


Welcome to
**ANDERGROVE
STATE
SCHOOL**



2008

School Annual Report

Our school at a glance

 "Linking Learning To Life"	PO address	School Address: Fernleigh Avenue ANDERGROVE. 4740 PO Box 8289 Mt Pleasant. Q 4740
	Phone	49554388
	Fax	49551058
	Email	admin@andergross.qld.edu.au
	Website or Contact Person	www.andergross.qld.edu.au Principal: Mr Peter Mandryk Deputy Principal: Mr Clive McWhir

Principal's Foreword

Introduction

I am pleased to present the **2008 Annual School Report for the Andergrove State School**. We sincerely welcome those making a first time contact with our school via our website and this 2008 Annual School Report. This report will provide a 'snap shot' of our school, our achievements and local context for student achievement.

Our school community is proud of the achievements of the students, staff and school as we work together to achieve the best outcomes for each student. Our motto "Linking Learning to Life" demonstrates the value we place on children's successes in life both within and beyond the school.

We believe all school community members have the right to:

- A caring, supportive and positive environment
- Quality teaching and learning
- Achieve their full potential
- Enjoyment and success in life

We also believe all school community members have the responsibility to:

- Recognise and celebrate their own and others' achievements
- Be active in the school community
- Involve others in decision making
- Use positive social and personal skills
- Work as part of a team

Andergrove State School is a co-educational school offering a high quality educational experience for students from Prep to Year 7. Andergrove State School is renowned for its innovative programs, such as the Year 6 & 7 Laptop Class, Early Years Literacy Block, Early Intervention Programs, Middle Phase Literacy Block, and more recently, the Options Program and Chaplaincy Program.

Andergrove State School is a well resourced school with excellent facilities. Students make good use of a well equipped Computer Laboratory and a designated Science Laboratory. Community members make good use of our multi-purpose area, and covered walkways to the classrooms that provide weather protection when required

Our large Library provides spacious work spaces for classes, in addition to generous display and resource storage areas. In conjunction with the Laptops for Teachers program, a Wireless Network is provided to the staff room and upgraded to designated upper primary classrooms.

Our school at a glance

Recent facilities initiatives have substantially boosted the infrastructure of our school enabling us to continue to deliver quality education to the children of Andergrove.

Andergrove State School has a proud record of working with parents to meet the educational needs of our students. Achieving good educational outcomes for your children is very dependent on a successful partnership between your home and our school. Your child's progress is heavily influenced by the interest you show in their education, the support you provide and how you choose to participate in school affairs. To this end I encourage you to maintain a regular contact with our teaching staff and to become actively involved in our school activities.

We believe social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation. At Andergrove we expect high standards of personal achievement and development. We are committed to:

- *Promoting the best interests of individual children*
- *Promoting excellence in teaching and learning*

For those looking for a change of school for your children, we would be pleased to have you join us and help in making our great school even better.

Future outlook

Our primary focus at Andergrove State School is to develop children's academic and social skills. We continue to work towards improving Literacy and Numeracy outcomes for all students. Through the appointment of a Head of Curriculum in 2008, there will be an added emphasis on Learning Essentials, Standards and Assessment, which are key components of the Queensland Curriculum, Assessment and Reporting Framework.

Our school enjoys an excellent collegial relationship with other primary schools and our partner high school in the Northern Beaches Schools Cluster. As a result we enjoy the benefits of a comprehensive and collaboratively developed English and Mathematics Curriculum programs.

A further emphasis will be on integrating ICTs within and across all Key Learning Areas. We aim to ensure Workforce Planning allows for the employment of a part time ICT Key Teacher to lead Information & Communication Technology programs and Extension programs across the school.

It is our aim to provide a caring, positive and supportive environment as children and adults work together to learn, explore, make decisions, take risks, solve problems, develop confidence, take responsibility, value others, reflect, celebrate achievements and find fun and enjoyment in learning and life.

In 2009 our school will continue its focus on Student Learning Outcomes as our 'core business'. Having developed excellent English and Mathematics Programs, professional development activities will now allow staff to focus on pedagogy that will maximise student achievement in these subject areas. Our English & Maths Programs clearly indicate "what" we need to teach and now we will promote best practice recommended in "how" we should teach these key concepts.

This focus on teaching pedagogy will best position our school to further improve current student learning outcomes as evidenced elsewhere in this report. Teaching staff will continue to engage in a process of curriculum renewal as determined by the requirements of the Queensland Curriculum, Assessment and Reporting Framework.

Year level curriculum units will be audited to ensure that specified Learning Essentials are included to ensure students benefit from a balanced curriculum program.

Professional Development priorities will include Professional Standards for Teachers, Primary Connections Science, The Teaching of Reading, Indigenous Education and ICT integration.

Staff will continue to acknowledge and recognise positive student behaviours with student social skilling to be further enhanced by the identification and adoption of a social skills program such as "Program Achieve – You Can Do It!".

Our school at a glance

We anticipate a significant enhancement to our facilities via the Federal Government's National School Pride (\$200 000 to upgrade classrooms) and Schools for the 21st Century (\$400 000 Library Refurbishment and full size \$2.6M School Hall) Programs.

Minor facilities maintenance and development projects will enhance physical resources within the school with completion of new garden areas and water tank. We also wish to investigate how our school would benefit from solar energy projects.

School Profile

Andergrove State School was officially opened in 1929. It is a co-educational state school, offering classes from Prep to Year 7. Total school enrolment in 2008 was 480.

Curriculum offerings

Our distinctive curriculum offerings include ..

- *LOTE (Japanese) in Yrs 6 & 7*
- *Early Intervention programs*
- *Physical Education Specialist program*
- *Literacy Block*
- *Music Education Specialist program*
- *Home Reading programs*
- *Instrumental Music*
- *Blue Crest Science Awards*
- *Special Needs Class*
- *Bike education*
- *Integration of Special Needs students Indigenous Students Support program*
- *Outdoor Education Camps (Yr 5 Kinchant Outdoor Education Centre, Yrs 6 & 7 bi-annual Canberra educational excursions)*

Our Integrated Curriculum offers educational programs which include all eight Key Learning Areas – English, Mathematics, Studies of Society & Environment, Science, Arts, Physical Education, Technology and Languages Other Than English (Japanese).

A long term priority is the integration of Information & Communication Technology in student learning programs. Opportunities are provided for students to increasingly make more effective use of our computer lab, classroom and laptop computers and associated hardware to enhance learning outcomes.

Andergrove State School has a well established reputation for its inclusive education philosophy and practice which endeavours to provide a wide range of curriculum programs and activities for the children who attend the school. A snapshot of our curriculum approach includes ...

- *Single and multi-age classes across the school.*
- *Prep & Year 1 classes using Early Years Curriculum Guidelines.*
- *A comprehensive intervention program across the P-7 classes.*
- *Effective program support for students with verified disabilities.*
- *Early intervention and explicit programs for all identified students requiring learning support.*
- *THRASS is the basis of the school spelling program.*

Extra curricula activities

- *Learning Extension Activities - International Academic Competitions (English, Writing, Spelling, Maths, Science and Computer Skills), Opti-Minds Challenge, MacDonald Maths Competition; Chess Club; Rock Pop performance; Mornings Of Excellence as provided by the Pioneer State High School, Inter-school Debating.*

Our school at a glance

- School (eg Hockey), Interschool District, Regional and State Representative Sport; Skipping Club
- Visiting Arts Council & Other Performer Groups

How computers are used to assist learning

Computers are utilised as an integral component of learning at Andergrove State School. 100% of classrooms have had fibre optic / internet connections for some years allowing for reliable connectivity. Computers are used to support and enhance curriculum offerings. A variety of curriculum applications are taught to children so that ICT compliments learning programs.

Students have access to small pods of computers in classrooms and a computer laboratory caters for whole class learning. Currently a Yr 6 and Yr 7 Laptop class are operational, however we have plans to extend this opportunity to all Yr 6 & Yr 7 students.

A number of teachers have been accredited with Education Queensland's ICT (Information Communication Technologies) Pedagogical Licence. All teachers have received their Computers for Teachers laptop and engage in ongoing professional development that promotes the integration of ICTs into all aspects of teaching, learning and assessment.

Social climate

Supportive School Environment:

A whole-school supportive environment, monitored by the Principal through the Justice and Equity Team, supports children's social needs. The Team includes a Guidance Officer, Special Needs Teacher, Support Teacher, Key Teacher, School Chaplain and support staff. The Team works in liaison with other agencies where necessary.

Responsible Behaviour Plan for Students:

Andergrove State School recognizes that learning and teaching occur best in school environments that are positive, orderly, courteous and safe. Our school's Responsible Behaviour Plan for students is based on this belief.

To further enhance our school's Supportive School Environment, Andergrove State School has begun implementation of a Positive School-wide Behaviour Support Program through Education Queensland's Centre for Behaviour Support. Stage One of this program has clearly focused the school community on three key school expectations ...

- Always be a learner.
- Always be respectful.
- Always be safe.

In 2009, this program will build on 'outside class' expectations and focus on the promotion of positive 'in class' behaviours.

Our Responsible Student Behaviour Plan is continually re-examined to ensure existing policies provide sufficient guidance and support for student behaviour management practices. As a consequence a Behaviour Card communication system was successfully introduced to the school community. This system is based on acknowledging positive student behaviours with the majority of Behaviour Cards being issued in recognition of positive student behaviours.

Other incentives for good behaviour have included weekly Behaviour Card Assembly Draws, Student of the Week Awards, Merit Badge Awards and end of term Rewards Activities. Warning & Consequence Cards keep parents informed of student behaviour so that they can support students in meeting our high-level behaviour expectations

Our school at a glance

School Chaplaincy

The Northern Beaches Cluster of Schools, including Andergrove State School, enjoys the services of a Chaplain under the auspices of the National School Chaplaincy Program.

The role of the Chaplain is to assist schools and their communities to provide pastoral care, personal advice and comfort to all students and staff. Our Chaplain works in our school two days a week.

Options Program

Children in Prep to Yr 7 are eligible to access the Options Program which is offered during the longest play break, every day of the week. The aim of the program is to provide a structured alternative to outdoor activities for students who are still developing the social skills required to appropriately interact with peers. Children choose from a range of activities that are stimulating, productive, enjoyable and supervised. Children are encouraged to cooperate and develop friendships, a positive social experiences and good attitudes toward school.

Social Skills:

An active Student Council provides opportunities for students to develop and demonstrate leadership skills. In the future our school plans to investigate and adopt a Social Skills Program (eg "You Can Do It – Program Achieve") to assist students further develop their self esteem and interpersonal relationships. This program will assist staff to promote Resilience under four keys to school success – Getting Along, Confidence, Persistence and Organisation.

Involving parents in their child's education.

Parents at Andergrove are very supportive of their children and our school, with many directly contributing to aspects of school life and their children's learning. Parents share high expectations of our students and are always welcome to be actively involved in our school and their child's education. We encourage parental involvement and provide the following good communication and opportunities for this to occur.

Publishing a school newsletter weekly – this includes forthcoming events, acknowledgements of students, staff and a cross section of information from school and parent groups at the school.

- *Our open door policy – parents are always welcome.*
- *Effective Student Reporting processes - Formal & informal Parent/Teacher Interviews, Semester Report Cards*
- *Class Information Sessions at the beginning of each year*
- *Open communication between teachers and parents (ie. Use of Communication Books)*
- *Parent Information Sessions and Volunteer training opportunities*
- *Invitations to classroom activities, such as culminating activities at the end of terms*

Through the P&C committee and P&C functions, parents are involved in:

- *Strategic school planning (eg Annual Budget, Triennial School Review)*
- *Committee Projects*
 - *Tuckshop*
 - *Parent Helpers' Group*
 - *Uniform Shop*
 - *After School Care*
 - *Prep Committee*
 - *School Discos*
 - *Carols Night*
 - *Student and parent welcome breakfast*
- *Fete This activity harnesses the volunteer efforts of many in our school community and provides an opportunity to highlight our school offerings to the wider community.*
- *Sports Days*

Our school at a glance

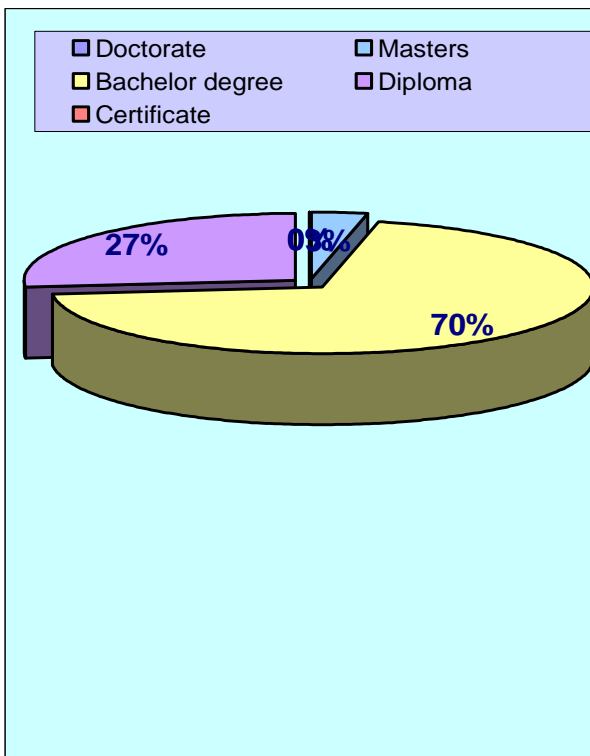
Additional avenues are available to encourage the involvement of our Indigenous families:

- *Indigenous School Teacher Aides who assist students and engage in family liaison activities.*
- *Involvement of community health professionals to assist families*
- *Integration of Cultural Studies into school programs*
- *After-school Literacy and Numeracy Program*
- *Indigenous Student Awards*
- *Indigenous Performance Groups*

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	21
Diploma	8
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$23 882.
- The involvement of the teaching staff in professional development activities during 2008 was 96%.

Andergrove State School is fortunate to have a healthy balance of experience and youth among staff. Teaching and non-teaching staff members have a strong commitment to nurturing our students and providing the best possible academic and social environment.

Teacher expertise at Andergrove State School has a strong curriculum focus. Teachers from both the Early Years and Middle Phase have been involved in professional development in Maths, English and Science planning, teaching and assessment. Other members of the teaching staff continue to utilise specialised skills within the school to support areas such as Gifted and Talented Programs, Drama, Music, Sport and Physical Education, Art, and Information & Communication Technology.

All staff continue to develop and refine their skills to support positive student behaviour across the school.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 97 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 94 %.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	351	445	504
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 85 %	78 %	87 %
Writing	Average score for the school	381	455	483
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 91%	88%	84%
Spelling	Average score for the school	353	439	507
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008 85%	88%	86%
Grammar and Punctuation	Average score for the school	355	452	482
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008 90 %	89 %	84 %
Numeracy	Average score for the school	343	442	508
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008 91 %	95 %	98 %

Performance of our students

<i>Results in the Year 2 Diagnostic Net</i>	<i>Percentage of students not requiring additional support</i>
<i>Reading</i>	<i>73%</i>
<i>Writing</i>	<i>71%</i>
<i>Number</i>	<i>80%</i>

Value added

This school is particularly proud of its inclusive nature. Students from diverse cultural and socio-economic backgrounds add richness to our school ethos. Particular reference is made to the significant proportion of Indigenous students and students with disabilities who are integrated into regular classes whenever possible.

The academic progress of students is assessed and reported by combining continuous class assessment with 'one of, point in time' school Internal Monitoring and systemic testing performances.

Andergrove SS continues to provide an extensive and explicit intervention program for students demonstrating the need for educational assistance in all Prep-Yr 7 classes. Students at risk are identified early with support programs offered to individual or groups of students with 'like needs'.

Specific intervention programs are provided for students who are identified via the Yr 2 Reading, Writing & Number Diagnostic Net and for those who fail to reach national Literacy or Numeracy benchmarks in Yr 3, 5 & 7 testing. Students 'identified as requiring learning support' in Year 3 -7 are assisted with individualised programs which focus on English and Maths skill development.

Special Needs students with an ascertained disability have Education Adjustment Programs and Individual Education Programs in place.

Year 4 and Year 6 Indigenous students who are identified as being below national Literacy and Numeracy benchmarks in the Year 3 Test and Year 5 Test, receive additional support in both Literacy and Numeracy. Targeted funds provide Teacher & Teacher Aide support in classrooms. Indigenous Teacher Aides work closely with the students' teachers and Learning Support Team.

In this report only systemic testing performance has been noted and it is difficult to make comparisons with past years given there was a change from Queensland based assessments to National Literacy & Numeracy testing in 2008.

The 2008 Yr 2 cohort were comparative to the Qld Mean for students not requiring additional support in Reading (ASS 73% - Qld Mean 75%) and Number (ASS 80% - Qld Mean 81%). Our Yr 2 students Writing (ASS 71% - Qld Mean 84%) indicated the need for focused intervention strategies with this cohort.

Using the 2007 Yr 2 Net Result (% of students requiring additional support) with National Benchmark data (% of students below National Benchmark) a reduced percentage of students required additional support in Reading (down from 24% in Yr 2 to 15% in Yr 3), Writing (down from 19% in Yr 2 to 9% in Yr 3), and Number (down from 22% in Yr 2 to 9% in Yr 3).

Within the Yr 3 cohort, Female students outperformed Male students and Non-Indigenous students outperformed Indigenous students. All groups of students were compared as 'similar' to their Queensland groupings in most areas.

All aspects of the Yr 5 NAPLAN Test results were lower than the Queensland average, with an increased percentage of students below the National benchmark in Reading and Writing than when compared with this cohort's Yr 3 Qld Test result. However a reduced percentage of students required additional support in Numeracy (24% below National Benchmark in 2006 compared with 5% in 2008)

Performance of our students

Within the Yr 5 cohort, Female students out performed Male students in all areas except Numeracy. Non-Indigenous students outperformed Indigenous students in Reading Grammar/Punctuation and Numeracy with Indigenous students performing better than Non-Indigenous students in Writing and Spelling. Yr 5 students were 'similar' to their Queensland counterparts in Reading, Writing and Numeracy, but were 'below' state means in Spelling and Grammar/Punctuation.

All aspects of the Yr 7 NAPLAN Test results were lower than the Queensland average with a similar percentage of Yr 7 students below the National Benchmark in Writing as was the case when this cohort was in Yr 5 (16%). In 2008 13% of the Yr 7 cohort was identified as needing support in Reading. This figure shows an improvement as nearly 30% of this cohort was identified when they were in Yr 5. Similarly in 2008, 2% of the Yr 7 cohort was identified as needing support in Numeracy. This figure shows an improvement as 23% of this cohort was identified when they were in Yr 5. Both these outcomes indicate good progress made by this cohort over this two year period.

Within the Yr 7 cohort, Female students out performed Male students in all areas except Numeracy. Non-Indigenous students outperformed Indigenous students in all areas assessed. Yr 7 students were 'similar' to their Queensland counterparts in Spelling, but were 'below' state means in other areas.

Parent, student and teacher satisfaction with the school

Percentage of parents/caregivers satisfied that the school is a good school. 85%

Percentage of parents/caregivers satisfied students are getting a good education at school. 82%

Percentage of students satisfied they are getting a good education at school. 91%

School Opinion Survey data indicates ...

- Parents are satisfied with all aspects of schooling and record similar levels of satisfaction with Queensland and Like School norms except for School Climate which was flagged below Like Schools.*
- Students are 'satisfied' with all aspects of schooling, recording 'similar' levels of satisfaction with regard to Student Outcomes and Learning Climate. Satisfaction levels for Curriculum, Pedagogy, Resources and Overall Rating are noted as 'above' Queensland and Like School norms.*
- Staff are 'satisfied' with all aspects of their work roles, recording 'similar' levels of satisfaction for most aspects. Satisfaction levels for Physical Work Environment and School Operations noted as 'above' Queensland and Like School norms.*