

2008 SCHOOL ANNUAL REPORT

CONTACT DETAILS

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GENERAL INFORMATION

Sector - State

Enrolment -

(Full Time Equivalent)

Primary 1223

Special Education 33

Year Levels offered -

Prep — Year 7

Type of school -

Co-education

Administration Team

Principal - Graham Fuller

Deputies - Vanette Tobin

- Janeen Almond

- Raewyn O'Brien

- Craig Thorne

HOSES - Trish Wilson

HOC - Leanda Norman

BSM - Julie Downes



Queensland
Government
Department of
Education and the Arts



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1.0 INTRODUCTION

Grand Avenue is a Band 11 state primary school situated in the rapidly growing suburb of Forest Lake which is located some thirty kilometres southwest of the Brisbane central business district. The school opened in 1999 with an enrolment of 202 full time students. Enrolment growth has been constant for the school to reach its present population of 1256 students (as of 17/02/08). The diverse Forest Lake population of 22 000 is served by Grand Avenue and Forest Lake State Schools and Forest Lake State High School. All schools are enrolment managed.

2.0 DEMOGRAPHIC

Approximately one-third of Grand Avenue students come from over forty non Australian cultures. Of the students who are eligible for English as a Second Language (ESL) support, half are either Pacifica or Vietnamese. Student mobility is significant with new enrolments and students on transfer accounting for a 44% turnover. The average daily student attendance is approximately 94%. Student satisfaction with Grand Avenue State School as "a good school where they get a good education" is above the state mean. The school's Special Education Program is coded for children with mild to severe physical impairments and students with intellectual disabilities or speech language impairments.

3.0 CURRICULUM

The school's curriculum plan is organised around semesters where teaching teams in collaboration with the Head of Curriculum design semester overviews that target the Essentials from all Key Learning Areas. The overviews define the content and context from which the student's learning experiences evolve. As well as teaching from the eight mandatory Queensland Studies Authority key learning areas, Grand Avenue offers a whole of school social/emotional development program 'You Can Do It' Education and a Prep/Year One Oral Communication Program. Information and communication technologies are integrated across the curriculum. The school has 245 computers for student use.



*'You Can Do it' tiles painted by
Grand Avenue students*

4.0 EXTRA CURRICULAR

In order to deliver a balanced and comprehensive curriculum, Grand Avenue offers extracurricular activities through-

- Year 4 – 6 Camping Program
- Year 7 Canberra Tour
- Instrumental Music and Strings Program
- Pacifika Cultural Group
- Gifted and Talented Opportunities – (Mathematics Team Challenge, Competitions etc.)
- School Musicals
- Interschool Sport
- Chaplaincy Service
- Religious Education Program
- Outside of School Activities - dance, drama, sport
- Student Leadership Program
- Playground Ranger's Program
- Student Council



YR 6 Camp

5.0 PARENT PARTICIPATION

At Grand Avenue parents are invited to engage in the school at three levels:

- parent volunteer
- class parent representative
- Parents and Citizens Association (PCA)

Parent Volunteer – Parents are encouraged to assist in their own child's classroom or other school areas.

eg. Canteen, learning support programs, library etc.

Class Parent Representative – Parents fulfil a liaison role between teachers and families.

Parent and Citizens Association – Parents participate in the policy/decision making and goal setting processes of the school. The PCA operates three business units – canteen, uniform shop and outside school hours care. The school regards seriously its responsibility to empower parents as co educators and partners in the learning process. This is achieved through newsletters, training and information/workshop sessions.

6.0 STAFFING

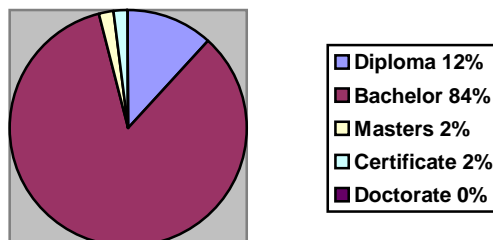
The Grand Avenue staff comprises seventy-two classroom and specialist teachers, over forty non-teaching staff and five professional staff. The 2008 staff and school leaders attendance rate was 95%.

91% of the teaching staff was retained from the 2007 school year. All staff members are encouraged to participate in professional learning. The school's primary professional development focus areas for 2008 were –

- Literacy and Numeracy,
- Early Years and Middle Phase of Learning,
- QCARF alignment of curriculum,
- Student Welfare
- Differentiated Learning

During 2008, \$52 875 was expended on staff professional development and learning. This accounted for 25% of the general grant. 91% of teaching staff were involved in professional development activities during 2008.

Teacher Qualifications



7.0 PERFORMANCE

Although a growth school with a challenging and highly diverse student population, Grand Avenue's Year 2 Net and Year 3, 5 and 7 NAPLAN results are generally equal to or better than the state mean. The school's robust curriculum framework and rigorous monitoring systems ensure that teaching and learning goals are specific, realistic and achievable. School based performance benchmarks in reading, spelling and mathematics are achieved due to the commitment of year level teams, quality professional development and the curriculum development and leadership of key teachers and administrators.

7.1 YEAR 2 NET

2008 Year 2 Net Data					
Year	Year 2 Enrolment	Students requiring support	School %	State %	Like School %
Reading					
2006	161	17	10.6	24.2	16.4
2007	158	24	15.2	24.3	17.7
2008	160	37	23	25	8
Writing					
2006	161	14	8.7	19.1	12.1
2007	158	15	9.5	18.9	13.3
2008	160	20	12	16	10
Number					
2006	161	14	8.7	19.1	12.1
2007	158	15	9.5	18.9	13.3
2008	160	24	15	19	13

Commentary

- The school's Year 2 Net results remained consistently above the state benchmark in reading, writing and number.
- The percentage of the 2008 Year 2 students requiring additional support was below the state means.
- The percentage of students in Phase A was below the state mean in reading, writing and number.
- The percentage of students in the higher Phase C has increased in writing and number.
- Post validation intervention has reduced substantially the number of at risk students requiring support.
- Girls results were above boys in reading, writing and numeracy.

7.2 NAPLAN RESULTS

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	359	444	521
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	88.6 %	81.3 %
Writing	Average score for the school	391	480	527
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	92.8 %	94.2 %
Spelling	Average score for the school	375	463	539
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	91.5 %	90.1 %
Grammar and Punctuation	Average score for the school	361	456	507
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	90.9 %	84.3 %
Numeracy	Average score for the school	365	445	538
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	92.7 %	88.2 %

COMMENTARY

Year 3

- Overall literacy and numeracy results were at or above the state mean.
- Spelling and writing were the highest performing literacy areas.
- In the national comparison, of concern was the high number of Grand Avenue students (between 30 to 36%) who were placed in the bottom 20% of the national band in reading, grammar/punctuation and numeracy.
- Of similar concern is the low numbers of Grand Avenue students (between 7-12%) who were placed in the top 20% of the national band in all literacy and numeracy areas.
- Indigenous students achieved below the state mean in reading and writing only.
- The girls outperformed the boys in all literacy areas, while the boys were better than the girls in numeracy.
- The percentage of students above the national minimum standards in all literacy and numeracy areas was between 89% and 93%.

Year 5

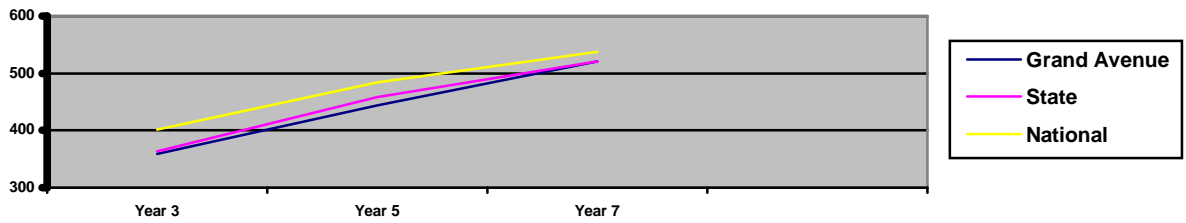
- Writing and spelling were the only literacy and numeracy areas where the school was above the state mean.
- In the national comparison, between 30 and 36% of Grand Avenue students were placed in the bottom 20% of the national band in all areas except writing and spelling.
- Of concern is the low number of Grand Avenue students (between 6 to 13%) who were placed in the top 20% of the national band in all literacy and numeracy areas.
- In writing, spelling and numeracy, the percentage of students who achieved the nation minimum standards was above the state mean.
- The girls outperformed the boys in all literacy areas, while the boys were better than the girls in numeracy.
- Indigenous students achieved below the state mean in all literacy and numeracy areas.

Year 7

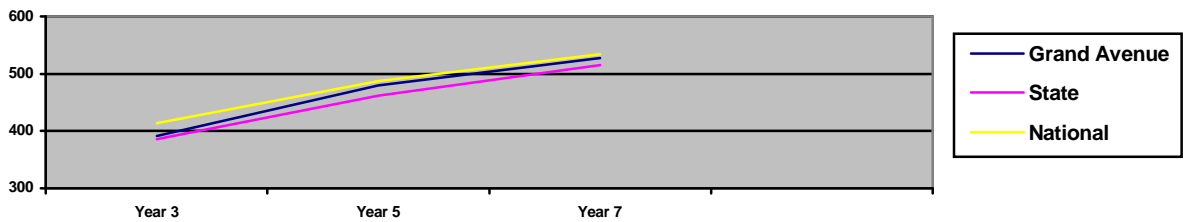
- Overall the literacy and numeracy results were at or above the state mean.
- Spelling, writing and numeracy were the highest performing areas.
- In the national comparison, the reading and grammar/punctuation areas had a significant representation of students in the bottom 20% of the national band.
- The percentage of Year 7 students in the top 20% of the national band was better than the Years 3 and 5 cohorts.
- The only area where the cohort exceeded the national mean was spelling.
- The percentage of students who achieved the national minimum standards was above the state mean in all literacy and numeracy areas.
- Indigenous students achieved above the state means in spelling and grammar/punctuation.
- The girls outperformed the boys in all literacy and numeracy areas.



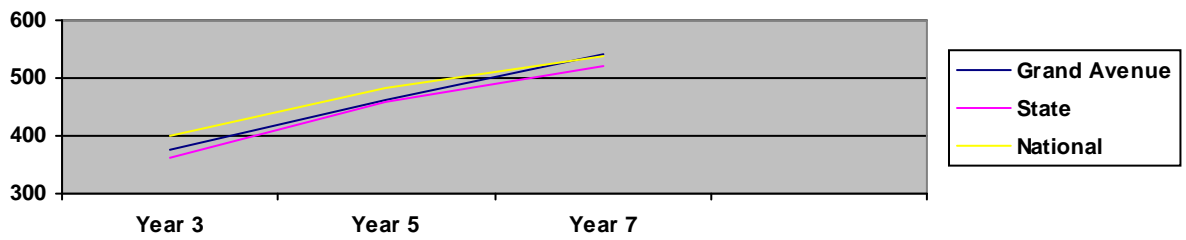
**2008 NAPLAN OVERVIEW
READING**



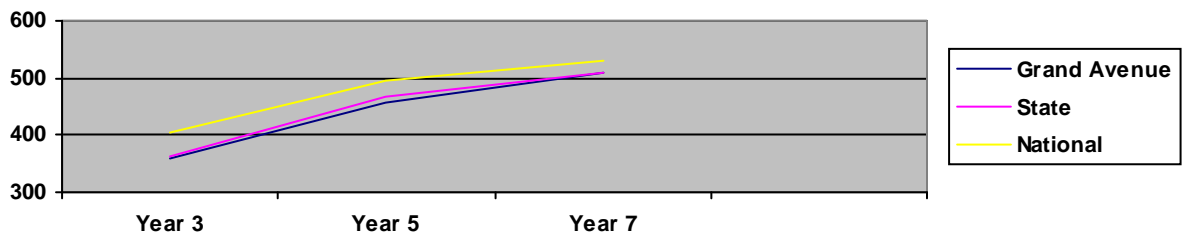
WRITING



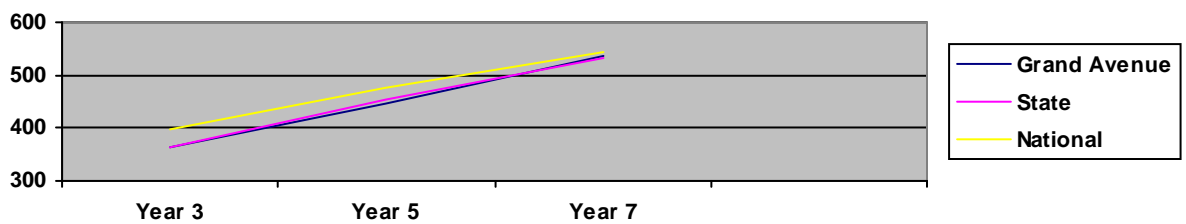
SPELLING



GRAMMAR & PUNCTUATION



NUMERACY



OVERALL COMMENTARY

- Improvements have been made across all literacy and numeracy areas from Years 3 through to Year 7.
- Spelling and writing were the school's highest performing areas while reading and grammar/punctuation are the poorest areas.
- The gap between the school and national mean is reducing between Years 3 to 7.
- The school exhibits a typical trend of girls outperforming the boys in literacy areas while the boys do better than the girls in numeracy.
- The priority area for improvement is reading.

7.5 Value Added

The most significant curriculum challenge faced by the school in 2008 was the implementation of the Queensland Curriculum, Assessment and Reporting Framework. QCARF which was embedded into the school's newly designed curriculum plan provided clear direction for all teaching and learning activities within Grand Avenue classrooms. The school's curriculum planning, pedagogical expectation and assessment and reporting processes are explicitly stated. The Curriculum Plan focuses on the Essential Learning's which will do much to improve continuity, teaching quality and student standards.

Analysis of the systemic data suggests that despite the school's growth, high mobility and the social and cultural diversity of the student cohort, Grand Avenue's overall results were sound and are comparable with the state mean. Literacy standards continue to be consolidated across year levels. The influence of the school's new mathematics program implemented in 2007 is beginning to impact upon numeracy standards. It is expected that the benefits of the new program, combined with the Mathletics self paced learning program, and associated professional development will continue to improve results in 2009. The middle phase disengagement of boys has continued particularly in reading. In an attempt to address the downward middle phase trend, the school will continue to:-

- Develop more boy friendly integrated units
- Expand reading program collections to include more boy orientated literature
- Continue to promote activity based learning
- Maintain student participation in the Year 4 – 7 Leadership Program
- Continue to foster the partnerships between Grand Avenue and Forest Lake State High School through the Year 7/8 transition program



New Year One playground sponsored by the Parents and Citizens Association

8.0 FUTURE DIRECTION

Grand Avenue is at a developmental crossroads as it consolidates as one of the largest primary schools in Queensland. Strategically the next three years are critical for changes in curriculum delivery and expectations, management systems and organisational structures. The 2008 – 2010 Key Strategic Goals are:-

1. Literacy and Numeracy Outcomes.

Literacy and numeracy standards are the targeted core business of Education Queensland. Improved outcomes to address state and national minimum standards are a high systemic and community priority.

This involves-

- Applying strategies to achieve NAPLAN targets.
- Implementing the recommendations of “A Shared Challenge” – Geoff Masters.
- Staff training and professional development eg Literacy Training, First Steps in Number.

2. Learning across the Phases.

The full year of Prep has resulted in cohorts of students emerging through the school with improved prerequisite knowledge and advanced concept development. Curriculum and pedagogical adjustments are required in all subsequent year levels to build onto and consolidate the early years learning.

This involves-

- Curriculum and pedagogical changes that reflect the principles of the early years and middle phase of learning.
- Developing a Prep entry screener to identify and support at risk students.
- Conduct a middle phase audit to determine areas of success and development.

3. Queensland Curriculum, Assessment and Reporting Framework.

The QCAR Framework has set the schools’ curriculum, assessment and reporting agenda. The Grand Avenue Curriculum Plan clearly articulates the school’s teaching and learning vision.

This involves-

- Continuing the implementation of the school’s revised curriculum plan.
- Conducting curriculum audits as part of teacher’s performance development planning.

4. Differentiated Learning.

Contemporary classrooms must address the diverse learning needs of all students, particularly the less and more able learners. To maximise student engagement requires focused curriculum conversations and support to individualise learning outcomes.

This involves-

- Implementing the Framework for Gifted Education.
- Introducing Mathletics as a self paced learning program in mathematics.
- Participating in the 'Paving Multiple Pathways' Pilot.

5. Information and Communication Technology.

The integration of information and communication technologies across the curriculum must be sustained. Ongoing resource and professional development are critical to keep abreast of the expanding role of ICT in student learning.

This involves:

- Managing the staged release of Oneschool.
- Maximising the use of technology across all teaching, learning and management areas.
- Installation of interactive whiteboards in classrooms through the "National School Pride" program.

6. Facilities Development.

To accommodate the school's diverse programs requires continuous facilities development and improvement. Specialised teaching, performance and activity areas are necessary to cater for the scale and scope of student learning offered at Grand Avenue State School.

This involves-

- Maintaining the PCA building program
- Accessing the BER funding to build a new resource centre and performing arts auditorium.
- Managing minor works programs to enhance facilities.



*Prep buildings and
playground*

