

Avoca State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 Personal Learning Record 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.

School progress towards its goals in 2018

The 2018 Avoca State School goals were narrow, focused and aligned with the North Coast Region Priorities which embraced continuous improvement in *Numeracy, Outcomes for Students with Disabilities and Engagement*.

NB: Dark Blue – equates to “Highest Category”; Light Blue – equates to “Middle Category”; Tan – equates to “Lowest Category”

Numeracy: Headline Indicators, as published by the DOE, show that Avoca State School flagged “Dark Blue” for percentage of students above the NMS (National Minimum Standard) for Numeracy and “Light Blue” for percentage of “C” or better grades for Mathematics. Numeracy will remain a focus area in future strategic planning.

Outcomes for Students with Disabilities: All SWD verifications completed according to schedule. ICP (Individual Curriculum Plan) eligibility determined and ICPs developed for all qualifying students. Improved report card results for all children on ICPs. Outcomes for SWD will remain a strong focus in future strategic planning.

Engagement: Headline Indicators reveal that Avoca State School flagged “Dark Blue” for student attendance for 2018. (Attendance data is located on pages 10-11 of this document) The school engaged Reboot Consultancy to implement training to improve engagement. All expected modules were implemented and consolidation is ongoing.

Future outlook

2019 will see the development of the next 4 Year Strategic Plan for Avoca State School. It will be created out of the findings from the Whole School Review consultation process which the school engaged with in late 2018.

The 2019 School Improvement Priorities all contribute to the common theme of “Every Student Succeeding”. They include:

Strategies	Targets
Lifting A-C Results <ul style="list-style-type: none"> Utilising Oneschool to identify students on “D-E” Focus on elevation strategies for “D-E” in PLCs Targeted discussions by Principal with teachers regarding “D-E” progress Intensive tuition for targeted students achieving “D-E” in Mathematics Personalised Learning Records for all students identifying literacy and numeracy goals 	Target is >75% of students in Prep-2, and >80% for students in Years 3-6
Lift Performance of High Achieving Students <ul style="list-style-type: none"> Delivery of Impact Program for high achieving students in Mathematics, Science and English Additional teaching support for high achieving students through partnership with School of Distance Education 	Upper 2 Bands Targets Year 3 Spelling – 40% Numeracy – 40% Year 5 Writing – 50% Spelling – 50% Numeracy – 40%
Embedded Inclusion Practices <ul style="list-style-type: none"> Development of Individual Curriculum Plans (ICPs) for all students who meet criteria for accessing a different year level curriculum in order to attain at least a “C” in English and Mathematics. 	ICPs by end of Semester 1.

<ul style="list-style-type: none"> Contribute funds to engage Advisory Visiting Teacher (AVT) – Inclusion to build teacher capacity regarding differentiation, adjustments, Australian Curriculum and compliance. Purchase Supply days to release teachers of Students with Disabilities (SWDs). Time to be used to develop adjustments to support learning and access to the curriculum 	More effective adjustments for SWDs.
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Avoca State School was recognised as a State Finalist in Showcase after winning the Regional Showcase Award for “Principal of the Year”. To be “runner up” in the state of Queensland was a terrific honour for the Principal who attributed the school’s success to the hard work and dedication of the whole team of professionals on staff at this school.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	430	363	344
Girls	221	192	182
Boys	209	171	162
Indigenous	48	33	41
Enrolment continuity (Feb. – Nov.)	92%	90%	94%

Notes:

- Student counts are based on the Census (August) enrolment collection.
- Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	23
Year 4 – Year 6	26	26	26
Year 7 – Year 10	N/A	N/A	N/A
Year 11 – Year 12	N/A	N/A	N/A

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Avoca State School's key point of difference in curriculum is our commitment to the development of Personalised Learning Records (PLRs) 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. PLRs inform personalised learning where possible and appropriate.

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
- Educational excursions
- Visiting educational entertainment and programs
- 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 qualified 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
- Teachers have full access to sophisticated print and copy facilities
- 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 DOE 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. In recent years, the engagement program "Reboot" was introduced as a simple way for children to self-evaluate and regulate their emotions. In addition to this, a narrow and focused set of behavior expectations for all school activities has been developed. These "Responsible Behaviour Guidelines" are featured regularly in discussion and are highly visible on signs around the school. Parent satisfaction ratings of 100% for "Teachers at this school expect their child to do his or her best" and student satisfaction rating of 99% for the same criteria supports the assertion that there are high expectations for achievement at Avoca State School. 93% of parents believed that "they can talk to their child's teacher about their concerns" and 98% believed that "this is a good school". Overall Parent Satisfaction was 94%. 100% of staff agree that "This school takes staff opinions seriously". 100% of staff agree that this school is "A safe place to work".

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	94%	98%
• this is a good school (S2035)	97%	94%	98%
• their child likes being at this school* (S2001)	97%	92%	98%
• their child feels safe at this school* (S2002)	97%	94%	93%
• their child's learning needs are being met at this school* (S2003)	94%	89%	93%
• their child is making good progress at this school* (S2004)	91%	94%	95%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	89%	95%
• teachers at this school motivate their child to learn* (S2007)	91%	92%	93%
• teachers at this school treat students fairly* (S2008)	91%	89%	90%
• they can talk to their child's teachers about their concerns* (S2009)	100%	92%	93%
• this school works with them to support their child's learning* (S2010)	94%	89%	93%
• this school takes parents' opinions seriously* (S2011)	91%	85%	90%
• student behaviour is well managed at this school* (S2012)	86%	83%	93%
• this school looks for ways to improve* (S2013)	91%	91%	95%
• this school is well maintained* (S2014)	94%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	99%	100%
• they like being at their school* (S2036)	95%	97%	99%
• they feel safe at their school* (S2037)	93%	97%	96%
• their teachers motivate them to learn* (S2038)	100%	96%	99%
• their teachers expect them to do their best* (S2039)	100%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	98%	98%
• teachers treat students fairly at their school* (S2041)	90%	97%	97%
• they can talk to their teachers about their concerns* (S2042)	89%	93%	92%
• their school takes students' opinions seriously* (S2043)	92%	92%	96%
• student behaviour is well managed at their school* (S2044)	84%	88%	90%
• their school looks for ways to improve* (S2045)	98%	98%	99%
• their school is well maintained* (S2046)	93%	98%	99%
• their school gives them opportunities to do interesting things* (S2047)	97%	95%	98%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	97%
• 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%	100%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	97%
• student behaviour is well managed at their school (S2074)	93%	97%	74%
• staff are well supported at their school (S2075)	100%	97%	91%
• their school takes staff opinions seriously (S2076)	98%	91%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	97%

* 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 Records (PLRs) for every child in the school. Avoca achieved a 100% success rate of interaction for the initial Parent/Teacher Interviews for 2018

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 verified with disabilities or 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 education 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 on appropriate, respectful and healthy relationships is augmented by the Life Education Program which splices with the National Curriculum for HPE.

In 2018, Avoca State School implemented the Reboot engagement program. This program seeks to empower children to self-evaluate emotions and communicate them using simple imagery on a daily basis. This program is used by teachers to assist children to keep emotions in perspective and to help them understand how to move from states of negative emotion to positive outcomes. The program enlists Reboot theory and practices to help children move from a "co-regulated" state where they are assisted by teachers, to "self-regulation", whereby they have learned the tools and utilise them to manage their own emotions and behavior.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	53	25	41
Long suspensions – 11 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. The school has purchased a ground spiking device which has increased the penetration of rain and irrigation water. This is helping to reduce irrigation costs. We have been advised that our school is to be included in the State Government program to install solar panels and inverters to become more self-sufficient in the future.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	144,621	Not available	86,452
Water (kL)	4,225	Not available	Not available

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	30	15	<5
Full-time equivalents	25	11	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	3	
Graduate Diploma etc.*	3	
Bachelor degree	24	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$30 240

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
- TrackEd Training
- Mathematics
- Writing/Editing
- School Wide Pedagogy
- School Review
- Personalised Learning Records
- Anaphylaxis, Asthma and Diabetes
- One Note/Share Point

- M.A.S.T.
- Dynamic Dialogue
- Numeracy – Proficiencies
- CARA – Curriculum Activity Risk Assessment
- Reboot Refresher
- Cognitive Coaching
- Personal Action Planning
- Student with Disabilities Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	95%	94%
Attendance rate for Indigenous** students at this school	90%	92%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	94%	93%
Year 1	93%	94%	93%
Year 2	94%	95%	95%
Year 3	96%	95%	94%
Year 4	95%	94%	96%
Year 5	95%	96%	94%
Year 6	91%	94%	91%

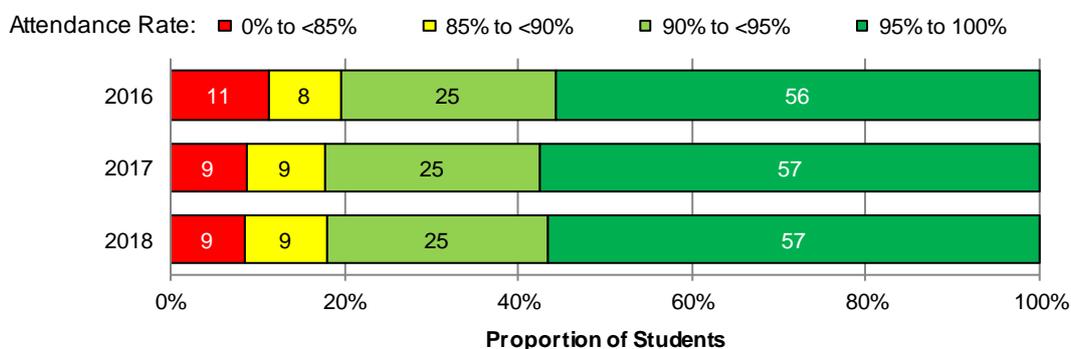
Year level	2016	2017	2018
Year 7	N/A	N/A	N/A
Year 8	N/A	N/A	N/A
Year 9	N/A	N/A	N/A
Year 10	N/A	N/A	N/A
Year 11	N/A	N/A	N/A
Year 12	N/A	N/A	N/A

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 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. Our strategy features:

- 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

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		Go
School sector ▼	School type ▼	State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.