Principal’s foreword

Introduction

I am pleased to present the 2012 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 2012 Annual School Report. This report will provide a ‘snap shot’ of our school, our achievements, local context for our school community and the wider education community in which we work.

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 aspects of school leadership, curriculum and teaching that could be further enhanced. Such enhancements have taken place in these areas over the last 2 years.

The Teaching & Learning Audit outcomes coupled with other data and survey outcomes, informed our 2010 - 2014 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 students is very much dependent on a successful partnership between students’ families 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 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 for a change of 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 availability of the 2012 School Annual Report’s will be included in a July school newsletter, after this the 2012 School Annual report will be available via our school’s website or in hard copy (available from the school office on request) as appropriate to family circumstances.

School progress towards its goals in 2012

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 to further develop their professional knowledge of Explicit Teaching, differentiated learning programs and Assessment as key components of the Queensland Curriculum, Assessment and Reporting Framework. Professional activities also ensured teachers competently implemented English, Maths and Science units as determined by the new Australian Curriculum. Familiarisation was undertaken with regard requirements of the History curriculum to be implemented in 2013.

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 undertake an annual cross school assessment moderation to ensure consistency of practice with regard assessment. School Programs outline “what” we need to teach and we continue to develop best practice in “how” we should teach key concepts.

While maintaining a deliberate curriculum focus on the teaching of Reading Comprehension, staff identified the explicit Teaching of Spelling & Maths Facts skills as our key curriculum goals in 2012. 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 positions our school to further improve current student learning outcomes as evidenced elsewhere in this report.
Year level curriculum units were audited to ensure there was a balanced curriculum program during this period of 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. In 2012 we have focussed on extending more able learners and examined how quality feedback provides students with the best opportunity to set and achieve future learning goals.

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

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

Wellbeing:
In 2012 priority was again given to the teaching and enforcement of our school community’s high expectations for students’ responsible behaviour. The continued implementation and periodic 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 has 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 the small percentage of students who display more challenging behaviours so as to enhance their educational opportunity and minimise their potentially disruptive influence on others in the school community.

Staff introduced Program Achieve as a social skilling program to further enhance the wellbeing and self-discipline of our students.

Along with significant projects such as the hall construction and Library refurbishment, minor facilities maintenance and development projects (eg shade and shelter structure at our main school entrance) enhance physical resources and ensure the school provides a safe and healthy educational environment.

Sustainability:
A School Environmental Management Plan was developed in 2012 and will now be monitored for effectiveness.

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 understands that Reading Comprehension, Spelling and Maths Facts will continue to be our curriculum focus in the next 12 months. However, Persuasive Writing will be an additional curriculum priority in 2013.

Teaching staff continued to develop curriculum knowledge focussing on the requirements of the Australian Curriculum in English, Maths, Science and in readiness for the introduction of History in 2013.

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, families and teachers will cooperatively identify and monitor the achievement of key improvement goals for individual students in 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 then reflect these curriculum and pedagogical priorities.
Engagement:

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

The continued employment of an 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 expected behaviours, we 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 by the full implementation of the “Program Achieve” social skills program (focussing on “Getting Along; Organisation; Confidence; Resilience & Persistence”).

Planning will begin to manage the 2014 school year when both Year 6 and Year 7 will enjoy their last year of primary schooling before transitioning to High School.

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 will complete requirements that will result in the establishment of 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 (eg. synthetic grass project outside Prep classrooms).

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.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>408</td>
<td>201</td>
<td>207</td>
<td>95%</td>
</tr>
<tr>
<td>2012</td>
<td>408</td>
<td>195</td>
<td>213</td>
<td>88%</td>
</tr>
<tr>
<td>2012</td>
<td>363</td>
<td>173</td>
<td>190</td>
<td>89%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

There continues to be a significant number of mobile students with 110 students enrolling (30%) and 86 students leaving (24%) our school during the 2012 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.

23% 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 Learning Difficulties in one or more curriculum areas.

A significant proportion of our school population is regarded as being from a low socio-economic and disadvantaged background. Our 2012 My School ICSEA value was 891 (National Ave is 1000), with 19% of families in the bottom quarter, 77% in the middle quarters and 4% 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 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 had 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 existed with After School Care programs for families who wished to avail themselves of these services. In 2013 an Outside School Care Program will be established and based at our school. Families interested in enrolling children...
Our school at a glance

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.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td>26</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>26</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Our school has high expectations of student behaviour and consistently recognises and rewards positive behaviour while also imposing and enforcing logical consequences for unacceptable behaviour. The impact of whole school behaviour programs have resulted in a significant reduction in School Disciplinary Absences.

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
- 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 school at a glance

Classroom Curriculum 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.
* 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 as an element of the school reading & spelling programs.

Extra curricula activities

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

Sports - School, Interschool, District, Regional and State Representative Sport;

Arts - Choir, Recorder Band, Visiting Arts Council & Other Performer Groups

How Information and Communication Technologies are used to assist learning

Computer Technology supports and enhances 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. Some Yrs 3 – 7 students use Literacy Planet to enhance Literacy programs. Students use ICT to research, communicate, record and/or publish during their learning activities.

Students have access to a limited number of computers in classrooms and a computer laboratory (class set of computers) caters for whole class learning. One Year 6 and one Year 7 Laptop class was 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. Staff continue to source ICT programs that may enhance educational programs for all students and individual students with particular learning needs.

All teachers have received their Computers for Teachers laptop and engage in professional activity that promotes the integration of ICTs in teaching, learning and assessment.

In 2012 School Opinion Surveys, 93.9% of our students (Yrs 5 & 7) indicated they used computers and other technologies at school for learning (S2054) while 91.7% of Parents and Caregivers understood how computers and other technologies were used at school to enhance student learning (S2020).

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 and government agencies where necessary.

Our school adopted the “Program Achieve” Social Skills program to assist students further develop their self esteem and interpersonal relationships. This program promotes Resilience under four keys to school success – Getting Along, Confidence, Persistence and Organisation.

Responsible Behaviour Plan for Students:

Andergrove State School recognises 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 2012 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 School-Wide Positive Behaviour Support Program through Education Queensland’s Centre for Behaviour Support. This program has clearly focused the school community on three key school expectations …

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

Our program clearly details student behaviour expectations and promotes and recognises 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, appreciated 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-ordinated 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 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 (e.g. ANZAC Day Ceremony, School Discos, etc) and make decisions on how funds raised will be spent – in 2012 the School Council sponsored two needy students in India and contributed funds to support Mackay School Chaplaincy.

In 2012 School Opinion Surveys, 94.6% of Parents (S2001) indicated their children liked being at this school which was endorsed by 96.3 % of students (Yrs 5 & 7) indicating they liked being at this school (S2036). Similarly, 94.6% of
Parents (S2002) indicated their children felt safe at this school, with 97.5% of students (Yrs 5 & 7) indicating they feel safe at our school (S2037).

Parent, student and staff 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 sometimes 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 (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>91.9%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>91.7%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>94.6%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>94.6%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>89.2%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>83.8%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>97.3%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>86.5%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>88.9%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>88.9%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns*</td>
<td>91.7%</td>
</tr>
<tr>
<td>this school works with them to support their child’s learning*</td>
<td>88.9%</td>
</tr>
<tr>
<td>this school takes parents’ opinions seriously*</td>
<td>88.6%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>86.5%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>94.6%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>97.3%</td>
</tr>
</tbody>
</table>
## Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>95.0%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>96.3%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>97.5%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>96.3%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>93.8%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>90.1%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>91.4%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously*</td>
<td>86.4%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>90.1%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>93.8%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>91.4%</td>
</tr>
</tbody>
</table>

## Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>93.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>93.0%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

## 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, Goal Setting Discussions, Formal Semester Reports
Our school at a glance

* Class Information Sessions at the beginning of each year, Term by Term Class Newsletters
* Open communication between teachers and parents (ie. Use of Homework folders/books as “Communication Books”)
* Parent Information Sessions and Volunteer training opportunities
* Invitations to classroom activities, such as culminating activities at the end of term
* Special Events – 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 Improvement Plan & Budget, Quadrennial School Review, Policy Development)
* Committee Projects
* Tuckshop
* Parent Helpers’ Group
* 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 an obvious and on-going 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 extension of the government sponsored installation of solar power units during 2012. A raised awareness of how power could be conserved has resulted in a minimisation of power consumption and water use. 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).

Our School Environmental Management Plan identifies key aspects of school operations which can contribute to future sustainability improvements.
Our school at a glance

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>228,711</td>
<td>3,205</td>
</tr>
<tr>
<td>2010-2011</td>
<td>214,292</td>
<td>1,520</td>
</tr>
<tr>
<td>2012-2012</td>
<td>234,013</td>
<td>1,883</td>
</tr>
</tbody>
</table>
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 or who work on part time capacities. In 2012 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.

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>30</td>
<td>19</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>22.3</td>
<td>10.6</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- Doctorate 0
- Masters 3
- Bachelor degree 24
- Diploma 3
- Certificate 0

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $11 452. The major professional development initiatives are as follows:

The total funds expended on staff professional development (teaching & non-teaching staff) in 2012 was $12 243.

Key professional development initiatives are as follows:

- QSA and EQ workshops focussing on the introduction of the Australian Curriculum in History, including Curriculum Into Classroom units
- Early Years Reading, Reading On The Same Page
- Teaching of Reading, Spelling & Maths Facts … consistent teaching strategies across the school.
- Teaching of Persuasive Writing, Writing in Australian Curriculum
- Explicit Teaching pedagogy and practice.
Our staff profile

Australian Literacy Educators Association – National Conference & Mackay workshops
Indigenous Education – Embedding Aboriginal And Torres Strait Islander Perspectives & Community Education Counsellor skilling
Special Needs Education – Dyslexic Students, Autistic Spectrum Disorder, Guidance Officer training
Specialist Teachers – Music, Instrumental Music, LOTE and English as Second Language
Principal’s Regional Conference
Rehabilitation Officer Recertification
Business Services Manager network activities.

Individually identified Teacher PD such as “Collegial Coaching” for our Head Of Curriculum.

The involvement of the teaching staff in professional development activities during 2012 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 led a workshop while a participant at the Central 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.

Classroom teachers participated in a program of collegial classroom engagement where they gave and received feedback related to their contribution to school curriculum and teaching priorities.

93% of staff indicated on School Opinion Surveys that they had good access to quality professional development (S076).

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2012</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95.9%</td>
<td>96.1%</td>
<td>95.8%</td>
</tr>
</tbody>
</table>

Staff morale remains high with 95.7% of staff indicating they were happy to work at this school on the 2012 School Opinion Survey (S019).

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.2% of staff was retained by the school for the entire 2012 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/](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.
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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.
Performance of our students

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2012</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>90%</td>
</tr>
<tr>
<td>2012</td>
<td>89%</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>2012</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>13</td>
<td>15</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>2011</td>
<td>36</td>
<td>41</td>
<td>28</td>
<td>15</td>
</tr>
<tr>
<td>2012</td>
<td>38</td>
<td>35</td>
<td>15</td>
<td>13</td>
</tr>
</tbody>
</table>

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. Electronic rolls were used for the first time in Term 4, 2012.

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.

As an incentive, each week a student attends school every day, they are given a raffle ticket which they can then enter into a lucky draw at the end of the term. Ten students enjoy a movie pass as recognition of their good attendance record.
Performance of our students

2012 National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Compared to Andergrove Students in 2011:
Improved Yr 3 Reading, Writing, Spelling, Grammar/Punctuation (G&P) & Numeracy.
Improved Yr 5 Spelling, & Numeracy.
Improved Yr 7 Reading, Spelling, G & P and Numeracy.

2012 Outcomes Compared to 2011 for “Like Schools”:
Yr 3: Better in Reading and G&P. ‘Similar’ in Writing, Spelling & Numeracy.
Yr 5: ‘Similar’ in Writing, Spelling, G&P & Numeracy.
Yr 7: ‘Similar’ in Reading, Writing, Spelling, G&P and Numeracy.

2012 Compared to 2011 for “Qld Schools”:
Yr 3: Better in Reading and G&P. ‘Similar’ in Writing, Spelling & Numeracy.
Yr 5 ‘Similar’ in Spelling, G&P and Numeracy.
Yr 7: Improved from ‘below’ to ‘similar’ in Reading, Writing, Spelling, G&P and Numeracy.

Compared to 2011 for “Australian Schools”:
Yr 3: Improved from ‘below’ to ‘similar’ in Reading, Writing, Spelling, G&P and Numeracy.
Yr 5: ‘Similar’ in Spelling.
Yr 7: Improved from ‘below’ to ‘similar’ in Spelling, G&P and Numeracy.

Comparison of 2010 Cohort to 2012 Cohort Outcomes:
From Year 5 (2010) to Year 7 (2012) Note: 17% mobility factor from 2010 to 2012.

Improvement Rates: Andergrove improvement compared with Queensland and national improvement rates based on mean scores. Andergrove students’ mean score indicated a greater improvement than Similar Schools, Queensland and Australian improvement rates in all Reading, Writing, G&P and Numeracy from 2010 to 2012. Improvement in Spelling was the same as Queensland schools but better than Similar schools and the Australian average improvement.

<table>
<thead>
<tr>
<th></th>
<th>Andergrove</th>
<th>Similar Schools (MySchool)</th>
<th>Queensland State Schools</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>77</td>
<td>56</td>
<td>63</td>
<td>55</td>
</tr>
<tr>
<td>Writing</td>
<td>42</td>
<td>32</td>
<td>40</td>
<td>33</td>
</tr>
<tr>
<td>Spelling</td>
<td>65</td>
<td>51</td>
<td>65</td>
<td>56</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>86</td>
<td>54</td>
<td>57</td>
<td>46</td>
</tr>
<tr>
<td>Numeracy</td>
<td>79</td>
<td>47</td>
<td>57</td>
<td>50</td>
</tr>
</tbody>
</table>
Performance of our students

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/](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.

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

The ‘Closing The Gap Education Strategy’ is Education Queensland’s overarching strategy for the education of Aboriginal & Torres Strait Islander students in state schools. The strategy has targets of halving the gap in student achievement in yr 3 Reading, Writing & Numeracy and in student attendance.

23% 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 EATSIPIs 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 and this work was progressed in 2012.

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 85.9% in 2012, compared with 93.4% for non-Indigenous students. 35.9% 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.

Attainment:

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. Our CEC supports older students with their learning programs.

Yr 3 Reading, Writing & Numeracy NAPLAN scores are used as key "Closing The Gap" indicators. Yr 3 data indicates that in 2012, 'the gap' between Indigenous and non-Indigenous students was less than the 'the gap' in the Queensland mean for Reading, Writing and Numeracy. The 'gap' in achievement here at Andergrove was narrowed.
Performance of our students

from 2011 to 2012 for Yr 3 Writing and Numeracy.

In Yr 5, ‘the gap’ between Indigenous and non-Indigenous students was less than ‘the gap’ in the Queensland mean for Reading, Writing and Numeracy. The ‘gap’ in achievement here at Andergrove was narrowed from 2011 to 2012 for yr 5 Writing.

In Yr 7, ‘the gap’ between Indigenous and non-Indigenous students was less than ‘the gap’ in the Queensland mean in Reading, and Writing. The ‘gap’ in achievement here at Andergrove was narrowed from 2011 to 2012 in Yr 7 Writing.

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 when 2011 testing outcomes are compared with 2012 mean scale scores.

Indigenous student outcomes in Yr 5 Reading, Writing, Spelling and Numeracy were better than Non- Indigenous outcomes in terms of mean scale score.

Retention:

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.