to the teaching of spelling. All teachers assessed the starting point of students according to the Words Their Way (WTW) spelling inventory appropriate for their developmental level. Students were streamed across each year level, according to the required learning of specific features of words to ensure targeted teaching. Students were reassessed at the end of each term, using a Faces on the Data process to share and discuss student learning with groups being rearranged according to student learning needs. By the end of 2017, all teachers agreed the use of WTW was a routine practice with many year levels reflecting they will move towards refining their practice in 2018.

### **Future Outlook**

#### **What the school will focus on in the third year of our 2016 – 2019 Strategic Plan**

#### **Future Outlook**

In 2018, the school will engage in the third year of the 2016 – 2019 Strategic Plan. The following strategies will advance our longer term plans to improve literacy outcomes for all students and build an Inquiry Approach to learning across the school.

#### **Focus for the 2018 Annual Implementation Plan**

#### **Powerful Learning through Setting Challenging Learning Tasks (SCLT)**

##### **Teacher Theory of Action Focus:**

Enhancing teacher pedagogy of how to set and support challenging learning tasks to ensure purposeful, clearly defined, differentiated, challenging learning where students experience powerful, progressive and precise learning. Foundations to be explored: Learning Pit, Growth Mindset, a Developmental Model of Learning, Zone of Actual and Proximal Development. Reference CPL rubric on SCLT (main themes – Match task to student's level of understanding, opportunities to develop thinking, use of subject specific language and students monitor their own learning).

A Cycle of Inquiry learning model will be used to develop the skills of our teachers and measure impact on student learning (Scan and Assess, Plan/Prioritise/Develop, Act, Review). The inquiry cycle will be supported by a schedule of pre and post conversations with TRIAD inquiry partners and coaches.

#### **Curiosity and Powerful Learning through an Inquiry Approach to Teaching and Learning**

##### **Whole School Theory of Action Focus:**

Kath Murdoch (Melbourne University) to work alongside school to help develop an Inquiry Approach to Learning.

2018 Essentials to building an Inquiry Approach

- 2017 Essentials sustained (see 2017 AIP)
- Create a culture of thinking introduced through the use of Thinking Moves and Visible Thinking Routines – teachers to research, implement and share experiences
- Enhance the 'Visible Inquiry' cultural marker by using walls/boards/journals to display student thinking and the learning journey of students
- Each class to create a class Learning Agreement detailing 'what we all agree to that will make us the best learners we can be in 2018'

HOC employed to work alongside teachers, facilitate collaborative planning and liaise with Kath Murdoch and network schools

#### **Research and develop a Whole School Approach to Writing**

Writing co-creation team to research and develop the most suitable approaches to teaching and learning writing. Plan created, ready for professional development of all staff from 2019.

##### **Part 1**

Whole School inquiry into 'What makes an effective author'. To be used as student, parent and teacher voice, by the writing co-creation team as part of their inquiry.

## Part 2

Writing co-creation team to use a Cycle of Inquiry to research and develop the most suitable approaches to teaching and learning writing for Graceville State School students.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	752	333	419	4	95%
<b>2016</b>	742	335	407	3	98%
<b>2017</b>	761	360	401	5	97%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

In 2017 enrolments at Graceville remained similar to previous years. The school operated 31 classes, generally single year levels, from prep to year 6, with 2 enhancement classes operating in year 3 / 4 and 5 / 6. Distribution of gender across the student body sways more heavily towards males. The school 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	22	23
Year 4 – Year 6	25	24	25
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

**Curiosity and Powerful Learning:** In 2015, the school was selected to engage in the Curiosity and Powerful Learning project. We are one of 100 schools in Australia in the project. The project is an initiative of the Sydney Myer Foundation and the Mitchell Institute and is supported by universities in both QLD 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 an inquiry approach to teaching and learning and explicit instruction.

**An Inquiry Approach to Learning:** Consultation in our School Review in 2015 showed great support from all members of the school community to move towards an Inquiry Approach to Learning at Graceville. The staff understand this is a long term project which will take the school at least 5 years to develop. A major aim will be for school leadership, teachers and students to develop inquiring dispositions and embed the Learning Assets required for 21<sup>st</sup> Century lifelong learning. In 2017, the school created a set of 'Agreed Essentials' to start our Inquiry Approach. Each year, through consultation with the teaching team, we will gradually build on the essentials until our vision of an Inquiry Approach at Graceville is realized.

**Explicit Instruction:** Graceville State School uses the Gradual Release of Responsibility method of teaching and learning as a consistent method of explicit instruction across the school. Teachers currently use the Gradual Release of Responsibility in the teaching of Active Comprehension in reading and writing.

**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 Support 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 the Queensland Academy of Science, Mathematics and Technology.

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

### Co-curricular Activities

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

Student Council

Leadership development opportunities

Student Learning Ambassador Program

School Camps for Years 5-6

Interschool Sport for Years 5-6

Instrumental Music Years 4-6

Music and Choral groups

Swimming Club

Tennis Club

The Young Rotarians Program for Year 6 students

Participation in National and International Academic Testing Competitions.

Overseas Study Tours both hosting and travelling abroad (2017 - 22 Graceville travelled to Taiwan for 10 days to learn and live with Taiwanese families. 20 Taiwanese students travelled to Graceville for 3 weeks to learn and live with Australian families)

## 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 2017, our year 5 and 6 classes had access to a very high ratio of computers to students. Students used laptops daily in class time involving research, creating and publishing projects, accessing learning objects and other web based tools. iPad technology was also implemented across lower school 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 2017 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 iPads were being used and how ICT indicators and skills are being supported across the school in teaching and learning programs.

Our 5 year plan for technology resource management continues to monitor the needs and replacement of devices across the school. 75% of the P&C Voluntary Contributions was used towards the replacement of laptops during 2017. Current devices are shared across the school using online booking calendars for sets of laptops and iPads. Our computer lab of 28 desktop computers continued to be heavily booked and utilized by classes for research, online programs and design of products.

## Social Climate

### Overview

After consultation with all community members and development of the 2016 – 2019 Strategic Plan, it was evident a change in the educational direction of the school was required. The change, although greatly supported in moral purpose by the school community and teaching staff, meant new learning and the development of having an inquiring disposition.

A model of 'inside out' leadership was implemented in 2017. The 'inside out' model of leadership aims to increase opportunities for teacher voice and feedback to ensure both research evidence and teacher's professional practical knowledge and voice is utilised in school decision making. As the 'inside out' model of leadership is new to the school, we anticipate it will take time for staff to adjust to the new process.

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 parents have very high expectations of communication between school and home. There is an increasing expectation from parents that the school will communicate more regularly and with greater detail to parents. The teachers do their best to meet expectations that are reasonable and are considerate of teaching expectations across the school day. Graceville teachers' main responsibility in school hours is to be engaged with students, meeting the needs of students both academically and socially/emotionally. Teachers respond to parent communication before or after school or in Non Contact time. Emergent situations are prioritised at these times.

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



## Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	92%	96%
this is a good school (S2035)	95%	89%	94%
their child likes being at this school* (S2001)	95%	95%	97%
their child feels safe at this school* (S2002)	98%	100%	99%
their child's learning needs are being met at this school* (S2003)	93%	89%	92%
their child is making good progress at this school* (S2004)	93%	91%	94%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	89%	94%
teachers at this school motivate their child to learn* (S2007)	90%	89%	94%
teachers at this school treat students fairly* (S2008)	96%	92%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	99%
this school works with them to support their child's learning* (S2010)	93%	91%	94%
this school takes parents' opinions seriously* (S2011)	83%	78%	85%
student behaviour is well managed at this school* (S2012)	92%	92%	93%
this school looks for ways to improve* (S2013)	97%	97%	96%
this school is well maintained* (S2014)	98%	95%	95%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	100%	98%
they like being at their school* (S2036)	92%	98%	99%
they feel safe at their school* (S2037)	98%	100%	99%
their teachers motivate them to learn* (S2038)	96%	100%	98%
their teachers expect them to do their best* (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	98%
teachers treat students fairly at their school* (S2041)	95%	100%	96%
they can talk to their teachers about their concerns* (S2042)	91%	98%	92%
their school takes students' opinions seriously* (S2043)	89%	94%	98%
student behaviour is well managed at their school* (S2044)	84%	94%	93%
their school looks for ways to improve* (S2045)	94%	98%	100%
their school is well maintained* (S2046)	94%	100%	94%
their school gives them opportunities to do interesting things* (S2047)	93%	94%	97%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	85%	88%
they feel that their school is a safe place in which to work (S2070)	100%	99%	88%
they receive useful feedback about their work at their school (S2071)	73%	76%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	80%	89%
students are encouraged to do their best at their school (S2072)	100%	98%	98%
students are treated fairly at their school (S2073)	100%	95%	93%
student behaviour is well managed at their school (S2074)	97%	97%	75%
staff are well supported at their school (S2075)	77%	73%	72%
their school takes staff opinions seriously (S2076)	77%	76%	75%
their school looks for ways to improve (S2077)	97%	94%	95%
their school is well maintained (S2078)	100%	96%	83%
their school gives them opportunities to do interesting things (S2079)	90%	85%	81%

\* Nationally agreed student and parent/caregiver items

# '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.

In 2017, the school built on its initial success of hosting Parent Information Sessions. The school offered Parent Information Sessions on Higher Order Questions and the Learning Assets. Approximately 70 parents attended these sessions.

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. Most recently the 2015 school review where a group of volunteer parents were engaged in a three hour consultation process about the future needs of the school. In 2016 and 2017, the school re-engaged the volunteer parents to provide feedback on their perspective of the schools progress towards its goals from the strategic plan.

## Respectful relationships programs

Graceville State School is a Pathways to Peace School. The school behaviour expectations are based on being a Peacemaker. We encourage students to care for themselves and others, speak kindly to each other, do the right thing, try and turn things around, be brave and find help if they need it.

The school has an award called, Random Acts of Kindness, which encourages students to do good and kind things for each other without being asked. One child from each year level receives the award at fortnightly whole school assemblies.

Planning for 2017, included emphasizing the general capabilities of the Australian Curriculum through the use of our 'Learning Assets'. Three of the Learning Assets, Collaborator, Communicator and Self Manager have specific skills which help students build dispositions which support the development of respectful young people.

Graceville Staff are engaged in conversations which promote above the line thinking and communication. Staff have had professional development to help them understand above and below the line thinking and communication via a company called Think One Team. We believe in actively building the skills of our staff so they can model and promote respectful relationships.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.



## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	4	6	13
Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

During 2017, the school has continued to work on improving its efficiency in relation to electricity usage. This has been challenging due to the addition of a 3 level, 10 classroom teaching block, which was completed early in 2014. It has also been challenging as our fleet of air conditioners (put in by the P&C) are aging, placing increasing demands on school energy use.

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 focuses 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. Late in 2016, we started to experience issues with the tanks which placed a greater load back on the mains water usage. The school asked for facilities to help rectify the situation.

The P&C support the use of air conditioning in the school and understand this has an impact on energy use. The P&C are applying for a grant which if successful will put solar panels on the roof of the hall. The solar panels will cover the electricity usage of approximately 8 classrooms of the school. The P&C hope to continue to find ways to support the school to decrease energy usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	271,841	3,122
2015-2016	304,067	4,533
2016-2017	302,339	4,958

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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

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Sector:

Government

Non-government

Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### 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.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	58	18	0
Full-time Equivalents	44	14	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	14

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	31
Diploma	4
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$240,000 (including Investing for Success funds to support the original PD budget that was set at the beginning of the 2017 school year)

The major professional development initiatives are as follows:

Spelling Professional Development – Words Their Way

Cycle of Inquiry including coaching and TRIAD process aligned to development of Higher Order Questions

Inquiry Learning – developing an Inquiry Approach supported by Kath Murdoch

Curiosity and Powerful Learning network schools development

Putting Faces on the Data Process – reading and spelling

Collaborative Planning support for teachers

Mentoring for Beginning Teachers

First Aid for any interested staff

Asbestos Training for all staff

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	97%	97%

\*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

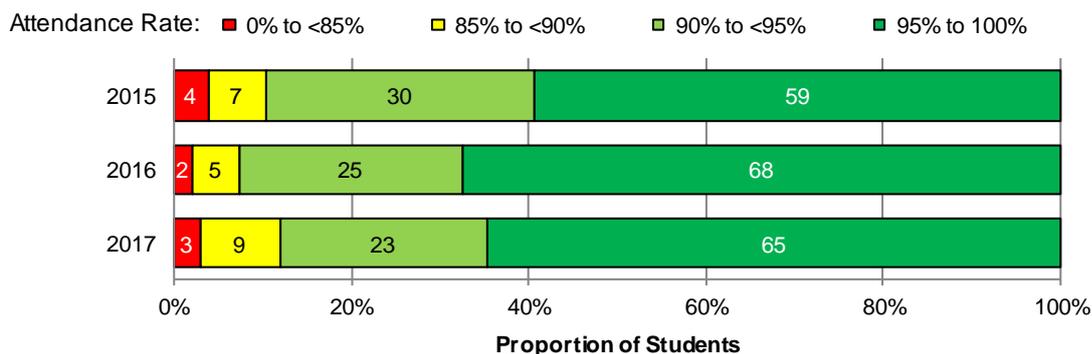
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	94%	96%	95%	96%	95%	95%						
2016	96%	95%	97%	96%	96%	95%	97%						
2017	96%	95%	96%	96%	96%	96%	94%						

\*Attendance rates effectively count 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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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 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.

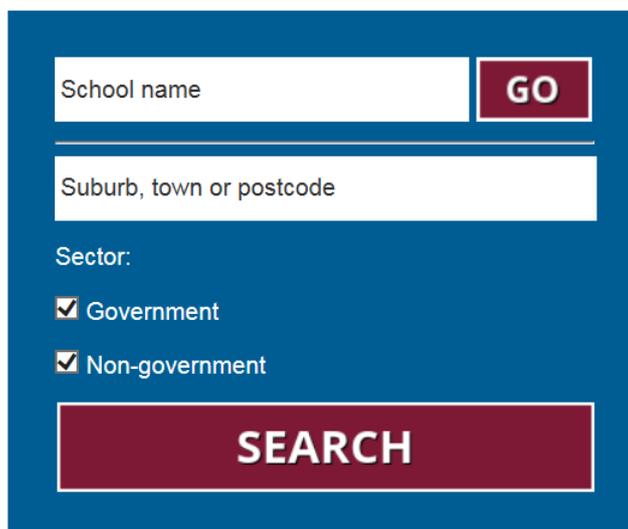
At Graceville, parents value education and keep the school well informed of student attendance

## NAPLAN

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states **'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.

## Conclusion

The Graceville State school community are excited about the direction and vision of our 2016 – 2019 Strategic Plan.

The school staff have embarked on a long term journey to transition the school to incorporate an Inquiry Approach to Learning.

Each year the school will build on success, learning and growing, to ensure we are meeting the needs of our students.