

Avondale State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Principal – Mrs Kerry Deighton



## From the Principal

### School overview

Avondale State School is situated 32km North of Bundaberg in a rural setting and provides education for Prep to Year 6 students. Currently two teachers and two teacher aides are employed. Students travel to school by bus from the rural homes, and by car or walk from the local village, which has a population of about 120 citizens. The school has an active Parents and Citizens Association supporting the school with resources and school activities. The local community is proud of the school and is interested in and supportive of school events.

### School progress towards its goals in 2018

At Avondale State School we have moved towards goals as outlined in our 2018 Annual Implementation Plan. The implementation of the Australian Curriculum in all key curriculum areas has ensured that all classes are accessing the intended curriculum by engaging in quality teaching and learning through the utilisation and adaptation of Curriculum to Classroom (C2C) units of work to assist with classroom planning, teaching and assessment. The key priorities are outlined in the AIP are listed below.

Avondale State School continues its positive association with the North Bundaberg Cluster, including the feeder high school, Bundaberg North State High School. Avondale State School works closely with schools from the North Bundaberg Cluster to produce quality programs to enhance student learning. The North Cluster also plays an important role in our school as we work together to ensure that our Year 6 students enjoy a smooth transition to high school.

### Future outlook

The key priorities identified in the 2018 Annual Implementation Plan include the North Coast's Region initiative and continued implementation of an Explicit Improvement Agenda to be fully embedded in all schools by the end of 2018. At Avondale State School, we work closely with North Bundaberg Cluster Schools to ensure that staff are working towards this common goal by providing professional development, support and moderation opportunities in all key areas.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6



## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	20	10	12
Girls	4	2	4
Boys	16	8	8
Indigenous	3	1	3
Enrolment continuity (Feb. – Nov.)	62%	62%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Avondale State School is a small rural township that boasts strong ties to the community. A few families own small acreage, and some of these families have seen previous generations pass through our school. We are proud to continue the strong relationships with these families through their attendance at school and community functions. Many families also work in Bundaberg, which is approximately 25 km away. Some of our families have 2 or more students attending our school and there is a small amount of families who have pre-prep students intending to enrol at Avondale over the next 1-3 years. Our Parents and Citizens Association pride themselves on the support they provide to our school through a variety of quality fundraising activities.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	14	12
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

- Multi-age/level – student role models and leadership, differentiation according to needs, static learning groups
- Daily reading and writing
- Pre-testing and post-testing for Maths/English
- Online programs and resources

### Co-curricular activities

At Avondale, students are involved in a number of extra-curricular activities which are always well-supported by students, staff and families. Some of these include:



- Participation in athletic carnivals
- School Camps and excursions
- Community events – ANZAC Day celebration, BNSHS performances
- Daniel Morcombe/ Friendship programs – supported by our Chaplain
- Values lessons – supported by our Chaplain
- Local art exhibitions and artist visits/Live Shows
- Breakfast/Gardening Program

## How information and communication technologies are used to assist learning

A range of Information and Communication Technologies are used at Avondale State School to assist in student learning. These include online curriculum-based programs such as Mathletics and Reading Eggs. Teachers also use a range of ICTs in the delivery of their lessons as well as ensuring the students have a level of competency with the understanding of and use of these ICTs. Laptops and iPads are situated in the classroom, to be used at students' desks. The classroom is equipped with interactive whiteboards and are used on a daily basis. Students are encouraged to achieve a high level of computer skills that allow them to work within the technological age that we are currently faced with. Students are given the opportunity to produce work that incorporates all facets of digital technology including online coding, word processing, PowerPoint presentations and work samples using the publisher program. All machines are connected to both the internet and the school network which gives a level of freedom to the students as they can access their documents at any machine within the school network.

## Social climate

### Overview

Avondale State School has a positive relationship with the P&C Committee and a small number of families are involved in the monthly P&C meetings, working bees and various fundraising activities. Students are involved in values and relationships lessons supported by our school Chaplain and during these lessons, students are encouraged to be responsible for their own learning and behaviour choices. Our Chaplain is a vital part of the school community and provides support to students, families and staff. Our Chaplain visits our school once a week and also provides some of the necessary items for Breakfast Club, which is run by volunteers. At Avondale, we encourage volunteers to work with us in our school and we have a few volunteers who include community members and parents.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	DW
• this is a good school (S2035)	100%	100%	DW
• their child likes being at this school* (S2001)	100%	100%	DW
• their child feels safe at this school* (S2002)	100%	100%	DW
• their child's learning needs are being met at this school* (S2003)	89%	100%	DW
• their child is making good progress at this school* (S2004)	100%	100%	DW
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	100%	DW
• teachers at this school motivate their child to learn* (S2007)	89%	100%	DW
• teachers at this school treat students fairly* (S2008)	89%	100%	DW
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
• this school works with them to support their child's learning* (S2010)	100%	100%	DW



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	100%	100%	DW
• student behaviour is well managed at this school* (S2012)	89%	100%	DW
• this school looks for ways to improve* (S2013)	100%	100%	DW
• this school is well maintained* (S2014)	100%	100%	DW

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	88%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	88%	100%	100%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%



Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\* Nationally agreed student and parent/caregiver items.

# '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

Parents play an active role in various aspects of their children's journey through Avondale State School. Homework in all classes involves the students reading to an adult, and this being signed off by families. Sight words and spelling are also encouraged to be practised at home. Avondale State School continues to build proactive partnerships between the school, parents and the wider community. There are many ways in which parents are welcomed into the school both informally as well as formally. Informal participation includes attendance at cultural and sporting events, ANZAC parades, helping in the tuckshop or at Breakfast Club, as well as being invited to attend parades where their child may be receiving an award or recognition of some kind. More formal avenues for participation include becoming members of the Parents and Citizens Association. Within all areas of the school, parents are also provided with opportunities to inform school decision making by assisting with the framing of submissions and by providing feedback on school policies.

Parents assist in other school celebrations such as sports day, school concerts, tuckshop, project club activities and ANZAC Day activities. Parents are also involved in consultation with teachers and the Principal for the identification of and planning for learning and behavior needs.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs focus on personal safety and awareness, including identifying and responding to abuse and violence and develop student's knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The main vehicles for this content have been the Daniel Morcombe Curriculum Plans, PBL, Respectful Relationships and Friendship Program.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Staff and students at Avondale have focussed on reducing the school's environmental footprint by ensuring that all stakeholders are aware of the changes that need to be made in our setting to make sure that our students understand the need to think about, and care for our environment. The table below shows the effort that has been made to reduce power consumption by practising responsible use of electricity. In 2015, solar lights were installed in classrooms and the library in an effort to further reduce our environmental footprint.



Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	10,640	10,996	7,360
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile





## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	5	0
Full-time equivalents	1	2	0

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	1
Diploma	
Certificate	

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$8148.84.

The major professional development initiatives are as follows:

- Curriculum Knowledge and Understanding
- Annual CPR/First Aid
- STEAM initiatives and maker spaces
- Teacher Aide Training and Development – Classroom skills

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	97%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.



# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	91%	95%
Attendance rate for Indigenous** students at this school	95%	87%	96%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	84%	
Year 1	DW	92%	99%
Year 2	88%		95%
Year 3	89%	95%	
Year 4	93%	89%	DW
Year 5	94%	98%	95%
Year 6	96%		92%

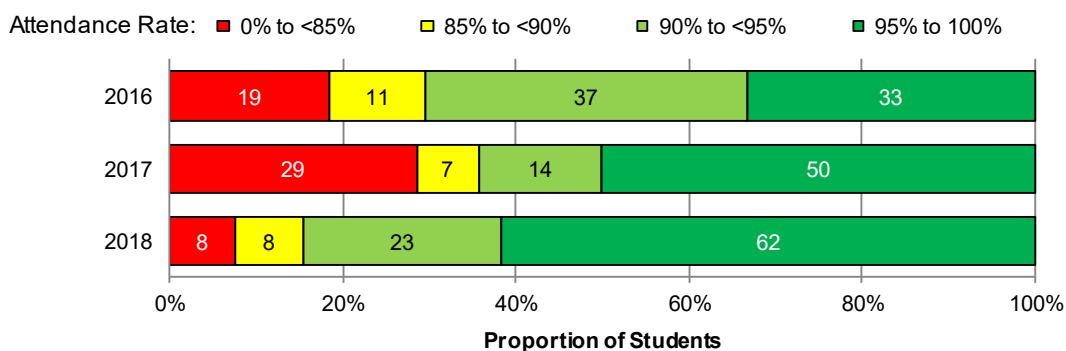
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

At Avondale State School, we adopt the policy that 'Every Day Counts'. If a student is away with an unexplained absence, a note, telephone call or SMS is required by caregivers. That is then recorded on the school system. If absences are occurring consistently, a formal letter is then sent home to families from the principal, with the parents being asked to attend an interview. Classroom rolls are marked twice daily at 9:00am and 2:00pm by classroom teachers. The One School 'Dashboard' provides the school with extensive information on student attendance and is used to inform future strategies associated with student absence.

If a student is absent and parents have not informed the school, an SMS message is sent by mobile phone to parents, requesting clarification for the child's absence. Another message is sent approximately every hour thereafter, until a return message is received from parents.

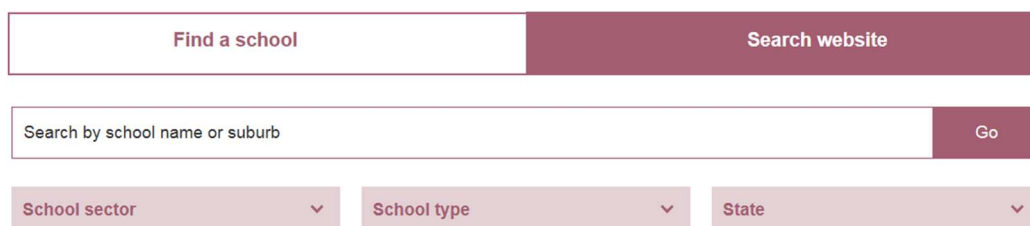
Each term, students receive a certificate if their attendance is above 95%, with students reaching 100% attendance receiving a certificate and voucher. An annual award is also distributed to the student with the highest attendance rate for the entire year.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



The screenshot shows a button labeled 'View School Profile'.

4. Click on 'NAPLAN' to access the school NAPLAN information.



The screenshot shows a navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' item is highlighted.

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

