

Gaven State School (1752)

Queensland State School Reporting

2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Principal's foreword

Introduction

Welcome to Gaven State School's Annual Report for 2012. This report outlines this school's achievements and progress towards our goals for 2012, as well as our goals for the future to improve student performance. It also contains our school profile, the curriculum program and extra-curricula 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 2012 in English, Mathematics and Science, 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 2012

1. Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement.

The Teaching and Learning Audit has provided a valuable focus for our explicit improvement agenda. The audit was very positive and yet helped provide directions for further improvement, which have all been acted upon.

2. Appropriate implementation of National Curriculum and LOTE.

At Gaven State School we have implemented the Australian Curriculum in the areas of English, Mathematics and Science. History will be implemented in 2013. The school has made significant use of Education Queensland's Curriculum to Classroom Program/Resources to ensure our students are meeting the standards of the National Curriculum. Japanese is taught to all Year 6 and 7 students at the school.

3. Improved Literacy and Numeracy results – one student at a time!

Our results over the past 3 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.

4. A school wide focus on Reading

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.

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5. Closing the Gap on indigenous and non-indigenous student performance.

Support programs continue to be provided to support indigenous students in need of support in the areas of Literacy and Numeracy. These results have continued to improve.

6. Implementation of Developing Performance Plans for administrators and teaching staff and the development of leadership capabilities within the school staff.

Performance plans were completed for all Administrative and Teaching staff in 2012. Our leadership team continued with specific leadership roles being undertaken within the school. Sarah Jane Ash was chosen as Principal of Springbrook State School, which bears testament to the leadership development processes within the school.

7. To implement the revised Responsible Behaviour Plan, consistently across the school.

The Responsible Behaviour Plan was completed in 2011, through a collaborative approach which included extensive parent feedback. The plan was implemented in 2012 with a great deal of success and positive feedback from staff and parents.

8. Effective communication and development of strong partnerships with all of our families using an increasingly digital modality.

Digital forms of communication are becoming more prevalent within our school community. Digital newsletters and emails have become an important component of our communication systems. In 2012, we launched our Facebook Page and this has been a great success. We will continue our use of email and Facebook in 2013 and commence the useage of SMS for emergent situations.

9. Raising the expectations and aspirations for all students and to specifically cater for the educational needs of our most talented students.

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.

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Future outlook

The vision, values and major priorities for our school as contained in the 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

2013 Strategic Objectives:

- Implement the Australian Curriculum in English, Maths, Science and History.
- Implement “The Gaven Way to Literacy”
- Implement “The Gaven Way to Numeracy”
- Skill parents through specific Literacy and Numeracy Workshops
- Improve the responsiveness of School/Home Partnerships.
- Promote and market the school
- Increase the rate of Student Attendance
- Implement “The Gaven Way Pedagogical Framework”
- Implement NAPLAN 2013 Action Plan
- Implement the developing Performance Framework for all staff.
- Targeted Professional Development - Align with individual staff Developing Performance Plans and School’s Strategic Plan.
- Use of collegial coaching and supervision by administrators to improve teaching/learning processes.
- Implement the Closing the Gap Strategy
- Reducing paper usage within the school
- Increase the profile and numbers of students in the choir/instrumental Music Program.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	562	282	280	92%
2011	561	285	276	95%
2012	573	275	298	93%

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		
	2010	2011	2012
Prep – Year 3	23	22	21
Year 4 – Year 10	25	26	23

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	32	27	13
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Teachers from every year level have developed units of work based on the Australian Curriculum in English, Mathematics and Science. 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 Program. Our focus for 2012 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 in 2011 of team events and individual achievements.

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 2012:

- ☺ Camps – Year 4 Numinbah Valley; Year 5 – Currumbin Farm School; Year 6 – Currumbundi Outdoor Recreation Centre; Year 7 – Canberra Trip.
- ☺ 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 Ceremonies.
- ☺ Cross Country, Athletics and Swimming Carnivals.
- ☺ Jump Rope for Heart.
- ☺ Gaven State School Art Show and Artist in Residence Program.
- ☺ Instrumental Music Program.
- ☺ Wipe Out Waste.
- ☺ Waterwise 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 in English, Mathematics, Science and History 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. Recently the school has purchased a number of ipads and the intention is to have these 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 to students this year and this has been an excellent motivator for students to improve their mathematical skills. 2012 also saw the commencement 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 new 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 behaviour management team implemented a "Blue Zone" within the school in 2005 for students to be actively involved in clubs and /or to pursue hobbies and interests and this continues to operate effectively. Year 6 students take responsibility for this program as part of their leadership program.

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 2012 across the student population, with the Values Program being effectively implemented during the course of the year.

With respect to the School Opinion Survey, in excess of 96% of parents and 89% of students surveyed were satisfied that the students are treated fairly in the school. Over 80% of parents and 90% of students were satisfied with the behaviour and discipline. 100% of parents believe that their students are safe at school, while over 93% of students feel the same way. In excess of 96% of parents felt that their students were happy to go to school and over 87% of students were of the same belief. These percentages are consistent with or above other schools across the state.

Our school at a glance

Parent, student and staff satisfaction with the school

The following table represents some of the satisfaction measures taken from the School Opinion Survey. Other areas of satisfaction are available and if anyone should want to view them, please contact the Principal. In the main, the measures below are either above or at state average and we are very proud of these levels of satisfaction. We work with our community to ensure that we are all working together for the benefit of our students.

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	88.5%
this is a good school	88.0%
their child likes being at this school*	96.2%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	84.6%
their child is making good progress at this school*	88.5%
teachers at this school expect their child to do his or her best*	96.2%
teachers at this school provide their child with useful feedback about his or her school work*	92.3%
teachers at this school motivate their child to learn*	92.3%
teachers at this school treat students fairly*	96.2%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	84.6%
this school takes parents' opinions seriously*	88.5%
student behaviour is well managed at this school*	80.8%
this school looks for ways to improve*	96.0%
this school is well maintained*	88.5%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	97.7%
they like being at their school*	87.6%
they feel safe at their school*	93.3%
their teachers motivate them to learn*	94.4%
their teachers expect them to do their best*	100.0%

Our school at a glance

their teachers provide them with useful feedback about their school work*	93.2%
teachers treat students fairly at their school*	89.9%
they can talk to their teachers about their concerns*	80.9%
their school takes students' opinions seriously*	91.0%
student behaviour is well managed at their school*	90.8%
their school looks for ways to improve*	97.8%
their school is well maintained*	88.8%
their school gives them opportunities to do interesting things*	95.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	86.7%
with the individual staff morale items	99.1%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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
- ☺ Emails to parents
- ☺ Facebook page
- ☺ 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
- ☺ Formal written reports at the end of each semester
- ☺ Presentations at school assemblies
- ☺ Sports Days

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 new hall and Media Centre are also 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	127,120	1,580
2010-2011	133,903	5,224
2011-2012	144,144	1,526

Our staff profile

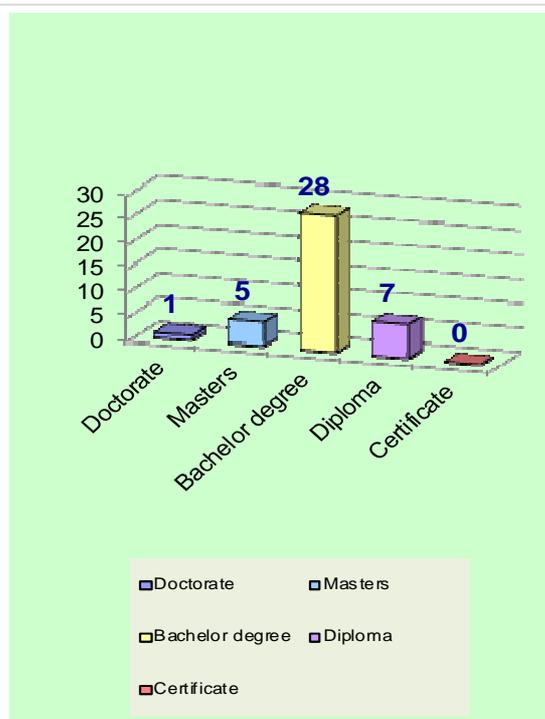
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	41	23	<5
Full-time equivalents	33.1	17.4	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	5
Bachelor degree	28
Diploma	7
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$9 692.52.

The major professional development initiatives are as follows:

- ☺ Gaven Reading Program (The Gaven Way to Teach Reading)
- ☺ Differentiation and Overview
- ☺ Exploring Ed Studio
- ☺ Reading Strategies in Curriculum 2 Classroom
- ☺ Responsible Behaviour Plan
- ☺ Anaphylaxis and Epipen Administration
- ☺ 7 Steps to Writing (Persuasive Text)
- ☺ Reading and Viewing
- ☺ Standardised Assessment in OneSchool

Our staff profile

- ☺ ICTs and On-Line Learning
- ☺ Pedagogical Framework and Differentiation (Pre-Assessment)
- ☺ Differentiation – Personality Types
- ☺ Coaching/Supervision
- ☺ Developing Performance Plan Mentoring

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.3%	95.6%	95.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.2% of staff was retained by the school for the entire 2012 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 web page.

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

Key student outcomes

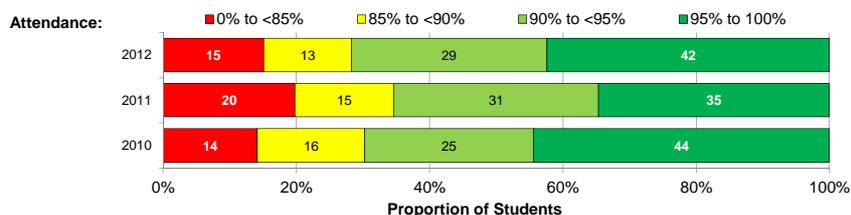
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

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
2010	93%	92%	93%	91%	92%	90%	92%
2011	90%	91%	91%	92%	91%	89%	89%
2012	93%	93%	92%	92%	91%	91%	89%

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 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.

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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-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.

Performance of our students

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

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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. 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. Attendance would be the main issue with a small proportion of students.