Principal’s foreword

Introduction

This report will provide a ‘snap shot’ of our school’s 2013 school community profile, goals and achievements. Our school community is proud of the achievements of the students, staff, parents and carers as we work together to achieve the best outcomes for our students.

We believe social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation so that we can make every student count and every day count.
In 2013 our Annual Implementation Plan outlined a number of key priorities focusing on lifting student achievement in Literacy and Numeracy in particular. This was to be achieved through:

- Building teacher capacity to deliver research-based effective literacy and numeracy strategies as per our Pedagogical Framework agreed teaching practices.
- Incorporating differentiation practices into daily teaching practice including ‘Teaching to the Top’.
- Introducing regular formal goal setting practices for students to provide on-going feedback on performance.

Other priorities included:

- Closing the Gap between Indigenous and Non-indigenous students’ achievement and attendance.
- Extending upon current School-Wide Positive Behaviour (SWPBS) practices to include a social skilling program to support students to ‘Always be a learner, Always be Respectful and Always be Safe’.
- Engaging the school community through a range of communication measures to increase student enrolments.

By the end of 2013, significant progress in these priorities had been made.

- All Teachers participated in a range of training and professional development opportunities including various workshops, coaching and mentoring sessions on all areas listed in our school’s Pedagogical Framework. These include Explicit Teaching, SCORE, I-Learn, THRASS and Number facts.
- The application of differentiation practices were further developed with all classes having documented differentiated practices for Reading, Spelling and Math by the end of the year. The use of these structures for embedding differentiation practices will continue in 2014.
- Student goal setting booklets were trialed and will be further refined in 2014 to be incorporated into parent-teacher interviews that occur at least twice a year.
- The gap between Indigenous and Non-indigenous student results in academic achievement decreased in Year 3 Reading and Numeracy as well as Year 7 Reading, Writing and Numeracy. The attendance gap also decreased from a 7.5% to a 3.3% difference between Indigenous and Non-indigenous attendance rates. Average Indigenous attendance rates were above 90% for the first time in three years; however, this will continue to be an area to work on in 2014.
- A new social skills program was drafted to integrate our weekly school rule focus and the QCAR Health Curriculum. This program was trialed in Semester 2, 2013 and will continue to be embedded in class programs in 2014.
- A range of communication strategies were trialed in Semester Two to promote engagement and increase enrolments for 2014. This included an update of our school website, distribution of brochures and flyers, school signs, newsletter snippets and the implementation of the Step up into Education program promotions. As a result of these measures we have been able to maintain the number of classes that we can offer, as opposed to previous years where our enrolments have been steadily decreasing.
Future outlook

In 2014, Literacy and Numeracy continues to be the key focus alongside the drive for good attendance and behavior that demonstrates our three school expectations for behavior - Always be a Learner, Always be Respectful and Always be Safe.

In particular, our top five priorities for 2014 are

1. Reading comprehension
2. Writing (including spelling)
3. Math proficiencies
4. Behaviour
5. Attendance.

Our key drive in 2014 is to ensure that ‘every student counts, every day counts’.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2013: Prep Year - 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>2011</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>
<tr>
<td>2013</td>
<td>348</td>
<td>165</td>
<td>183</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body

Students who attend Andergrove SS generally live within the suburb of Andergrove or our neighbouring suburbs of Beaconsfield, Slade Point and North Mackay. Our school has a My School ICSEA rating of 891 (national average is 1000) which indicates our school community has a lower socio economic status than the national average. A range of family structures exist within the school community from two parent families and single parent families to families in foster care or family care arrangements.

In 2013, 67 students (19.25%) were from an indigenous background while 15 students (0.04%) were from a Non-English speaking background originating from six different countries - Philippines, China, South Africa, New Zealand, India and Chile.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>26</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

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.

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>30</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 at a glance

Curriculum offerings

Our distinctive curriculum offerings

‘Step up into Education’ program

This educational program invites local families with children aged 0-5 years to participate in either a playgroup or Pre-Prep program for two hours a week. The Pre-Prep program is run in our Prep classrooms by our proposed 2014 Prep teachers and offers a range of early literacy and numeracy activities as well as allowing future students and their families to become familiar with Prep routines and expectations.

• Whole school Social Skilling program

The ‘School- Wide Positive Behaviour’ (SWPBS) program is firmly embedded in school and classroom management practices. To support students in achieving our school’s expectations for behavior, students participate in weekly rule discussions (at times daily discussions) as well as structured social skills lessons to discuss, practice and consolidate these behavior expectations.

• One to One Laptop Program

Upper school is offered a One to One Laptop class option for a two year looping period. Students in this class either lease or hire a laptop and complete a large section of their curriculum studies accessing online material, using various software or applications. In 2014 a one-to one iPad class will be trialed.

• Annual camps for Year 5-7

Students in Year 5-7 are offered an opportunity to attend a camp every year. In 2013 Year 5 students’ Camp Kanga trip included a visit to the Whitsunday islands and Proserpine area while the Year 6 and 7 students went to Kinchant Dam Outdoor Education Centre to participate in a range of outdoors pursuits. In 2014 a trip to Canberra and Sydney has been planned for Year 5-7. This Sydney/ Canberra trip has been operating every second year.

Extra curricula activities

At Andergrove SS, a range of academic, sporting and cultural extra-curricular activities are offered.

Academic

• International Competitions and Assessment for Schools (ICAS) competitions
• Annual McDonald’s Math competition
• Weekly Chess Club and participation in the Inter-school Chess competition every term
• Annual ‘Day with a Scientist’ Science enrichment program

Sporting

• Sub district and District trials across a range of sports
• Weekly Year 4-7 Inter-house sports instead of Inter-school sport.
• Annual Athletics carnival

Cultural

• Instrumental Music programs for Strings as well as Woodwind, Brass and Percussion.
• Recorder Band
• Choir
• Visiting performance groups once per semester.
How Information and Communication Technologies are used to assist learning

With the introduction of the new ACARA curriculum and the availability of the highly digital C2C curriculum resources, it has become very important to ensure classrooms and students have access to ICT technologies.

Andergrove SS has a 30 desktop computer laboratory for whole classes to access and for the explicit teaching of ICT skills. Most classes access this lab at least once a week and additionally to complete assessment items.

In addition to the computer lab, our P&C has donated 24 iPads for classroom use. These iPads are loaned from the library to allow in-class access to ICTs as well as provide opportunity for students to consolidate learning through various educational apps or create items to demonstrate their learning.

All classrooms have data projectors while some also have interactive whiteboards. ‘Elmos are used as an additional device to project paper based resources including student work samples onto the screen for targeted teaching.

Most classrooms also have a minimum of two desktops to access for small group or individual programs.
Social climate

Andergrove SS has a positive school tone as a result of the strategies put in place as part of the School-Wide Positive Behaviour Program (SWPBS). Students who are seen to be following the school rules are acknowledged and rewarded while repeat offenders are case managed to support changes in their behaviour. Our use of different coloured cards is used as a tool to communicate to parents about positive and inappropriate behaviours and their consequences. As a result of this comprehensive program, parent, student and staff satisfaction is high (as indicated in the tables below).

In 2013, an external audit of the school’s discipline system was conducted. This Discipline Audit rated our school as high or outstanding in all areas assessed—Principal Leadership, Parent and Community Engagement, Data informed Decision Making, Clear and Consistent Expectations and Consequences for Behaviour and Explicit Teaching of Appropriate areas. Commendations on this report included having a positive school wide approach to managing student behaviour including the implementation of a playground peer mediation program (Peace Patrol), comprehensive data collection and comprehensive social skilling program. The Discipline Audit report is available on the school website.

Reducing the school's environmental footprint

In 2013, Year 6&7 students were involved in the ‘Cool Kids’ sustainability program. This project involved students monitoring the school’s energy usage and making recommendations on how to improve the school’s environmental footprint. Measures included restricting use of air conditioners, turning off lights and fans when leaving the room, providing water sprays to cool students down after breaks and restricted watering of school grounds.

In 2013, our school continued its recycling program. Yellow lidded bins are placed in every classroom and aluminium cans are collected and recycled through a community initiative.

We have a school vegetable garden that is managed by one of the classes and provides its goods to the tuckshop.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity kWh</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
<tr>
<td>2011-2012</td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
</tbody>
</table>

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2013 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>17</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>24</td>
<td>11</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>18</td>
</tr>
<tr>
<td>Graduate Diploma etc.</td>
<td>5</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
</tr>
</tbody>
</table>

* Teaching Staff includes School Leaders
** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $18 757.

The major professional development initiatives are as follows:

- Explicit Teaching workshops, coaching and mentoring programs.
- Literacy Teaching- Words their Way, STRIVE workshops, Australian Literacy Educators Association workshops (various reading, writing, spelling, vocabulary and speaking topics), Seven Steps to Writing
- Use of iPads to engage learning
- Differentiation for Students for whom English is a Second Language, Special Education students, Learning Support and Gifted and Talented students.

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>96%</td>
<td>97%</td>
</tr>
</tbody>
</table>
Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2013 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

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.
Performance of our students

Key student outcomes

### Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage). 91% 92% 93%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

### 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>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>89%</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart](image)

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.
Performance of our students

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.

A number of key initiatives were introduced in 2013 to lift student attendance rates and close the gap between indigenous and non-indigenous students' attendance rates. These included the use of a ticket system and end of term movie pass draws. This resulted in more than half of the students attending for more than 95% of the year and 79% attending for more than 90% of the school year (as per the tables above).

Rolls are marked twice a day. Late notes are provided after 9am for late arrivals. All students must report to the office if they are late to school or need an early departure.

Non-attenders and repeated late arrivals were followed up with a phone call and the usual Education Queensland Compulsory Education letters. In some cases, students were collected from their home to support parents who were having trouble getting their child to school.

Regular attendance will continue to be a focus in 2014 as student achievement outcomes will only improve with regular attendance.

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.

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/.

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Performance of our students

Achievement – Closing the Gap

According to the 2013 Closing the Gap report, Indigenous students at Andergrove SS have been making steady improvements in reducing the difference between indigenous and non-indigenous academic achievement.

- Year 3 students reduced the gap and out-performed non-indigenous students in Reading and reduced the gap by 27 mean points in Numeracy. There was a slight increase in gap from 2012 in Writing - 11 mean points.
- Year 5 indigenous students unfortunately didn’t perform as well as the previous year’s 2012 indigenous students. In 2012 the Year 5 indigenous students out-performed the non-indigenous students. The 2013 group had a significant gap in Reading and Numeracy.
- The 2013 Year 7 students reduced the gap compared to 2012. In Numeracy the gap was halved on the previous year’s results and there was a significant reduction in the gap for writing.

Attendance is also an area where steady improvements are being made. Attendance gap reduced from 7.5% in 2012 to 3.3%. This is the smallest gap since 2010.

The school average for retention of indigenous students from 2012 to 2013 was 86.8%. Year 4 into Year 5 and Year 5 into 6 had 100% retention.