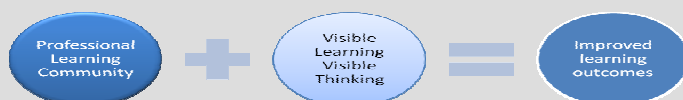
	Postal address	PO Box 5588 Torquay QLD 4655
	Phone	(07) 4194 4333
	Fax	(07) 4194 4300
	Email	the.principal@torquayss.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
	Contact Person	Neil Collins

### Principal's foreword

#### Introduction

TSS Learning Culture Vision

A clear focus on student learning with an unwavering commitment to continuous improvement of student learning outcomes.



In 2010 we consolidated our "Dare To" frame work; Dare to lead, Dare to Excel and Dare to Innovate.

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

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

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

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

The PLC format of Professional Development continued with teachers engaging in training revolving around their identified requirements through the Developing Performance Framework with a focus on FSIM, Literacy training, LEM training, ICT pedagogical license and certificates and exploring and understanding data.

The Building the Education Revolution works were completed by March. These works included:

- Multipurpose hall
- New Core Learning Centre including a fully equipped Science Laboratory
- Landscaping and paths
- Conversion of old library to a new class space and teacher aide room
- Establishment of a new Yr 6/7 eating area.

An innovation we were very excited about was the Inaugural **Culture of Thinking Week**. The week beginning September 12 – 17 (last week of Term 3) was dedicated to celebrating with our wider community our success. The week combined and incorporated a variety of activities: Literacy, Numeracy & Science activities to enable students hands on activities with experts and invited guests.

Book Week

Deadly Sports

Torquay Idol – Friday Night

Art Exhibition

Whole school musical “Aussie Aussie Aussie” – which was held in October

Our Little Brother/Little Sista kids Klub continued to grow in numbers and reputation. The reconciliation and Naidoc celebrations were an outstanding success. We completed our EATSIP audit and have developed a plan to ensure we are moving toward embedded across all aspects.

### School progress towards its goals in 2010

Our 2010 strategy

Implementation of our Visible Learning Visible Thinking Curriculum aligned to

Student Learning, Targeted Teaching, Continuous Monitoring, Development of Staff Expertise

We made a deliberate decision to align professional development and resources to improving student success numeracy. All class teachers and teacher aides have completed 18 hrs of First Steps in Maths – Number training. We have 2 trained FSiM facilitators available to support our Early and Middle Phase learners. Participation in The Numeracy Project, with a focus on the areas, which our data has shown us needs more work which was Developing Place Value Understanding

We set high expectations for our school community through the implementation of:

Know your students, know their data

Target Setting For Success Process

Pedagogical Team Planning using data to improve student- learning outcomes

Access UPLEG funding to implement a literacy improvement strategy for students identified in the top 3 bands in 2008 Naplan data

Yr 1 – 7 teachers participate in the numeracy project

Our Key Learning’s in 2010

Know your students; know their data was very successful. Through our Student Achievement meeting cycle it became evident that all class teachers and teams were fully engaging in understanding data and using it to inform their planning and pedagogical practices. TSSP - Team Goals allowed teachers to discuss and agree on a common language and standards. We needed to start working with students in U2 bands earlier – re alignment of ST: L & N role from Semester 2 focused on Yr 2,4, & 6.

### Future outlook

We were scheduled to undertake a TSR/QSR in 2010 but were informed that this would occur in the 2012 cycle. It is anticipated that we will advocate for a QSR process to be undertaken in 2011 so our community can work together to set the new direction for the next 4 years.

We will be preparing to develop our communities understanding of The Australian National curriculum and will provide professional development for staff to ensure they are confident in working with the new curriculum.

## Our school at a glance

### School Profile

In 2010 we had an enrolment of 487 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.

**2010 was the third full cohort of Prep children to be enrolled in Queensland schools and our prep year numbers grew from 46 to 68 students.**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
487	234	253	75%

#### Characteristics of the student body:

Students at Torquay come from a diverse range of socio-economic, cultural and religious backgrounds. Students of Aboriginal or Torres Strait Island descent comprise 10% of our school population.

#### Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22.5	90%	80%	10%	10%
Year 4 – Year 10	26.4	100%	30%	70%	0%
All Classes	24.4	95%	55%	40%	5%

#### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	48
Long Suspensions - 6 to 20 days	6
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

#### Our distinctive 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

## Our school at a glance

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  
 Same sex grouping Math classes for our year 4/5 students.  
 Literacy blocks used across the school for the delivery of literacy learning.  
 Little Brothers/ Little Sisters program  
 2 year planning cycle following our curriculum organizers.  
 Young leaders program.  
 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  
 Whale Festival Parade  
 33 TSS students were selected in Zone sporting teams  
 Readers Cup  
 Environmental Showcase in Gympie  
 Indigenous Dance Group  
 School participation in the Leukemia fund Shave for a cure. The school received a High Achievers Award as recognition of their participation in this event.

### How Information and Communication Technologies are used to assist learning

At Torquay State School our vision is that:  
 ICT are incorporated in planning to unite and expand outcomes for students in achieving curriculum goals.  
 Opportunities are provided for students to use ICT to enhance their learning concepts and processes.  
 All staff has opportunities to contribute as professionals teams to share their learning concepts and processes.  
 We achieved an A level ICT rating. As staff commit to and progress their pedagogical licenses and/or ICT certificates we will progress our learning community towards the achievement of the AAA rating.  
**An ICT committee meets once a term to discuss progression of our plan. 1 member of administration, our system technician and Yr 6/7 teacher, who is the smart classroom mentor, form the committee. ICT in-service and information is collectively shared at Professional Learning meetings. Priorities are identified and addressed through the school ICT plan.**  
 17 Classrooms have interactive whiteboards installed for student and teacher use. 5 more will be purchased in 2011.

## 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 2010. School Opinion survey data showed an improvement on 2009, and placed us above state mean in many areas.

Item Response Students	2008	2009	2010	State Mean
S145- that you are safe at this school	3.02	3.24	3.08	3.19
S147- that they are treated fairly at this school	2.53	2.68	2.77	2.87
S151- that they are happy to go to this school	3.14	3.25	2.95	3.22
S100-that this is a good school	3.14	3.33	3.22	3.34
Item Response Parents				
S148-about behaviour of students at this school	2.53	2.67	2.78	2.52
S149- with student discipline at this school	2.97	2.90	2.78	2.68
S144- that your child is safe at this school	3.16	3.23	3.22	3.00

## Our school at a glance

### Parent, student and teacher satisfaction with the school

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	91%
Percentage of students satisfied that they are getting a good education at school	80%
Percentage of parents/caregivers satisfied with their child's school	87%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	85%
Percentage of staff members satisfied with morale in the school	68%

### 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.

### Reducing the school's environmental footprint

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$63,526	\$26,293	\$24,800	\$7,427	\$5,006	\$0	\$0	123,441	3,845	0
2009	\$51,012	\$18,191	\$0	\$0	\$4,117	\$0	\$28,704	108,516	3,869	0
% change 2009 - 2010	25%	45%	N/A	N/A	22%	N/A	-100%	14%	-1%	N/A

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 2010.

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 5 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.

## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	32	16	<5
Full-time equivalents	30	10	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	18
Diploma	8
Certificate	0

Legend for pie chart:

- Doctorate (0%)
- Masters (7%)
- Bachelor degree (64%)
- Diploma (29%)

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$41 600. The major professional development initiatives are as follows: Smart Moves; Performance Framework; Assessable Elements and Descriptors for KLA's; First Steps in Maths (Numeracy); LEM Phonics, Visible Thinking, Visible Learning. The percentage of the teaching staff involved in professional development activities during 2010 was 83 %.

#### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

#### Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Attendance

#### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 93%.

#### Student attendance 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
93%	93%	94%	94%	91%	93%	92%					

#### 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..

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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		378.5	461.8	522.7
	Average score for the Nation		414	487	546
	For the school the percentage of students at or above the national minimum standard.	2010	90.7	80.3	96.2
Writing	Average score for the school		375.4	467.2	511.9
	Average score for the Nation		419	485	534
	For the school the percentage of students at or above the national minimum standard.	2010	93	91.9	88.5
Spelling	Average score for the school		363.3	474.1	518.1
	Average score for the Nation		399.2	487.1	544.7
	For the school the percentage of students at or above the national minimum standard.	2010	95.3	90.8	93.6
Grammar and Punctuation	Average score for the school		370.1	488.6	513.6
	Average score for the Nation		416.9	499.7	535.1
	For the school the percentage of students at or above the national minimum standard.	2010	74.4	93.4	84.6
Numeracy	Average score for the school		373.3	474.5	532.4
	Average score for the Nation		395.4	488.8	547.8
	For the school the percentage of students at or above the national minimum standard.	2010	97.7	93.3	96.2

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

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.

Aim to achieve Wide Bay Closing the Gap Targets by 2013