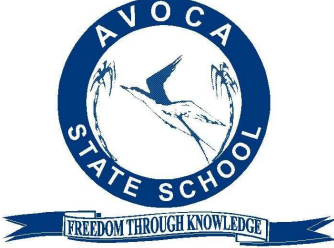


QUEENSLAND STATE SCHOOL REPORTING - 2010

Avoca State School (1901)

| | | |
|---|----------------|--|
|  | Postal address | PO Box 5636 Bundaberg West QLD 4670 |
| | Phone | (07) 4150 0444 |
| | Fax | (07) 4150 0400 |
| | Email | the.principal@avocass.eq.edu.au |
| | Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site . |
| | Contact Person | Principal |

Principal's foreword

Introduction

I am delighted to present the Avoca State School Annual Report for 2010 to parents of our school and to the wider community. This report outlines important information about our school's organisation, curriculum offerings and the teaching and learning environment that characterises Avoca State School. It also provides details about staff qualifications and the key focus areas of professional development undertaken in 2010. The learning outcomes of Avoca students in literacy and numeracy are detailed with reference to the Year 2 Diagnostic Net and to the National Assessment Program for Literacy and Numeracy (NAPLAN) tests. The report also includes a brief summary of the levels of parent and student satisfaction with Avoca State School and the particular way our school adds value to its stakeholders.

I commend this report to you and I would be happy to elaborate more fully on any aspect contained within it.

Brian Ralph
Principal

School progress towards its goals in 2010

Learning outcomes in 2010 for Year 2 students were excellent. Writing results were similar to the state average but results in Reading and Numeracy were significantly above the State average.

The results of the 2010 NAPLAN testing program for Year 3, 5 and 7 students indicated that the achievement of The National Minimum Standards of Avoca students in literacy and numeracy matched the National Average in 13 out of 15 domains. The average score in literacy and numeracy in Year 3, 5 and 7 in the NAPLAN tests were similar to those of 2009 and a little below the National Average.

The school had its Quadrennial School Review in 2010 which resulted in the development of the Avoca State School Strategic Plan 2011 – 2014. The school also undertook a Teaching and Learning Audit in 2010 which resulted in the school being identified as one of the best in the state. Avoca received 5 *High* ratings in how we analyse student data; how we promote learning; the expertness of our teaching team; how we differentiate classroom learning; and our effective teaching strategies. We received two *Outstanding* ratings in the areas of our explicit improvement agenda and how we target school resources to benefit student learning.

A major facilities upgrade took place at Avoca in 2010. As part of the Building the Education Revolution funding, a new Library Resource Centre and Multipurpose Hall were built. We also redeveloped our Prep play area. Under the Queensland Government's State Schools of Tomorrow Scheme, we were able to refurbish nearly all of our classrooms to include new furniture, painting, carpets and internet connectivity. In 2010 we also completed the air conditioning of all classrooms.

Future outlook

In 2011 our focus will be to commence the implementation of the Avoca State School Strategic Plan 2011 – 2014. This plan will focus on five key driver for school policy making and achievement:

Build positive relationships

Relentlessly focus on improving learning outcomes

Continuously improve the skills of staff

Ensure learning is engaging and inclusive

Provide the best possible learning and working environment

The transition to the National Curriculum will be a key focus in 2011. The Head of Curriculum has worked with teachers to develop a comprehensive transition plan to move successfully from the Queensland Studies Authority curriculum to the new National Curriculum when it commences in 2012.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year 7

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2010 – Nov 2010) |
|-----------------|-------|------|--|
| 524 | 269 | 255 | 85% |

Characteristics of the student body:

Students at Avoca have a range of abilities and come from a range of cultural, ethnic and religious backgrounds. This diversity presents both challenges and great opportunities. Our key focus at Avoca is to structure teaching and learning opportunities to cater for the needs of all of our students.

Class sizes – Proportion of school classes achieving class size targets in 2010

| Phase | Average Class Size | Percentage of classes in the school | | | |
|-------------------|--------------------|-------------------------------------|--------------|-----------|-------------|
| | | On or under target | Under Target | On Target | Over Target |
| Prep – Year 3 | 22 | 100% | 90% | 10% | 0% |
| Year 4 – Year 10 | 24 | 100% | 100% | 0% | 0% |
| Year 11 – Year 12 | | | | | |
| All Classes | 23 | 100% | 95% | 5% | 0% |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 37 |
| Long Suspensions - 6 to 20 days | 4 |
| Exclusions | 0 |
| Cancellations of Enrolment | 0 |

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- Differentiation is a key focus for teachers in ensuring each student's learning needs are recognised and catered for.
- Curriculum is based upon the Key Learning Areas (KLA's) and is organized in three stages across the school: Junior (Prep – Year 3); Middle (Years 4, 5); and Senior (Years 6,7)
- The Early Years Curriculum implemented in the Preparatory Year in 2009 was imbedded in all Year 1-3 classrooms in 2010

The curriculum is delivered in single KLA or in integrated KLA units and in focused lessons relating to a particular KLA

Extra curricula activities

- Instrumental Music
- Choir
- Multimedia Group
- Talented and Gifted (TAG) groups
- Interschool sport
- Student Council
- School Camps

How Information and Communication Technologies are used to assist learning:

Building computer skills in students and integrating computers fully into the curriculum are key imperatives for staff at Avoca. Students are encouraged to achieve computer skills that allow them to be certified at various levels ranging from the *Apprentice* level up to the very advanced *Master* level. The integration of computers into curriculum plans is a mandated planning requirement at Avoca. Teachers work collaboratively to embed ICT's into planning and assessment. A program of professional development is accessed by all teachers to improve their ICT skills. A teacher with an ICT Pedagogical Licence oversees this professional development program. In 2010 all classrooms were wired for interactive whiteboards and wireless connectivity. In 2011, interactive data projectors will be purchased for most classrooms and a mobile laptop laboratory will be available to teachers.

Social climate

The social climate of Avoca State School is very positive and is underpinned by the values of responsibility, honesty, diligence, teamwork, respect and relationships. Staff are committed to building quality relationships with students and parents and to providing safe and engaging learning environments for all children. The collaboratively developed Avoca Responsible Behaviour Plan for Students continues to provide a framework to develop positively self-managing students. The school chaplain provides pastoral care for students and supports staff in helping students deal with any issues or concerns they may have.

Our school at a glance

Parent, student and teacher satisfaction with the school

Approximately 90.2% of students believe that they are getting a good education at Avoca which is above the State and Like Schools average. Parents express very positive views about the school. Approximately 89% of parents believe their children are getting a good education at the school and 96% believe that their children are happy to go to school at Avoca. These results from parents are significantly above the State average and are indicative of the strong and positive parent relationships that exists at Avoca.

Staff at Avoca make a wonderful contribution to the school. The overall level of staff satisfaction is significantly above the State average. There is a strong consensus amongst students, parents and staff that Avoca State School is a great place to work and learn.

| Performance measure | Result 2010 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school | 92% |
| Percentage of students satisfied that they are getting a good education at school | 92% |
| Percentage of parents/caregivers satisfied with their child's school | 88% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 89% |
| Percentage of staff members satisfied with morale in the school | 89% |

Involving parents in their child's education.

One of the great strengths of Avoca State School is the partnership between the school and parents and community members. There are many informal ways parents involve themselves in the school such as attending cultural and sporting events, helping in the classroom and being a tuckshop helper. More formal avenues include attending or being on the executive of the Parents and Citizens Association. Parents are also provided with opportunities to inform school decision making by assisting with the framing of funding submissions and by providing feedback on school policies. Once again, in 2010, the Avoca P & C Association provided excellent support to the school assisting with the installation of air-conditioners to Prep classrooms.

Our school at a glance

Reducing the school's environmental footprint

The school installed a 4Kw bank of solar generators in 2010. We have also implemented extensive water saving measures in our toilets and drink troughs. Our new multipurpose hall includes a large rainwater tank. In 2011 the school will develop and implement the Avoca School Environmental Management Plan with a focus on reducing power and water consumption and minimising waste.

| Year | Total | Electricity | Sewerage | Waste | Water | Gas | Other | Electricity KwH | WaterKL | GasMJ |
|-------------------------------|----------|-------------|----------|-------|---------|-----|----------|--------------------|---------|-------|
| 2010 | \$29,701 | \$16,636 | \$0 | \$0 | \$1,379 | \$0 | \$11,686 | 101,743 | 652 | 0 |
| 2009 | \$29,701 | \$16,636 | \$0 | \$0 | \$1,379 | \$0 | \$11,686 | 101,743 | 652 | 0 |
| % change 2009 - 2010 | 0% | 0% | N/A | N/A | 0% | N/A | 0% | 0% | 0% | N/A |

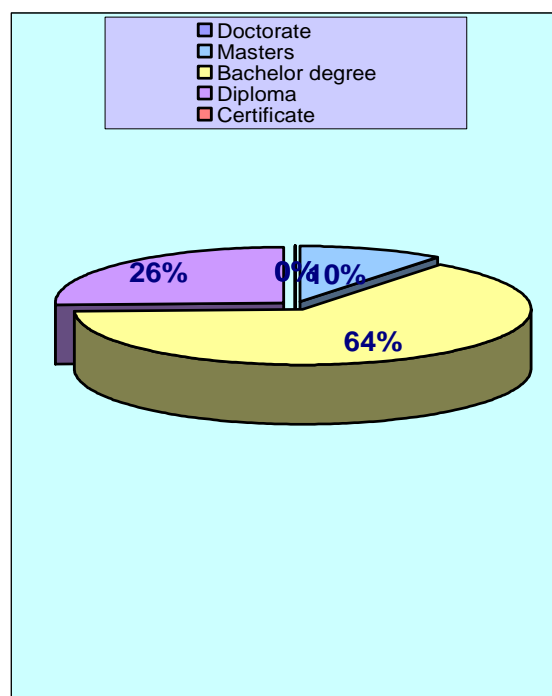
Our staff profile

Staff composition, including Indigenous Staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 39 | 16 | <5 |
| Full-time equivalents | 32 | 11 | <5 |

Qualifications of all teachers.

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 4 |
| Bachelor degree | 25 |
| Diploma | 10 |
| Certificate | 0 |



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$16965

The major professional development initiatives are as follows:

- Literacy Professional Development
- Queensland Curriculum, Assessment and Reporting Framework Workshops
- English Syllabus implementation
- Science (Primary Connections)
- Mathematics Syllabus implementation
- Gifted and Talented Policy implementation
- Choice Theory
- Learning Style Theory
- Communication Skills
- Early Years Curriculum
- Integrated Curriculum Planning
- Special Needs and Intervention
- Information and Communication Technology
- Attendance at state and national educational conferences

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 93%.

Student attendance for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 92% | 91% | 94% | 93% | 92% | 92% | 94% | | | | | |

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. Teachers mark attendance roll twice each day at 9.00 am and 1.45pm. Parents are contacted by phone, email or in person to outline reasons for any unexplained absences.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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 whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Avoca staff have made concerted efforts to cater for the particular needs of Indigenous students. As a result of these efforts there was no achievement gap between Indigenous and Non-Indigenous students in Reading, Writing and Mathematics in 2010.