



Torquay State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Torquay State School is a vibrant school with a clear direction. Our vision, "A community that values clever, skilled, creative and aspiring learners" is being achieved through high expectations for all students, supported by quality teaching and consistently implemented programs within a culture of collaboration and feedback.

We direct our energies and resources to ensure that all of our children can reach their potential. Children from any address within Hervey Bay can be enrolled in our school which caters for prep to Year 6 students.

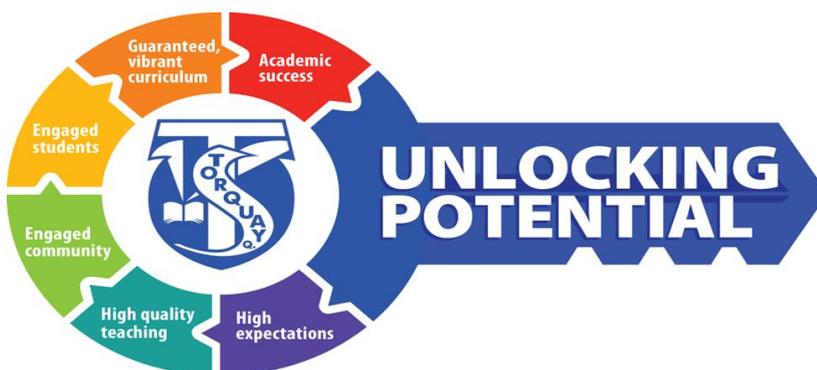
Our school provides a strong academic program with specific focus on reading, spelling, writing and numeracy. We run a program for Indigenous students and their friends called "Little Brothers, Little Sistas" where children learn the local Butchulla language, cultural dance and stories as well as developing confidence for successful futures. Students access specialist teachers for science, physical education, Chinese and music, as well opportunities for inclusion in choirs, string ensembles and the concert band. Our school offers Out of School care program, which is a real asset for working families.

Torquay State School has a committed and professional staff with a balanced mixture of age and experience. Teachers plan and work in Professional Learning Teams in a collaborative environment with a collective responsibility for all students.

School progress towards its goals in 2018

Our commitment to achieving our school vision, "A community that values clever, skilled, creative and aspiring learners" continued to be achieved through high expectations for all students, supported by quality teaching and consistently implemented programs within a culture of collaboration and feedback. Our focus for the 2018 was:

- Academic success with a spotlight on improving:
 - Numeracy, including significant involvement in the numeracy cluster project,
 - Spelling, using Soundwaves as a framework and Words their Way,
 - Writing, introducing Seven Steps to Writing Success and a focus on sentence structure,
 - Reading.
- Improving student behaviour,
- Embedding ICTs into everyday pedagogy and thinking,
- Raising staff expectations.



We introduced our latest key showing that as a community we are working collaboratively to unlock the potential in each of our students.

We shone a spotlight on Cyber Safety and engaged with our local police force who shared their Cyber Safety program Think U-know with our senior students. We followed this up in term two by becoming one of the STYMIE schools and engaged the services of Rachel Downie reinforcing these important safety messages for our students and staff.

Our school community, led by the P&C, continued its fundraising focus and efforts to provide air-conditioning to classrooms.

We continued to track the progress of our students in reading using our unique reading data wall which plots and tracks progress for each child. We continued to track the increase in the percentage of students achieving in the upper two bands for NAPLAN testing and are showing an upward trend.

Upper two bands	Year 3 reading		Year 5 reading		Yr 3 Numeracy		Year 5 Numeracy	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2016	38%	38.7%	32%	23.4%	32%	17.3%	25%	7.8%
2017	40%	50%	25%	19.4%	25%	19.3%	20%	10%
2018	40%	50%	40%	29.9%	35%	24.6%	30%	13.6%

We celebrated the improvement shown in spelling at the end of just six months and had achieved some stunning improvements. The introduction of a whole school approach to teaching spelling using Soundwaves as well as Words Their Way as a diagnostic tool had a significant impact. The target 75% of students will be spelling at the target or above.

Year level	Semester 1 at or above	Semester 2 at or above	6 months or more improvement	Number of Students greater than 6 months
Year 1	73%	89%	94%	25
Year 2	42%	24%	63%	19
Year 3	31%	40%	60%	18
Year 4	40%	50%	47%	16
Year 5	46%	38%	57%	16
Year 6	26%	51%	67%	16

Future outlook

Our main focus areas for the **2019** year are:

- Systematic **curriculum** delivery and **academic success** with an emphasis on improving:
 - **Writing**- specifically;
 - Sentence structure and paragraphing,
 - Using Seven Steps to Writing Success as a pedagogy to improve structure, focus and student disposition.
 - **Spelling** - using Soundwaves to support phonetic understanding and word development and Words Their Way as a diagnostic tool.
 - **Reading** - continuing to consistently implement the TSS Framework for Teaching Reading across all classrooms.
 - **Maths** - focusing on using a wide range of strategies to develop fluency, and understanding as well as reasoning and problem solving. Diagnostic tasks, data analysis, shared planning and a focus on disposition towards maths will contribute to student success.
 - Working towards full implementation of our **Guaranteed and vibrant curriculum** meeting National Curriculum expectations, inclusive of pre and post moderation processes to ensure consistency of expectations and teacher understanding.
- Including **environmental sustainability** into our whole school practices.
- Continuing to build **expert teaching teams** and **effective pedagogical practice** through:
 - Teachers and aides working directly with the two pedagogy coaches and admin,
 - Timely access to relevant professional development linked to individual performance plans,
 - Staff sharing strategies, working collaboratively and celebrating successes.
- Building upon our **culture that promotes learning** with a specific focus on:

- Improving **student behaviour** and systematically implementing **PBL** processes,
- **Inclusive practices** and ethos,
- Reviewing support and intervention processes.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	483	482	441
Girls	232	234	215
Boys	251	248	226
Indigenous	78	91	86
Enrolment continuity (Feb. – Nov.)	89%	94%	92%

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. The expectation for enrolment decline continues as the impact of being enrolment managed for years, combined with no new building growth in our community takes its toll.

Characteristics of the student body

Overview

Torquay State School (Qld) serves an enrolment of around 445 students comprising of some 280 families. We are a diverse community, with an ICSEA rating of 949. We proudly boast that nearly 20% of our students are from Aboriginal and/or Torres Strait Islander back grounds and we have 44 students with a verified disability. Our students come from every type of family imaginable from children in shared care arrangements, kids in care, same sex families, single parent families, children being cared for by grandparents as well as dual parent families. We have dual income families, single income families and families who are welfare dependent. During the 2018 school year we saw an increase in the number of families enrolling from trauma backgrounds.

Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	23	22	24	The <u>class size</u> 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.
Year 4 – Year 6	25	25	25	

Curriculum delivery

Our approach to curriculum delivery

At Torquay State School our curriculum is based on the content descriptors and achievement standards of the Australian Curriculum. <http://www.australiancurriculum.edu.au>

Each cohort of teachers were released for an hour per week to collaboratively analyse data, plan, and review curriculum processes. Across the year, teachers worked with our literacy, numeracy and curriculum coaches to develop consistent planning and practice. Units of work were pre and post-moderated to ensure teacher understanding of the standards and consistency in expectations of students.

Co-curricular activities

2018 saw a range of co-curricular opportunities available for our students.

These included:

- Choirs, strings and concert band programs with the P&C providing new music shirts,
- Daily home reading program Turtle Reading supported by posters in every classroom to track individual and class progress
- A strong student leadership program including the GRIP student leadership conference, and engaging with Toast-masters for public speaking
- Involvement in coding-specific lessons with a specialist teacher for our year 2 and 3 cohorts.
- Optiminds
- Activities run during book week, Day for Daniel and other community focus areas, such as “buy a bale” to broaden global citizenship.
- Readers Cup where we placed third
- Beach activities
- Involvement in Under 8s activities
- Cross school sports for years 3 to 6
- School camps for year 4 and 6
- Sports development officers
- School excursions for all year levels.
- The highly successful P&C colour run.



How information and communication technologies are used to assist learning

In 2018, we continued specialist coding lessons for our year 2 and 3 cohorts for one hour per week. Digital technologies are largely embedded within every day teaching and learning activities such as coding robots and using the green room to create media campaigns and mock news interviews. Teachers taught students how to create stop-clay animations as well as using publishing tools.

Our Specialist STEM teacher continued to work with every class as well as providing in-house training sessions for all teaching and non-teaching staff to ensure that ICTS are embedded within classroom teaching.



Social climate

Overview

The well-disciplined and teaching environment that we have is essential to raising achievement, attendance and overall school improvement. Our Positive Behaviour for Learning processes are designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our calm and engaging school community.

We are a unique community where our entire staff feel and demonstrate a collective responsibility for each child's learning and development. This represents an incredible collaborative approach where each student is nurtured from year to year with teachers maintaining a consistent interest in each child's success. We actively promote and teach students and community about our values of:

- Safety,
- Respect and
- Responsibility.

Staff embrace the notion of joining in and having fun with our students, showing them that they are valued and loved. This enables our school to ensure we have a well-disciplined environment where children are encouraged to think creatively and to engage in a range of problem solving processes. These values underpin our School's Responsible Behaviour Plan for Students and provide the opportunity to teach valuable life lessons. In 2018, we reviewed this plan and made refinements ready to start the 2019 school year.



We continued to support our students' well-being through a variety of ways including:

- Our chaplaincy program
- Recruitment of our community education counsellor
- Breakfast program
- Provision of school lunches
- Identifying and supporting families in crisis
- Introducing gratitude goggles to focus on the positives in our lives.



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)	93%	100%	96%
• this is a good school (S2035)	98%	96%	92%
• their child likes being at this school* (S2001)	100%	96%	100%
• their child feels safe at this school* (S2002)	98%	96%	96%
• their child's learning needs are being met at this school* (S2003)	95%	96%	92%
• their child is making good progress at this school* (S2004)	93%	96%	92%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	100%	92%
• teachers at this school motivate their child to learn* (S2007)	90%	100%	100%
• teachers at this school treat students fairly* (S2008)	95%	96%	92%
• they can talk to their child's teachers about their concerns* (S2009)	98%	100%	96%
• this school works with them to support their child's learning* (S2010)	92%	96%	92%
• this school takes parents' opinions seriously* (S2011)	92%	93%	83%
• student behaviour is well managed at this school* (S2012)	92%	78%	76%
• this school looks for ways to improve* (S2013)	98%	100%	96%
• this school is well maintained* (S2014)	93%	96%	84%

* 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)	99%	97%	92%
• they like being at their school* (S2036)	96%	93%	88%
• they feel safe at their school* (S2037)	94%	97%	85%
• their teachers motivate them to learn* (S2038)	98%	99%	95%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	91%	91%
• teachers treat students fairly at their school* (S2041)	85%	96%	86%
• they can talk to their teachers about their concerns* (S2042)	95%	91%	86%
• their school takes students' opinions seriously* (S2043)	90%	94%	81%
• student behaviour is well managed at their school* (S2044)	77%	81%	73%
• their school looks for ways to improve* (S2045)	98%	99%	93%
• their school is well maintained* (S2046)	92%	92%	90%
• their school gives them opportunities to do interesting things* (S2047)	94%	93%	87%

Percentage of students who agree# that:	2016	2017	2018
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* 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%	89%	75%
• they feel that their school is a safe place in which to work (S2070)	100%	93%	80%
• they receive useful feedback about their work at their school (S2071)	94%	80%	70%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	96%	91%
• students are encouraged to do their best at their school (S2072)	100%	91%	80%
• students are treated fairly at their school (S2073)	96%	88%	61%
• student behaviour is well managed at their school (S2074)	90%	77%	50%
• staff are well supported at their school (S2075)	96%	84%	66%
• their school takes staff opinions seriously (S2076)	94%	84%	67%
• their school looks for ways to improve (S2077)	100%	93%	80%
• their school is well maintained (S2078)	96%	98%	75%
• their school gives them opportunities to do interesting things (S2079)	96%	84%	77%

* 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

Crucial to education are the relationships between the school and families and especially classroom teachers and the parents or care providers in their class. Teachers provide written information to families each term with a focus on the specific learning focus for that term. Parent interviews are encouraged and can be made at any time by teachers or families.

We actively encourage our families to connect with us via our Facebook page. Posting photos and a general blurb enables families to share in their child's school day and to celebrate learning. We have many grandparents who also like our page which extends that celebration. When we reference individual children we call them Miss D or Master P as we never publish names. We have a following of over 1000 people for our page.

Our school has formed relationships with a range of local services and businesses within our community. These relationships allow us to support our students and to participate in community events generating a sense of belonging and citizenship. Some of the businesses and organisations that support our school include:

- Act for Kids
- RSL
- CentaCare
- We Care Too
- Galangoor Duwalami primary Health Care Centre
- Richard Watt Optometrist
- PCYC

- Queensland Police Service through the Adopt – A – Cop program. (Officer Leigh Nancarrow)
- Bay Bait Supplies (Urangan)
- Toastmasters
- Hervey Bay Neighbourhood Centre
- Community and School Engagement (CaSE) (Uniting Care)
- Various sports development officers
- Helping Hands

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. At the heart of these programs are the relationships between teachers and students and families. As part of our health curriculum we introduced an annual “girls’ talk” for our senior girls.

We commenced our staff training for inclusion and had a specific focus on defining and developing awareness and understanding of gender identity.

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	93	70	70
Long suspensions – 11 to 20 days	0	0	2
Exclusions	0	0	1
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

Sustainability and “green thinking” is an important element underlying all key learning areas. With the increase in air-conditioning there has been an increase in power usage as well as explicit teaching about minimizing power wastage to combat this impact. In order to assist our students to develop an awareness and understanding of the importance of reducing our carbon footprint, we teach our students to be water-wise, to recycle and to re-use all items before they become waste.

2019 will see an increased focus on sustainability with a spotlight on action and community involvement.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	111,472	129,276	119,430
Water (kL)	5,430	9,796	3,308

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.

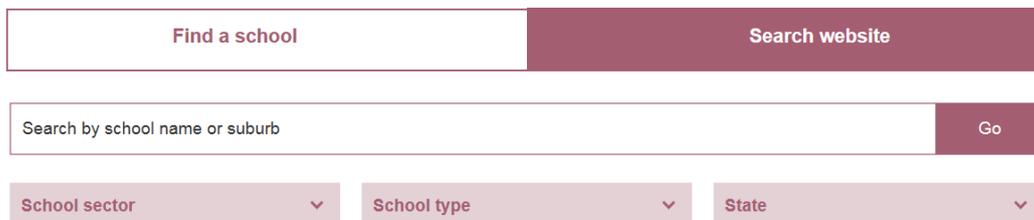
*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income, 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.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below 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.



A rectangular button with the text "View School Profile" in a dark font.

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



The screenshot shows a horizontal navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" option is highlighted with a dark background.

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	35	25	<5
Full-time equivalents	31	15	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	2	
Graduate Diploma etc.*	3	
Bachelor degree	28	
Diploma	2	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were registration fees of \$17476.70. The cost of releasing staff to attend professional development or to work with our coaches was in excess of 60 days costing an approximate teacher replacement cost of around \$27 000. Additionally there were over 60 days where teachers attended PD during the school holidays or school term and replacement costs were not required, which represents a substantial saving for the school. The major professional development initiatives are as follows:

- All teachers working with the numeracy cluster project
- All teacher aides working for one hour per week on school specific programs and pedagogies
- PBL classroom training trial
- All class teachers and SEP staff provided with an hour above their NCT allocation to work in cohort teams.
- School leadership team attending the Anita Archer Train the Trainer PD during the September school holidays.

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.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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%	90%
Attendance rate for Indigenous** students at this school	90%	89%	86%

* 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

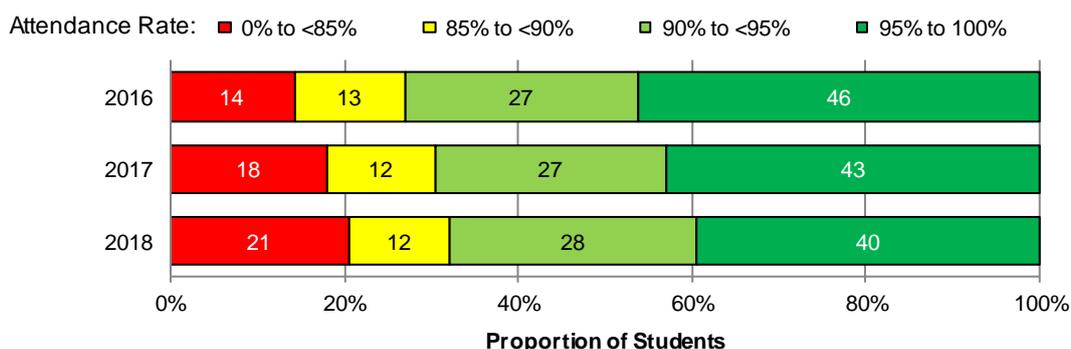
Year level	2016	2017	2018
Prep	91%	91%	92%
Year 1	92%	92%	87%
Year 2	93%	91%	92%
Year 3	93%	92%	91%
Year 4	91%	92%	90%
Year 5	92%	90%	91%
Year 6	92%	91%	89%

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.

Torquay State School takes managing attendance very seriously and enacts;

- Roll marking twice per day by 9:15am and 2:05pm. Late students present at front office to receive a late slip generated by One School.
- Office administration check the absence line and Q Parents application to record any absent students.
- For any unexplained student absence, the school uses SMS4Schools messaging system to alert families of non-attendance of students and families are able to reply to inform the school of the reason for absence.
- School sends home an unexplained absence letter to families to update reasons for non-attendance (fortnightly).
- In the event of a 3 day unexplained absence, class teachers send a red slip notifying the office administration staff of the absence pattern. Office administration or Deputy Principal makes contact with family to 'check-in' on the wellbeing of family and obtain a reason for absence.
- Deputy Principal makes contact with family through a phone call and school based letter for continued regular absences. For illness based reasons the school can and does request a medical certificate.
- If absences continue after phone contact and initial school based letter, the school engages in the Enforcement of Attendance (s178{2}) process through One School.

Torquay State School place articles in the fortnightly newsletter and on Facebook about 'Every Day Counts'. Certificates of attendance are given to students displaying attendance of 95% or above.

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.