

Gaven State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome to Gaven State School's Annual Report for 2014. This report outlines this school's achievements and progress towards our goals for 2014, as well as our goals for the future to improve student performance. It also contains our school profile, the curriculum program and extra-curricular activities undertaken by staff and students, the satisfaction levels of parents, students and staff within our school community, our staff profile and the performance of our students.

Gaven State School is committed to providing quality educational experiences that are connected to real life and have a futures perspective through a supportive and creative environment. We believe that the values and desires of our families have been captured through significant consultation processes in 2009 and 2012 and reflected in the goals and aspirations for our school. The feeling of community and the productive partnerships engendered between the school and our community is of primary importance to the education of our students. Our aim is to continue to provide a seamless education from Prep to Year 12 working in partnership with our local high schools in Pacific Pines and Helensvale State High Schools, the implementation of the Australian Curriculum in English, Mathematics, Science and History, as well as integrating units of work across the other Key Learning Areas.

We believe that by providing state of the art technology resources and instruction, we are equipping our students to be active and informed citizens, who are well-prepared for their future endeavours.

School progress towards its goals in 2014

Implementation of Australian Curriculum

At Gaven State School we have implemented the Australian Curriculum in the areas of English, Mathematics, Science, History and Geography.

The Gaven Way to Literacy

Our results over the past 6 years have indicated improvement levels which are above the National rate of improvement. This is a wonderful endorsement of the school's programs and the skills of our teachers. Our school continues to see Reading as a major area of focus. The implementation of a school program in Reading and the implementation of Guided Reading across the school using Teachers, Teacher Aides and Specialist Teachers have seen a major improvement in Literacy Levels.

Focus on Top 2 Bands

The school has implemented a number of strategies to extend the learning of our more capable students and this is a major area of focus in our NAPLAN Strategy.

Coaching/Supervision (Reading/Goal Setting)

Our Head of Curriculum and our Literacy Coach have been involved in supporting teachers with their reading programs. This has involved demonstration lessons as well as giving teachers feedback on their programs and lessons. The Administration Team have also been involved in the supervision of teachers and providing feedback on performance.

“The Gaven Way” – Pedagogical Framework/“Differentiation”.

The Gaven Way and Pedagogical Framework have been implemented. All teachers are required to teach using a common methodology and language. All teachers complete a differentiation planner for their units of work.

Mathematics Program

Through the implementation of the Australian Curriculum, along with professional learning for teachers, student results have continued to improve in Mathematics.

Data Based Decision Making

Through Year Level Data Meetings, planning days and moderation processes, data and targets are utilised to differentiate teaching for students and improve the learning outcomes for students.

Implementation of the Responsible Behaviour Plan

The plan was implemented in 2012 and has been reviewed yearly since that time. The plan has been highly effective in reducing irresponsible behaviour and for encouraging students to take responsibility for their own behaviour.

Student Attendance

Strategies have been put in place to increase the attendance rates of students. In particular, activities centred on last days of term and follow up letters to families have seen the rate of attendance increase.

Development of leadership capabilities within school staff.

Performance plans were completed for all Administrative and Teaching staff in 2014. Our leadership team continued with specific leadership roles being undertaken within the school and a program of professional learning in leadership undertaken, which included the “Fierce Conversations Course”.

Future outlook

The vision, values and major priorities for our school as contained in the 2015 Annual Improvement Plan are as follows:

Our School Vision:

“To make a positive difference for each and every child, each and every day.”

Pride, Respect, Learning

Our School Values:

In our School we value:

- People and their ideas
- Quality Curriculum Programs
- Teamwork
- Commitment
- Supportive School Environment

2015 Strategic Objectives:

- Implement “The Gaven Way” including the Pedagogical Framework and “Differentiation Planners”.
- Implement the “The Gaven Way” in Literacy and Numeracy with a focus on:
 - Student reading outcomes particularly in years P-5.
 - Student writing including spelling vocabulary particularly in P-3.
 - Student numeracy outcomes particularly in Years 5-7.
- Increase the number of students in the top 2 bands (NAPLAN).
- Implementation of the Responsible Behaviour Plan.
- Implementation of the Gaven “Coaching model” / “Walk Throughs”
- The creation of a connected learning community within a digital culture. (ICT/ ipads/Bring Your Own Device (BOYD))
- Implementation of the Closing the Gap Strategy – focus on Aboriginal and Torres Strait Islander Students.
- A continued focus on School/Home Partnerships and goal setting for students.
- Improved Student Attendance rates.
- The continued Promotion and Marketing of our school.
- Implementation of the School Values Program.
- Development of leadership capabilities within school staff.
- The use of responsible environmental practices eg reducing paper usage.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	573	275	298	93%
2013	594	283	311	94%
2014	616	294	322	95%

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

Characteristics of the student body:

The community around Gaven SS would be characterised as being in the lower to middle socio-economic range. Approximately 60% of the population is employed in the areas of: trades, clerical, sales, labourers and machine operators. 56% of people in the area are in the 15-54 year age range. We have a multicultural clientele with about 14% of the population from New Zealand and 2% from England (5% other countries). 2.8% of the population identify as being of Aboriginal or Torres Strait Islander background. Most students have access to computers and the school is focussed on digital communication with parents.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	23	24
Year 4 – Year 7 Primary	23	24	27
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	13	17	17
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] 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

Teachers from every year level have developed units of work based on the Australian Curriculum in English, Mathematics, Science, History and Geography. All other programs are taught as integrated units and are based on the Queensland Essential Learnings program. All units have a major technology focus.

In addition, each class follows a whole school Literacy and Numeracy Basics Program. Our focus for 2014 was Reading and every classroom was expected to have a guided reading program for students incorporating the services of specialist support teachers and teacher aides.

Culmination Days occur 4 times per year, at the end of each term. Parents and friends are encouraged to come to the school to participate in a showcase of the achievements of children during the term. This is an ideal opportunity for parents to monitor the effectiveness of our approach to education and the extent to which students have been engaged.

Gaven State School recognises the value of sport and encourages all students to participate in the range of physical activities available to students. The fostering of sporting activity has contributed significantly to the successes of our sporting teams and individuals. In 2014 Gaven State School became the first primary school in Queensland to offer an AFL Excellence Program. The prototype used at Gaven has become the model for other AFL Excellence schools in South-East Queensland.

A Values Program has been implemented across the school based on the Values for Australian Schooling. Aspects of this program are reinforced on Junior and Senior Assemblies and through classroom based instruction.

The school also has a number of intervention programs targeted at the specific academic and social emotional needs of students. These programs have been highly successful in improving the outcomes of students across a broad range of target groups.

Extra curricula activities

The following extra-curricular activities have been undertaken at Gaven State School in 2014:

- Camps – Year 4 Numinbah Valley; Year 5 – Currumbin Farm; Year 6 – Tallebudgera; Year 7 – Runaway Bay Sports Centre.
- AB Paterson Public Speaking Competition.
- Gold Coast Readers' Cup.
- Premier's Reading Challenge.
- Japanese Speaking Competition.
- Life Education and Relationships Education (Year 7).
- Anzac Day Ceremony.
- Cross Country, Athletics and Swimming Carnivals.
- Gaven State School Art Show and Artist in Residence Program.
- Instrumental Music Program.
- Wipe Out Waste.
- Waterwise Program
- Christmas Concert
- Interschool Sport
- AFL Excellence Program

How Information and Communication Technologies are used to assist learning

At Gaven State School, each unit of work which is undertaken by students contains a Technology focus. The use of Information and Communication Technologies is integrated into the everyday learning experiences of our students. The implementation of the Australian Curriculum has required an even greater focus in this area through the use of such platforms as Ed Studio, YouTube, and the Learning Place.

To enable this focus, the school has two Computer Laboratories. Interactive Whiteboards and a number of computers are located in every classroom. All computers are networked to enable access to both the school's server and the internet to support students in their learning. The school also has a large number of ipads and these are available throughout the school along with a wireless network. Students will be able to bring their own devices (BYOD) into the classroom to supplement the schools own ipads.

All students are required to have an Internet Agreement signed by themselves and their parents to enable access to the World Wide Web. An Information and Communication Technology Teacher has been employed 3 days per week to support the students in the achievement of technology outcomes.

The school has also embedded the "Mathletics" Program within our curriculum and this has been an excellent motivator for students to improve their mathematical skills. 2014 also saw the continuation of the "Project 600" Program, which has seen many groups of children from across the school actively engaged in on-line learning.

Social Climate

Our Responsible Behaviour Plan was implemented in 2012 based on extensive consultation within the school community. The focus of the plan is teaching students to be self-disciplined and is premised on the "You Own Your Own Behaviour" (YOYOB) notion and the "Choice Theory" philosophy. Students are taught about the "Smooth and Bumpy Road" and are encouraged to make responsible choices. We have a strong focus on anti-bullying and anti-violent behaviour and with the support of our community; this focus has had major success. There is no tolerance for these sorts of behaviours and strong consequences are applied. The plan has been regularly reviewed to ensure its effectiveness.

The Student Council is a pro-active group highly involved in environmental issues and student welfare. A variety of activities including discos, dress-up days and team activities are promoted throughout the course of the year. Programs focusing on the development of student leadership and responsibility for self, continued to be delivered in 2014 across the student population, with the Values Program being effectively implemented during the course of the year.

With respect to the School Opinion Survey, parents, student and staff satisfaction levels continue to be high. These percentages are consistent with or above other schools across the state.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	88%	100%	89%
this is a good school (S2035)	88%	100%	93%
their child likes being at this school* (S2001)	96%	96%	96%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	85%	100%	86%
their child is making good progress at this school* (S2004)	88%	96%	89%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	87%	96%
teachers at this school motivate their child to learn* (S2007)	92%	91%	100%
teachers at this school treat students fairly* (S2008)	96%	96%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	91%	100%
this school works with them to support their child's learning* (S2010)	85%	100%	93%
this school takes parents' opinions seriously* (S2011)	88%	100%	89%
student behaviour is well managed at this school* (S2012)	81%	96%	93%
this school looks for ways to improve* (S2013)	96%	100%	96%
this school is well maintained* (S2014)	88%	100%	93%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	98%	92%
they like being at their school* (S2036)	88%	96%	91%
they feel safe at their school* (S2037)	93%	95%	88%
their teachers motivate them to learn* (S2038)	94%	96%	95%
their teachers expect them to do their best* (S2039)	100%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	97%	88%
teachers treat students fairly at their school* (S2041)	90%	92%	83%
they can talk to their teachers about their concerns* (S2042)	81%	94%	84%
their school takes students' opinions seriously* (S2043)	91%	92%	79%
student behaviour is well managed at their school* (S2044)	91%	89%	74%
their school looks for ways to improve* (S2045)	98%	98%	91%
their school is well maintained* (S2046)	89%	97%	86%
their school gives them opportunities to do interesting things* (S2047)	95%	94%	87%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	100%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		93%	93%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		98%	100%
student behaviour is well managed at their school (S2074)		98%	100%
staff are well supported at their school (S2075)		96%	95%
their school takes staff opinions seriously (S2076)		96%	95%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		98%	100%
their school gives them opportunities to do interesting things (S2079)		93%	95%

* 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.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Gaven State School reports formally twice each year to the parent community taking the form of written reports and interviews. Culmination days are held at the end of terms 1, 2, 3 and 4. Other interviews are arranged at the convenience of parents and teachers. Partnerships between home and school are encouraged through:

- Fortnightly Parent Newsletter (emailed)
- Emails to parents
- Facebook page
- Q Schools App
- P & C contribution to the newsletter
- Community Advertising
- Community Notice board
- Parent-Teacher evenings early in the school year
- Term 1 Parent/Teacher/Student Interviews (Goal setting)
- Formal written reports at the end of each semester
- Presentations at school assemblies
- Sports Days

Reducing the school's environmental footprint

The school has installed several water and power saving devices over the past few years. These have included the installation of water flow restrictors, energy saving light bulbs, solar panels on the roof of the administration block and rainwater tanks beside each of the toilet blocks in the school. The hall and Media Centre were designed to be energy efficient in terms of building materials and water tanks. The building of the Hall and Media Centre occurred in the 2010 -2011 financial year and hence the increase in consumption associated with this building project. The school is very environmentally friendly with many environmental units built into our curriculum, tree planting days and all classes are encouraged to turn lights off in their classrooms whenever possible, but especially when they leave the classroom.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	144,144	1,526
2012-2013	138,487	1,295
2013-2014	137,823	1,919

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.

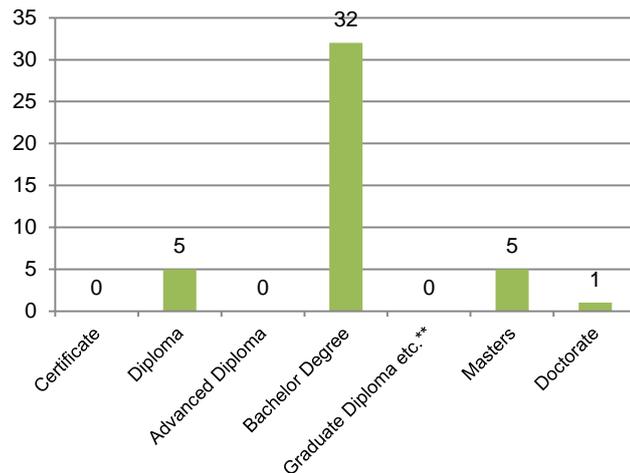
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	27	<5
Full-time equivalents	36	21	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.**	0
Masters	5
Doctorate	1
Total	43



*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 \$44,422

The major professional development initiatives are as follows:

January Student Free Days

- Gaven SS Whole School Practices 2014
- Strive Program
- Student Resource Scheme for 2014
- Class Data/Basics Program/Differentiation Planners
- Using Ipads in the Classroom

Afternoon Professional Learning Sessions (5 x 2 hours)

- 7 Steps to Writing
- Australian Curriculum and Whole School Expectations
- Deprivatisation – The Tuning Protocol
- Mathematics – Differentiated Teaching and Learning
- Pedagogy – Using Apps to create a Multi-media Presentation

October Student Free Day

- NAPLAN Analysis
- Reading/Coaching Session – Video Analysis of 2 Teachers' Reading Lessons
- Development of a "Reading Bite".

Ongoing Professional Learning

- Data meetings with Administration Team
- Collegial Coaching/Supervision and Feedback focussed on Reading Practices
- Induction Program for new staff
- STRIVE Training

Leadership Capabilities Team

- Fierce Conversations Training
- Trained as Mentors for Developing Performance Framework

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%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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%	93%

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

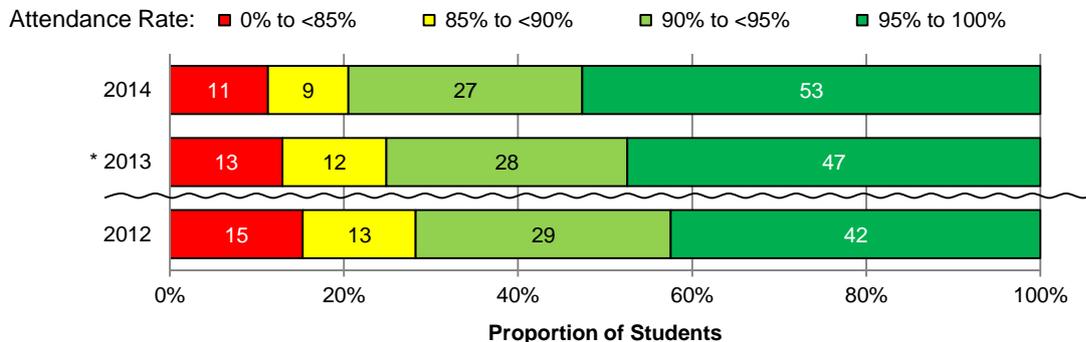
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	93%	93%	92%	92%	91%	91%	89%
2013	94%	93%	93%	94%	92%	91%	90%
2014	94%	95%	94%	94%	93%	93%	89%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*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.

School Managing Student Absence Procedures

- ☺ Class rolls are marked twice daily in the morning and afternoon and entered into the school system each morning.
- ☺ Parents are required to phone, send a note or E Mail to the school advising of the reason for the absence; otherwise it is entered in the system as an unexplained absence.
- ☺ Unexplained absences of 3 days are followed up by the administration.
- ☺ Where there is a pattern of multiple unexplained absences, a print out of absences is provided to one of the Behaviour Teacher, Guidance Officer, Deputy Principal or Principal to follow up with the parent of the student concerned.
- ☺ Identified repeat non-attendeers are closely monitored and followed up by one of the above officers. They may be referred to other agencies, sent Education Queensland letters outlining their responsibilities or referred to the Queensland Police Service for follow up.

The school supports students with school refusal or anxiety issues and their parents by collecting the student from home and bringing them to school. This is to reinforce the need for the student to be at school and to support the parent in this endeavour.

We also run competitions each term for the class with the highest percentage of attendees and games sessions on the last day of each term to encourage full 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/>.

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**.

Find a school

Search by school name

GO

Search by suburb, town or postcode

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SEARCH

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.

Achievement – Closing the Gap

While we only have a very small percentage of Aboriginal and Torres Strait Islander students in our school, we have a number of support services to ensure that we close the gap for our Indigenous Australian students in the areas of attendance, attainment and retention.

With respect to attainment, class groupings, guided reading groups and journey groups are used to differentiate instruction for all students at the school. Aboriginal and Torres Strait Islander students whose educational levels indicate they require more support are allocated additional teacher aide time to enhance their learning in the areas of Literacy and Numeracy. Strategies to support these identified students include Support-a-Reader, Support-a-Writer, Support-a-Talker and Number Support. Over the time at our school, the data shows that the gap between Indigenous achievement and non-Indigenous achievement closing significantly across the board.

With respect to attendance, we have a process to identify absent students and follow-up procedures to talk with students and parents about their attendance.

Lastly, with respect to retention, we celebrate many cultural days within the school and include Aboriginal perspectives within our units of study. Our school also undertook the "Embedding Aboriginal and Torres Strait Islander Perspectives in Schools" and "Hidden Histories" Professional Developments in 2011. Results indicate good improvements across the board in NAPLAN and report card ratings.