

Torquay State School (0945)

Queensland State School Reporting

2012 School Annual Report



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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.

Our school vision of "Trying Our Best is the Key to Success" epitomises the attributes of a lifelong learner.

Communication is very important to us and partnerships with parents are very strong. We believe it is important for you to have a meaningful contribution in your child's journey through the school.

In a world where students have minute to minute access to global information, this community provides a safe and nurturing environment for healthy, growing children. Torquay is a vibrant campus providing an effective learning environment for children from Prep to Year 7.

Our "Responsible Behaviour Plan" outlines our School Rules;

- Respect for yourself.
- Respect for others and our environment.
- Responsible for choices that we make.

This is the foundation of our TORQUAY Keys to Success.

T-Teamwork
O-Organisation
R-Respect
Q-Quality Choices
U-Understanding
A-Attitude
Y-Your Best work

At Torquay State School our students are our focus

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 2012.

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School progress towards its goals in 2012

During 2012 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 and Numeracy 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.

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

Implement C2C units of work in Science English and Maths in 2012 and others as they become available beyond 2012. Utilise "United in the Pursuit of Excellence"

Increasing student attendance rates to ensure all children are engaged in learning. We have started to use ASOT/(Art and Science Of Teaching) Framework

Reviewed our Code of Behaviour Plan to align with SWPBS framework in 2013

Future outlook

Giving Children a flying start. All Queensland children will have access to quality early childhood education and care. The Flying Start Strategy 2015 will see our 2014 Year 6 students go straight to high school. We are very aware that it is possible for them not to have the full 'Year 7 experience' in leaving primary school. We are working to make the transition as smooth as possible and will also plan to ensure that those Year 6 students do not miss out on leadership opportunities and graduating from primary school. Next year our Year 6 students will be a part of our leadership Team and the graduation from primary school.

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.

The Queensland Government has announced a plan to strengthen school discipline in state schools. The plan is the first of 15 strategies to be developed from the recently released Great teachers = Great results direct action plan. It will reduce red tape and provide principals with the flexibility to work with the school community to implement a range of new and strengthened disciplinary approaches. For more information on Great teachers = Great results visit the DETE website

2013 PRIORITIES: Art and Science of Teaching- ASoT

Instructional Leadership in our school. Research has shown that effective teachers are a dominant factor in student learning and are key to student success. Marzano (2009) A common language/model of instruction provides a framework for a way to talk about instruction that is shared by everyone. Our project for 2013 we are aiming to:

- Improve effectiveness and consistency of teacher practice through the use of evidence based pedagogy
- Implement observation and feedback as a tool to enhance a professional learning culture amongst staff (**led by key Instructional leaders**)
 - Developing teachers capacity to teach Literacy, Numeracy, History and Science
 - Developing Performance Plans that reflect ASOT and instructional leadership
 - Build Expert Teaching Teams through use of data and set targets to inform our Improvement Plan
 - Focus Professional Development on our Priority of Reading-Sheena Cameron Strategies, First Step Strategies, LEM
 - C2C Implementation and ACARA
 - Closing the Gap

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- Develop partnerships with local early childcare providers
- Foster school and community partnerships
- Establish processes to share child data between service providers
- Increase community awareness of the long term benefits of kindergarten participation
- 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.
- 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.
- 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.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 487 | 234 | 253 | 86% |
| 2011 | 504 | 245 | 259 | 86% |
| 2012 | 536 | 268 | 268 | 88% |

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

In 2012 we had an enrolment of 536 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.

2012 was the fifth full cohort of Prep children to be enrolled in Queensland schools and our prep year numbers grew from 73 to 92 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.

Average Class sizes

| Phase | Average Class Size | | |
|------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Prep – Year 3 | 23 | 23 | 20 |
| Year 4 – Year 10 | 26 | 26 | 20 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | 48 | 39 | 76 |
| Long Suspensions - 6 to 20 days | 6 | 0 | 6 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 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

6/7 Pathways classes

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

Little Brothers/ Little Sisters program

Young leaders program.

Student Peer Mentoring

LOTE – Chinese Speaking Competitions

Deadly Sports Program

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

Keys to Success

Extra curricula activities

Active After School Care
TSS students selected in Zone sporting teams
Readers Cup
Indigenous Dance Group
Opti Minds
Culture of Thinking
Statewide Chinese speaking competitions

How Information and Communication Technologies are used to assist learning

Interactive Whiteboards are located in each classroom and form an integral component of lesson delivery to students on a daily basis. Blogs, virtual classrooms, video and streaming help in the delivery of C2C units across the school.

Adaptive technologies assist students in mainstream classrooms as well as those who attend Special education classes. The school has engaged in robotics, digital photography and data probes to provide extra learning opportunities for students.

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 and 2012, 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 95% of the students at Torquay participate in a rewards day in 2012. School Opinion survey data showed an improvement on 2011, and placed us above state mean in many areas. More short term suspensions occurred in 2012 than in 2011.

Parent, student and staff satisfaction with the school

Over 90% of parents, students and staff who responded to the survey were satisfied with a wide range of aspects of school life at Torquay. 100% were satisfied that teachers at the school motivated their children to learn and 100% were satisfied that teachers at the school expected students to their best at the school. 96% of students felt that their teachers motivate them to learn* and that their teachers expect them to do their best. 97% of students felt that they are happy with the feedback that they receive from their teacher about their work and that the school looks for ways to improve.

Parents believe they can discuss issues about their children with teaching staff and that the school is well maintained.

Teaching staff are happy with the access that they receive to Professional development to improve their Pedagogical Practises.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 [#] |
|--|-------------------|
| their child is getting a good education at school | 88.9% |
| this is a good school | 92.6% |
| their child likes being at this school* | 92.6% |
| their child feels safe at this school* | 85.2% |
| their child's learning needs are being met at this school* | 84.6% |
| their child is making good progress at this school* | 88.9% |
| teachers at this school expect their child to do his or her best* | 100.0% |
| teachers at this school provide their child with useful feedback about his or her school work* | 96.3% |
| teachers at this school motivate their child to learn* | 100.0% |
| teachers at this school treat students fairly* | 88.9% |
| they can talk to their child's teachers about their concerns* | 96.3% |
| this school works with them to support their child's learning* | 80.8% |
| this school takes parents' opinions seriously* | 88.5% |
| student behaviour is well managed at this school* | 85.2% |
| this school looks for ways to improve* | 92.6% |
| this school is well maintained* | 96.3% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 [#] |
|---|-------------------|
| they are getting a good education at school | 94.3% |
| they like being at their school* | 90.5% |
| they feel safe at their school* | 92.4% |
| their teachers motivate them to learn* | 96.2% |

Our school at a glance

| | |
|---|-------|
| their teachers expect them to do their best* | 96.2% |
| their teachers provide them with useful feedback about their school work* | 97.1% |
| teachers treat students fairly at their school* | 87.6% |
| they can talk to their teachers about their concerns* | 84.6% |
| their school takes students' opinions seriously* | 87.6% |
| student behaviour is well managed at their school* | 81.0% |
| their school looks for ways to improve* | 97.1% |
| their school is well maintained* | 93.3% |
| their school gives them opportunities to do interesting things* | 95.2% |

Performance measure (Nationally agreed items shown*)

| | |
|--|-------------------|
| Percentage of school staff who agree: | 2012 [#] |
| that they have good access to quality professional development | 95.3% |
| with the individual staff morale items | 86.5% |

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
- Literacy and Numeracy Blocks
- School Camps and excursions
- School sporting events
- School Responsible Behaviour review.
- School Assembly and other ceremonies.

Reducing the school's environmental footprint

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

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 and again in 2012. Attention to leaking mains as well as to improving efficiency have been crucial in lowering the water consumption despite more infrastructure and increased enrolments. Electricity usage declined from 2011 to 2012 despite more infrastructure, increased enrolment and more air-conditioners.

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

Our school at a glance

- 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.
- Added an additional 30 solar panels to B Block to link in with existing solar system.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 123,441 | 3,845 |
| 2010-2011 | 131,691 | 1,537 |
| 2011-2012 | 131,210 | 590 |

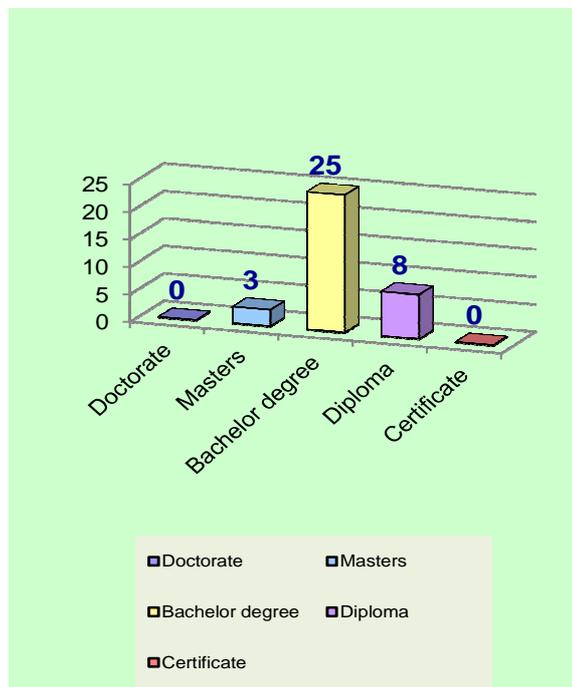
Our staff profile

Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 37 | 18 | <5 |
| Full-time equivalents | 33.1 | 11.7 | <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 | 25 |
| Diploma | 8 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$.

The major professional development initiatives are as follows:

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

Our staff profile

- ICT
- Differentiation
- Students with Disabilities
- Profiling

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

| Average staff attendance | 2010 | 2011 | 2012 |
|--|-------|------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 95.2% | 96% | 93.7% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.1% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

| Student attendance | 2010 | 2011 | 2012 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 93% | 92% | 91% |
| The overall attendance rate in 2012 for all Queensland state Primary schools was 93%. | | | |

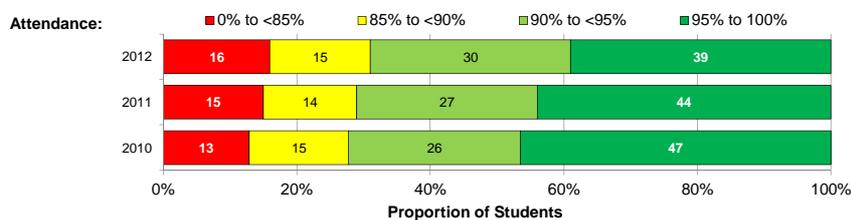
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2010 | 93% | 93% | 94% | 94% | 91% | 93% | 92% | | | | | |
| 2011 | 91% | 92% | 92% | 94% | 93% | 91% | 93% | | | | | |
| 2012 | 92% | 92% | 91% | 92% | 90% | 91% | 92% | | | | | |

DW = Data withheld to ensure confidentiality.

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.

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- Rolls are marked twice a day.
- Rolls marking is monitored by administration staff twice 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

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.

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/>.

Performance of our students

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Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
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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
- 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.
- Increase community exposure and promotion of Dance group.