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|---|----------------|--|
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## Principal's foreword

### Introduction

I am pleased to present the 2011 Annual School Report for the Andergrove State School. We sincerely welcome those making a first time contact with our school via our website and this 2011 Annual School Report. This report will provide a 'snap shot' of our school, our achievements and local context for student achievements for our school community and the wider education community.

Our school community is proud of the achievements of the students, staff, parents & carers as we work together to achieve the best outcomes for each student. Our motto “Linking Learning to Life” demonstrates the value we place on children's successes in life both within and beyond the school.

Andergrove State School is a co-educational school offering a high quality educational experience for students from Prep to Year 7. Andergrove State School is proud of its educational programs, including our Year 6 & 7 Laptop Classes, On-line Learning Programs (eg. Reading Eggs, Literacy Planet), Early Years Literacy Block, Early Intervention Programs, Options and Chaplaincy Programs.

We believe all school community members have the right to:

- \* A caring, supportive and positive environment.
- \* Quality 'explicit' teaching and relevant learning opportunities.
- \* Achieve their full potential.
- \* Enjoyment and success in life.

We also believe all school community members have the responsibility to:

- \* Recognise and celebrate their own and others' rights and achievements.
- \* Be active in the school community.
- \* Involve others in decision making.
- \* Use positive social and personal skills.
- \* Work as part of a team.

In 2010 we engaged in our first teaching & Learning Audit. The audit report acknowledged the 'High' standard of school processes in the use of student learning outcome data and the targeted use of school resources to enhance learning programs. This audit also identified areas of school leadership, curriculum and teaching to be further enhanced.

The Teaching & Learning Audit outcomes coupled with other data and survey outcomes, informed our 2010 Quadrennial School Review (also available from our school website). The QSR acknowledged many positive aspects of current school operations and established a four year plan for continuous improvement and development.



Andergrove State School has a proud record of working with parents to meet the educational needs of our students. Achieving good educational outcomes for our children is very much dependent on a successful partnership between our homes and our school. Each child's progress is heavily influenced by the interest parents show in children's education, the support parents provide and how they choose to participate in school affairs. To this end, parents are always encouraged to maintain a regular contact with our teaching staff and to be actively involved in our school activities. We are committed to promoting the best interests and maximising learning outcomes for individual children as a result of excellence in teaching and learning.

Andergrove State School is a well resourced school with excellent facilities. Students make good use of a well equipped Computer Laboratory and a designated Science Laboratory. Community members make good use of our school hall, multi-purpose area, and excellent sports ovals. Extensive shade areas are well used and covered walkways to the classrooms provide weather protection when required.

Our large Library provides spacious work spaces for classes, in addition to generous display and resource storage areas. In conjunction with the Laptops for Teachers program, a Wireless Network is available in all school rooms and has been upgraded in upper primary classrooms where laptop computer classes are in operation.

Recent facilities initiatives have substantially boosted the infrastructure of our school enabling us to continue to enhance the quality education for the children of Andergrove. The construction of a School Multi-purpose Hall and a significant refurbishment of the School Library were both completed in 2011.

For those looking to change schools for your children, we would be pleased to have you join us. We believe social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation. At Andergrove we have high standards of personal achievement and continually strive to make a great school even better.

Our Annual School Report is tabled annually at our August Parents & Citizen's Association Meeting. Notification of the 2011 School Annual Report's availability on our school's website or hard copy (available from the school office on request) is included in a July school Newsletter.

### School progress towards its goals in 2011

#### Learning & Attainment:

Our primary focus at Andergrove State School has been to develop children's academic and social skills.

We collaboratively worked towards improving Literacy and Numeracy outcomes for all students. Our Head of Curriculum supported teaching staff further develop their professional knowledge of Learning Essentials, Standards and Assessment as key components of the Queensland Curriculum, Assessment and Reporting Framework. Professional activities also ensured teachers developed an initial understanding of the nature of the new Australian Curriculum to be implemented in 2012.

Our school has benefited from an ongoing collegial relationship with other primary schools and our partner high school in the Northern Beaches Schools Cluster. As a result we now make use of comprehensive and collaboratively developed English and Mathematics Curriculum programs. Having developed excellent English and Mathematics Programs, professional development activities assisted staff to focus on pedagogy that will maximise student achievement in these subject areas. Our English & Maths Programs clearly indicate "what" we need to teach and we continue to develop best practice in "how" we should teach these key concepts.

Staff identified the explicit Teaching of Reading Comprehension skills as our key curriculum goal in 2011. Collegial support was an important aspect of this developmental program. Staff engaged in significant professional development programs and were supported in their efforts to enhance teaching practices within classrooms. This focus on teaching pedagogy will best position our school to further improve current student



learning outcomes as evidenced elsewhere in this report.

Year level curriculum units were audited to ensure that specified Learning Essentials were included in a balanced curriculum program and in preparation for the transition to the Australian Curriculum.

The integration of ICTs within and across all Key Learning Areas remains a pedagogical focus. A number of teachers led colleagues as 'key teachers' and are working towards achieving their ICT Pedagogical Licence.

**Engagement:**

Relevant and meaningful learning programs are essential in maximising student engagement. Curriculum programs cater for the needs of all students but also differentiate to meet identified needs of individual students.

Appropriate support was provided to Indigenous students by way of additional teacher aide time in classrooms. The identification and employment of a part time Community Education Counsellor was significant in highlighting the importance this school community places on the educational progress of our Indigenous students.

Our Deputy Principal liaises with all staff to monitor and maximise student attendance.

**Wellbeing:**

In 2011 priority was again given to the teaching and enforcement of our school community's high expectations for students' responsible behaviour. The implementation and continuous review of a specified whole school "Teaching Behaviour Expectations Program" has ensured all students are well aware of the behaviour expectations of our school. Our continued involvement in the School Wide Positive Behaviour Support Program as resulted in a more caring, positive and supportive environment where children and adults work together to learn, show respect, act safely and celebrate achievements. A number of key staff members engaged in significant Professional Development which focussed on support for more challenging students so as to enhance their educational opportunity and minimise their potentially disruptive influence on others in the school community.

Along with significant projects such as the hall construction and Library re-furbishment, minor facilities maintenance and development projects (eg shade and shelter structures on the school oval) enhance physical resources and ensure the school provides a safe and healthy educational environment.

**Future outlook**

**Learning & Attainment:**

Our 'core business' remains the development of children's academic and social skills. Our school community (as represented by our P&C Association) is consulted and collaboratively accepts that completed the development of Reading Comprehension knowledge & skills will continue to be a curriculum focus in the next 12 months. However new priorities of Spelling and Number Facts will also become key curriculum areas in 2012.

Teaching staff continue to engage in a process of curriculum renewal and will be particularly influenced the requirements of the new National Curriculum in English, Maths, Science and History.

Our pedagogical focus will be on the use of Explicit Teaching and Differentiation in Reading. The targeted use and purposeful analysis of assessment data will determine teaching practices that best meet the differentiated needs of students in Maths & English. Regular school based assessment and teacher moderation practices will facilitate a greater emphasis on target setting for individual students in the key areas of Reading, Writing, Spelling, Grammar, Punctuation and Numeracy. Students, their families and teachers will cooperatively identify and monitor the achievement of key improvement goals for individual students in each of these priority areas.

The integration of ICTs within and across all Key Learning Areas continues as a pedagogical priority. We continue to explore how our Workforce Planning might allow for the employment of a part time ICT Key Teacher to lead Information & Communication Technology programs and teacher skill development across





the school.

Professional Development priorities will include National Curriculum implementation requirements, Explicit Teaching, Differentiation, Yrs 4-7 Science Sparks initiative, the Teaching of Reading, Spelling & Number Facts, Indigenous Education and ICT integration.

**Engagement:**

There will be a continued focus on the tracking of individual student attendance data with follow up parental contact when attendance is considered as having a negative impact on a student's learning outcomes.

The continued employment of a permanent part time Indigenous Community Education Counsellor will further enhance our capacity to support Indigenous students and maximise their learning and achievement. Intervention programs will particularly target students in Prep – Yr 3.

Strategic school planning will ensure the tight coordination of staff in key roles (Learning Support: Literacy & Numeracy; Special Needs Integration Teacher; Indigenous CEC & Teacher Aides) and programs that support Indigenous students, students with learning difficulties and/or learning disabilities.

**Wellbeing:**

Our Responsible Behaviour Plan for Students aims to provide a caring, positive and supportive environment as children and adults work together to learn, explore, make decisions, take risks, solve problems, develop confidence, take responsibility, value others, reflect, celebrate achievements and find fun and enjoyment in learning and life. We will continue our involvement in the School Wide Positive Behaviour Support Program. Having clearly established the Universal Behaviours, we can now focus on how we can best support students who are least mature in self regulation.

Staff will continue to acknowledge and recognise positive student behaviours with student social skilling to be further enhanced by the identification and the adoption of the "Program Achieve" social skills program (focussing on "Getting Along; Organisation; Confidence; Resilience & Persistence").

We will continue to encourage a greater parental involvement in children's education. We aim to keep our parents informed of school learning programs via the publication and distribution of term newsletters from each class and a succinct summary of our school curriculum. We will continue a volunteer parent program focussing on reading support in the Junior school (eg. Ready Readers Program). Further attempts will be made to engage Indigenous Parents and support their participation in school affairs.

We wish to explore the possibility of establishing a 'before & after school care program' in partnership with a recognised community organisation.

Minor facilities maintenance and development projects will enhance physical resources within the school with completion of a new shelters at the main entrance to our school.

**Sustainability:**

Andergrove School looks forward to further benefits from a government sponsored solar energy project in 2012. This initiative will compliment other sustainability projects (eg aluminium cans recycling, power, water & waste reduction) within the school.

A formal School Environmental Management Plan will be developed in 2012.

## Our school at a glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2011 – Nov 2011) |
|-----------------|-------|------|--|
| 408             | 195   | 213  | 88%  |

Characteristics of the student body:

There continues to be a significant number of mobile students with 100 students enrolling (25%) and 95 students leaving (23%) our school during the 2011 school year. Families report key reasons for movement during the school year to be either employment related or implications related to the availability of affordable accommodation.

20% of students were of Indigenous heritage; 1% have English as a Second Language; 3% have recognised Learning Disabilities. A significant number of students present with have Learning Difficulties in one or more curriculum areas.

A significant proportion of our school population is regarded as being from a low socio-economic background. Also our 2011 ICSEA value was 893 (National Ave is 1000), with 39% of families in the bottom quarter, 56% in the middle quarters and 5% of families in the top quarter of socio-educational status.

The Andergrove State School's curriculum goal is 'Linking Learning With Life'. Our Prep to Year 7 curriculum aims to provide students with essential literacy, numeracy and citizenship skills that will be relevant and useful throughout their lives. Our school provides a learning environment where all students strive to reach their individual potential, developing a sense of self-worth and self-discipline. Staff, students and parents work together within a safe and supportive learning environment. Our school is a member of the School Wide Positive Behaviour Support Program and therefore we are proactive in acknowledging positive and productive student behaviours. We use effective and supportive strategies when teaching appropriate behaviours for our school setting. Students of the Andergrove State School are well aware of our three all encompassing school rules ... Always Be A Learner, Always Be Safe and Always Be Respectful. We acknowledge, appreciate and encourage students to engage in the range of academic, sporting and cultural learning opportunities made available at our school. Our school has a long history of student success and continues to provide opportunities for individual students to extend their academic learning, participate in representative sport, join our instrumental music program or participate in choral groups. Our students benefit from excellent facilities and school resources. We have a well resourced and spacious school Library and are one of the few primary schools to boast both a complete Computer Laboratory and a fully functional Science Laboratory. Our buildings and grounds are well maintained and facilitate both quality learning and first rate sporting opportunities. Our school has embraced Information and Communication Technologies (ICT) as a means to motivate and enhance student learning. In addition to the school's Computer Laboratory, students in all classes have computer and internet access. Older students also have an opportunity to become members of a Year 6 or Year 7 Laptop Class. Our students develop values of tolerance, understanding and personal responsibility. Collectively we benefit from the valuable contribution made by Indigenous students and their families who are supported by our Community Education Counsellor. We are proud of our rich cultural and social diversity which is reflective of the community we serve. Children use various modes of transport (walk, bicycle, car and bus) to and from our school, with ample car parking available if required. Links exist with After School Care programs for families who wish to avail themselves of these services. Families interested in enrolling children at our school are encouraged to make an appointment with a member of our school administration team. We believe families will best be able to access quality information about the Andergrove State School by visiting our school and discussing your child's educational requirements with our staff. [School website link](#)

### Class sizes – Proportion of school classes achieving class size targets in 2011

| Phase            | Average Class Size |
|------------------|--------------------|
| Prep – Year 3    | 23.1               |
| Year 4 – Year 10 | 26                 |
| All Classes      | 24.5               |

**School Disciplinary Absences** This school has high expectations of student behaviour and consistently recognises positive behaviour while also imposing logical consequences for unacceptable school behaviours.

| Disciplinary Absences           | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 30                 |
| Long Suspensions - 6 to 20 days | 0                  |
| Exclusions                      | 0                  |
| Cancellations of Enrolment      | 0                  |

## Our school at a glance

### Curriculum offerings

#### Our distinctive curriculum offerings

*LOTE (Japanese) in Yrs 6 & 7*

*Early Intervention programs*

*Physical Education Specialist program*

*Music Education Specialist program*

*Home Reading programs*

*Instrumental Music*

*Blue Crest Science Awards*

*Special Needs Class*

*Integration of Special Needs students*

*Indigenous Students Support program*

*Outdoor Education Camps (Yr 5 Camp Kanga – Whitsundays; Yrs 6 & 7 bi-annual Canberra or Kinchant Outdoor Education Centre educational excursions)*

Our Integrated Curriculum offers educational programs include all eight Key Learning Areas – English, Mathematics, Studies of Society & Environment, Science, Arts, Physical Education, Technology and Languages Other Than English (Japanese).

A long term priority is the integration of Information & Communication Technology in student learning programs. Opportunities are provided for students to increasingly make more effective use of our computer lab, classroom and laptop computers and associated hardware to enhance learning outcomes. Parents, students and teachers report the educational benefit of the 'at school' and 'at home' availability of the on-line computer programs.

Andergrove State School has a well established reputation for its inclusive education philosophy and practice which endeavours to provide a wide range of curriculum programs and activities for the children who attend the school. A snapshot of our curriculum approach includes ...

*\* Single and multi-age classes across the school.*

*\* Prep & Year 1 classes using Early Years Curriculum Guidelines.*

*\* A comprehensive intervention program across the P-7 classes.*

*\* Effective program support for students with verified disabilities.*

*\* Early intervention and explicit programs for all identified students requiring learning support.*

*\* THRASS is the basis of the school spelling program.*

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#### Extra curricula activities

Learning Extension Activities - International Academic Competitions (English, Writing, Spelling, Maths, Science and Computer Skills), Opti-Minds Challenge, MacDonald Maths Competition; Chess Club; Rock Pop performance; Transitional Programs as provided by the Pioneer State High School (eg Blue Crest Science, Science Olympiad);

School (eg Hockey), Interschool, District, Regional and State Representative Sport; Skipping Club Choir, Recorder Band, Visiting Arts Council & Other Performer Groups

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#### How Information and Communication Technologies are used to assist learning

Computers support and enhance curriculum offerings as an integral component of learning programs. A variety of curriculum applications are taught to children so that ICT compliments learning activities. In Prep-Yr 2 teachers and students make use of the Reading Eggs on-line Literacy program to enhance student's knowledge and skill development and to enable teachers to differentiate students' literacy programs according to their individual needs and abilities. Yrs 3 – 7 students use Literacy Planet (Intrepica) to enhance Literacy programs. Students use ICT to research, communicate, record and/or publish during their learning activities.

Students have access to small pods of computers in classrooms and a computer laboratory (class set of computers) caters for whole class learning. One Yr 6 and one Yr 7 Laptop classes are operational. All classrooms are now equipped with Interactive White Boards.

The school continues to investigate the educational value of providing on-line programs for student use both at school and at home. The 'Reading Eggs' on-line program has been both popular and educationally beneficial for students. Literacy Planet (with English focus) will be trialled in 2012 and staff will continue to source other ICT programs that may enhance educational programs for all students and individual students with particular learning needs.

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## Our school at a glance

A number of teachers have been accredited with Education Queensland's ICT (Information Communication Technologies) Pedagogical Licence with the majority of teachers completing ICT Certificate requirements. All teachers have received their Computers for Teachers laptop and engage in ongoing professional development that promotes the integration of ICTs into all aspects of teaching, learning and assessment.

In 2011, 87.6% of our students (Yr 5 & 7 School Opinion Surveys) are Satisfied/Very Satisfied with "how often you use your computers for learning in class?" (S191) & 93.3% of students are Satisfied/Very Satisfied with "the way you use information & communication technology for learning at school" (S188)

### Social climate

Social Justice:

A whole-school supportive environment, monitored by the Principal through the Justice and Equity Team (JET), supports children's educational and social needs. The Jet Team includes the Principal, Guidance Officer, Special Needs Integration Teacher and Learning Support Teacher. As required class teachers, Indigenous Liaison Officer, School Chaplain and other support staff participate in JET Meetings. The JET Team works in liaison with other community agencies where necessary.

Our school will adopt the "Program Achieve" Social Skills program to assist students further develop their self esteem and interpersonal relationships. This program will assist staff to promote Resilience under four keys to school success – Getting Along, Confidence, Persistence and Organisation.

Responsible Behaviour Plan for Students:

Andergrove State School recognizes that learning and teaching occur best in school environments that are positive, orderly, courteous and safe. Our school's Responsible Behaviour Plan for Students was reviewed and upgraded in 2010 and includes specific references to school processes which minimise the possibility of 'bullying' and 'cyber bullying'.

Andergrove School recognises the difference between isolated incidents of unacceptable behaviour and the more targeted and deliberate behaviours that might constitute 'bullying'. Students are taught this difference and both preventative and responsive practices are employed to minimise the possibility of bullying type behaviour. Preventative education programs focus on empowering potential victims and recognising the positive impact 'bystanders' can have in harm minimisation. Responsive processes ensure students manage any interpersonal conflict or incidents with confidence ('Ignore-Warn-Report but No Pay Back' strategy) and that reports of potential bullying are never ignored or dismissed without investigation. Communication with and involvement of parents and guardians is also considered an important aspect of bullying minimisation.

To further enhance our school's Supportive School Environment, Andergrove State School continues its involvement in the Positive School-wide Behaviour Support Program through Education Queensland's Centre for Behaviour Support. Stage One of this program is complete and has clearly focused the school community on three key school expectations ...

- \* Always be a learner.
- \* Always be respectful.
- \* Always be safe.

This program clearly details student behaviour expectations and on the promotion and recognition of positive behaviours. A Responsible Student Behaviour "card system" is well used to enhance home-school communication regarding both positive and unacceptable student behaviour. Warning & Consequence Cards keep parents informed of student behaviour so that they can support students in meeting our high-level behaviour expectations.

Our Responsible Student Behaviour Plan is continually re-examined to ensure existing policies provide sufficient guidance and support for student behaviour management practices.

Other incentives for good behaviour have included weekly Behaviour Card Assembly Draws, Student of the Week Awards, Behaviour Blitz cards, Class Awards & Badges and end of term Rewards Activities.

School Chaplaincy:

The Northern Beaches Cluster of Schools, including Andergrove State School, enjoys the services of a Chaplain under the auspices of the National School Chaplaincy Program.

The role of the Chaplain is to assist schools and their communities to provide pastoral care, personal advice and comfort to all students and staff. Our Chaplain works in our school two days a week and co-ordinates our Aluminium Can Recycling Program. This program provides opportunities for some students who might not otherwise make a contribution to our school and the wider community.

Options Program:

Children in Prep to Yr 7 are eligible to access the Options Program which is offered during the longest play

## Our school at a glance

break, every day of the week. The aim of the program is to provide a structured alternative to outdoor activities for students who are still developing the social skills required to appropriately interact with peers. Children choose from a range of activities that are stimulating, productive, enjoyable and supervised. Children are encouraged to cooperate, develop friendships, share positive social experiences and develop good attitudes toward school.

### Social Skills:

An active Student Council provides opportunities for students to develop and demonstrate leadership skills. This representative group of Yr 4-7 students co-ordinate a number of school activities (eg ANZAC Day Ceremony, School Discos, etc) and make decisions on how funds raised will be spent – in 2011 the School Council sponsored two needy students in India and contributed funds to support Mackay School Chaplaincy.

In 2011, 94.3% of students (Yr 5 & 7 School Opinion Surveys) indicated they were Satisfied/Very Satisfied “that they were safe at school” (S145) and 97.2% of students indicated “they are happy to go to this school” (S151)

### Parent, student and teacher satisfaction with the school

Parents who are actively involved in the life of the school regularly report that they are satisfied with the educational opportunities being provided to their children. Unfortunately some parents choose not to be involved in their child’s learning and this is reflected in their children’s attitude and application while at school.

Students continue to express a high degree of satisfaction with their learning and social growth at our school. Students are generally very loyal to the school and each other.

Staff are reluctant to transfer from our school as community relationships, collegial support and staff development are seen as high priorities.

| Performance measure   | Result 2011 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school   | 69%         |
| Percentage of students satisfied that they are getting a good education at school   | 95%         |
| Percentage of parents/caregivers satisfied with their child’s school  | 88%         |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 78%         |
| Percentage of staff members satisfied with morale in the school   | 93%         |

### Involving parents in their child’s education

Most parents at Andergrove are very supportive of their children and our school, with many directly contributing to aspects of school life and student learning. Parents share high expectations of our students and are always welcome to be actively involved in our school and their child’s education. We encourage parental involvement and provide the following good communication opportunities for this to occur...

- \* Our open door policy – parents are always welcome.
- \* Effective Student Reporting processes - Formal & informal Parent/Teacher Interviews, Formal Reports
- \* Class Information Sessions at the beginning of each year, Term by Term Class Newsletters
- \* Open communication between teachers and parents (ie. Use of Communication Books)
- \* Parent Information Sessions and Volunteer training opportunities
- \* Invitations to classroom activities, such as culminating activities at the end of term
- \* Special Events – Education Week, Under 8’s Week, Sports Days
- \* Our fortnightly school newsletter weekly includes forthcoming events, acknowledgements of students, staff and a cross section of information from school and parent groups at the school.

Through the P&C committee and P&C functions, parents are involved in:

- \* Strategic school planning (eg Annual Budget, Quadrennial School Review, Policy Development)
- \* Committee Projects
- \* Tuckshop
- \* Parent Helpers’ Group

## Our school at a glance

- \* Uniform Shop
- \* School Discos, Carols Night, Sports Days
- \* Parent "Welcome Morning Tea" in Term 1

Additional avenues are available to encourage the involvement of our Indigenous families:  
Indigenous Community Education Councillor & School Teacher Aides who assist students and engage in family liaison activities.

Involvement of community health professionals to assist families  
Integration of Cultural Studies into school programs  
After-school Literacy and Numeracy – Homework Program  
Indigenous Student Awards  
Indigenous Performance Groups

Our school recognises the enormous benefit students receive when parents demonstrate a consistent commitment to their education.

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our school welcomed the government sponsored installation of a solar power unit during 2010. A raised awareness of how power could be conserved has resulted in a reduction in power consumption. A reduction in student enrolments and very wet year reduced the need for grounds watering, almost halving our overall water consumption. These initiatives compliment existing programs of waste reduction (eg Aluminium Cans Recycling), power minimisation (lights & fans off when rooms unoccupied, air-conditioning in Terms 1 & 4 only) and water conservation (eg progressive installation of dual flush toilets, use of rain water tanks to supplement garden & grass irrigation).

In 2012 a formal School Environmental Management Plan will identify key aspects of school operations which can contribute to future sustainability improvements.

Environmental footprint indicators, 2010-2011

|                     | Electricity<br>KwH | Water<br>KL |
|---------------------|--------------------|-------------|
| 2011                | 214,292            | 1,520       |
| 2010                | 228,711            | 3,205       |
| % change 10 -<br>11 | -6%                | -53%        |

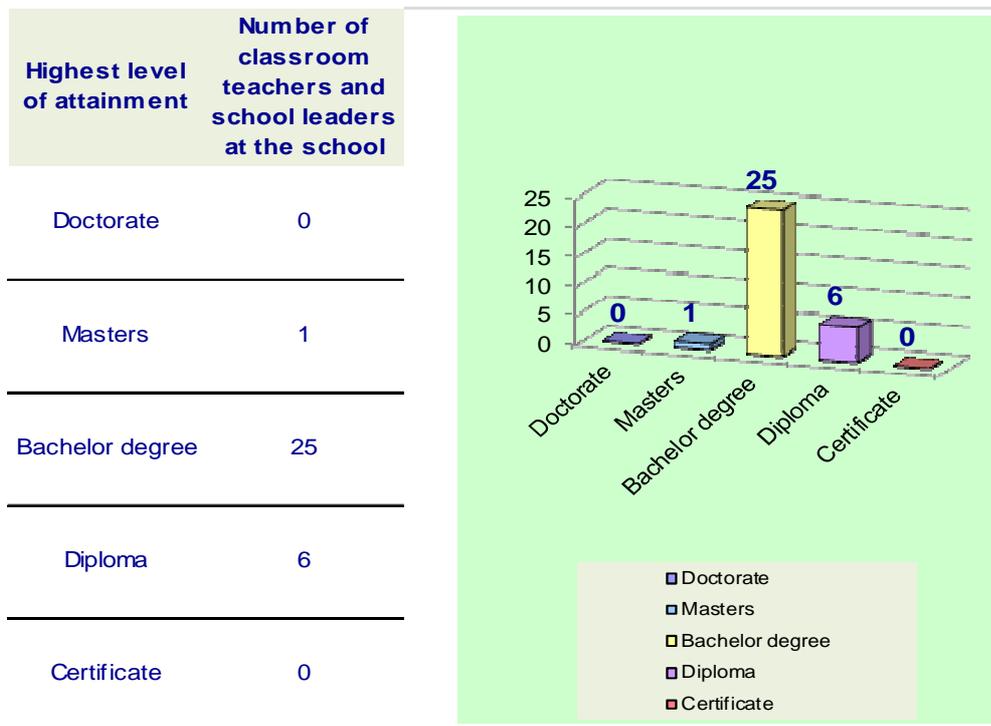
# Our staff profile

## Staff composition, including Indigenous staff

Please note that the "Staff Composition" figures below include a significant number of staff who are 'attached' to our school but are currently on long term leave. In 2011 we had 15 class teachers (including 2 Permanent Part Time Teams) who were supported by the Principal, Deputy Principal, Special Needs Integration Teacher and Learning Support Teacher. Staff also included a 0.6 part time Teacher Librarian, 0.4 Head of Curriculum, 0.8 Physical Education Specialist, 0.8 Music Specialist and 0.6 LOTE (Japanese) Specialist.

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts            | 32             | 14                 | <5               |
| Full-time equivalents | 28             | 9                  | <5               |

## Qualifications of all teachers



## Our staff profile

### Expenditure on and teacher participation in professional development

The total funds expended on staff professional development in 2011 was \$17 440.

Key professional development initiatives are as follows:

QSA and EQ workshops focussing on the introduction of the Australian Curriculum in English, Maths & Science including Curriculum Into Classroom units

The Teaching of Reading ... consistent teaching strategies across the school.

Australian Literacy Educators Association – National Conference & Mackay workshops

Indigenous Education – Embedding Aboriginal And Torres Strait Islander Perspectives & Community Education Counsellor skilling

ICT integration – eLearning Master Class, Mathletics, Intrepica, Interactive Whiteboard use

Special Needs Education – Autistic Spectrum Disorder, Guidance Officer training

Specialist Teachers – Music, Instrumental Music, LOTE and English as Second Language

Qld Teachers Union Training & Behaviour Management Workshop

First Aid recertification

Rehabilitation Officer Recertification

Business Services Manager network activities.

Individually identified Teacher PD

The involvement of the teaching staff in professional development activities during 2011 was 100%. All staff participated in school based Professional Development activities and the majority of staff also engaged in PD opportunities facilitated by professional associations and private educational providers.

Our Principal participated in the inaugural Education Queensland Principal's Conference and continued his active involvement in the Growing School Performance coalition throughout 2012.

Our Head Of Curriculum continued an active involvement in our District HOC Network. Similarly our Support Teacher Literacy & Numeracy was actively engaged on the Mackay STLN Network.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page. School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

## Key student outcomes

### Student attendance - 2011

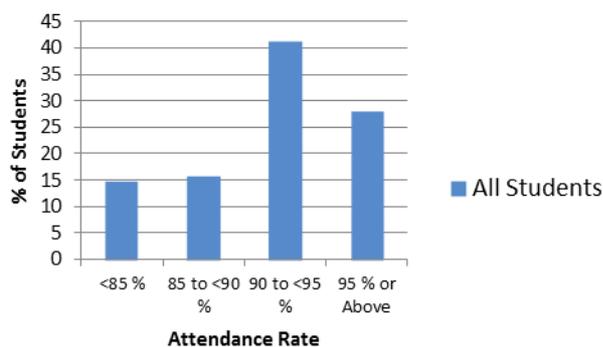
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|--------|--------|--------|--------|--------|--------|--------|
| 89%    | 90%    | 92%    | 92%    | 91%    | 90%    | 91%    |

### 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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice daily and administratively collated each week.

Parents are contacted if students absent without explanation for 3 or more consecutive days. A record of 10 days absent in any one school term, results in correspondence to parents outlining the educational disadvantage to their children and seeking a cooperative response that will maximise future attendance. References to a significant number of absences are also included in the student's Semester Report Card. Individual student & family 'case management' is undertaken as required for the small percentage of students who have consistently poor records of school attendance (eg less than 80% attendance)

Particular attention is given to students who are regularly late to school as this also has a deleterious effect on their learning outcomes.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

#### 2011 NAPLAN Compared with 2010 ... ALL Students

Compared to Andergrove Students: Improved Yr 3 Reading, Spelling & Grammar/Punctuation. Improved Yr 5 Spelling, Grammar/Punctuation & Numeracy.

Compared to "Like Schools" : Yr 3 remained 'similar' in Reading, Spelling, G&P and Numeracy. Yr 5 remained 'similar' in Reading, Writing, Spelling, Grammar/Punctuation & Numeracy.

Compared to "Qld Schools": Yr 3 'similar' in Reading, Writing, Spelling, G&P and Numeracy. Yr 5 similar in Writing, Spelling, Grammar/Punctuation & Numeracy.

## Performance of our students

Compared to "Australian Schools": Yr 3 similar' in Grammar/Punctuation. Yr 5 'similar' in Spelling.

**Comparison of 2009 Cohort to 2011 Cohort Outcomes:** Note 42% mobility factor from 2009 to 2011.

From Year 3 (2009) to Yr 5 (2011)

Improvement Rates: Andergrove improvement compared with Similar Schools, Queensland and Australian improvement rates based on mean scores. Andergrove students' mean score indicated a greater improvement than Like Schools, Queensland and Australian improvement rates in Spelling, Grammar & Punctuation and Numeracy from 2009 to 2011. Andergrove students' mean score indicated a greater improvement than Queensland and Australian schools in Reading.

|                          | Andergrove | Similar Schools<br>(MySchool) | Queensland<br>State Schools | Australia |
|--------------------------|------------|-------------------------------|-----------------------------|-----------|
| Reading                  | 84         | 85                            | 81                          | 78        |
| Writing                  | 57         | 68                            | 74                          | 68        |
| Spelling                 | 101        | 82                            | 88                          | 79        |
| Grammar &<br>Punctuation | 99         | 89                            | 93                          | 80        |
| Numeracy                 | 136        | 102                           | 96                          | 94        |

When comparing 2009 and 2011 mean scores for this cohort, in 2011 there were ...

- \* more students 'at or above National Minimum Standards in Spelling, Grammar & Punctuation and Numeracy.
- \* more students in 'top 2 bands' in Reading, Grammar & Punctuation & Numeracy.
- \* less students in 'bottom 20%' in Spelling, Grammar/Punctuation & Numeracy.
- \* more students in 'top 20%' in Reading, Spelling and Numeracy.

**From Year 5 (2009) to Year 7 (2011)** Note: 26% mobility factor from 2009 to 2011.

Improvement Rates: Andergrove improvement compared with Queensland and national improvement rates based on mean scores. Andergrove students' mean score indicated a greater improvement than Like Schools, Queensland and Australian improvement rates in Spelling, Grammar & Punctuation and Numeracy from 2009 to 2011. Andergrove students' mean score indicated a greater improvement than Queensland and Australian schools in Reading and Writing.

|                          | Andergrove | Similar Schools<br>(MySchool) | Queensland<br>State<br>Schools | Australia |
|--------------------------|------------|-------------------------------|--------------------------------|-----------|
| Reading                  | 63         | 54                            | 56                             | 46        |
| Writing                  | 52         | 45                            | 65                             | 45        |
| Spelling                 | 67         | 52                            | 61                             | 51        |
| Grammar &<br>Punctuation | 51         | 43                            | 42                             | 33        |
| Numeracy                 | 71         | 59                            | 66                             | 58        |

When comparing 2009 and 2011 mean scores for this cohort, in 2011 there were ...

- \* more students 'at or above National Minimum Standards' in Reading, Spelling, Grammar/Punctuation & Numeracy.
- \* more students in 'top 2 bands' in Writing, Spelling & Numeracy.
- \* less students in 'bottom 20%' in Reading, Writing, Spelling, & Numeracy.
- \* more students in 'top 20%' in Writing, Spelling & Numeracy.

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.

## Performance of our students

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

Approximately 20% of enrolled students identify as Indigenous. Our school was a member of a district cluster of schools who engaged in processes relating to the Embedding Aboriginal & Torres Strait Islander Perspectives initiative. An EATSIPs Team (Principal, Head Of Curriculum, Community Education Counsellor and Indigenous Education Worker) oversees the development and implementation of this program.

In November 2011, the school requested a Dare To Lead “Collegial Snapshot Report” which was complimentary with regard many aspects of Indigenous education at the school. A number of recommendations were offered as to how current practices could be further improved.

The school administration team consults with the Support Teacher Literacy & Numeracy and the Indigenous Community Education Counsellor to collaboratively develop educational and welfare support programs for Indigenous students.

The Deputy Principal and CEC closely monitors Indigenous student’s attendance and case manage individual students as required.

### Attendance:

Indigenous attendance rate was 87% in 2011, compared with 92% for non-Indigenous students. 30.2% of Indigenous students attending less than 85% of school days are identified and attempts are made to communicate with these families in an effort to assist them in maximizing their children’s attendance at school.

Our Indigenous Teacher Aide focuses her support on the educational needs of Yr 3 students in the first semester and Yr 2 students in the second semester each year.

Yr 3 Reading, Writing & Numeracy NAPLAN scores are used as key “Closing The Gap” indicators. This data indicates that in 2011, ‘the gap’ between Indigenous and non-Indigenous students for our Yr 3 Indigenous students was less than the Queensland mean in Reading and Numeracy. Across all 15 NAPLAN data sets (Yr 3, Yr 5, Yr 7 – Reading, Writing, Spelling, Grammar/Punctuation & Numeracy), Andergrove’s Indigenous students ‘closed’ ‘the gap’ between Indigenous and non-Indigenous in 9 of these significant curriculum areas in 2011 testing.

Generally Indigenous students are enrolled on a ‘long term’ basis with family members (particularly siblings) attending this school across the generations. However, Indigenous students are also influenced by mobility factors as determined by parent’s employment prospects and affordable accommodation options.