



Graceville State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	23 Acacia Avenue Graceville 4075
<b>Phone</b>	(07) 3716 2777
<b>Fax</b>	(07) 3716 2700
<b>Email</b>	principal@gracevilless.eq.edu.au
<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>	Zoe Smith, Principal, Graceville State School

# From the Principal

## School overview

Graceville State School is located in the western suburbs of Brisbane serving the communities within Graceville, Chelmer and Tennyson. The school opened in 1928 and since that time has been providing high quality educational experiences aligned to the school motto "Strive to Excel". To help our learners move more towards the knowledge, skills and dispositions required for the 21st Century, we are working within the Curiosity and Powerful Learning Framework. This framework aims to develop Literate, Numerate and Curious people for the future. As part of this journey, the school uses a balance of pedagogical approaches to include both Explicit Teaching and an Inquiry Approach to Learning where student voice is used to drive the learning. The school's focus on emphasising an Inquiry Approach to Learning is how we are building knowledge, skills, behaviours and dispositions that are required for 21st Century life long learning. Collaborators, Self-Managers, Thinkers, Communicators and Researchers are known as the Graceville State School Learning Assets which we continue to develop in our students. The Pathways to Peace program also provides a foundation for the expectations of behaviour within the school and provides strategies for how we can care for ourselves and others by being peacemakers in the community. Programs include enhancement classes, intervention programs, a Mandarin language program, the Learning Ambassador program and a music program that includes choirs, bands and orchestras and a sports program that includes interschool competitions. The school enjoys strong community support and our parents are an integral part of the school. We welcome parental participation and seek parent voice at various juncture points as we develop the school for the future. A highlight of the school year is the annual fete held in late August. The school has a variety of afterschool activities offered to students through private providers that operate within the school grounds. These include sporting clubs, artistic and musical pursuits, science and technology clubs as well as before and after school care.

## School progress towards its goals in 2018

We are a Curiosity and Powerful Learning School, mindful of the changing and uncertain future our children will face, preparing them with a broad set of future focused foundational skills to enable them to engage successfully in society. Our 760 students, come from homes that value education and see it as a pathway to a successful future. There is a unanimous belief amongst the school community that all children can learn and as such we are committed to ensuring an education which is in the best interest of every child.

## Our School Vision



---

We are on a road to excellence!

**CURIOSITY AND POWERFUL LEARNING, THE FOUNDATION FOR EVERY STUDENT SUCCEEDING!**

To develop highly literate, numerate and curious students who are prepared to meet the challenges of the changing world. Our students will be able to actively engage in society and influence the world around them.

### Strategic Planning Cycle

The 2016 – 2019 Strategic Plan currently forms the basis for all school improvement at Graceville State School.

### **The following information is a reflection of the schools progress in 2018**

In 2018, the school engaged in the third year of the 2016 – 2019 Strategic Plan. The strategies listed below advanced our longer term plans to improve literacy outcomes for all students and build an Inquiry Approach to learning across the school.

#### **Focus for the 2018 Annual Implementation Plan**

##### **Powerful Learning through Setting Challenging Learning Tasks (SCLT)**

Teacher pedagogy was enhanced in how to set and support challenging learning tasks to ensure purposeful, clearly defined, differentiated, challenging learning where students experience powerful, progressive and precise learning. The following foundations were explored: Learning Pit, Growth Mindset, a Developmental Model of Learning, Zone of Actual and Proximal Development. Reference CPL rubric on SCLT (main themes – Match task to student's level of understanding, opportunities to develop thinking, use of subject specific language and students monitor their own learning).

A Cycle of Inquiry learning model was used to develop the skills of our teachers and measure impact on student learning (Scan and Assess, Plan/Prioritise/Develop, Act, Review). The inquiry cycle was supported by a schedule of pre and post conversations with TRIAD inquiry partners and coaches.

##### **Curiosity and Powerful Learning through an Inquiry Approach to Teaching and Learning**

Kath Murdoch (University of Melbourne) worked alongside the school to help develop an Inquiry Approach to Learning.

The school's set of essentials to building an Inquiry Approach was enhanced to include:

- The creation of a culture of thinking which was introduced through the use of Thinking Moves and Visible Thinking Routines – teachers researched, implemented and shared experiences
- Visible evidence of Inquiry was enhanced by using walls/boards/journals to display student thinking and the learning journey of students
- All classes co-constructed with students a Learning Agreement detailing 'what we all agree to that will make us the best learners we can be in 2018'

A HOC worked alongside the teachers, facilitated collaborative planning and liaised with Kath Murdoch and network schools.

Due to our progress in successfully emphasising an inquiry approach to teaching and learning, our school was asked to host Open Days for other educators to learn with and from us. The school hosted two Open Days in 2018. The school also held an open night for parents to come and experience what it looks like, sounds like and feels like to learn through inquiry.

We are grateful to our staff and students for welcoming guests into our school and having the confidence to willingly open their classrooms as part of the open day/night process.

##### **Research and develop a Whole School Approach to Writing**

A Writing co-creation team was established and collaborated to research and develop an approach to the teaching and learning of writing. The writing team engaged in two inquiries as part of their research.

###### **Part 1**

A Whole School inquiry into 'What makes an effective author' was undertaken. Student, parent and teacher voice was collected and collated and used by the writing co-creation team as part of their inquiry. An exciting part of this inquiry was 'tuning in' and 'finding out' from authors for both students and adults about 'what makes an effective author'. A whole school assembly was conducted at the end of the inquiry, part of which included a symbolic gesture to 'hand over' the voice of all school community members for consideration in Part 2 of the planning process.

###### **Part 2**

The Writing co-creation team engaged in a Cycle of Inquiry to research and develop the approach to teaching and learning of writing for Graceville State School students. Our initial inquiry question, was supported by a number of understanding goals which drove our learning. The inquiry process identified many aspects of new learning the team needed to undertake before they could loop back to answering their original question. The wider teaching staff were consulted at specific juncture points in the inquiry to ensure the work of the writing team accurately reflected the final outcome. The final outcome of the Inquiry process was the creation of a document which outlined the underpinning beliefs about the teaching and learning of writing held by our school community. A set of 'what this looks like in our school' statements were created to support the beliefs statements and provide clarity on how the beliefs would be enacted.

The writing team concluded their work in 2018 by identifying the professional learning that was required to start the implementation process in 2019.

## **Future outlook**

### **Strategic Planning Cycle**

2019 will be the final year of the current strategic plan.

The school will take part in a Quadrennial Review in 2019 where by they will celebrate the success of the previous four years and create a new strategic plan for 2020 to 2023.

### **The following information will form the foundation of school improvement in 2019.**

The strategies listed below will advance our longer term plans to improve literacy outcomes for all students and build an Inquiry Approach to learning across the school.

### **Curiosity and Powerful Learning through an Inquiry Approach to Teaching and Learning**

Kath Murdoch (University of Melbourne) will continue to work alongside the school to help develop an Inquiry Approach to Learning.

The school's set of essentials to building an Inquiry Approach was enhanced to include:

- 2017 and 2018 Essentials continued
- Create a culture of thinking introduced through the use of Visible Thinking Routines – teachers to research, implement and share experience with each other
- Enhance the 'student voice' cultural marker
- Explore and enhance the use of the Inquiry Pedagogical Practices of Release and Play
- Enhance understanding of the dispositions associated with the Learning Assets
- Plan and engage in Learning Walks in each other's classrooms – to highlight the visible evidence of Inquiry across the school

A HOC will continue to work alongside the teachers, facilitate collaborative planning and liaise with Kath Murdoch and network schools.

The school staff have agreed to hold two Inquiry Open Days in 2019.

### **Writing - Introduction and first year of implementation of the Graceville State School Writing Beliefs.**

- A co-creation writing team will regularly debrief with teachers, seek feedback, monitor progress and adapt implementation as identified.
- A Cycle of Inquiry learning model will be used to develop the skills of our teachers and measure impact on student learning. The inquiry cycle will be supported by a schedule of pre and post conversations with TRIAD inquiry partners and coaches.
- HOC Writing to collaboratively plan with each year level.

## **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	742	761	738
Girls	335	360	358
Boys	407	401	380
Indigenous	3	5	4
Enrolment continuity (Feb. – Nov.)	98%	97%	97%

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

In 2018 enrolments at Graceville remained similar to previous years. The school operated 31 classes, generally single year levels, from prep to year 6, with 2 enhancement classes operating in year 3/4 and 5/6. Distribution of gender across the student body sways more heavily towards males. The school has less than 5 students identifying they are from an Aboriginal or Torres Strait Islander background. The student body is gradually becoming more diverse, with a greater number of children from multicultural backgrounds enrolling in the school. The school caters for students from English as a second language background. The school has a number of students with disabilities. Students with disabilities access a mainstream education which is supported by lessons from a specialist teacher. Enrolments in the lower school are increasing with approximately 120 students per year level. This trend is expected to continue into the future with many current students having younger siblings intending to enrol in the future.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	22
Year 4 – Year 6	24	25	26
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

**Curiosity and Powerful Learning:** In 2015, the school was selected to engage in the Curiosity and Powerful Learning project. We were one of 100 schools in Australia in who engaged in the initial research project. Although the official project has now been completed, the school continues to use the aligned frameworks and Theories of Action. As a school we continue to promote deep teacher understanding of both an inquiry approach to teaching and learning and explicit instruction.

**An Inquiry Approach to Learning:** Consultation in our School Review in 2015 showed great support from all members of the school community to move towards an Inquiry Approach to Learning at Graceville. The staff understand this is a long term project which will take the school at least 5 years to develop. A major aim will be for school leadership, teachers and students to develop inquiring dispositions and embed the Learning Assets required for 21<sup>st</sup> Century lifelong learning. In 2017, the school created a set of 'Agreed Essentials' to start our Inquiry Approach. Each year, through consultation with the teaching team, we will gradually build on the essentials until our vision of an Inquiry Approach at Graceville is realized.

**Explicit Instruction:** Graceville State School uses the Gradual Release of Responsibility method of teaching and learning as a consistent method of explicit instruction across the school. Teachers currently use the Gradual Release of Responsibility in the teaching of Active Comprehension in reading and aspects of writing.

**Enhancement Classes:** Graceville State School offered an enhancement program through two multi age classes, Year 3/4 and 5/6. This program aimed to provide curriculum enhancement opportunities for high achieving students. Students generally stay in the same class, with the same students and teachers for up to 2 years. Enrolment in the classes is via Expression of Interest and selection into the program is based on both academic achievement results and evidence of a range of learning behaviours and attitudes suitable for success in the program.

**Special Education Support for Students with Disabilities:** Students with disabilities are mainstreamed at Graceville. A teacher with specialised skills is employed to support students with disabilities both within the classroom and in specific lessons which are required to support the individual learning needs of the students.

**Extending learning through links with local high schools:** High achieving students are provided opportunities to extend their learning by taking part in higher order learning projects through links with Corinda and Indooroopilly High schools and the Queensland Academy of Science, Mathematics and Technology.

**Partnership arrangement with the State Academies:** The school has a partnership with the State Academies to access online learning opportunities to further extend our high achieving students.

## Co-curricular activities

**Graceville State School offers a range of activities in addition to the schools core curriculum. These include:**

Student Council

Leadership development opportunities

Student Learning Ambassador Program

School Camps for Years 4-6

Interschool Sport for Years 5-6

Instrumental Music Years 4-6

Music and Choral groups

Swimming Club

Tennis Club

The Young Rotarians Program for Year 6 students

Participation in National and International Academic Testing Competitions.

Overseas Study Tours both hosting and travelling abroad – in 2018, 20 Taiwanese students travelled to Graceville for 2 weeks to learn and live with Australian families. In 2019, 22 Graceville students will travel to Taiwan for 10 days to learn and live with Taiwanese families.

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

At Graceville, we use ICT to create and construct knowledge through interconnected communities, by accessing a variety of mobile and fixed technologies and instilling a notion of continuous learning. Digital learning environments and experiences are provided to improve educational outcomes for students by engaging them in relevant activities in order to broaden their world for the future.

Graceville State School values the role ICT plays in the teaching and learning process and the importance of skill development in the effective use of these technologies. In 2018, our year 5 and 6 classes had access to a very high ratio of computers to students. Students used laptops daily in class time involving research, creating and publishing projects, accessing learning objects and other web based tools. iPad technology was also implemented across lower school and multi-age classes using supportive apps for learning and media type applications.

Students have access to networked computers through the school with internet access along with a range of software programs that support the teaching and learning process. All classrooms have interactive whiteboards with our library also containing a computer lab and wireless internet access. Classes access the digital devices available to deliver quality curriculum programs for students.

Digital technologies are accessed to provide connections to the world, access a variety of digital resources that support class learning opportunities and publish student work.

A part time computer technician and ICT coach supported staff in developing effective practices in using ICT in the planning, assessment and reporting stages of program development. The coach also provided professional development sessions for staff.

In 2018 the eLearning committee involving staff and community members continued to meet to develop a variety of strategies within the school including policies for student use of eLearning tools, how the laptop and iPads were being used and how ICT indicators and skills are being supported across the school in teaching and learning programs.

Our 5 year plan for technology resource management continues to monitor the needs and replacement of devices across the school. 75% of the P&C Voluntary Contributions was used towards the replacement of iPads and laptops during 2018. Current devices are shared across the school using online booking calendars for sets of laptops and iPads. Our computer lab of 28 desktop computers continued to be heavily booked and utilized by classes for research, online programs and design of products.

## Social climate

### Overview

After consultation with all community members and development of the 2016 – 2019 Strategic Plan, it was evident a change in the educational direction of the school was required. The change, although greatly supported in moral purpose by the school community and teaching staff, meant new learning and the development of having an inquiring disposition.

A model of 'inside out' leadership aims to increase opportunities for teacher voice and feedback to ensure both research evidence and teacher's professional practical knowledge and voice is utilised in school decision making. Feedback during 2018 has impacted upon the school's decision to extend opportunities for a wider range of staff to be included in feedback processes. The voice of Teacher Aides and students will be included to ensure that their voice is heard and acted upon. The 'inside out' model of leadership is gradually being developed based on feedback from the staff.

The Graceville State School community enjoys a healthy, positive, and respectful relationship between its members. The involvement of the wider community is entrenched in the school with productive partnerships well established with existing and past families. We have developed a close working relationship with our P & C Association. They work closely with us to support important priorities in our school which are linked to our school's Improvement agenda. Parents are often invited to provide feedback that informs our practices and supports our students in classrooms. Literacy support, specifically reading groups is when we receive the greatest level of support from parents. As part of our Inquiry focus in our school we often engage parents and other community members who have a particular career, hobby or expertise to come and engage with our school in classrooms or as Guest speakers on assembly or via 'Zoom' to support our real-life purposes.

Graceville parents have very high expectations of communication between school and home. There is an increasing expectation from parents that the school will communicate more regularly and with greater detail to parents. The teachers do their best to meet expectations that are reasonable and are considerate of teaching expectations across the school day. Graceville teachers' main responsibility in school hours is to be engaged with students, meeting the needs of students both academically and socially/emotionally. Teachers respond to parent communication before or after school or in Non Contact time. Emergent situations are prioritised at these times.

Graceville State School is committed to implementing the Pathways to Peace program. The program is espoused daily by staff and students. The Peace Code allows for a proactive approach to the continued development of our students.

In 2018, the school community were invited to take part in a review of our Responsible Behaviour Plan for students. After consultation, some additions were made to include ensuring positive behaviours were encouraged and recognised. The school implemented a 'Gotcha' system in which staff are vigilant in looking for and rewarding positive behaviour. An award system was created in which students work towards Bronze, Silver and Gold awards to acknowledge and congratulate positive behaviour. The students were excited to work towards achieving these awards.

At Graceville we are proud of our inclusive approaches to learning. We have numerous programs to support a broad range of students in our care. These include individual and small groups programs lead by our School Chaplain who works 3 days a week in our school. The Chaplain works with specific students in our school to assist them to access the curriculum and to support their social and emotional needs. He is also available for parents and staff for support when required.

Our Inclusion support team comprises of our Guidance Officer, DP, STLN, SWD (Special needs) teachers, EAL/D teacher and teacher aides. Our purpose is to support all students in the school who may require extra support whether it be physical, social/emotional or academic. We have a huge range of programs that support students including "Friends" programs, social/emotional support programs, EAL/D support, Speech/Language and fine/gross motor (OT recommended) support. We liaise closely with many outside agencies who also support our students. Many of these therapists are welcomed into our school to work with our students.

We also offer a wide variety of programs of opportunities for our high achieving children. Our Enhancement classes (3/4 & 5/6) comprise of high achieving students and benefit from the expertise of teachers who are Gifted and Talented trained. We are in partnership with the QLD Academies and our students often are involved in extra-curricular program which offer 'extension' opportunities. Students in our school are involved in a variety of opportunities such as Maths Tournaments, Reader's Cup and ICAS competitions.

### 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 <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	96%	96%
• this is a good school (S2035)	89%	94%	94%
• their child likes being at this school* (S2001)	95%	97%	99%
• their child feels safe at this school* (S2002)	100%	99%	97%
• their child's learning needs are being met at this school* (S2003)	89%	92%	92%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	91%	94%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	99%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	94%	86%
• teachers at this school motivate their child to learn* (S2007)	89%	94%	92%
• teachers at this school treat students fairly* (S2008)	92%	92%	91%
• they can talk to their child's teachers about their concerns* (S2009)	95%	99%	95%
• this school works with them to support their child's learning* (S2010)	91%	94%	87%
• this school takes parents' opinions seriously* (S2011)	78%	85%	79%
• student behaviour is well managed at this school* (S2012)	92%	93%	83%
• this school looks for ways to improve* (S2013)	97%	96%	95%
• this school is well maintained* (S2014)	95%	95%	92%

\* 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)	100%	98%	100%
• they like being at their school* (S2036)	98%	99%	99%
• they feel safe at their school* (S2037)	100%	99%	99%
• their teachers motivate them to learn* (S2038)	100%	98%	100%
• their teachers expect them to do their best* (S2039)	98%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	99%
• teachers treat students fairly at their school* (S2041)	100%	96%	99%
• they can talk to their teachers about their concerns* (S2042)	98%	92%	100%
• their school takes students' opinions seriously* (S2043)	94%	98%	97%
• student behaviour is well managed at their school* (S2044)	94%	93%	95%
• their school looks for ways to improve* (S2045)	98%	100%	98%
• their school is well maintained* (S2046)	100%	94%	97%
• their school gives them opportunities to do interesting things* (S2047)	94%	97%	99%

\* 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)	85%	88%	88%
• they feel that their school is a safe place in which to work (S2070)	99%	88%	88%
• they receive useful feedback about their work at their school (S2071)	76%	78%	80%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	89%	95%
• students are encouraged to do their best at their school (S2072)	98%	98%	98%
• students are treated fairly at their school (S2073)	95%	93%	88%
• student behaviour is well managed at their school (S2074)	97%	75%	78%
• staff are well supported at their school (S2075)	73%	72%	73%
• their school takes staff opinions seriously (S2076)	76%	75%	70%
• their school looks for ways to improve (S2077)	94%	95%	88%
• their school is well maintained (S2078)	96%	83%	84%
• their school gives them opportunities to do interesting things (S2079)	85%	81%	80%

\* 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

The staff of Graceville State School believe that parent/carer involvement in their child's learning is crucial. Teachers interact with parents/carers through a range of modes, newsletters, email, phone and formal and informal meetings. Teachers welcome parents into their classrooms to help in a range of ways.

In 2018, the school built on its initial success of hosting Parent Information Sessions. The school offered Parent Information Sessions on Inquiry Learning and 'what makes an effective author'. Approximately 100 parents attended each of these sessions.

In 2018, the school sort the expertise of the school community in the area of writing. The school sort volunteers from the community to act as experts in areas of writing that related to their work or passions. A bank of willing community writing experts was created which teachers could access to help make learning authentic for students.

The Parents and Citizens Association (P&C), is the peak organisation for community involvement and participation. Parents are encouraged to participate in various ways within the school. The P&C undertook many vital roles within our school and provided support services to the school community including the operation of the tuckshop and uniform shop. The P&C held a fete, Trivia Night and a welcome BBQ for parents.

The P&C at Graceville is very active. The P&C contribute to the strategic planning of the school and provide feedback and advice on various school initiatives. As part of our previous school review a group of volunteer parents were engaged in a three hour consultation process about the future needs of the school. In 2016, 2017 and 2018, the school re-engaged the volunteer parents to provide feedback from their perspective of the school's progress towards its goals from the strategic plan. In 2019, as part of our next review, the school will seek feedback on both our success over the past 4 years and ideas for how to move the school forward.

Engaging with community pre-prep settings and prospective families was an important facet of community engagement in 2018. We held a prep information evening along with 2 'Get Set for Prep' sessions to provide information to parents about our school's programs and to provide opportunities for families to spend time in our early years classrooms and for students to become familiar with our school. This was further built upon in our orientation sessions held in November as preparation for the start of the next school year.

The staff of Graceville work together to ensure all students can participate fully at school. Our Inclusion Team meet regularly to discuss referrals from teachers, administration or parents who have raised concerns about any students who may require adjustments for academic, social/emotional or physical needs. As a teaching team we also have meetings with Year levels once a term to analyse Reading and Spelling data through the process of "Putting faces on the data". All students are discussed and decisions about strategies to implement to cater for any students who require extra support, whether that be as an individual, in small groups or to influence 'good first teaching pedagogy'. We also have a Speech-Language Pathologist who works in our school each week. Her role is to support any students with Speech and/or Language needs. Decision making for Speech Language support is made during negotiations with teachers, using specific data/assessments and in our Inclusion support meetings.

## Respectful relationships education programs

Graceville State School is a Pathways to Peace School. The school behaviour expectations are based on being a Peacemaker. We encourage students to care for themselves and others, speak kindly to each other, do the right thing, try and turn things around, be brave and find help if they need it.

The school has an award called, Random Acts of Kindness, which encourages students to do good and kind things for each other without being asked. One child from each year level receives the award at fortnightly whole school assemblies.

Planning for 2018, included emphasizing the general capabilities of the Australian Curriculum through the use of our 'Learning Assets'. Three of the Learning Assets, Collaborator, Communicator and Self Manager have specific skills which help students build dispositions which support the development of respectful young people.

Graceville Staff are engaged in conversations which promote above the line thinking and communication. Staff have had professional development to help them understand above and below the line thinking and communication via a company called Think One Team. We believe in actively building the skills of our staff so they can model and promote respectful relationships.

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

We have numerous approaches in our school to implement Respectful Relationships education at Graceville. We engage a trained consultant to teach our Year 5 & 6 students a Relationships and sexuality unit based on the Australian Curriculum. Links are made in our Health and Physical Education within units in each class.

Our school has adopted an Inquiry approach which includes the integration of the Learning Assets into our practices. These Learning Assets and the continuing use of the Peace Code (Pathways to Peace) are part of our school culture, embedded in the curriculum, our Responsible Behaviour Plan and numerous school practices that promote personal safety and self-awareness as a self-manager. Programs which focus on developing Respectful Relationships lead by our Guidance Officer, School chaplain and other members of our Inclusion Team are highly valued in our school.

## 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	6	13	16
Long suspensions – 11 to 20 days	0	1	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

During 2018, the school has continued to work on improving its efficiency in relation to electricity usage. This has been challenging due to the addition of a 3 level, 10 classroom teaching block, which was completed early in 2014. It has also been challenging as our fleet of air conditioners (put in by the P&C) are aging, placing increasing demands on school energy usage.

We have solar panels on two buildings which helps supply an amount of energy back into the grid.

We are continuing to implement our School Environmental Management Plan that focuses on reducing our environmental footprint by reducing electricity usage, reducing the amount of waste, continuing to implement an active recycling program and considering environmentally friendly products when purchasing items in the school. In 2018, the student body enacted a 'green team' who are working towards building understanding and behaviour change in the area of recycling.

Our new building has many environmentally friendly features which will reduce our footprint. Energy saving lighting has been installed which turns off when not in use, power to the entire building turns off after the building has been vacated, air conditioners are pre-set at 24 degrees and can't be changed by individuals, and appropriate waste and recycling features are fully implemented. We also have several water tanks in the school which are used to water the oval and gardens. Two 75,000 litre water tanks were installed underground as part of the new building project. These are connected to the new building and are used to water the oval. Late in 2016, we started to experience issues with the tank that placed a greater load back on the mains water usage. The tank's pump continued to cause ongoing issues that impacted on our ability to reduce water usage as a school. At the end of 2018, the pump was fixed and we should see a significant decrease in mains water usage as soon as the tanks are filled with rain water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	304,067	302,339	241,945
Water (kL)	4,533	4,958	5,302

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.

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

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

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

Graceville State School has a very hard working and dedicated staff.

The information below provides a snap shot of the composition and qualifications of our staff.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	56	22	<5
Full-time equivalents	44	16	<5

\*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	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	7	
Graduate Diploma etc.*	13	
Bachelor degree	32	
Diploma	4	
Certificate	0	

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$180,000.

The major professional development initiatives are as follows:

- The development of the school's approach to teaching and learning in writing
- Cycle of Inquiry including coaching and TRIAD process aligned to development of Setting Challenging Learning Tasks
- Inquiry Learning – developing an Inquiry Approach supported by Kath Murdoch
- Curiosity and Powerful Learning network schools' development
- Putting Faces on the Data Process – reading and spelling
- Collaborative Planning support for teachers
- Mentoring for Beginning Teachers
- First Aid for any interested staff
- Asbestos Training for all staff

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.	97%	97%	97%

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

From the end of the previous school year, 93% 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	96%	95%	95%
Attendance rate for Indigenous** students at this school	97%	97%	98%

\* 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

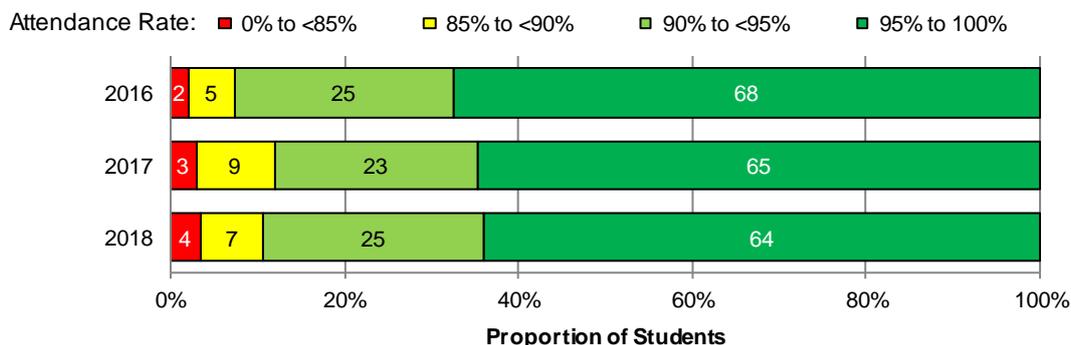
Year level	2016	2017	2018
Prep	96%	96%	95%
Year 1	95%	95%	95%
Year 2	97%	96%	95%
Year 3	96%	96%	96%
Year 4	96%	96%	96%
Year 5	95%	96%	95%
Year 6	97%	94%	95%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

Non-attendance is managed in state schools in line with the 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.

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Graceville State School, class rolls are marked twice a day by teachers. Parents of our school are made aware that they must contact the school via phone, email or letter, either on the day of absence or the day they return to school to advise of the reason for a child's absence.

If a child is away for three or more days, and the absence is unexplained, the family is contacted to enquire about the health and whereabouts of the child.

Families at Graceville are aware that if travelling overseas, they must complete the appropriate paperwork to ensure the school are aware of the duration of the absence, the intent to return to the school and seek approval from the principal.

The school follows advice provided by The Department in relation to Every Day Counts.

At Graceville, parents value education and keep the school well informed of student attendance

## 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.

Find a school	Search website	
Search by school name or suburb	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 'NAPLAN' to access the school NAPLAN information.

[School profile](#)   [NAPLAN](#)   [Attendance](#)   [Finances](#)   [VET in schools](#)   [Senior secondary](#)   [Schools map](#)

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.

## Conclusion

The Graceville State school community are excited about the direction and vision of our 2016 – 2019 Strategic Plan.

The school staff have embarked on a long term journey to transition the school to incorporate an Inquiry Approach to Learning.

Each year the school will build on success, learning and growing, to ensure we are meeting the needs of our students.