

# Gaven State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	Universal Street Oxenford 4210
Phone	(07) 5514 7333
Fax	(07) 5573 7292
Email	principal@gavenss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Mr Phillip Carleton (Principal)

## Principal's foreword

### Introduction

Welcome to Gaven State School's Annual Report for 2015. This report outlines this school's achievements and progress towards our goals for 2015, 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, 2012 and 2016 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 Pacific Pines and Helensvale State High Schools, the implementation of the Australian Curriculum in English, Mathematics, Science, History and Geography, 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 2015

#### Implementation of Australian Curriculum

At Gaven State School we have implemented the Australian Curriculum in the areas of English, Mathematics, Science, History and Geography. Following the review of the implementation of the Australian Curriculum, some changes may be made to this implementation. One of these may be the implementation of the Social Sciences Curriculum rather than the distinct subjects of History and Geography.

#### The Gaven Way to Literacy

Our results over the past 7 years have indicated improvement levels which are above the National rate of improvement. In 2015 we achieved the second highest improvement rate in NAPLAN in the South East Region. 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, Tactical Teaching of Reading and Text Dependent Questioning across the school using Teachers, Teacher Aides and Specialist Teachers have seen a major improvement in Literacy Levels. During 2015, we also implemented Sppech Sound Pics (SSP) and this has already had a positive effect on student outcomes across the P-2 classes.

#### 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 Deputy Principal 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 in English and Mathematics.

**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. A new set of overarching rules are to be implemented in Semester 2, 2016.

**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 2015. Our leadership team continued with specific leadership roles being undertaken within the school and a program of professional learning in leadership undertaken.

**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

**2016 Strategic Objectives:**

To prepare every child for the future through the commitment to a quality curriculum, life long learning and a supportive and engaging learning environment.

This vision will be achieved through:

- “The Gaven Way” – Pedagogical Framework/“Differentiation”.
- “The Gaven Way” in Literacy and Numeracy with a focus on:
  - Reading
  - SSP
  - Spelling
- Increasing 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/BOYD)
- Inclusive and strategically co-ordinated intervention programs – SEP/ STL&N/Closing the Gap
- A continued focus on School/Home Partnerships and goal setting for students.
- Improved Student Attendance rates.
- Promotion and Marketing of our school.
- Transition Programs from Kindy to Prep and Year 6 to Year 7.
- Implementation of the School Values and Health and Well Being Framework.
- Development of leadership capabilities within school staff.
- Responsible environmental practices eg reducing paper usage.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	594	283	311	25	94%
2014	616	294	322	21	95%
2015	597	291	306	19	93%

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 2015, 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:

The community around Gaven State School 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		
	2013	2014	2015
Prep – Year 3	23	24	23
Year 4 – Year 7 Primary	24	27	21
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	17	17	21
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.

## Curriculum delivery

### Our approach to curriculum delivery

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 Learning's program. All units integrate technology to enhance curriculum delivery.

In addition, each class follows a whole school Literacy and Numeracy Basics Program. Our focus for 2015 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. Teachers also utilise Tactical teaching of Reading and First Steps activities to teach reading across other curriculum areas such as Maths, Science, History and Geography. Students are required to set individual goals for their learning in Literacy and Numeracy.

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.

In 2015, the Gaven Gala, a singing and dancing extravaganza was performed in the Woodgate Hall to sell out audiences. The theme "Back to the Future" was chosen as it celebrated our 20<sup>th</sup> year anniversary and we were able to take a trip back to 1995 to reminisce about the music, movies and events of this time.

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. Teachers also consider students' social and emotional needs when developing their differentiated programs and unit plans.

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 2015:

- Camps – Year 4 Runaway Bay Sports Centre; Year 5 – Tallebudgera Beach School and Year 6 – Canberra Trip.
- Premier's Reading Challenge.
- Readers are Succeeders Program.
- Life Education and Relationships Education (Year 6).
- 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.
- Gaven Gala – "Back to the Future"
- Interschool Sport
- AFL Excellence Program
- Author Workshops
- Junior Writers' Festival
- Somerset Festival of Literature
- School Leadership Summit
- Pacific Pines State High School Extension Program for students in Year 6
- Choir

## How Information and Communication Technologies are used to improve learning

At Gaven State School, each unit of work 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. She has started to focus her energies on the new Digital Pedagogies and Coding Curriculum.

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.

## 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 pro-active and 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	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	89%	100%
this is a good school (S2035)	100%	93%	98%
their child likes being at this school (S2001)	96%	96%	98%
their child feels safe at this school (S2002)	100%	100%	98%
their child's learning needs are being met at this school (S2003)	100%	86%	96%
their child is making good progress at this school (S2004)	96%	89%	98%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	87%	96%	94%
teachers at this school motivate their child to learn (S2007)	91%	100%	100%
teachers at this school treat students fairly (S2008)	96%	89%	92%
they can talk to their child's teachers about their concerns (S2009)	91%	100%	98%
this school works with them to support their child's learning (S2010)	100%	93%	98%
this school takes parents' opinions seriously (S2011)	100%	89%	96%
student behaviour is well managed at this school (S2012)	96%	93%	96%
this school looks for ways to improve (S2013)	100%	96%	98%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
this school is well maintained (S2014)	100%	93%	94%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	92%	98%
they like being at their school (S2036)	96%	91%	95%
they feel safe at their school (S2037)	95%	88%	98%
their teachers motivate them to learn (S2038)	96%	95%	98%
their teachers expect them to do their best (S2039)	98%	97%	99%
their teachers provide them with useful feedback about their school work (S2040)	97%	88%	98%
teachers treat students fairly at their school (S2041)	92%	83%	94%
they can talk to their teachers about their concerns (S2042)	94%	84%	93%
their school takes students' opinions seriously (S2043)	92%	79%	94%
student behaviour is well managed at their school (S2044)	89%	74%	94%
their school looks for ways to improve (S2045)	98%	91%	96%
their school is well maintained (S2046)	97%	86%	99%
their school gives them opportunities to do interesting things (S2047)	94%	87%	96%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	100%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	93%	93%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	96%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	98%
student behaviour is well managed at their school (S2074)	98%	100%	100%
staff are well supported at their school (S2075)	96%	95%	100%
their school takes staff opinions seriously (S2076)	96%	95%	97%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	98%	100%	98%
their school gives them opportunities to do interesting things (S2079)	93%	95%	95%

# '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

Gaven State School has a number of strategies aimed at encouraging Parent and Community Engagement. Activities such as School and Community Meetings, P & C and class meetings and the reporting process are integral to this process. The school reports formally twice each year to the parent community taking the form of written reports and interviews. 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
- School Digital Sign
- 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
- Individual Curriculum and Behaviour Plans – Information Sharing and Action Meetings (ISAMs) are held with stakeholders to develop action plans to ensure both home and school are working consistently to support each child.

## 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 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
2012-2013	138,487	1,295
2013-2014	137,823	1,919
2014-2015	145,909	4,747

\*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

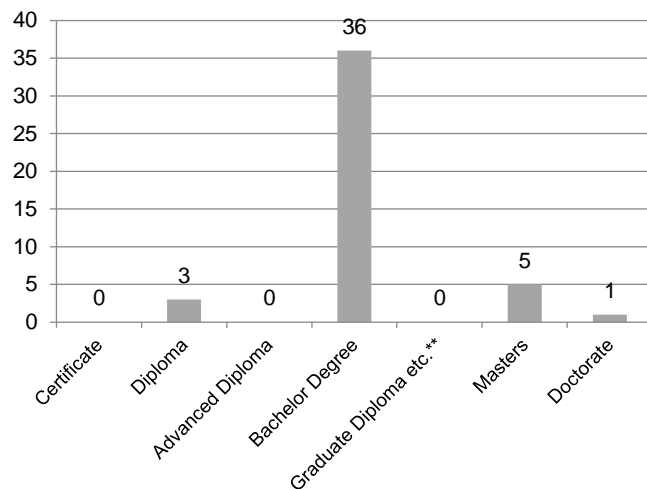
### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	45	34	<5
Full-time equivalents	37	24	<5



## Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	36
Graduate Diploma etc.**	0
Masters	5
Doctorate	1
<b>Total</b>	<b>45</b>



\*Teaching staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$107,256.00.

The major professional development initiatives are as follows:

### January Student Free Days

- Gaven State School Whole School Practices and Class Dashboard
- Student Resource Scheme for 2015
- Class Data/Basics Program/Differentiation Planners
- Speech Sound Pics (SSP)
- Tactical Teaching of Reading

### Afternoon Professional Learning Sessions (5 x 2 hours)

- SSP
- Tactical Teaching of Reading
- Code of Conduct/Student Protection
- PM Benchmarks
- Torch Test and Cloze Strategy
- NAPLAN Analysis

### October Student Free Day

- NAPLAN Analysis
- SSP
- Early Start

### Ongoing Professional Learning

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

### 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 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 98% of staff was retained by the school for the entire 2015 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

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	95%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	94%	94%	93%	93%	94%	92%	91%	90%

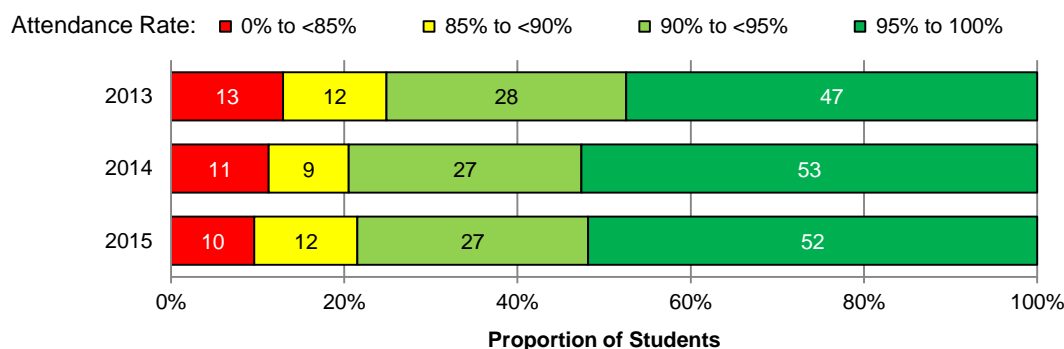
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	93%	94%	95%	94%	94%	93%	93%	89%
2015	94%	92%	94%	94%	94%	93%	93%	

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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 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 Following: Behaviour Teacher, Guidance Officer, Deputy Principal or Principal to follow up with the parent of the student concerned.
- Identified repeat non-attendees 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

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Sector:

Government

Non-government

Where it says '**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 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.