

# Andergrove State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

This report will provide a 'snap shot' of our school's 2014 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.

### School progress towards its goals in 2014

The Annual Implementation Plan for 2014 listed ten school focus areas. The three main priorities were enhancing student outcomes in Literacy, Numeracy and attendance. By the end of 2014, there was demonstrated progress in most of these priority areas.

- In Literacy, improvements were made in Yr 3, 5, 7 NAPLAN Spelling, Grammar and Punctuation. Reading and Writing continue to be areas of concern and will be a focus for 2015.
- In Numeracy, improvements were made in Year 5 & 7 NAPLAN results. Significant improvements were also made in the number of Year 5 & 7 students who achieved in the Top Two Bands for NAPLAN numeracy. Year 3 Numeracy is an area to address in 2015.
- The gap between non-indigenous and indigenous student outcomes in Literacy and Numeracy continues to be an area to address in 2015.
- Enrolments - Year to Year progression and attendance rates remained similar to 2013. Attendance and retention will continue to be a focus for 2015.

### Future outlook

In 2015, these three areas will continue to be the focus areas. We aim to

1. motivate students to read,
2. enhance student thinking and reasoning ability in Math, and
3. lift attendance rates.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	363	173	190	89%
2013	348	165	183	95%
2014	349	169	180	92%

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 an ICSEA rating of 932 (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, single parent families to students in foster care or family care arrangements.

In 2014, 64 students (18%) were from an indigenous background while 14 students (0.04%) were from a Non-English speaking background originating from six different countries - Philippines, China, South Africa, New Zealand, India and Iran.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	21	19
Year 4 – Year 7 Primary	27	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	16	9	15
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	1
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

- **Step Up Into Education Playgroup and Pre-Prep program**

Through funding provided by the 'Step Up into Education' Program we are able to provide structured educational experiences for children from birth to 5 years old. The Playgroup program operates for the entire school year while the Pre-Prep withdrawal program operates in Semester Two only.

By the end of Term 1 in 2014, our Playgroup had become so popular that an additional session per week was introduced. It now operates twice a week for two hours. Playgroup Queensland has identified it is one of the largest and most successful Playgroups in Queensland.

- **iPad implementation throughout the school**

In 2014 we trialed a one-to-one iPad class, the only known iPad class in a Mackay state primary school. Through the enhanced learning opportunities and demonstrated student outcomes, the program will continue and be enhanced in 2015. In 2015, two iPad classes are planned.

In addition to the iPad class, iPads were purchased for each double teaching space to allow for greater differentiated learning to occur. Each double classroom area has six iPads to share. An additional pod is available for loan from the library. Our librarian has commenced using iPads to teach students how to publish multi-modal work samples.

- **School wide Positive Behaviour Program**

This positive behavior program is firmly embedded in all school and classroom management practices. To support students in achieving our school's expectations for behaviour, students participate in weekly discussions related to a specific school behavior expectation and participate in specific year level social skilling programs to practice and consolidate our school behavior expectations. Students who have difficulty meeting behaviour expectations are case managed to support behavior changes.

- **Annual Camp program**

Students in Year 5-7 were offered an opportunity to attend a school camp. In 2014 Year 5 students went to The Whitsundays and Year 6-7 students (and some Year 5 students) went on a camp to Sydney and Canberra. The Sydney and Canberra trip operates every second year and is planned again for 2016.

### Extra curricula activities

In 2014, Andergrove State School continued to offer a range of extra-curricular activities.

#### Academic

- University for you (UniFY) programs offered each term.
- Chess Club (including participation in the Mackay Chess Competition each term)
- Writing Extension groups for Year 5-7 (including participation in Whitsunday Voices Literature Festival activities)
- Science Days of Excellence for Year 5-7
- International Competitions and Assessments for Schools (ICAS) competitions

#### Sporting

- Sub District and District trials across a range of sports
- Interschool team sports in Rugby League and Netball
- Weekly Year 4-7 Inter-house sports rotations
- Annual Athletics carnival
- Year 1-3 Swimming program

#### Cultural

- NAIDOC and Harmony Day celebrations

- Instrumental Music Programs: strings plus woodwind, brass, percussion.
- Recorder Band
- Choir

### 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. 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.

Andergrove SS has a 30 desktop computer laboratory for whole classes to access and for the explicit teaching of ICT skills. Most Year 2-7 classes access this lab at least once a week and additionally to complete assessment items.

In addition to the computer lab, each double teaching space has access to a pod of six iPads for small group work including differentiated learning. Information and Communication Technologies are also used to provide extra-curricular extension learning opportunities for Math, Science and Writing for Year 5-7 students.

As mentioned previously, a one-to-one iPad class of 28 Year 5 students has been trialled in 2014. Due to its success, a new Year 5 class will operate in 2015 to increase the one-to-one program to two iPad classes. BYO devices will be trialled in 2015.

### Social Climate

Andergrove State School has a safe and supportive social climate due to its strong focus on positive behavior management processes and practices. To enhance the whole school practices, we access the services of a Guidance Officer, Learning Support Teacher, Special Education Teacher, English as a Second Language or Dialect teacher, various Advisory Visiting Teachers (AVTs) and a school chaplain. We also access other services and agencies outside the school (as required) to support students to make better behavior choices. A peer mediation program, 'Peace Patrol' operates in the Prep to Year 2 playground to support students to demonstrate appropriate playground behavior and decision-making processes.

Students at this school are encouraged to use the 'High 5' to manage any potential inter-personal issues. Students who have difficulty meeting behavior expectations are identified and case managed by the Principal or Deputy Principal with the support of the Justice and Equity Team (JET) and the child's caregiver.

Our impressive 2014 School Opinion Survey results illustrate the success of the Positive Behaviour Program.

School Opinion Survey items	PARENT Total agreement
S2002- My child feels safe at this school.	100% (48.1% strongly agree)
S2008- Teachers at this school treat students fairly	92.6% (40.7% strongly agree)
S2012- Student behaviour is well managed at this school.	96.3% (29.6% strongly agree)
S2001- My child likes being at this school.	96.3% (59.3% strongly agree)
S2035- This is a good school.	100% (46.2% strongly agree)

School Opinion Survey items	STUDENT Total agreement
S2037- I feel safe at this school.	95.5% (36% strongly agree)
S2041- Teachers at this school treat students fairly	96.6% (34.8% strongly agree)
S2044- Student behaviour is well managed at this school.	96.6% (37.1% strongly agree)
S2036- I like being at this school.	96.6% (41.6% strongly agree)
S2035- This is a good school.	96.6% (74.2% strongly agree)

Other School Opinion Survey items include:

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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	92%	100%	100%
this is a good school (S2035)	92%	97%	100%
their child likes being at this school* (S2001)	95%	88%	96%
their child feels safe at this school* (S2002)	95%	97%	100%
their child's learning needs are being met at this school* (S2003)	89%	100%	100%
their child is making good progress at this school* (S2004)	84%	97%	96%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	97%	96%
teachers at this school motivate their child to learn* (S2007)	89%	97%	93%
teachers at this school treat students fairly* (S2008)	89%	94%	93%
they can talk to their child's teachers about their concerns* (S2009)	92%	94%	96%
this school works with them to support their child's learning* (S2010)	89%	100%	100%
this school takes parents' opinions seriously* (S2011)	89%	94%	100%
student behaviour is well managed at this school* (S2012)	86%	100%	96%
this school looks for ways to improve* (S2013)	95%	100%	96%
this school is well maintained* (S2014)	97%	100%	96%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	95%	96%	97%
they like being at their school* (S2036)	96%	94%	97%
they feel safe at their school* (S2037)	98%	94%	96%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers motivate them to learn* (S2038)	100%	95%	100%
their teachers expect them to do their best* (S2039)	96%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	99%
teachers treat students fairly at their school* (S2041)	90%	96%	97%
they can talk to their teachers about their concerns* (S2042)	91%	95%	88%
their school takes students' opinions seriously* (S2043)	86%	94%	94%
student behaviour is well managed at their school* (S2044)	90%	92%	97%
their school looks for ways to improve* (S2045)	94%	98%	98%
their school is well maintained* (S2046)	100%	99%	100%
their school gives them opportunities to do interesting things* (S2047)	91%	95%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		97%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	97%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended

### Involving parents in their child's education

Caregivers are encouraged to be active participants in their child's education. Goal setting meetings are held twice a year to discuss the student's current progress and negotiate short term and long term goals. Learning goals are recorded in a Goal Setting booklet that transfers with the child from year to year.

Caregivers are encouraged to be involved in a range of school events and activities. Weekly parade is a great way to see and hear the 'good news' stories for the week and be reminded of upcoming events. Caregivers are invited to assist in classes with small group activities, art & craft activities and listening to reading each morning.

We have an active P&C that meets monthly to discuss and organise upcoming school events and fundraising activities, provide feedback on short and long term goals and strategic plans for the school and participate in a range of training opportunities.

Our Tuckshop and Breakfast Club are always seeking volunteers. Sometimes parent support is needed to transport small groups of students to extra-curricular activities such as regional academic and cultural competitions and sports trails or competitions.

Parent education sessions are offered each term. Topics vary according to survey response requests.

### Reducing the school's environmental footprint

In 2014, 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 or for student consumption.

Selected 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.

The increase in water consumption during the 2013-2014 time period was due to an undetected broken water pipe that was seeping water from below ground level. This broken pipe has since been fixed, therefore, a return to previous water consumption volumes is expected.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	234,013	1,883
2012-2013	212,487	1,918
2013-2014	187,930	3,819

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

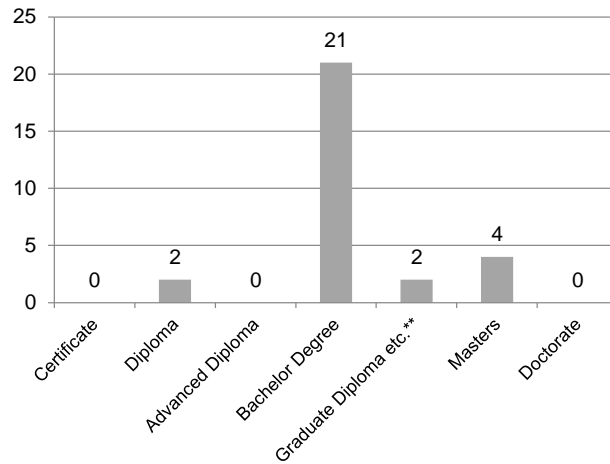
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	29	20	<5
Full-time equivalents	25	12	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	21
Graduate Diploma etc.**	2
Masters	4
Doctorate	0
<b>Total</b>	<b>29</b>



\*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 2014 were \$ 25 445.53

The major professional development initiatives are as follows:

- Collegial Coaching
- Numeracy: Problem- Solving
- Literacy: STRIVE, Seven Steps to Writing, Explicit Classroom Talk (Oral Language)
- Parent Education programs: 1,2,3 Magic Behaviour Management, Assisting your child to read and spell, Subscription to Parenting Ideas
- Using iPads to engage and differentiate learning

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

### 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 2014 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



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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

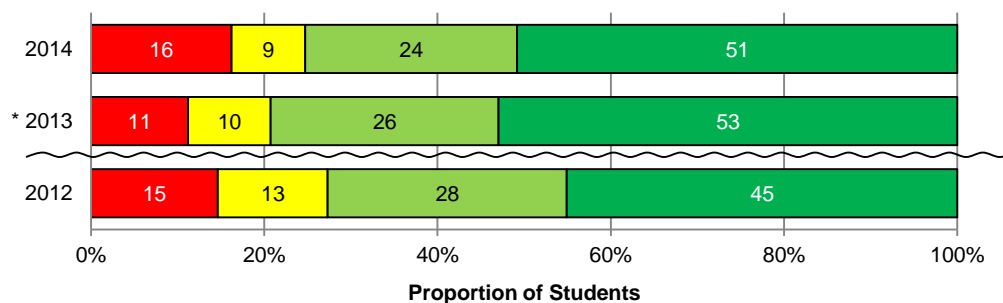
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	93%	92%	91%	92%	91%	91%					
2013	93%	94%	93%	94%	94%	94%	91%					
2014	91%	94%	93%	93%	94%	91%	93%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%    ■ 85% to <90%    ■ 90% to <95%    ■ 95% to 100%



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 implemented in 2014 to lift student attendance rates and close the gap between indigenous and non-indigenous students' attendance rates. 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.

An Attendance Officer was appointed in 2014 to contact families of non-attenders and repeat late arrivals. Staff inform the office of unexplained absences using absence slips. The Attendance Officer then phones the family to determine the reason for the absence and to see if any support is required to ensure the student's regular attendance. In some cases, students were collected from their home to support parents who were having trouble getting their child to school. The usual Education Queensland Compulsory Education letters were distributed as required for students who have attendance below 85%.

Regular attendance will continue to be a focus in 2015 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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### Achievement – Closing the Gap

After promising improvement to Indigenous NAPLAN outcomes in 2013, student outcomes in 2014 were not as positive as 2013. The mean score gap size increased in 2014 compared to 2013 in Year 3 for Reading, Writing and Numeracy, Year 5 Writing and Numeracy and Year 7 Writing and Numeracy. Compared to 2013 the mean score gap was reduced in Year 5 and Year 7 Reading.

The indigenous average attendance rate and gap size was similar to 2013. In 2014 Indigenous attendance was 89.7% while the non-indigenous rate was 93.1, therefore indicating a gap of 3.4%.

Closing the gap in indigenous student academic performance and attendance will continue to be a goal in 2015.