



Andergrove State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



Contact Information

Postal address:	PO Box 8289 Mount Pleasant Mackay 4740
Phone:	(07) 4998 9333
Fax:	(07) 4955 1058
Email:	principal@andergroves.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mrs Sandra Grant

School Overview

Andergrove State School first opened its doors in 1939 and in 2017 had enrolments of approximately 365 students. It is a school that is large enough to offer a range of educational programs and student services, small enough to care about individual children and their families. A school where every student counts and where every day counts.

Our school implements the philosophies and processes of a Positive Behaviour Learning (PBL) Program and therefore recognises the important link between safe, positive school environments, orderly classrooms and strong academic performance. Staff, students and their families work together to implement proactive and supportive strategies to encourage good behaviour that demonstrates our three school rules- Always be a Learner, Always be Respectful and Always be Safe. Through the explicit teaching of expected school behaviours, our students are encouraged to develop values of tolerance, understanding and personal responsibility.

Our Prep to Year 6 curriculum aims to provide students with essential literacy, numeracy, information communication technology (ICT) and citizenship skills that will be relevant and useful throughout their lives. We also operate an on-site weekly Playgroup and Get Set for Prep program to assist future students and their family to transition to formal schooling.

Andergrove State School is well resourced, spacious school. It is one of the few schools in the Mackay area to boast both a computer lab and a fully functional Science lab that has now transformed into our STEM room. This school has also embraced Information and Communication Technologies (ICTs) as a means to engage and differentiate learning. In addition to the Computer lab, each year level has access to a bank of iPads. In 2014 we trialled our first one to one iPad class instead of the usual laptop class. This program has now evolved into all Year 4-6 students being invited to 'Bring their own iPad device' (BYO-D).

Strong community links exist. Due to our community partnerships we are able to provide a free daily breakfast program and additional sports equipment for students to use during break times. School community events are held at least once a term. On-site before and after school care is available and provided by Camp Australia.

In summary, at Andergrove State School we believe a great school has students who are engaged in their learning, families who are actively interested in their child's schooling and staff who are committed to providing essential learning experiences.

Principal's Foreword

Introduction

This report will provide a 'snap shot' of our school's 2017 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 2017

In 2017 we continued our focus on improving Reading, Maths and attendance outcomes for students in our school. Our targets were 75% of students achieving a C or higher in English, 80% in Maths and 80% of students attending for at least 90% of the school year. We also had a target of no more than 13% of students having the poor attendance rate of less than 85%. The table below outlines our achievement towards these targets.

School Improvement Area	2017 result
English: C or higher	72.1%
Maths: C or higher	79.4%
Attendance 90% or higher	76.5%
Less than 85% attendance.	12%

Compared to 2016 outcomes in these target areas, there was a small improvement in English and Maths. The overall attendance outcomes were slightly below the previous year but was an improvement in the less than 85% category. All three areas will continue to be a focus in 2018.

Future Outlook

In 2018 our School Improvement Agenda aims to

- Increase the percentage of students who achieve a C or higher in English to 75%.
- Increase the percentage of students who achieve a C or higher in Maths to 80%.
- Increase the percentage of students who attend 90% or more of the school year to 80%
- Decrease the percentage of students who attend less than 85% of the school year to 13%.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	352	173	179	71	91%
2016	361	170	191	84	90%
2017	368	170	198	89	91%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Students who attended Andergrove State School generally lived within the suburb of Andergrove or our neighbouring suburbs of Beaconsfield and Slade Point. Our school had an ICSEA rating of 919 (national average is 1000) which indicated our school community has a lower socio education 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/ kinship arrangements.

In 2017, 89 students (24.2%) were from an indigenous background while seven students were from a non-English speaking background originating from three different countries - Philippines, Slovenia, Poland. 3.3% of the student population were students identified as requiring support for a disability.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	22	23
Year 4 – Year 6	27	24	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- The Australian Curriculum provided the direction for the delivery of English, Maths, Science, Humanities and Social Science (HASS), Health and Physical Education (HPE), Music and Dance (The Arts), Languages Other than English (LOTE) key learning areas. Japanese was the 'Language Other Than English' that was offered to our Year 5 and 6 students.
- Queensland's 'Essential Learning' curriculum was accessed for Drama, Visual Arts, Media Arts (The Arts) and Technology.

- Prep also accessed the Early Years Framework to address Social and Personal Learning and Active Learning Processes.
- Curriculum into the Classroom (C2C) was used as a resource to support the delivery of the Australian Curriculum.
- Our Pedagogical framework was mostly based upon evidence informed, effective practice as identified by John Hattie. Explicit instruction (gradual release model) was used for the teaching of new content and/or skills.

Co-curricular Activities

In 2017, Andergrove State School continued to offer a range of extra-curricular activities.

Academic

- Chess Club
- International Competitions and Assessments for Schools (ICAS) competitions
- Maths Club
- Life Education
- Coding of Sphero devices (as part of a Transition program with Pioneer SHS)

Sporting

- Sub District and District trials across a range of sports
- Interschool competitions in Rugby League and Netball
- Sports Gala Days
- Sporting School Program for break time activities
- Annual Athletics carnival
- Year 1-3 Swimming program
- Bike Education
- School Camp for Year 5& 6 students

Cultural

- Harmony Day celebrations
- Instrumental Music Programs: strings plus woodwind, brass, percussion.
- Twilight and Christmas concerts
- Recorder Band
- Choir

In addition to the above activities being offered to our primary school students, we also offered **Playgroup and Get Set for Prep programs**. These programs were offered to Mackay families with children aged from birth to five years old. The programs aim to prepare families for the transition to formal schooling as well as prepare schools for incoming Prep families and specific Prep students.

Playgroup was offered weekly for two hours per session (for each school week). The Get Set for Prep program was for children who were eligible for Prep the following year. This program operated weekly in Semester 2 for two hours each week.

How Information and Communication Technologies are used to Assist Learning

With the introduction of the Australian 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. Specialist ICT teachers provided classes with modelled lessons on how to use iPads and computer software to complete assessment tasks.

All classrooms have interactive data projectors or interactive whiteboards. Andergrove SS has two 30 desktop computer rooms for whole classes to access and for the explicit teaching of ICT skills. Year 2-7 classes accessed these computer rooms at least once a week and additionally to complete unit and assessment items. In addition to the computer lab, each teaching block had access to a pod of twelve iPads for small group work including differentiated learning.

One-to-one iPad classes existed for a Year 4, a Year 5 and a Year 6 class. In 2018. The option of BYO devices will be trialled for all Year 4-6 classes in 2018. 'Class Dojo' was trialled in some classes to provide electronic feedback to students and families about performance during the day.

Social Climate

Overview

Andergrove State School has a safe and supportive social climate due to its strong focus on Positive Behaviour Learning (PLB) management processes and practices. To enhance the whole school practices, we access the services of a Guidance Officer, Support Teacher: Literacy and Numeracy, Support Teacher: Behaviour Management, Special Education Teacher, Master Teacher, Head of Curriculum and various Advisory Visiting Teachers (AVTs) for disabilities. We also accessed other services and agencies outside the school (as required) to support students. A peer mediation program, 'Peace Patrol' operates in the Prep to Year 1 playground to support students to practise appropriate playground behaviour and decision-making processes.

Students at this school are encouraged to use the 'High 5' to manage any potential interpersonal issues. Students who have difficulty meeting behaviour 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 2017 School Opinion Survey results illustrate the success of the Positive Behaviour Program (refer School Opinion Survey results below).

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	96%	97%
this is a good school (S2035)	100%	92%	97%
their child likes being at this school* (S2001)	96%	100%	94%
their child feels safe at this school* (S2002)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	96%	96%	97%
their child is making good progress at this school* (S2004)	92%	96%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	92%	94%
teachers at this school motivate their child to learn* (S2007)	100%	96%	97%
teachers at this school treat students fairly* (S2008)	96%	88%	94%
they can talk to their child's teachers about their concerns* (S2009)	96%	92%	97%
this school works with them to support their child's learning* (S2010)	96%	92%	97%
this school takes parents' opinions seriously* (S2011)	90%	92%	94%
student behaviour is well managed at this school* (S2012)	91%	100%	91%
this school looks for ways to improve* (S2013)	100%	100%	97%
this school is well maintained* (S2014)	96%	100%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	97%	96%
they like being at their school* (S2036)	96%	97%	91%
they feel safe at their school* (S2037)	95%	100%	87%
their teachers motivate them to learn* (S2038)	100%	100%	97%
their teachers expect them to do their best* (S2039)	100%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	99%	100%	96%
teachers treat students fairly at their school* (S2041)	97%	94%	96%
they can talk to their teachers about their concerns* (S2042)	89%	95%	93%
their school takes students' opinions seriously* (S2043)	89%	94%	90%
student behaviour is well managed at their school* (S2044)	93%	98%	86%
their school looks for ways to improve* (S2045)	98%	98%	99%
their school is well maintained* (S2046)	98%	100%	97%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their school gives them opportunities to do interesting things* (S2047)	99%	98%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	97%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	94%	97%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	90%	96%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	97%	100%
student behaviour is well managed at their school (S2074)	100%	97%	100%
staff are well supported at their school (S2075)	97%	97%	100%
their school takes staff opinions seriously (S2076)	97%	97%	100%
their school looks for ways to improve (S2077)	100%	97%	100%
their school is well maintained (S2078)	100%	97%	97%
their school gives them opportunities to do interesting things (S2079)	100%	97%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Caregivers were encouraged to be active participants in their child's education. Goal setting meetings were held twice a year to discuss the student's current progress and negotiate short term and long term goals. Caregivers were encouraged to be involved in a range of school events and activities. Weekly parade was a great way to see and hear the 'good news' stories for the week and be reminded of upcoming events.

We have an active P&C that met 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. The newsletter and school Facebook page were two key tools used to communicate to the school community.

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 trials or competitions. Parents also volunteered to assist in community events such as Sports Day, Culture Day, discos and reward day activities.

Our strong community partnerships included Woolworths Andergrove who supported our daily Breakfast Program, Rebel Sports for sporting equipment, Mackay Child and Family Centre for Speech Therapy.

Our Playgroup is a member of the Playgroup Association and has welcomed a number of guest presenters on a range of topics including health and wellbeing and early literacy and numeracy skill development. Approximately 100 families from around Mackay have accessed our Playgroup program in 2017.

Andergrove State School also hosts the RATEP program which promotes and supports adult education through delivering TAFE and University courses. Local community groups used our facilities for training sessions throughout the year.

On enrolment, diverse needs of students were identified, discussed and planned for. New students were assessed to identify current reading and math abilities, the previous schools contacted and any other relevant documents and reports considered. Case management meetings were regularly held for students with complex behaviours to ensure targeted support programs were continually producing positive outcomes.

Respectful relationships programs

Our school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. It was mainly delivered through our weekly Positive Behaviour lessons and through our targeted HPE units that are delivered as part of the Health Curriculum. Our annual Culture Day celebrated our range of backgrounds and was one of the highlights within the school year.

Each year level also attended Life Education and the Year 5&6 students attended an additional Life Education session on relationships. Bravehearts community group visited the school to deliver their messages about being safe. The NED Show presentation addressed the core skills of resilient and bouncing back after adversity. Class activities followed up the messages delivered in these visiting programs.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	18	13	12
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

In 2017, our school continued its recycling program in some areas of the school. Yellow lidded bins were placed in every classroom. Year 4 students managed the collection of food scraps to be given to chickens and/or placed on a compost bin. Our school vegetable garden was managed by one of the classes.

Our water usage as indicated below was affected by a range of broken underground pipes causing excessive water loss. With these pipes and other leaking taps now replaced, this water usage should be reduced in 2018.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	224,152	2,154
2015-2016	208,392	2,093
2016-2017	214,326	2,482

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	34	23	<5
Full-time Equivalent	27	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	1
Bachelor degree	26
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$29 463.46.

The major professional development topics were as follows:

- The Australian Curriculum
- Teaching of Reading
- Teaching Of Mathematics
- Use of technology to engage students and differentiate learning
- Use of technology to complete assessment tasks
- Managing challenging behaviours
- Develop High Performance teams

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 77% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	94%	93%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

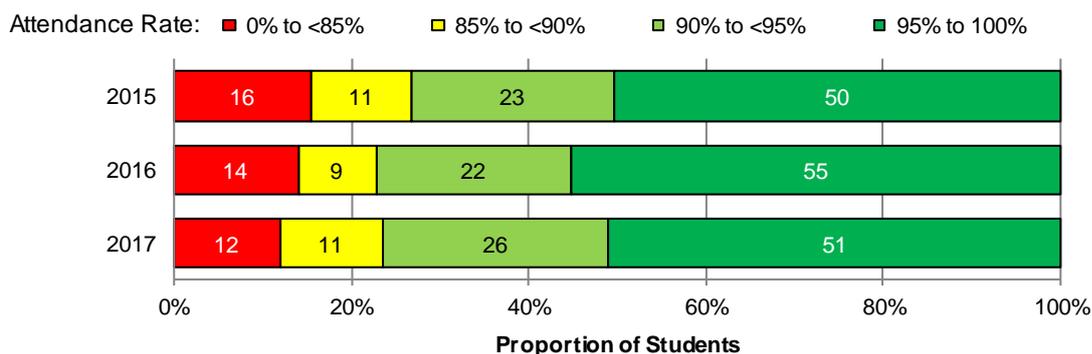
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	92%	93%	94%	91%	92%	93%						
2016	93%	93%	94%	93%	92%	94%	93%						
2017	94%	93%	93%	94%	93%	94%	92%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

A number of key initiatives were implemented in 2017 to lift student attendance rates and close the gap between indigenous and non-indigenous students' attendance rates. A new automated text message system, IdAttend, was implemented as a tool to enhance home-school communication in regards to attendance. Rolls were marked twice a day. Late notes were provided after 9am for late arrivals. All students reported to the office if they were late to school, or needed an early departure.

Rewards were given to students who attended 93% or higher for the term. Additional acknowledgement was given to students with 100% attendance for the term and classes who had the highest attendance for the week. Weekly class awards were given to the classes with the highest attendance. The community was kept informed about the weekly attendance rate through the newsletter and celebrated via the school signs, parade, newsletter and Facebook messages.

If a family did not respond to a text message, an Attendance Officer phoned 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, some were provided with lunches, uniforms or school supplies. Letters were distributed as required for students who have attendance below 85% and case management interviews held for students whose attendance was not improving.

Regular attendance will continue to be a focus in 2018 as student achievement outcomes will only improve with regular attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.