

Avoca State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Avoca State School was built in 1980 in response to rapid growth in the Bundaberg West area. A strong culture of teamwork, developed since its inception, has allowed the school to develop high quality curriculum in a safe, caring environment. The school's vision is 'Discovering Pathways - Achieving Dreams - Connecting Worlds' and we proudly work towards this vision for children in all that we do. Our Responsible Behaviour Plan for Students is based on the William Glasser Choice Theory paradigm. It focuses on meeting the psychological needs of children through a highly differentiated and individualised curriculum delivery. Central to this philosophy is the provision of a collaboratively-developed Personalised Learning Plans (PLPs) for differentiated learning for all children in the school. These are developed at the start of the year and are reviewed at the start of the second semester. Avoca is a 'Stage Based School' which allows us to focus on the particular developmental needs of groups of students under the banners of 'Junior', 'Middle' and 'Senior'. Each stage has a strong culture of collaboration and a commitment to improving outcomes for children through effective teamwork. The learning environment we create at Avoca allows our students to reach their full potential and develop a love of lifelong learning that effectively prepares them for our ever changing society.

Principal's Foreword

Introduction

It is my privilege to present the 2016 Avoca State School Annual Report to the parents and community of our school. The report outlines important information about specific aspects of our school, its organization and its characteristics. Survey data is published in this document and represents the satisfaction ratings of students, staff and parents of Avoca State School, as collected in the annual School Opinion Surveys conducted by the Department of Education and Training (DET). Curriculum offerings and information about teaching and learning practices and how they have been continuously developed in the last year feature throughout the report. A link to the My School website provided at the end of this report opens a portal that allows access to the school's results in the National Assessment Program for Literacy and Numeracy (NAPLAN) tests.

I commend this report to you and I invite you to contact me if you require any elaboration on its contents.

Michael Kiss

School Progress towards its goals in 2016

The 2016 Avoca State School goals were narrow, focused and aligned with the North Coast Region Priorities which embraced continuous improvement in *Literacy, Numeracy, Upper Two Bands (NAPLAN) and Attendance*.

NB: Green – equates to “above the national average”; Orange – equates to “comparable to the national average”; Red – equates to “below the national average”

Literacy: Headline Indicators, as published by DET, show that Avoca State School flagged “Green” for percentage of students above the NMS (National Minimum Standard) for Literacy and “Orange” for percentage of “C” or better grades for English compared to the nation.

Numeracy: Headline Indicators, as published by DET, show that Avoca State School flagged “Green” for percentage of students above the NMS (National Minimum Standard) for Numeracy and “Orange” for percentage of “C” or better grades for Mathematics compared to the nation.

Upper Two Bands (NAPLAN): Headline Indicators show that Avoca State School flagged “Red” compared to the national average but “Green” compared to the state average for U2B in Literacy and Numeracy. Our school's improvement over an eight year period flagged predominantly “Dark Green”.

Attendance: Headline Indicators reveal that Avoca State School flagged “Green” for student attendance for 2016.

These results show consistent improvement trends and solid baseline achievements for Avoca children in NAPLAN testing.

Future Outlook

We remain committed to addressing the same priorities, in addition to some new priorities, in our 2017 Annual Implementation Plan.

Strategies	Targets
Attendance <ul style="list-style-type: none"> Regular promotion of attendance on electronic notice board Regular attention to attendance in Principal's weekly newsletters Specific attendance related information circulated to parents/carers Regular utilisation of Oneschool attendance tracking Use of Legislative processes for unsatisfactory attendance 	Overall attendance of students from 93.9% to 94.5%
Literacy <ul style="list-style-type: none"> Teacher Aide support for balanced reading program Intensive tuition support for children below National Minimum Standard Master Teacher program – The Teaching of Reading Short cycle data analysis and resultant focused literacy program Focused spelling program Additional speech pathologist time for language support Personalised Learning Plans (PLPs) literacy goals for all students Implement writing strategy 	Year 5 NAPLAN Mean Scale Score in Reading to 510 from 507.7 in 2016 100% of Year 3 and 5 students above National Minimum Standards for Reading
Numeracy <ul style="list-style-type: none"> Short cycle data analysis driving focused Numeracy program Intensive support for students achieving above average results in mathematics in Years 3 and 5 (Semester 1) and Years 2 and 4 (Semester 2) Personalised Learning Plans (PLPs) for all students containing specific numeracy goals and differentiated strategies/adjustments 	Improvement in target and collateral results within each 10 week numeracy cycle in all classes
Upper Two Bands (NAPLAN) <ul style="list-style-type: none"> Delivery of Impact Program for high achieving students in Maths, Science and English Additional teaching support for high achieving students through partnership with School of Distance Education 	Flag "Green" against the national average
Implementing a Whole School Approach to Support <ul style="list-style-type: none"> Individual Curriculum Plans (ICPs) for all students working "at non-year level curriculum" Personalised Learning Plans (PLPs) for all students in the school. All documents formulated with and stored in Oneschool 	ICPs by Semester 2 PLPs developed in Term 1 and reviewed Term 3

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	452	253	199	34	94%
2015*	400	208	192	30	93%
2016	430	221	209	48	92%

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

Overview

Students at Avoca State School have a range of abilities and come from a range of cultural, ethnic and religious backgrounds. This diversity presents both challenges and great opportunities. Our key focus at Avoca is to structure teaching and learning opportunities to cater for the needs of all of our children.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	22
Year 4 – Year 7	24	22	26

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings

- Avoca State School's key point of difference in curriculum is our commitment to the development of Personalised Learning Plans (PLPs) for EVERY student in the school. Teachers use school-based and systemic data to determine what each child's learning needs are. Parent/Teacher interviews are scheduled in Term 1 to engage parents in the formulation of an agreed Student Plan which is endorsed by Parents and Teachers and implemented throughout Semester 1 before being reviewed and refined at the start of Semester 2.
- Avoca State School utilises the Curriculum to Classroom (C2C) resource to deliver the Australian National Curriculum using the "adopt and adapt" methodology to meets our local needs.
- Avoca State School utilises a "Stage-based" structure which groups sections of the school for advantageous organisational and curriculum planning. The Junior Stage is comprised of Years Prep-2; the Middle Stage is comprised of Years 3-4 and the Senior Stage is comprised of Years 5-6

Co-curricular Activities

Avoca State School actively engages in several avenues of extra-curricular activity including:

- Instrumental Music (Strings and Brass/Woodwind/percussion)
- Choir
- Boys' Dance Club
- Chess Club
- Interschool Sport
- Student Council
- School Camps

How Information and Communication Technologies are used to Assist Learning

Building computer competency and integrating computers into the curriculum are key imperatives for Avoca State School. These priorities have been enhanced through the implementation of the following strategies:

- The integration of ICT (Information Communication Technology) into curriculum planning continues to be systematically performed across all stages of the school
- Teachers have access to in-school expertise through a trained ICT Technician
- Digital pedagogies are being implemented in accordance with the C2C roll-out plan

- Teachers engage in professional sharing of ICT competencies
- Additional mobile laptop trolleys have been purchased to enhance the flexibility of ICT delivery in classrooms
- The Teacher/Librarian delivers ICT support lessons to augment C2C units
- Teachers have access to iPad technology for teaching purposes
- The suite of networked colour photocopiers in the school has been enhanced
- A Robotics Club has been developed as a lunch time activity
- Teachers have access to interactive data projectors and associated professional support

Social Climate

Overview

The social climate at Avoca State School is very positive and is underpinned by the school values: Responsibility, Honesty, Diligence, Teamwork, Respect and Relationships. Our staff is committed to creating a needs-satisfying learning and playground environment for children to work and play in. Central to the management of students is the Avoca State School Responsible Behaviour Plan for Students which complies the DET requirements for developing positive behavior in schools. The document contains a Cyber-bullying dimension which accounts for the rise in ICT related behaviour issues across all schools. Parent satisfaction ratings of 100% for “Teachers at this school expect their child to do his or her best” and student satisfaction rating of 100% for the same criteria supports the assertion that there are high expectations for achievement at Avoca State School. 100% of parents believed that “they can talk to their child’s teacher about their concerns” and 97% believed that “this is a good school”.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	97%	94%
this is a good school (S2035)	92%	100%	97%
their child likes being at this school* (S2001)	97%	97%	97%
their child feels safe at this school* (S2002)	95%	97%	97%
their child's learning needs are being met at this school* (S2003)	92%	90%	94%
their child is making good progress at this school* (S2004)	95%	97%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	93%	97%
teachers at this school motivate their child to learn* (S2007)	94%	97%	91%
teachers at this school treat students fairly* (S2008)	89%	90%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	100%
this school works with them to support their child's learning* (S2010)	89%	93%	94%
this school takes parents' opinions seriously* (S2011)	89%	97%	91%
student behaviour is well managed at this school* (S2012)	84%	87%	86%
this school looks for ways to improve* (S2013)	92%	97%	91%
this school is well maintained* (S2014)	95%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	97%	96%
they like being at their school* (S2036)	95%	95%	95%
they feel safe at their school* (S2037)	98%	96%	93%
their teachers motivate them to learn* (S2038)	99%	97%	100%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	92%
teachers treat students fairly at their school* (S2041)	97%	97%	90%
they can talk to their teachers about their concerns* (S2042)	90%	92%	89%
their school takes students' opinions seriously* (S2043)	88%	96%	92%
student behaviour is well managed at their school* (S2044)	87%	90%	84%
their school looks for ways to improve* (S2045)	99%	94%	98%
their school is well maintained* (S2046)	95%	96%	93%
their school gives them opportunities to do interesting things* (S2047)	96%	99%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	97%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	100%
student behaviour is well managed at their school (S2074)	100%	91%	93%
staff are well supported at their school (S2075)	100%	94%	100%
their school takes staff opinions seriously (S2076)	100%	97%	98%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

One of the great strengths of Avoca State School is the partnership between the school, parents and broader community. There are many informal ways that this interaction takes place such as parent support of school events including the Cultural Evening, sporting events, Graduation and ANZAC Ceremonies. Many parents volunteer to help in the school on a regular basis including service in the Canteen, as reading assistants in the classroom and to help with transport to and from events. More formal interaction occurs with parents and citizens who become involved with the Avoca State School P & C Association. This group of hard-working people engages in professional discussions and fundraising that assists the school, organisationally and

financially. Parents have an excellent rate of participation in the Parent/Teacher Interviews which are used to collaboratively develop Personalised Learning Plans (PLPs) for every child in the school. Avoca achieved a 100% success rate of interaction for the initial Parent/Teacher Interviews for 2016.

The Avoca State School Student Support program is very proactive regarding the levels of consultation accessed to ensure that appropriate adjustments are made for children with diverse needs. Our Student Services Committee meets fortnightly to manage all issues related to student support including the allocation of resources to enable adjustments which require assistance. Parents are engaged twice annually through interviews which explain the nature of any identified needs and the school's differentiated response, including adjustments to the learning program. All students who are on ICPs (Individual Curriculum Plans) have comprehensive parent consultation protocols in place to ensure that parents are both aware of adjustments, and that they approve of them.

Respectful relationships programs

Avoca State School is committed to implementing the full suite of learning from the Health and Physical Education Key Learning Area, as prescribed by the National Curriculum. To accommodate this, our school employs a Health and Physical Education Teacher for additional time to implement programs which support positive relationships, personal safety and well-being, bullying, abuse and violence. This focus of appropriate, respectful and healthy relationships is augmented by the Life Education Program which splices with the National Curriculum for HPE.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	28	36	53
Long Suspensions – 6 to 20 days	0	0	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.

Environmental Footprint

Reducing the school's environmental footprint

Avoca State School has embarked upon a maintenance program to service air conditioners with a view to making them more efficient. Old units are being replaced by more energy efficient brands. School has purchased a ground spiking device which has increased the penetration of rain and irrigation water. This is helping to reduce irrigation costs.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	135 301	1 900
2014-2015	141 764	1 192
2015-2016	139 209	4 225

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

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	15	<5
Full-time Equivalent	25	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	
Bachelor degree	19
Diploma	5
Certificate	

*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 2016 were \$41 500

The major professional development initiatives are as follows:

- Child Protection Training
- Asbestos Management Training
- Code of Conduct Training
- Privacy Act Training
- Cognitive Coaching Training
- NCCD Training (Disabilities)
- Oneschool Training
- ICP Training
- National Curriculum Training
- Student with Disabilities Training
- Leadership Development

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 97% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	88%	90%

*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 2016 for all Queensland Primary schools was 93%.

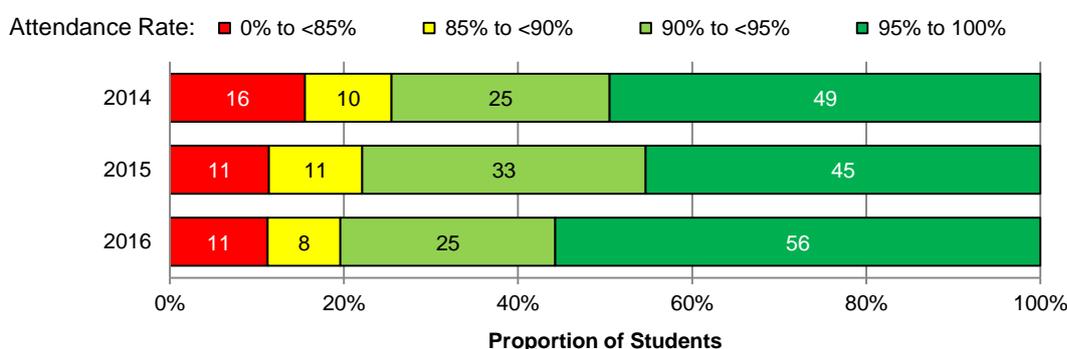
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	94%	93%	91%	92%	92%	94%					
2015	92%	92%	92%	94%	94%	94%	92%						
2016	94%	93%	94%	96%	95%	95%	91%						

*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 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.

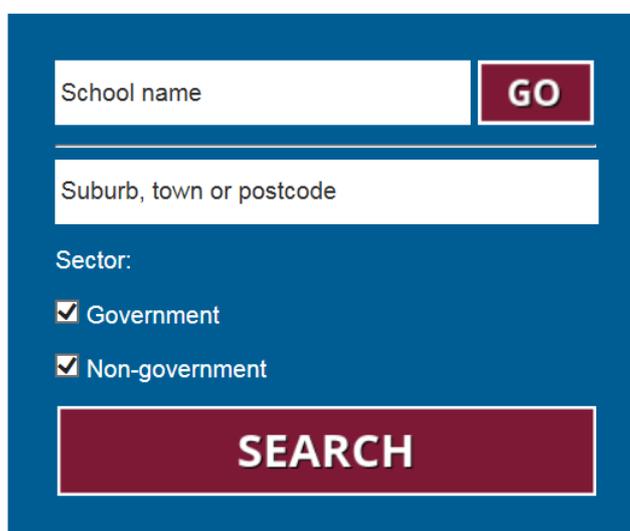
The attendance roll is marked two times per day at Avoca State School. The first marking is done at 9.00 am and the second is done at 2.20 pm. Rolls are marked electronically using the Oneschool facility. Students who arrive late after 9.00 am are issued with a late slip through the office, where Oneschool is used to amend "absent" to "late". Absenteeism is monitored daily and inquiries made by SMS directly to parents and carers. Each week, Oneschool is utilised to retrieve attendance data which flags the need to contact parents if absences are patterned, lengthy or unexplained. Oneschool form letters are used to request parent verification of unexplained absences. Chronic absenteeism is addressed directly by the Principal who will call or interview the parents involved. The Principal, at his discretion, will invoke the legislative processes for the enforcement of school attendance when parents fail to take reasonable action to mitigate absence. Attendance is a priority on the school's Annual Implementation Plan.

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

It is my great privilege to serve Avoca State School as its Principal. Should you have any further queries about our 2016 School Annual Report, please contact the school on 4150 0444 to discuss matters directly with me.

*Michael Kiss
Principal*