



# Avondale State School

# ANNUAL REPORT 2016

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

*Every student succeeding. State Schools Strategy 2016-2020*  
Department of Education and Training



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## School Overview

Avondale State School is situated 32km North of Bundaberg in a rural setting and provides education for Prep to Year 6 students. Currently two teachers and two teacher aides are employed. Students travel to school by bus from the rural homes, and by car or walk from the local village, which has a population of about 120 citizens. The school has an active Parents and Citizens Association supporting the school with resources and school activities. The local community is proud of the school and is interested in and supportive of school events.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

##### Introduction

It is with much pride that I present Avondale State School's 2016 School Annual Report. This report outlines important information about our school's organisation, curriculum offerings and the teaching and learning environment that characterises Avondale State School. It also provides details about staff qualifications and the key focus areas within the school. This School Annual Report will also discuss the procedures and strategies in response to our Explicit Learning Agenda at Avondale. The learning outcomes of Avondale students in literacy and numeracy can be accessed through the 'My School' website provided in this report. This report includes a short explanation on the school opinion surveys conducted in 2016, as well as an explanation of the role the school is taking to reduce our ecological footprint. If parents or families are unable to access this report from the internet, copies will be available at the school office.

##### School progress towards its goals in 2016

At Avondale State School we have moved towards goals as outlined in our 2015 Annual Implementation Plan. The implementation of the Australian Curriculum in Mathematics, Science, History and English has ensured that all classes are accessing the intended curriculum by engaging in quality teaching and learning through the utilisation and adaptation of Curriculum to Classroom (C2C) units of work to assist with classroom planning, teaching and assessment. The key priorities are outlined in the AIP are listed below.

Avondale State School continues its positive association with the North Bundaberg Cluster, including the feeder high school, Bundaberg North State High School. Avondale State School works closely with schools from the North Bundaberg Cluster to produce quality programs to enhance student learning. The North Cluster also plays an important role in our school as we work together to ensure that our Year 6 students enjoy a smooth transition to high school.

##### Future outlook

The key priorities identified in the 2016 Annual Implementation Plan include the North Coast's Region initiative and continued implementation of an Explicit Improvement Agenda to be fully embedded in all schools by the end of 2016. At Avondale State School, we work closely with North Bundaberg Cluster Schools to ensure that staff are working towards this common goal by providing professional development, support and moderation opportunities in all key areas.

Reading	<ul style="list-style-type: none"> <li>Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Reading Links</li> </ul> <p><b>Continue to embed a balanced reading program</b></p> <ul style="list-style-type: none"> <li>Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. <b>1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.</b></li> <li>Embed <b>comprehension strategies</b> e.g. Sheena Cameron, into the reading procedures</li> <li>Ensure the 5 aspects of reading are explicitly addressed i.e.: <b>1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World</b></li> <li>Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of <b>inference</b> e.g. QAR, Sheena Cameron Comprehension Strategies</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>Embed <b>Numeracy Rich Routines</b> that address key aspects of number as identified through NAPLAN and internal data sources e.g. PAT M.</li> <li>Utilise Essential Assessment Resource to devise individual maths plans in three major maths focus areas</li> <li>With PEAAC support and cluster opportunities (<b>Best Practice Networks</b>), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics</li> <li>Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.</li> <li>Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation</li> <li>Practice and deepen number facts</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>Analyse trends in attendance data at the whole school, class and individual student level.</li> <li>Implement both proactive and reactive strategies to increase student attendance to 95%</li> <li>Communicate and promote student attendance rates in the wider community</li> </ul>
Developing Performance Framework	<ul style="list-style-type: none"> <li>Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.</li> <li>Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers</li> <li>Implement processes to regularly monitor staff and personal wellbeing</li> </ul>
I4S	<ul style="list-style-type: none"> <li>Provide effective and efficient financial support to enable sustained school improvement</li> <li>Provide human and teaching resources to enhance the teaching of reading and numeracy</li> <li>develop a whole school approach to support the teaching of literacy across all learning areas</li> <li>revisit and refine the school pedagogical framework and embed it as the shared language of teaching and learning</li> </ul>
Australian Curriculum Priorities	<ul style="list-style-type: none"> <li>Embed English, Mathematics, Science, History &amp; Geography (National Curriculum) using the C2C resource, where appropriate, ensuring alignment with community expectations.</li> <li>Continue to align and embed Australian Curriculum in all settings.</li> <li>Using the North Coast Region: " A Guide to School Based Assessment Tools and Year Level Expectations" as a base guide develop school based Year Level Expectations in reading, numeracy and U2B</li> <li>Familiarise staff with the Digital Technologies- Australian Curriculum (coding)</li> </ul>
NAPLAN Strategy	<ul style="list-style-type: none"> <li>Complete a thorough interrogation of NAPLAN data</li> <li>Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in both numeracy and reading</li> <li>Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B</li> </ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	23	10	13		59%
<b>2015*</b>	26	11	15		95%
<b>2016</b>	20	4	16	3	62%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Avondale State School is a small rural township that boasts strong ties to the community. A few families own small acreage, and some of these families have seen previous generations pass through our school. We are proud to continue the strong relationships with these families through their attendance at school and community functions. Many families also work in Bundaberg, which is approximately 25 km away. Many of our families have 2 or more students attending our school and there is a small amount of families who have pre-prep students intending to enrol at Avondale over the next 1-3 years. Our Parents and Citizens Association pride themselves on the support they provide to our school through quality fundraising activities.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	23	23
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Multi-age/level – student role models and leadership, differentiation according to needs, static learning groups
- Daily reading and writing
- Pre-testing and post-testing for Maths/English
- Online programs and resources

### Co-curricular Activities

At Avondale, students are involved in a number of extra-curricular activities which are always well-supported by students, staff and families. Some of these include:

- Participation in athletic carnivals
- School Camps and excursions
- Community events – ANZAC Day celebration
- Daniel Morcombe/ Friendship programs – supported by our Chaplain
- Values lessons – supported by our Chaplain
- Local art exhibitions/Live Shows
- Gardening Program

### How Information and Communication Technologies are used to Assist Learning

A range of Information and Communication Technologies are used at Avondale State School to assist in student learning. These include online curriculum-based programs such as Mathletics and Reading Eggs. Teachers also use a range of ICTs in the delivery of their lessons as well as ensuring the students have a level of competency with the understanding of and use of these ICTs. Laptops and iPads are situated in the classroom, to be used at students' desks. The classroom is equipped with interactive whiteboards and are used on a daily basis. Students are encouraged to achieve a high level of computer skills that allow them to work within the technological age that we are currently faced with. Students are given the opportunity to produce work that incorporates all facets of computer technology including word processing, PowerPoint presentations and work samples using the publisher program. All machines are connected to both the internet and the school network which gives a level of freedom to the students as they can access their documents at any machine within the school network.

## Social Climate

### Overview

Avondale State School has a positive relationship with the P&C Committee and a small number of families are involved in the monthly P&C meetings, working bees and various fundraising activities. Students are involved in values lessons supported by our school Chaplain and during these lessons, students are encouraged to be responsible for their own learning and behaviour choices. Our Chaplain is a vital part of the school community and provides support to students, families and staff. Our Chaplain visits our school once a week

and also provides some of the necessary items for Breakfast Club, which is run by volunteers. At Avondale, we encourage volunteers to work with us in our school and we have a small group of volunteers that include community members and parents.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school* (S2001)	100%	DW	100%
their child feels safe at this school* (S2002)	100%	DW	100%
their child's learning needs are being met at this school* (S2003)	100%	DW	89%
their child is making good progress at this school* (S2004)	100%	DW	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	89%
teachers at this school motivate their child to learn* (S2007)	100%	DW	89%
teachers at this school treat students fairly* (S2008)	100%	DW	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
this school works with them to support their child's learning* (S2010)	100%	DW	100%
this school takes parents' opinions seriously* (S2011)	100%	DW	100%
student behaviour is well managed at this school* (S2012)	100%	DW	89%
this school looks for ways to improve* (S2013)	100%	DW	100%
this school is well maintained* (S2014)	100%	DW	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	88%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	83%	88%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	88%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	75%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their school is well maintained* (S2046)	100%	88%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	88%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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

Parents play an active role in various aspects of their children's journey through Avondale State School. Homework in all classes involves the students reading to an adult, and this being signed off by families. Sight words and spelling are also encouraged to be practised at home. Avondale State School continues to build proactive partnerships between the school, parents and the wider community. There are many ways in which parents are welcomed into the school both informally as well as formally. Informal participation includes attendance at cultural and sporting events, helping in the tuckshop or at Breakfast Club, as well as being invited to attend parades where their child may be receiving an award or recognition of some kind. More formal avenues for participation include becoming members of the Parents and Citizens Association. Within all areas of the school, parents are also provided with opportunities to inform school decision making by assisting with the framing of submissions and by providing feedback on school policies.

Parents assist in other school celebrations such as under 8s day, school discos, project club activities and ANZAC Day activities. Parents are also involved in consultation with teachers and the Principal for the identification of and planning for learning and behavior needs.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs focus on personal safety and awareness, including





identifying and responding to abuse and violence and develop student's knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The main vehicles for this content have been the Daniel Morcombe Curriculum Plans and PBL.

## 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	2	1	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Staff and students at Avondale have focussed on reducing the school's environmental footprint by ensuring that all stakeholders are aware of the changes that need to be made in our setting to make sure that our students understand the need to think about, and care for our environment. The table below shows the effort that has been made to reduce power consumption by practising responsible use of electricity. In 2015, solar lights were installed in classrooms and the library in an effort to further reduce our environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	8,933	0
2014-2015	15,022	
2015-2016	10,640	

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time Equivalents	2	2	0

#### Qualification of all teachers

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

\*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 2016 were \$6875.00.

The major professional development initiatives are as follows:

- Literacy Leaders
- Principal Meetings
- Literacy & Maths development
- First Aid

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	93%	94%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW		95%

\*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 2016 for all Queensland Primary schools was 93%.

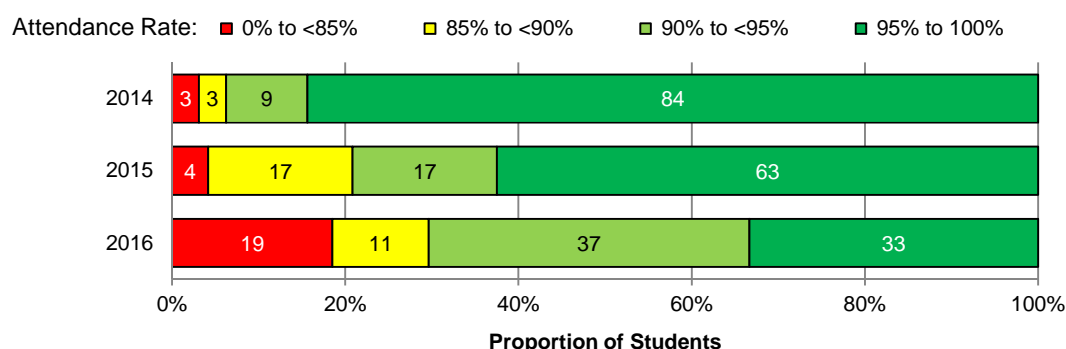
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	95%	97%	97%	96%	97%	97%						
2015	DW	95%	89%	97%	95%	93%	97%						
2016	91%	DW	88%	89%	93%	94%	96%						

\*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 DET 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.

At Avondale State School, we adopt the policy that 'Every Day Counts'. If a student is away with an unexplained absence, a note or telephone call is required by caregivers. That is then recorded on the school system. If absences are occurring consistently, a formal letter is then sent home to families from the principal, with the parents being asked to attend an interview. Classroom rolls are marked twice daily at 9:00am and 2:00pm by classroom teachers. The One School 'Dashboard' provides the school with extensive information on student attendance and is used to inform future strategies associated with student absence. If a student is absent and parents have not informed the school, an SMS message is sent by mobile phone to parents, requesting clarification for the child's absence. Another message is sent approximately every hour thereafter, until a return message is received from parents. Each term, students receive a certificate if their attendance is above 95%, with students reaching 100% attendance receiving a certificate and voucher. An annual award is also distributed to the student with the highest attendance rate for the entire year.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 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.