Torquay State School

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

Torquay State School is 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.

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.

We have a strong focus on academic learning particularly in the areas of English, Maths and Science. We are continually striving to find ways to ensure that we have aligned our resources to make sure that we have access to current and up to date resources to use everyday to support student learning. Our teachers frequently engage in on-going professional development to ensure their skills remain at the forefront of current research blending with tried and true pedagogical practice.

Central to our approach is the value that we place on partnerships with families and care providers. This value is demonstrated in many ways, both formally and informally via regular class snippets on Facebook, the fortnightly newsletter, and conversations with parents by phone and at interviews. Parents are always welcome to come to the classrooms to volunteer their time or to simply investigate what their child is working on. Interviews with teachers need to take place outside of class teaching time to ensure that the teacher's focus is where it should be – on teaching each child!

At Torquay State School our students and their learning outcomes are our focus.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

In 2016 Torquay State School commenced its journey towards cultural change with the commitment to achieving our school vision, "*A community that values clever, skilled, creative and aspiring learners."* Our energies and resources were focussed to ensure that we achieve this vision by holding high expectations for all students, supported by quality teaching and consistently implemented programs within a culture of collaboration and feedback.

Our unrelenting focus for 2016 was working collaboratively to:
- Improve reading outcomes for every child
- Improve numeracy outcomes for every child with a specific focus on number
- Increase attendance
- Increase the number of students achieving in the upper two bands
- Provide a calm and engaging environment in every aspect of school.

We introduced a whole school balanced reading program. All staff were coached individually and in groups to guarantee consistency of practice. A whole school reading data wall and five weekly data analysis cycles were introduced. Cohortal, hour long literacy blocks were implemented and supported with two teacher aides per class. Our reading results improved school wide with many students moving from below the initial target to at or above.

A school wide approach to teaching numeracy was implemented including an explicit focus on the four phases of a maths block. The draft school program was introduced and widely used alongside the diagnostic tools and data place mat. Our numeracy coach continued to work providing explicit feedback for each teacher. Our students' ability to articulate their mathematic reasoning became more apparent as their numeracy confidence improved.

Pleasingly, student attendance increased to 92.2%. Of significant improvement was the reduction in unexplained absences.

	2016 student attendance	2015 student attendance	2014 student attendance
95 – 100% attendance: between 0 and 9 days absent	46.2%	40.2%	37.8
90 – 95% attendance: between 9 and 19 days absent	26.8%	30.6%	31.1
85 – 90% attendance: between 19 and 29 days absent	12.7%	13.7%	13.1
0-85% attendance: more than 30 days of absence	14.3%	15.5%	17.9

The collaborative staff culture grew quickly, with teachers engaging in robust and vigorous debate and discussion – moving beyond polite conversation and as a result saw significant gains in school

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planning, teaching and student results. Professional Learning Community time was valued highly by teachers. Teachers started giving each other and our teacher aide team feedback which enriched our culture and firmly showed that we are all working together to get the best for our children.

A great deal of emphasis was given to raising expectations of student conduct and consistency of response and reaction from staff. This included significant levels of review and training for OneSchool recording processes. Accordingly data increased for both positive behaviours as well as increasing minor and major incident numbers. Anecdotal data and feedback from parents, staff and students all indicated that classrooms and the playground were more organised, calmer and student centred environments.

Future Outlook

Our unrelenting focus for 2017 is working collaboratively to;
- Improve reading outcomes
- Improve numeracy outcomes – number
- Provide a calm and engaging environment.

2017 is the year of embedding how we teach reading and maths and ensuring that effective rules, routines and procedures exist to provide a calm and engaging environment. It is the year of "bringing it all together", a year where we tie together our curriculum programs, local community context, develop consistency of practice.

We will continue to develop consistency across our classrooms and will support improvement of professional practice through the employment of a literacy coach, a numeracy coach, a curriculum co-ordinator, mentors for beginning teachers and the effective implementation of our Collegial Engagement Framework.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	521	270	251	83	89%
2015*	480	234	246	69	89%
2016	483	232	251	78	89%

Student counts are based on the Census (August) enrolment collection.
*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.
In 2016, there were no students enrolled in a pre-Prep** program.
** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

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Overview

Torquay State School (Qld) serves an enrolment of around 480 students comprising of some 300 families. We are a diverse community, with an ICSEA rating of 959. We proudly boast that nearly 20% of our students are from Aboriginal and/or Torres Strait Islander back grounds and we have 47 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.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	22	23
Year 4 – Year 7	21	26	25

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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**

We used C2C as a resource to support our pedagogical practices. Other resources included: Primary Connections, Great Barrier Reef Marine Park Authority, Tony Ford Science, Sheena Cameron Reading Comprehension Strategies, NCR Maths Ed Studio.

Each cohort of teachers were released for an hour per week to collaboratively analyse data, plan and review curriculum processes. In semester two teachers commenced working with the regional curriculum coach with a focus on pre-moderating assessment tasks and backward mapping content expectations.

Co-curricular Activities

2016 saw an increase in the co-curricular opportunities available for our students. These included:

- Our daily home reading program Turtle Reading supported by posters in every classroom to track individual and class progress.
- Optiminds
- Readers Cup
- Involvement in Under 8s activities
- Cross school sports for all year levels
- Instrumental music and choirs
- Little Brothers Little Sista's cultural program
- School camps for year 4 and 6
- Sports development officers
- The GRIP student leadership conference.

How Information and Communication Technologies are used to Assist Learning

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Interactive Whiteboards are located in each classroom and form an integral component of lesson delivery to students on a daily basis. A systematic approach to upgrading these whiteboards commenced in late 2016. Blogs, virtual classrooms, video and streaming help in the delivery curriculum units across the school.

Tablets and Ipads are extra mobile devices that assist students to access curriculum in non-classroom settings throughout the school. Our school has a purpose built computer lab, which can accommodate a whole class of students with each child able to access their own computer. Every teacher has a laptop and an IPAD and the laptops interface with the electronic whiteboards.

Social Climate

Overview

Torquay State School strives to create positive, calm and engaging, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to raising achievement, attendance and overall school improvement. The Positive Behaviour for Learning Plan for Students is 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.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe.

In 2016, we raised our expectations for student conduct and are happy to report very positive outcomes. There was a sharp increase in the number of suspensions which were necessary to reinforce these increased expectations. Happily there was also a significant increase in the number of times that students were provided with positive feedback. Indeed staff gave out in excess of 20 000 school based tickets which acknowledged positive behaviours. 2016 saw significant improvement in both staff and parents' satisfaction with the way student behaviour was managed.

Torquay State School's Positive Behaviour for Learning Plan outlines our system for facilitating positive behaviours, preventing problem behaviour through implementing proactive strategies, and responding to unacceptable behaviours. Through the implementation of our 'Managing Behaviour' flow chart, staff are able to maintain a consistent approach to identified behaviours, assisting Torquay State School to create and maintain a positive, productive learning environment where ALL school community members have clear and consistent expectations and understanding of their role in the process.

In 2016 we created and funded a Student and Family Support Officer role in addition to becoming a hub school for some of the local services. Our school partnered with Centacare to provide a ten week program focussing on emotional needs, of targeted students, called Standing Strong Standing together.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	85%	83%	93%
this is a good school (S2035)	84%	77%	98%
their child likes being at this school* (S2001)	85%	91%	100%
their child feels safe at this school* (S2002)	88%	91%	98%
their child's learning needs are being met at this school* (S2003)	81%	83%	95%
their child is making good progress at this school* (S2004)	85%	87%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	91%	87%
teachers at this school motivate their child to learn* (S2007)	81%	83%	90%
teachers at this school treat students fairly* (S2008)	76%	83%	95%
they can talk to their child's teachers about their concerns* (S2009)	92%	87%	98%
this school works with them to support their child's learning* (S2010)	81%	86%	92%
this school takes parents' opinions seriously* (S2011)	73%	71%	92%
student behaviour is well managed at this school* (S2012)	64%	74%	92%
this school looks for ways to improve* (S2013)	83%	77%	98%
this school is well maintained* (S2014)	81%	87%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	98%	95%	99%
they like being at their school* (S2036)	96%	93%	96%
they feel safe at their school* (S2037)	95%	89%	94%
their teachers motivate them to learn* (S2038)	100%	99%	98%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	88%	97%
teachers treat students fairly at their school* (S2041)	97%	83%	85%
they can talk to their teachers about their concerns* (S2042)	95%	87%	95%
their school takes students' opinions seriously* (S2043)	95%	89%	90%
student behaviour is well managed at their school* (S2044)	91%	80%	77%
their school looks for ways to improve* (S2045)	97%	98%	98%
their school is well maintained* (S2046)	97%	94%	92%
their school gives them opportunities to do interesting things* (S2047)	97%	96%	94%

Staff opinion survey

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Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	91%	98%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	80%	91%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	93%	94%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	95%	100%	96%
student behaviour is well managed at their school (S2074)	68%	83%	90%
staff are well supported at their school (S2075)	77%	87%	96%
their school takes staff opinions seriously (S2076)	77%	89%	94%
their school looks for ways to improve (S2077)	95%	100%	100%
their school is well maintained (S2078)	98%	96%	96%
their school gives them opportunities to do interesting things (S2079)	89%	100%	96%

* 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. All class teachers send a note of introduction to their students and families sharing a little about themselves and the best ways to communicate.

Formal parent interviews are offered twice per year, however, teachers and staff do not wait for these, preferring to adopt a proactive approach.

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. We also have a fortnightly e-newsletter to celebrate success and share information. Both our junior and senior fortnightly assemblies are well attended by our families.

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 2
- Galangoor Duwalami Primary Health Care Centre
- Richard Watt Optometrist
- PCYC
- Helping Hands before and after school care

- 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)
- Anglicare
- Muffin Break.

Our school also offers a free weekly playgroup.

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Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	71	61	93
Long Suspensions – 6 to 20 days	3	3	0
Exclusions	2	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Sustainability and 'green thinking" is an important element underlying all key learning areas. In order to assist our students to develop an awareness and understanding of the importance of reducing our carbon footprint, we will embed a few simple measures. Teachers were encouraged to:

- Be discerning about photocopying and paper usage, recycling where and when possible and using the interactive whiteboard and student books instead of endless work sheets.
- Use air-conditioning wisely and to assign class monitors for activities such as turning off lights and fans at the appropriate time.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	123,695	3,879
2014-2015	128,630	6,991
2015-2016	111, 472	5,430

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

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 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.**

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	36	27	<5
Full-time Equivalents	34	17	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	29
Diploma	2
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $27,443.78.

The major professional development initiatives are as follows:

- All class teachers worked with the literacy and numeracy coaches one to one and cohort group
- Take the Lead for one teacher
- Mentoring Beginning teachers
- Positive Behaviour for Learning
- Working with the regional HOD curriculum
- Coding and STEM training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Our school re-organised teacher aide ADO times so that we could dedicate an hour per week towards their professional development. This included significant levels of training for supporting reading and literacy rotations, numeracy and disability specific awareness training.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	88%	90%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	93%	92%	91%	90%	91%	90%	89%					
2015	91%	92%	92%	92%	92%	90%	93%						
2016	91%	92%	93%	93%	91%	92%	92%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:
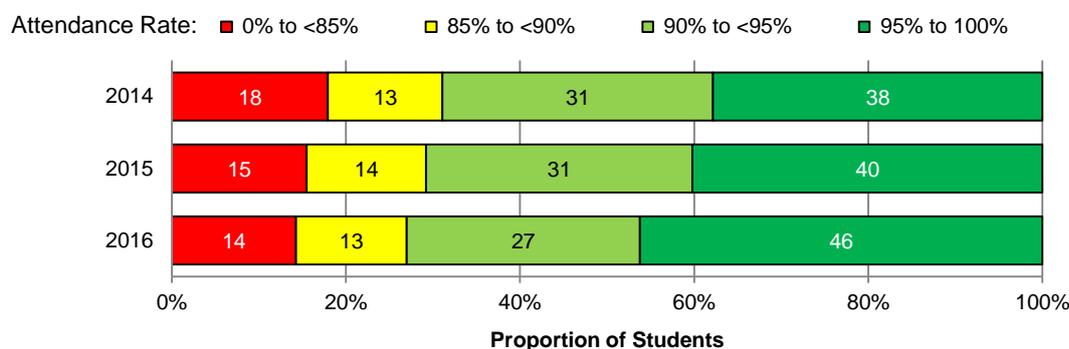
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

At Torquay SS all student rolls are marked twice a day - in the morning and in the afternoon directly after the lunch break. Parents are reminded regularly by teachers and through the newsletter and FB page that they are to inform the school of the reason for any student absence, either by phoning the office, responding to a text message or sending a note the following day. Students who arrive at school after the roll is marked in the morning are marked as "Late" arrivals. If students arrive late repeatedly parents are contacted by Admin to encourage them to ensure their children arrive at school on time.   SMS messages are sent around 10am for any unexplained absences.

The Deputy Principal follows up with a phone call to any family where students have had a number of unexplained absences, to verify the reason for absences and to encourage more consistent attendance where necessary. If an ongoing pattern of absenteeism continues letters are sent to parents as per DET policy.

Students with 95 -100% attendance rates are recognised within the school. Student lunches are provided for those in need rather than students staying away from school. We use our Facebook posts weekly to impact upon parent and community understanding about the importance of regular school attendance.

NAPLAN

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.**

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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