

Our school at a glance



Postal address	PO Box 5588 Torquay 4655
Phone	(07) 4194 4333
Fax	(07) 4194 4300
Email	the.principal@torquayss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Angelique Kropp

Principal's foreword

Introduction

Our school vision of "Trying Our Best is the Key to Success" epitomises the attributes of a lifelong learner. The notion that, strong commitment to being the best person you can possibly be, coupled with an effective, relevant engaging curriculum will generate a culture of acceptance, achievement and success. Torquay State School provides students with a rich and diverse education which offers a balance of academic, cultural and sporting opportunities.

We work under "Visible Learning/Visible Thinking" framework.

We work in partnership with parents and students to support students in achieving their full potential. In a rapidly changing world where students have minute to minute access to global information, this community provides a safe and nurturing environment for healthy, growing children. We promote a culture of care whilst we deliver quality programs to support the educational needs of all children. Our school is a vibrant campus providing an effective learning environment for children from Prep to Year 7.

Communication is very important to us and partnerships with parents are very strong. We strive to include Parents in as many ways as possible so that you can have a meaningful contribution in your child's journey through the school.

The intent of this report is to provide parents and the community with a set of information that is common for all state and non- state schools in Queensland. It provides an overview of the highlights and successes for Torquay State School during 2011.

School progress towards its goals in 2011

During 2011 Torquay State School has been very active in improving outcomes in literacy and numeracy.

We achieved most of our goals and targets relating to :

Building professional capacity of staff

Engaging staff in Literacy training programs

Improving the literacy and numeracy standards of student performance relative to national benchmarks.

Developing strategies and short term and long term plans to improve all students' performance on NAPLAN.

Improving reading performance across all years

Raising oral language skills in the Early Years

Revitalising our Science, Mathematics and English programs ensuring they align with Australian curriculum and EQ's Roadmap.

Integrating technology for learning and teaching and multimedia learning environments

Collecting and using data in a planned manner to inform teaching and learning across the school.

Foster a culture of high expectations and inclusivity for our Indigenous students, designed to close the gap in educational outcomes

Strengthening educational outcomes for students with disabilities

Increasing student attendance rates to ensure all children are engaged in learning

Our school at a glance

Future outlook

Giving Children a flying start. All Queensland children will have access to quality early childhood education and care.

Laying strong educational foundations. Every young person will be well prepared for life success through learning and education.

Creating a capable, agile and sustainable organisation. We will achieve our objectives through better management of our resources – our people, finances, technology and infrastructure.

2012 PRIORITIES:

- Developing teachers capacity to teach Literacy, Numeracy and Science
- C2C Implementation and ACARA
- Closing the Gap
- Foster school and community partnerships
- Develop partnerships with local early childcare providers
- Establish processes to share child data between service providers
- Increase community awareness of the long term benefits of kindergarten participation
- Increase kindergarten participation of at risk and indigenous students
- Work collaboratively with other childcare providers to develop and implement quality early years curriculum
- Implement early literacy program through the school library
- Provide access to information sessions that assist parents and carers to gain skills that support early literacy and numeracy development
- Continue to implement and refine Prep Pre-Conditions for learning.
- Utilize roadmap and resources to ensure alignment of curriculum delivery and assessment
- Engage with regional Science Smart Facilitators to deliver programs and access resources
- As staff knowledge and expertise develops around the Australian National curriculum develop a whole school plan for curriculum delivery to be shared with the community.
- Implement C2C units of work in Science English and Maths from 2012 and others as they become available beyond 2012. Utilise “United in the pursuit of Excellence”
- Develop a regular intra school moderation schedule
- Develop and implement a plan for the transition of year 7 to secondary
- Develop a school plan to inform of restructuring required after transition
- Align resources to support the transition
- Foster a culture of high expectations and inclusivity
- Provide strategies to support positive behaviour, foster student well being and provide a healthy learning environment
 - Support teachers to improve student learning outcomes through the integration of ICT and other digital means
 - Continue to implement Closing the Gap Strategies through the following strategies:
 - Closing the gap – all indigenous students have a PLP(Personal Learning Plan) developed with their parent/carer and teacher and IEW worker.

Targeted initiatives to improve the attendance and performance of all students in Literacy, Numeracy and Science.

- Little Brotha Little Sista
- Homework Club
- Kids Club
- Student Pick-up
- NAIDOC WEEK
- Deadly Sports Program
- Healthy Eating Healthy Lifestyle programs

Ensure high standards for curriculum, teaching, assessment and reporting are set and monitored.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
504	245	259	86%

Characteristics of the student body:

In 2011 we had an enrolment of 504 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 looping strategy.

2011 was the fourth full cohort of Prep children to be enrolled in Queensland schools and our prep year numbers grew from 68 to 73 students.

Students at Torquay come from a diverse range of socio-economic, cultural and religious backgrounds. Students of Aboriginal or Torres Strait Island descent comprise 13% of our school population.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.1
Year 4 – Year 7	25.9
All Classes	24.4

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	39
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

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 throughout 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
- Use ICT as learning tools
- See themselves as team members with common goals

Our distinctive curriculum offerings are as follows:-

6/7 Pathways classes

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

Little Brothers/ Little Sisters program

Young leaders program.

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

Keys to Success

Our school at a glance

Extra curricula activities:-

Active After School Care
 TSS students selected in Zone sporting teams
 Readers Cup
 Indigenous Dance Group

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
- The rights of all to be safe.

Our Responsible Behaviour Plan, which was developed in 2006 and reviewed in 2009 and 2010, 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 94% of the students at Torquay participate in a rewards day in 2011. School Opinion survey data showed an improvement on 2010, and placed us above state mean in many areas.

Item Response Students	2009	2010	2011	State Mean
S145- that you are safe at this school	86%	79.6%	89.7%	79.3%
S147- that they are treated fairly at this school	83.9%	70.1%	74.7%	69.5%
S151- that they are happy to go to this school	90.5%	73.9%	86.9%	80.1%
S100-that this is a good school	92.6%	84.1%	88.9%	83.4%
Item Response Parents				
S148-about behaviour of students at this school	70%	60.9%	73.1%	62.6%
S149- with student discipline at this school	86.7%	65.2%	76.9%	69.3%
S144- that your child is safe at this school	86.7%	82.6%	80.8%	83.7%

Parent, student and teacher satisfaction with the school

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	62%
Percentage of students satisfied that they are getting a good education at school	84%
Percentage of parents/caregivers satisfied with their child's school	85%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	89%

DW – Data withheld

Our school at a glance

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, cheer their children on at our school sports carnivals, 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
- 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 2 times per year.
- Fundraising Activities
- Student Discos and Movie Nights
- Rewards Day participation

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	131,691	1,537
2010	123,441	3,845
% change 10 - 11	7%	-60%

In 2010 Torquay State School opened three new teaching spaces: A Library, A Science Centre and an all weather Hall. The hall is used by community organisations for a variety of activities 6 days a week. These new buildings have contributed to an increase in both electricity and water costs. Water usage declined in 2011.

At Torquay we believe in a sustainable future and have implemented the following measures to reduce our footprint:

- Conducted electricity audits of classrooms.
- Installed self-stopping water taps on all drinking troughs.
- Reduced flush volumes in all toilet systems.
- Installed 6 water tanks for water storage.
- Installed underground irrigation systems to all oval areas.
- Mulched gardens.
- Established worm farms to recycle food waste and sell juice as fertilizer.
- Two 'Nude Food Days' – no packaging or wrapping required- per Term
- Recycle materials where ever possible.

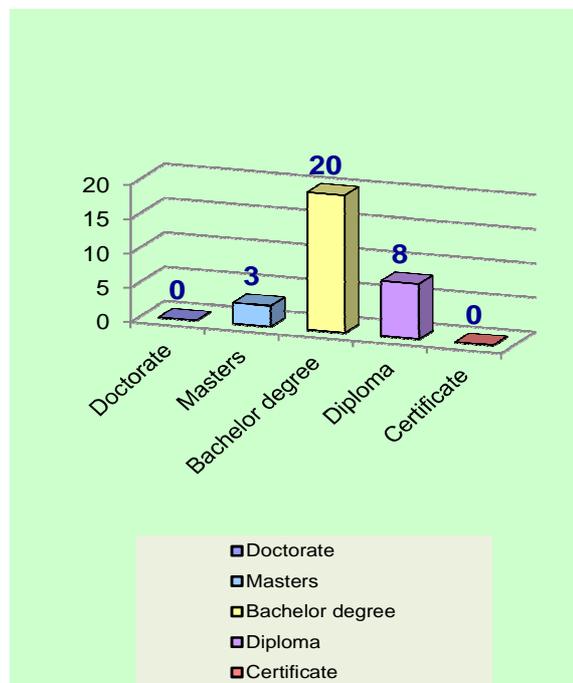
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	32	19	<5
Full-time equivalents	31	13	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	20
Diploma	8
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$.31068

The major professional development initiatives are as follows:

- Assessable Elements and Descriptors for KLA's;
- First Steps in Maths (Numeracy);
- LEM Phonics,
- Visible Thinking, Visible Learning,
- Australian Curriculum and C2C Units,
- LEO online,
- School Wide Positive Behaviour,
- Comprehension Strategies,
- Spelling.
- Interpreting and utilizing Data
- Robotics
- ICT

The percentage of the teaching staff involved in professional development activities during 2011 was 100 %.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at

<http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Performance of our students

Key student outcomes

Student attendance - 2011

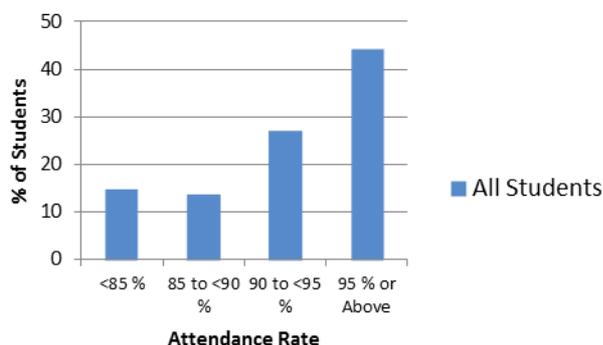
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91%	92%	92%	94%	93%	91%	93%					

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

- Rolls are marked twice a day.
- Rolls are centrally collected once a week.
- Teachers notify administration of student names after 3 days of unexplained absence.
- School makes phone contact with parents to discuss reason for absence.
- Absence data is monitored regularly.
- Letters are sent to parents and caregivers
- Most minutes in November competition

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	386	463	522
	Average score for the Nation	416	488	540
	For the school the percentage of students at or above the national minimum standard.	2011 92.5	89.7	94.5
Writing	Average score for the school	405	463	510
	Average score for the Nation	416	483	529
	For the school the percentage of students at or above the national minimum standard.	2011 98.1	89.7	89.3
Spelling	Average score for the school	371	467	528
	Average score for the Nation	406	484	538

Performance of our students

	For the school the percentage of students at or above the national minimum standard.	2011	90.6	95.6	98.2
Grammar and Punctuation	Average score for the school		368	476	506
	Average score for the Nation		421	499	532
		For the school the percentage of students at or above the national minimum standard.	2011	88.7	95.6
Numeracy	Average score for the school		371	459	538
	Average score for the Nation		398	488	545
		For the school the percentage of students at or above the national minimum standard.	2011	94.2	94.7

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results

Achievement – Closing the Gap

Every day, in every classroom, every student is learning and achieving with a focus on the outcomes of attendance, retention, achievement and workforce capacity through:

- Development of Individual Student Care Plans for every student
- Employment of indigenous worker to support literacy and numeracy improvement
- Developing QCAR units with embedded indigenous perspectives
- Implement the Indigenous enrolment process
- Fund and support Transport program through flexible timetabling
- Progress Role Modelling Literacy grant between HBSHS and TSS
- Plan PD for staff – embedding Indigenous Perspectives, Crossing Cultures
- Create dedicated Indigenous teacher reference section in Core Learning Centre

Performance of our students

- Maintain LBLS Class referral process
- Maintain LBLS dedicated notice board in flyer to share and celebrate important achievements
- Support LBLS Kidz club financially
- Provide LBLS room to create a culturally appropriate environment for the children to learn, and support cultural practices, views and activities.
- Support Little Sistas/ Little Brothers leaders process
- LBLS leaders represent the Indigenous students on the student council.
- Establish a Homework Centre in conjunction with other Community groups.
- Continue links with Community Agencies.
- Aim to achieve Wide Bay Closing the Gap Targets by 2013