

Annandale State School

Queensland State School Reporting

2013 School Annual Report



Postal address	Cnr Oleander St & Yolanda Drive Annandale 4814
Phone	(07) 4729 5111
Fax	(07) 4729 5100
Email	the.principal@annandales.q.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Jan Cooper, Principal.

Principal's foreword

Introduction

Annandale State School has built a sound reputation as a provider of quality education programs for students from Prep to Year 7.

Our school works collaboratively with parents to develop the full potential of all students.

The conduct of students at Annandale is consistently high. Through the values and keys to success of the *You Can Do It* program, the school takes an active role in developing and maintaining high standards of student behaviour. Parents and carers worked closely with school staff to ensure a united and consistent approach to student wellbeing and behaviour.

As part of the Mt Stuart Cluster of state schools, Annandale works closely with other local state primary schools and high school to maximise opportunities for learning.

Schools in the Mt Stuart Cluster are :

- William Ross State High School
- Annandale State School
- Oonoona Sate School
- Wulguru State School
- Woodstock State School

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

The key priorities in the school Annual Implementation plan for 2013 were:

- Continue to deliver the Australian Curriculum in English, Mathematics and Science through the C2C units in all year levels... Throughout 2013 all learning programs in these subjects have been based on The Australian Curriculum and the C2C units.
- Introduce Australian Curriculum in History through the use of the C2C units in all year levels... The National history curriculum was successfully introduced across the whole school.
- Continue to work with the Mt Stuart Cluster of schools Flying Start plan to support the transition of Year 7 to high school in 2015.. Annandale staff collaborated with the staff from other schools in the cluster to support the Flying Start plan, with a particular focus on supporting William Ross State High School
- Embed Aboriginal and Torres Strait Islander perspectives within Annandale S.S. curriculum... Aboriginal and Torres Strait Islander perspectives are embedded in the learning programs at all levels across the school
- Build professional capacity in the area of Mathematics through the Investing in Focus Schools Initiative – YuMi Deadly Mathematics pedagogy... The successful introduction of YuMi Deadly Maths pedagogy has contributed to a revival in the pedagogy for teaching Mathematics across the school.

Future outlook

Key School Priorities for 2014 are:

- Increase the number of students achieving A's in Semester reports (*the what*)
- Increase by the number of students in the U2B on NAPLAN in year 3, 5 and 7 (*the what*)
- English student portfolio data including reading, writing recorded on One School (*the what*)
- All teachers use OneSchool for planning, markbooks and reporting (*the what*)
- Coaching and mentoring are active practices in each year level and across year levels (*the capacity*)
- Design and implement a whole school tracking system to monitor the success and pathway of the more able students (*the how*)
- Assist students to set personal learning goals and provide timely and targeted feedback (*the how*)
- Improve communication with school community through redevelopment of the school website (*the who*)

Our staff profile

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	881	428	453	92%
2012	873	421	452	92%
2013	815	398	417	93%

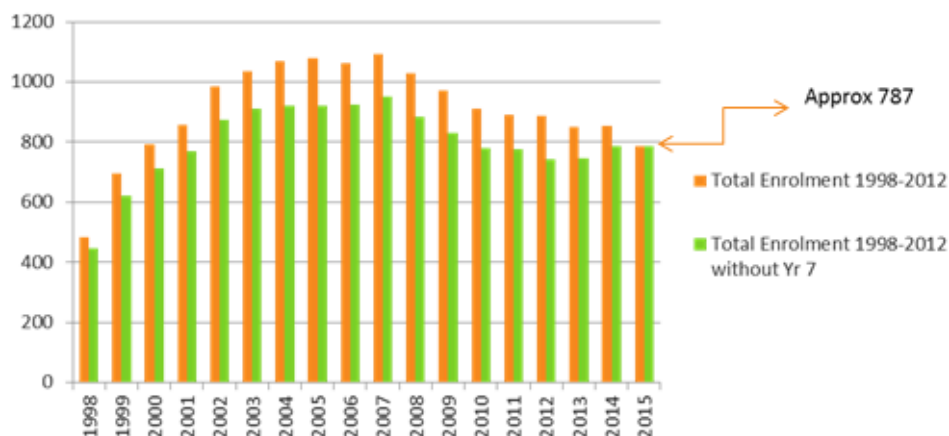
Our staff profile

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

Characteristics of the student body:

The characteristics of the school body have been very similar over the past two years.

School population 1998-2015



Sub groups within the whole school population

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total	%
2012	108	116	110	114	123	67	106	143	887	
SWD	3	3	2	2	4	8	3	8	33	3.7%
ATSI	2	4	5	9	8	4	3	6	41	4.6%
International Students (short & long stay & paying)	3		4	3	8	3	7	6	39	4%
Kids in Care			3	1					4	0.5%
Defence	21	28	29	22	34	11	20	27	192	22%
Refugees	2	0	0	0	0	0	0	0	2	0.2%
ESL	8	4	5	4	7	4	11	5	48	5%

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	21	22
Year 4 – Year 7 Primary	25	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	13	10	39
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Annandale State School has a reputation in the education and broader community as a school distinctive for 3 main reasons:

- Our outstanding Music program consisting of Junior & Senior Choirs, Concert Band, String Orchestra and full Orchestra is a tribute to the exceptional teaching staff in the music department and the commitment of students and the support of parents to the overall program.
- In the area of I.T., our desire to 'push the boundaries', is evidenced by the access that the staff & students have access to up-to-date resources. In each of the Year 5, 6 and Year 7, one class is a One to One laptop class which provides an opportunity for students to extend their IT abilities through their curriculum studies.
- In the area of Physical Education, our school has excelled. Our teams successfully compete at a high level in the wide variety of Inter-school sports (including Rugby League, AFL, Hockey, Netball) , athletics and swimming. The school has firmly established a strong reputation with a number of students being selected in State representative teams regularly

Extra curricula activities

- Mt Stuart Cluster Mandarin Chinese speaking competition
 - Eisteddfod – Instrumental Music & Choirs.
 - Annual School Camps for all students in Years 5 (Paluma), 6 (Mungalli Falls) & 7 (Echo Creek, near Tully)
 - Environmental group
 - School leaders including Sporting House leaders and Student Council
 - Inter-school sporting teams (Hockey, Rugby League, Tennis, Basketball, Touch football, AFL, Soccer, Cricket)
 - Intra-school Athletics Carnival – competition between school sporting houses: Bradman, Perkins, Fraser and Freeman
 - Inter-school Athletics and Swimming
 - Whole school Fun Run
-

How Information and Communication Technologies are used to assist learning

Our school is fully networked and the use of technology is integral to both curriculum delivery and information management.

Since 1996 the school has had two fully subscribed 1 to 1 Laptop classes in year 6 and year 7. In 2013 and 2014 as part of the transition of Yr7 to high school, a Year 5 121 laptop class was established. This enabled students to spend at least two years working in this particular style prior to moving to high school.

All staff are proficient in the use of technology in the curriculum and information management. OneSchool is used to record and report student learning achievement.

The school has four computer laboratories: Junior school; Senior school and 2 in the Resource centre. These laboratories are used for focused teaching of specific skills as well as for group activities. Six Notebook computers, 13 iPads are available for borrowing by classes to supplement classroom computers and support individual learning programs.

Annandale teachers are using the C2C units to deliver the Australian Curriculum in English, Mathematics, Science and History. Each of the C2C units have the use of Technology embedded within the units

Our staff profile

Social climate

Annandale State School is fortunate to have an inviting well maintained, physical environment. Despite being a large school, the atmosphere is friendly and inviting. We believe that this pleasant physical environment encourages all members of the school community to demonstrate their care for the school's values through their conduct.

The schools **You Can Do It** program provides a strong foundation for positive and responsible social interactions between all members of the school community. A key feature of our Student Positive Behaviour Support Policy is the strategies used to work with students with challenging behaviours. The school is pleased to be able to report that the parents of these students work very closely with the school administration to achieve positive change for these students. This close relationship acknowledges the importance of all students have a safe and support learning environment.

Parents are willing partners with the school in working to maintain the highest standards of conduct. The school is also fortunate to have a school **Chaplain** who works closely with the special need committee to support student wellbeing.

The School's **P&C committee** works closely with the School's administration team to provide a rich supportive learning environment.

Parent, student and staff satisfaction with the school

Annandale State School has a strong and positive reputation within the wider community.

Class teachers conduct parent information sessions at the beginning of each year, oral reporting is conducted twice per year, and teachers phone or email parents as required.

The following data indicates the high level of parent satisfaction with the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	92%	100%
this is a good school (S2035)	91%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	96%	100%
their child's learning needs are being met at this school* (S2003)	83%	100%
their child is making good progress at this school* (S2004)	91%	85%
teachers at this school expect their child to do his or her best* (S2005)	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%
teachers at this school motivate their child to learn* (S2007)	96%	100%
teachers at this school treat students fairly* (S2008)	88%	90%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%
this school works with them to support their child's learning* (S2010)	88%	100%

Our staff profile

this school takes parents' opinions seriously* (S2011)	86%	95%
student behaviour is well managed at this school* (S2012)	83%	95%
this school looks for ways to improve* (S2013)	91%	95%
this school is well maintained* (S2014)	96%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	99%
they like being at their school* (S2036)	94%	99%
they feel safe at their school* (S2037)	93%	93%
their teachers motivate them to learn* (S2038)	97%	99%
their teachers expect them to do their best* (S2039)	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	99%	96%
teachers treat students fairly at their school* (S2041)	91%	89%
they can talk to their teachers about their concerns* (S2042)	91%	92%
their school takes students' opinions seriously* (S2043)	91%	93%
student behaviour is well managed at their school* (S2044)	91%	86%
their school looks for ways to improve* (S2045)	94%	97%
their school is well maintained* (S2046)	95%	94%
their school gives them opportunities to do interesting things* (S2047)	97%	99%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	94%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	84%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	78%
their school takes staff opinions seriously (S2076)	81%
their school looks for ways to improve (S2077)	94%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	81%

Our staff profile

* 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 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

Parents are welcomed into the school and communication from teachers to families is regular, appropriate and via a variety of mediums. Opportunities are provided throughout the year to participate in surveys which aim at gathering feedback from parents and carers on a range of school practices and procedures.

Each year the school has consistently had approximately 100 volunteers who assist with everything from changing home readers, to listening to class reading, to helping in the library, to assisting with Book Club and helping in the school Tuckshop.

Class teachers conduct parent information sessions prior to Prep commencing, early in Term 1 and at Oral reporting at the end of Term 1 and term 3.

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 community is very aware of the demands its places on electricity and water. Maintaining the school's grounds consumes considerable water, particularly during the dry winter months. The school investigated ways in which to improve the water absorption properties of the school oval and took remedial action.

The school's extensive irrigation system is well maintained by the grounds care staff in order to minimize any water wastage. Investigation is continuing into what the school believes is a possible water leak which is contributing to the higher than expected level of water usage.

Air conditioning is the most significant consumer of power within the school. The school has some solar panels however they make a minimal contribution to the school's power demands. The greatest success in managing power usage is through regular reminders and the sharing of information regarding power usage rates.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	14,314	18,753
2011-2012	437,299	31,016
2012-2013	462,587	39,528

Our staff profile

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

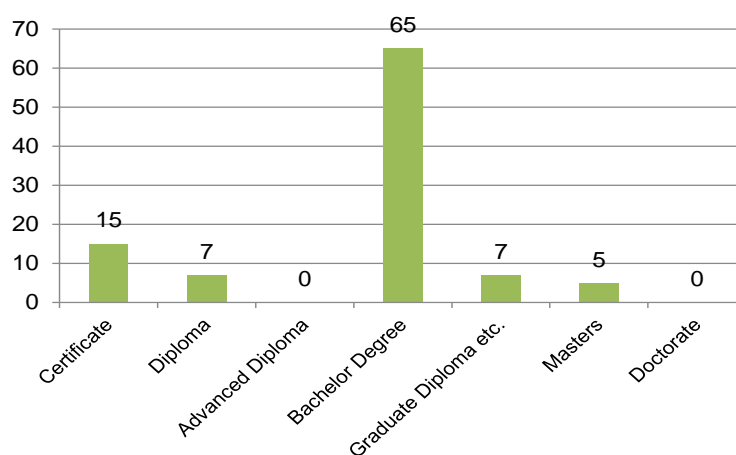
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	56	43	<5
Full-time equivalents	48	29	<5

Qualifications of all

Highest level of attainment	Number of Teaching Staff *
Certificate	15
Diploma	7
Advanced Diploma	0
Bachelor Degree	65
Graduate Diploma etc.	7
Masters	5
Doctorate	0
Total	99



* 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

Our staff profile

The total funds expended on teacher professional development in 2013 were \$ \$34,511

The major professional development initiatives are as follows:

Curriculum and assessment:

- Teaching and Learning Audit expectations
- Australian Curriculum and C2C units : English; Maths; Science and History
- STRIVE
- Developing capacity in Coaching and Mentoring
- Reading assessment: PAT(R) and PAT (M) and PROBE
- YuMi Deadly Maths pedagogy
- Phonemic Awareness
- Class program planning

Computers and ICT:

- OneSchool applications
- Using Excel
- Assistive Technology

Workplace Health and Safety:

- Diabetes
- EPI PEN training
- ASTHMA

Behaviour:

- Classroom profiling
- Non-Violent Crisis Intervention

The proportion of the teaching staff involved in professional development activities during 2013 was 100%. All staff attended at least 4 professional development activities throughout the year, many attended many more of the opportunities offered.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2013 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/>.

Our staff profile

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

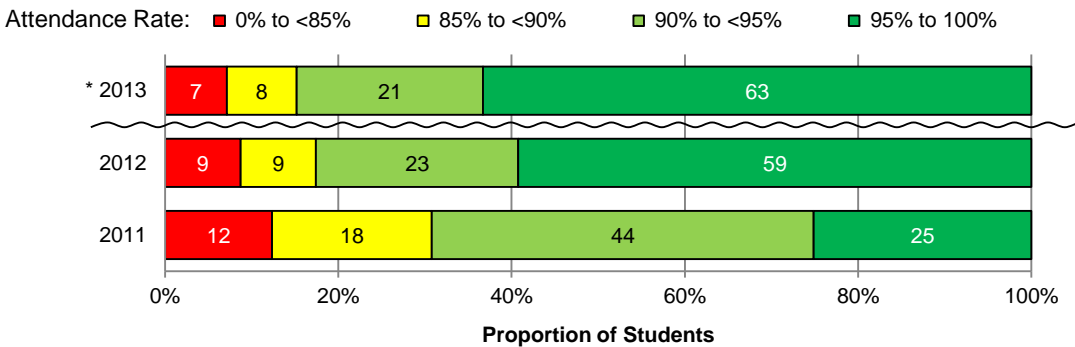
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	94%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	90%	92%	91%	91%	92%	92%					
2012	95%	95%	94%	94%	94%	94%	94%					
2013	94%	95%	95%	94%	95%	94%	93%					

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 from 2013 to that of previous years.

Performance of our students

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.

Annandale state School is fortunate to have a high percentage of student attendance.

All class rolls are marked twice a day in ID Attend, with late arrivals and early departures noted, and then the data transferred to OneSchool. The parents of students who have not arrived at school by 10am are notified of this absence by SMS and given the opportunity to send a text message back to the school immediately.

Consistent late arrivals are noted and teachers contact parents to ascertain the reasons behind this consistent behaviour.

Class Teachers follow up unexplained absences in order to establish a reason for the student absence. Where a student's absence remains 'Unexplained', a OneSchool generated letter is sent home to parents /carers requesting an explanation for specific dates. The Principal and Deputy Principals assist the teachers to follow up these extended absences.

Where a student is to be absent from school for an extended period, parents /carers are requested to provide an explanation in writing.

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

2013 NAPLAN Performance Measures Summarised for Annandale State School (0440)

For All Students

School	Year Level	Max n	Reading			Writing			Spelling			Grammar and Punctuation			Numeracy		
			Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %
Australia	3		419.1	45.8	95.3	415.6	46.7	95.0	410.8	42.6	93.8	428.2	51.1	95.3	396.9	31.9	95.7
	5		502.3	32.8	96.1	477.9	20.0	91.7	494.2	30.3	93.1	500.6	33.1	94.8	485.8	25.1	93.4
	7		540.6	26.0	94.2	517.0	17.6	89.3	549.3	31.7	93.7	535.1	26.5	90.8	542.1	26.6	95.0
Queensland	3		407.7	40.1	95.1	406.2	41.6	94.3	396.3	35.4	92.8	419.4	46.7	95.4	386.2	25.7	95.8
	5		497.0	29.9	96.2	469.8	17.5	90.0	485.6	25.9	92.5	494.8	30.6	94.4	481.1	22.6	93.6
	7		533.5	22.2	93.6	514.9	16.8	88.8	542.5	27.6	93.1	531.5	24.8	90.2	538.5	24.3	95.4
Annandale State School (0440)	3	113	434.4	55.4	98.2	419.6	54.0	95.6	409.4	38.9	94.7	428.6	45.1	97.3	388.1	28.6	98.2
	5	108	497.5	30.6	96.3	460.3	13.9	89.8	487.0	33.0	89.9	475.4	20.2	93.6	468.0	8.3	92.6
	7	91	553.1	40.7	97.8	524.3	20.9	93.4	545.9	27.5	94.5	525.8	35.2	96.8	542.6	25.3	98.9

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.

Performance of our students

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

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

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

Achievement – Closing the Gap

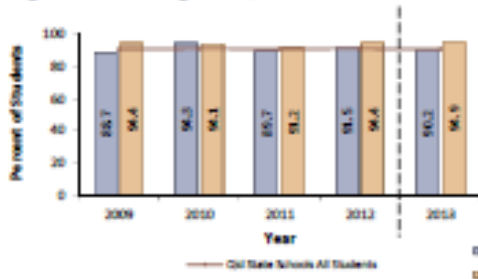
Closing the Gap Report

Full and Part-Time Enrolments August 2013

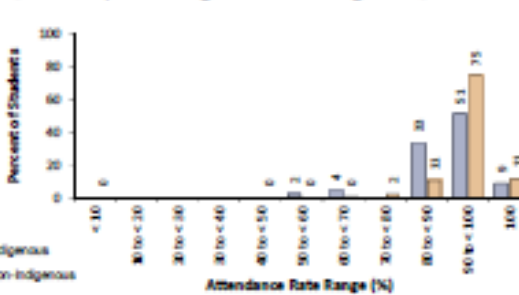
Indigenous Status	Year Levels in the School														Total
	Pre-Prep	Prep	1	2	3	4	5	6	7	8	9	10	11	12	
Indigenous	0	7	4	5	13	7	4	1							42
Non-Indigenous	109	102	112	110	94	102	59	30							770
Unknown															0
Total	0	117	109	116	115	94	109	63	30	0	0	0	0	0	816

Student Attendance

Student Attendance Rate Semester 1 Indigenous & Non-Indigenous Students



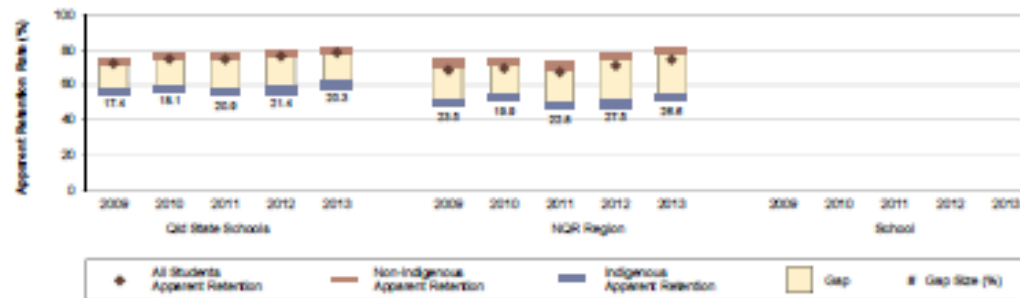
Proportion of Students by Attendance Range Semester 1, 2013 - Indigenous & Non-Indigenous Students



The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

% of All Student Attendance < 85%	7.1
% of Indigenous Student Attendance < 85%	25.7

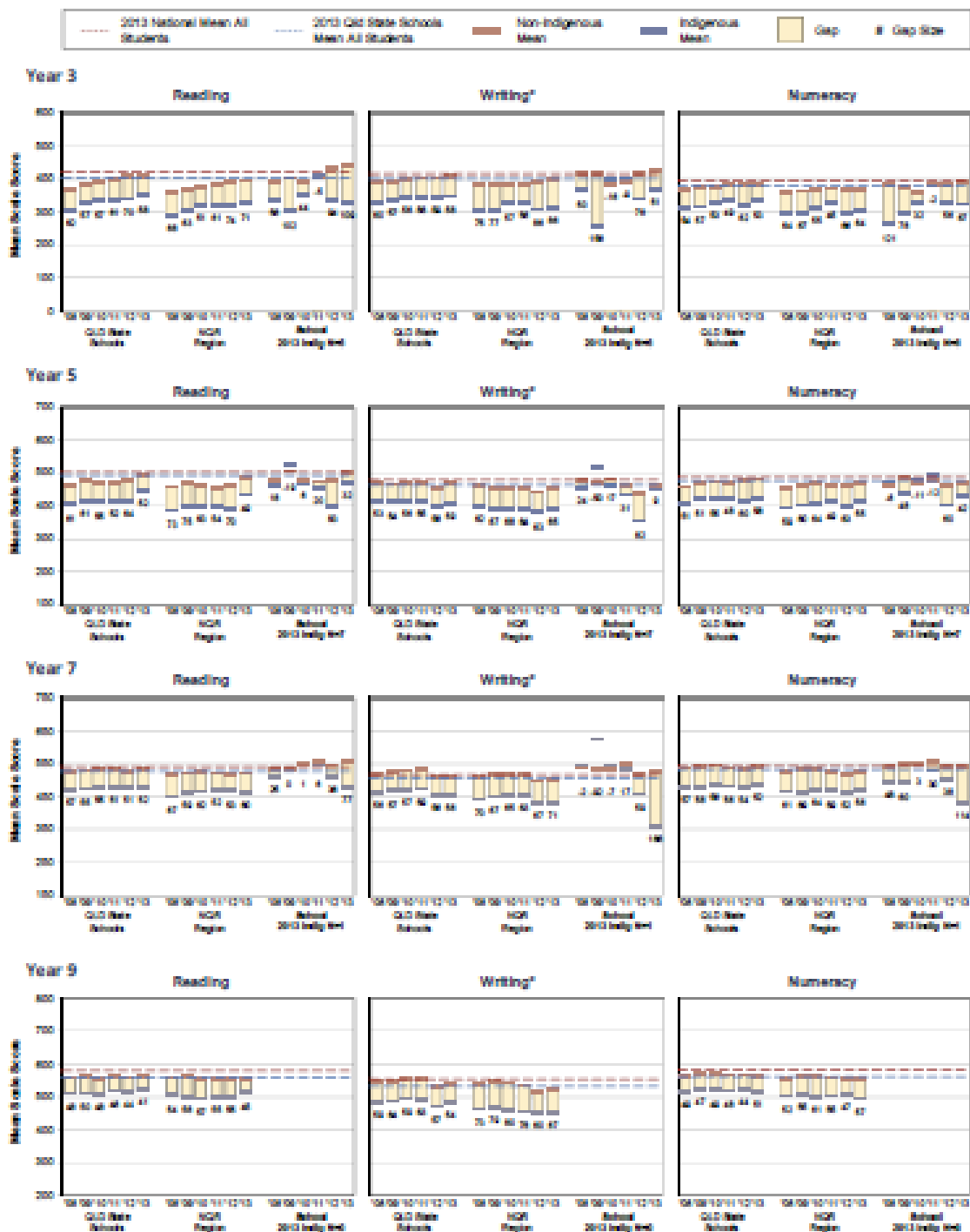
Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap



Apparent retention rates are computed as the ratio of the number of year 12 full-time students in a given year to the number of year 10 full-time students 2 years prior. The retention rates are labelled "apparent" as they do not take account events such as interstate or overseas migration, repeating students, return of adult students and the movement of students to and from the state sector. For these reasons it is possible to obtain apparent retention rates greater than 100%. Based on the August Census enrolment collection.

Performance of our students

NAPLAN Indigenous/Non-Indigenous Gap



* Writing results from 2011 cannot be compared to previous years.
 Indig. N is the count of indigenous students with a score (excludes absent, exempt & withdrawn students).

