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Principal's foreword

Introduction

In 2008 we embraced our "Dare To" frame work; Dare to lead, Dare to Excel and Dare to Innovate.

DARE TO LEAD	DARE TO EXCEL	DARE TO INNOVATE
Future Leaders	High expectation to all learners	Expect Respect
Cultural Leaders	Purposeful teaching	Yr 4/5 Learning restructure
Professional Leaders	Shared vision and goals	Pathways Engagement Program
Environmental Leaders	Accountability	School Sports Program
Workplace Leaders	Stimulating and secure learning environment	Multi-Skills
	Professional Learning Community	Baby Book Club
	Learning tools	School Musical Program

This saw our staff working in teams; Budget team, Dare To team, Students at Risk team and the Responsible Behaviour team. Each team worked within a guideline of duties.

Dare to Team

Meets monthly with administration

Meets fortnightly with team

Meets monthly as a committee to track and monitor achievement and progression of AOP and Strategic initiatives

Works with team to progress strategic and school strategies

Leads strategic PLC meetings

Change agent for QCAR

Progresses team performance plan documentation

Responsible Behaviour

Meets monthly with administration

Meets fortnightly with team

Meets monthly as a committee to progress behaviour management referrals and support programs

Organizes and prepares Gold, Silver and Bronze rewards day activities and permission notes

Supports team teachers in making decisions

Advises team members on issuing of red slips

Trained in anti bullying strategies and non violent crisis intervention

Budget Team

Meets with administration at the beginning and end of each term

Meets once a month with team

Documents all meetings and agreed team decisions

Consults with BSM and TL before purchasing major items

Leads annual stocktaking process for their team

Ensures all purchases are equipped and catalogued in accordance with school policy

Trained in State purchasing policy

Issued with a corporate card

Students at Risk

Meets once a term with administration

Meets monthly with team

Meets monthly as a committee to prioritize learning support and guidance referrals

Works with LST and Special Ed teacher in identification and support

Ensures that all class teachers in their team have completed the Record of Assessment and Intervention in Reading and Spelling

Undertakes relevant PD to support learning programs

Our Year 1, 2 and 3 classes continued with their literacy blocks and the implementation of Davis Reading Strategies, LEM phonics, and Learning Connections. PIPS testing was carried out on our Prep classes and provided invaluable information to the Prep year teachers at our school.

The 6/7 Pathways have remained a very popular addition to our school make up and the issuing of Pathways selection criteria has become a much anticipated event for our Year 5 students at the end of every year.

The future young leaders of our school were involved in intensive training around the expectations that will be placed on them as young leaders, public speaking and generally how to conduct themselves as leaders of our school community.

The Year 4 and 5 classes embarked on their same sex Math classes in 2008, and these proved to be a great success.

2008 Priorities

Implementation of QCAR

Development of Team Performance Plans

Development of our Middle Phase of Learning philosophy

Ensure literacy and numeracy data is reflected in all planning

Sharpening the Saw- staff collective focus on Learning

The PLC format of Professional Development continued with teachers engaging in training revolving around the Professional Standards for Teachers, Uncle Ernie's framework (A Crossing Cultures module) and Smart Moves. They continued with the team model for the planning for and delivery of curriculum across the school, preparing and delivering 3 units per team over the year.

Future outlook

In the next 2 years the school intends to be pushing forward with The training of teachers towards their ICT certificate and Pedagogical licenses.

Our 2007 Triennial School review has again set our future direction for Torquay State School.

Strategic Direction 2008-2010

Implementation of the "Dare To" Framework: Dare to Lead, Dare to Excel, Dare to Innovate.

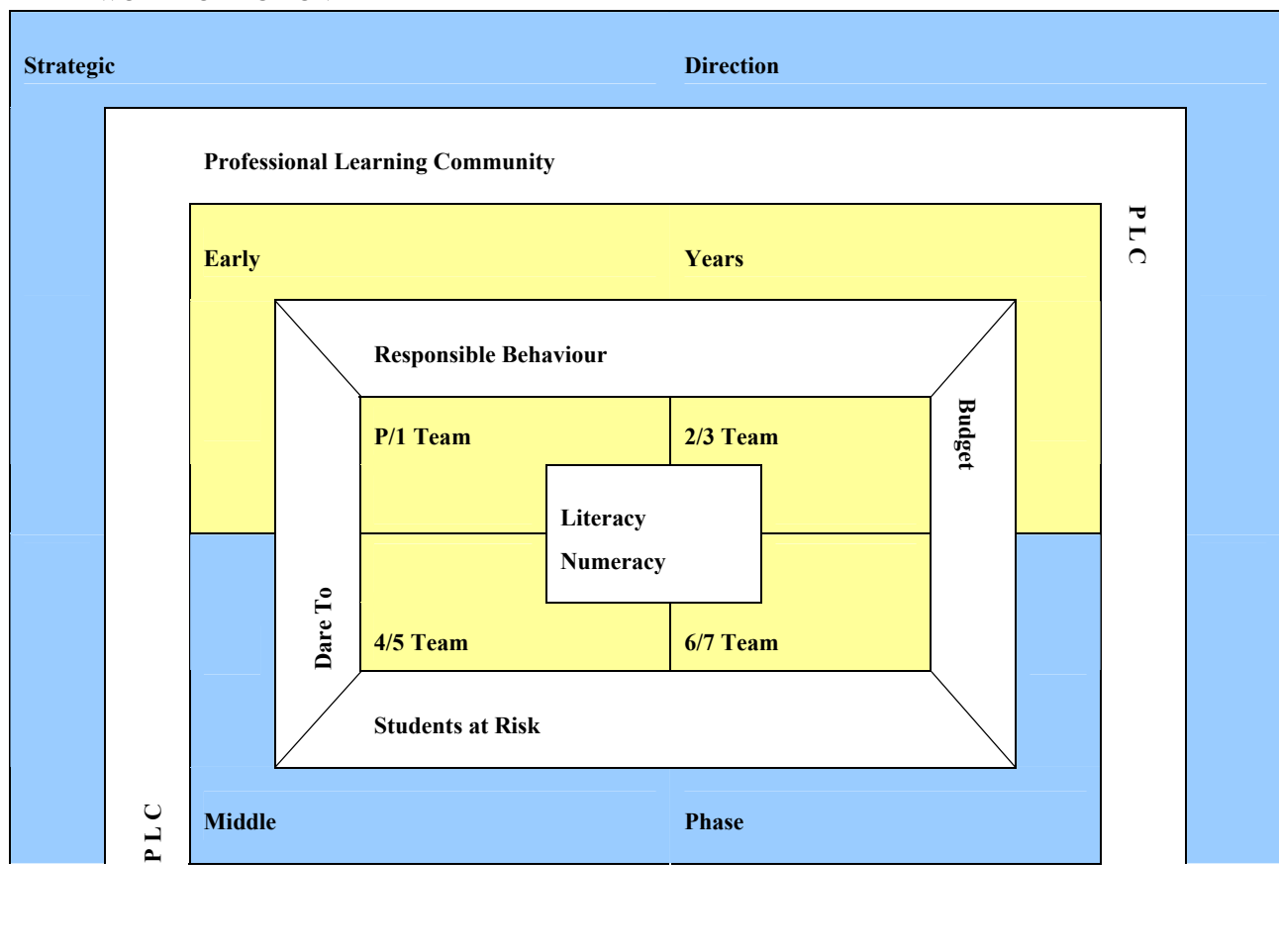
Implementation of QCARF

Be recognized as a school of choice through our distinctive Early and Middle Phase of Learning Programs

Be recognized as a Professional Learning Community

Be recognized for Academic Excellence in Literacy and Numeracy.

FRAMEWORK FOR ACTION



TORQUAY STATE SCHOOL

Strategic

Direction

Our school at a glance

School Profile

In 2008 we had an enrolment of 409 students, across the year levels from Prep to grade 7.

We offer coeducational classes through all year levels, with our 4/5 and 6/7 classes structured to support multi-age principles. Our 6/7 classes continue to support our Pathways Engagement Program and our 4/5 classes support the innovative same sex numeracy program.

Our ATSI numbers were 6% of school population.

As 2008 was the first full cohort of Prep children to be enrolled in Queensland schools our prep year numbers grew from 30 to 46.

Curriculum offerings

Students exiting Torquay State School will leave with the embedded attributes of life long learners and five crucial skills for success:

Personal Development Skills – growing and developing as an individual

Social Skills – living with, and relating to other people an awareness of social structures

Self Management Skills – managing personal resources, environmental resources

Citizenship Skills – receiving from and contributing to local, state, national and international communities

Academic Skills – being literate and numerate and competent in accessing and processing information

We set out to demonstrate:

Excellence in Teaching and Learning to achieve the best student outcomes

A quality curriculum that contributes to students leading morally responsible and productive lives in their own environment as well as in the wider society

Fair and equitable practices

Sensitivity to cultural diversity

Productive partnerships through out our school community which ensures that the school organization remains focused on the effective achievement of both state, district and localized educational goals

Responsible school leadership and management

Accountable budgeting practices

Responsible and helpful school strategic management

At Torquay State School we believe in the learner centered approach to learning and teaching.

This views learning as an active construction of meaning, and teaching as the act of guiding and facilitating learning.

This approach sees knowledge as being ever changing, built on prior experiences and processes of discovery.

At Torquay State School we want to ensure our students:

Know about and value a range of cultures including their own

Establish positive human relationships, respect individuals and contribute to the community

Engage with real, practical or hypothetical problems, which connect to the world beyond the classroom.

Influence the nature of the activities they undertake

Engage in their study to the best of their ability

Take responsibility for their behaviour, their learning and life choices

Develop knowledge and understanding of the explicit criteria and high expectations of what they are to achieve

Manipulate information and ideas in ways which transform their meaning and implication

Understand that knowledge is not a fixed body of information

Can coherently communicate ideas, concepts, arguments and explanations with rich detail

Our school at a glance

Use ICT as learning tools

See themselves as team members with common goals

Our distinctive curriculum offerings are as follows:-

6/7 Pathways classes

Same sex grouping Math classes for our year 4/5 students.

Literacy blocks used across the school for the delivery of literacy learning.

Little Brothers/ Little Sisters program

2 year planning cycle following our curriculum organizers.

Young leaders program.

Multi-skills program for 4/5/6/7 classes

End of Semester and end of year reward days for children following our Responsible Behaviour Plan

Extra curricula activities

Active After School Care

Whale Festival Parade (2nd place)

Several TSS students were selected in Zone sporting teams

Mary Valley Tour

6/7 Technology pathways participation in the Maryborough technology challenge.

School participation in the Leukemia fund Shave for a cure. The school received a High Achievers Award as recognition of their participation in this event.

How computers are used to assist learning.

At Torquay State School our vision is that:

ICT are incorporated in planning to unite and expand outcomes for students in achieving curriculum goals.

Opportunities are provided for students to use ICT to enhance their learning concepts and processes.

All staff has opportunities to contribute as professionals teams to share their learning concepts and processes.

We achieved an A level ICT rating. As staff commit to and progress their pedagogical licenses and/or ICT certificates we will progress our learning community towards the achievement of the AAA rating.

Our school was MOED in early 2008. Teachers received their laptops in late 2008.

In 2008 we had 1 staff member in the role of District Smart classrooms mentor.

An ICT committee meets once a term to discuss progression of our plan. 1 member of administration, our system technician and Yr 6/7 teacher, who is the smart classroom mentor, form the committee. ICT in-service and information is collectively shared at Professional Learning meetings. Priorities are identified and addressed through the school ICT plan.

Social climate

At Torquay State School we aim to provide an environment that is supportive for staff, parents and students alike.

We respect

The rights of all students to learn

The rights of all teachers to teach

Our school at a glance

The rights of all to be safe.

Our Responsible Behaviour Plan, which was developed in 2006, has seen children encouraged to make responsible choices and show respect in the following ways.

Respect for themselves

Respect for others and their environment

Responsibility for the choices they make

This has seen 90% of the students at Torquay participate in a rewards day in 2008. (Gold- 64%; Silver 12%; Bronze 14%)

School Opinion survey data showed an improvement on 2007, and placed us above state mean in many areas.

Item Response Students	2006	2007	2008	State Mean
S145- that you are safe at this school	2.62	3.02	3.24	3.17
S147- that they are treated fairly at this school	2.22	2.53	2.68	2.83
S151- that they are happy to go to this school	2.39	3.14	3.25	3.19
S100-that this is a good school	2.64	3.14	3.33	2.87
Item Response Parents				
S148-about behaviour of students at this school	2.96	2.53	2.67	2.48
S149- with student discipline at this school	3.15	2.97	2.90	2.66
S144- that your child is safe at this school	3.37	3.16	3.23	3.00

Involving parents in their child's education.

We have a policy of encouraging parents to take an interest in our school and of inviting them to participate in the process of educating their child. There are many ways in which parents are given this opportunity.

Parents are encouraged to

participate and assist in children's classrooms

join our P & C, attend school parades

take part in culmination day activities

join children on camps and excursions

cheer their children on at our school sports carnival

have face to face interviews twice a year

attend parent information sessions at the commencement of each year, and throughout the year as new initiatives are put into place

participate in Literacy blocks in the year 1-3 classrooms

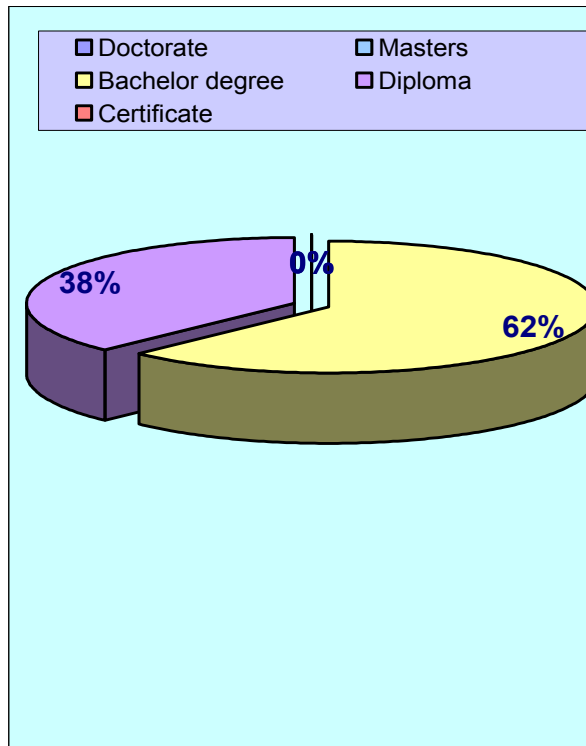
Our school at a glance

The school communicates with parents through
our school website
newsletters sent home every fortnight and available electronically
comprehensive and easy to read school reports issued 3 times per year at the end of each unit of work

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	15
Diploma	9
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$38 105.

The major professional development initiatives are as follows: Uncle Ernies Framework; Professional Standards for Teachers; Smart Moves; Performance Framework; Assessable Elements and Descriptors for KLA's; Literacy-links with Essentials and Scope & Sequence: BluePrints Project-What is it and how does it work?; "Ten Percent" Re examining the G&T Framework and school policies; First Steps in Maths (Numeracy) (10 classroom practitioners trained)

The involvement of the teaching staff in professional development activities during 2008 was 83 %.

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, 96 % 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 93 %.

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	367	448	503
	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 92 %	85 %	88 %
Writing	Average score for the school	412	458	490
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 92 %	89 %	84 %
Spelling	Average score for the school	379	460	510
	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 95 %	87 %	78 %
Grammar and Punctuation	Average score for the school	384	467	503
	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 93 %	93 %	84 %
Numeracy	Average score for the school	367	451	516
	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 95 %	93 %	95 %

Performance of our students

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	75%
Writing	84%
Number	81%

Value added
<p>The Little Sistas/ Little Brothers program continued to support the needs of our Indigenous students throughout 2008.</p> <p>We held fortnightly lunches that the children shared with each other as a group, and with their buddies during celebration weeks. This allowed the relationship between indigenous and non-indigenous students to strengthen.</p> <p>An after school program was also made available to the children. They were able to participate in cultural based activities as well as activities to build social skills. Parents are able to come along and participate with their children, providing a positive family environment. This program aimed at building confidence and self esteem as well as strengthening families.</p> <p>2 Little Sistas/ Little Brothers leaders were selected by the students and represented the Indigenous students on the student council.</p> <p>Our indigenous support worker ran a transport program for some of the younger students who were having difficulty getting to school. This saw an increase in attendance by these students.</p> <p>She also ran a meal program ensuring students were adequately fed, which also saw an increase in attendance. Children were able to attend on days that they normally would not have as there was no food at home.</p> <p>A care program was developed by our Indigenous support worker to enable to help her understand the individual needs of our indigenous children as well as their personal circumstances, therefore enhancing the support the received at school.</p>

Parent, student and teacher satisfaction with the school	
COMMUNITY PROFILE	
<p>Our school 2008 School Opinion survey confirmed our belief that our school is seen as a supportive welcoming environment for students and parents alike. 86.2 % of parents thought that this was a good school in 2008 in comparison to 84% in 2007.</p>	
% of parents satisfied or very satisfied	2008
S115- with the variety of school activities available to their child	93.4%
S120- with what their child is learning at this school	96.3%
S122- that the school is preparing their child for the future	83.3%
S150- that their child is happy to go to this school	83.3%
S158- with our school grounds	96.7%
S160- that this is a well equipped school	90%
S185- with how environmentally friendly this school is	93.3%

Performance of our students

STAFF SATISFACTION

2008 has seen a large rise in staff satisfaction at our school. Our School Opinion Survey showed an increase in staff morale from 2.52 in 2007 to 2.92 in 2008. The opinion teachers had of how they were valued and recognized also rose from 2.48 in 2007 to 2.91 in 2008.

The team approach adopted in 2007 has proven to be an asset to our staff and has improved staff morale immeasurably. By working in teams teachers have been able to collaborate on units of work, discuss and debate issues and work out any curriculum issues that have arisen in a setting of mutual respect and support.

	2007	2008
S007- I have a good working relationship with other staff	2.77	3.26
S016- There is a good team spirit among staff of this school	1.74	2.58
S018- This school is a good place in which to work	2.38	3.00
S019- I am happy working in this school	2.45	3.05
S034- I am regarded as a valuable staff member	2.33	2.74
S035- My work skills are appreciated in this school	2.31	2.74

STUDENT SATISFACTION

Students at Torquay State School in 2008 were generally happy with our school. They felt that it is a safe school and that they are treated fairly, and that it was a good school to attend.

Our data on curriculum remained at state mean level. The children were happy with the use of ICT's in our school and with what they are learning at our school.

The visible increase in the level of pride the students have exhibited in our school is heartening to both staff and parents alike.

	2006	2007	2008
S100- That this is a good school	2.64	3.14	3.33
S110- That they are getting a good education at this school	2.58	3.02	3.17
S121- With what they are learning at this school	2.55	3.04	3.02
S148- About behaviour of students at this school	1.91	1.76	2.11