

Torquay State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

We supported our teaching staff by focusing on our students and their teachers. We have also been supporting our teaching staff by focusing on pedagogy. This has been based on research and is part of the regional direction using Art and Science of Thinking (ASOT). This involved coaching, a renewal of practices through professional development and discussions, analysing data and sharing student's relative gain at timely intervals. Staff teams engaged in pedagogical planning using data to inform practice which allowed for differentiation in their classes.

Investing for Success

At Torquay State School we were excited about the additional funding that has enabled us to provide support across all year levels to ensure all students succeed. We were able to purchase resources including extra teacher staffing, teacher aide support and practical resources to support all children in their learning with an explicit teaching focus on Literacy as part of a Balanced Reading Program.

Communication is very important to us and partnerships with parents/caregivers are very strong. 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 which has provided an effective learning environment for children from Prep to Year 6. We believe it is important for parents/caregivers to have a meaningful contribution in their child's journey through the school.

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

School progress towards its goals in 2015

2015 Annual Implementation Plan: Our focus areas are -

Engaged Partners

Alignment and Consistency

- Continue to develop opportunities to work with regional support staff and services
- Develop opportunities for schools to work

Successful Learners

ACARA Priorities

- Embed English, Mathematics, Science, History & Geography (National Curriculum) using the C2C resource ensuring alignment

<p>together to share knowledge and resources</p> <ul style="list-style-type: none"> • Implement the recommendations from the School Improvement Unit as required <p><u>Flying Start initiative</u></p> <ul style="list-style-type: none"> • Develop mutually satisfying partnerships with Secondary Schools • Maintain opportunities to ensure the Junior secondary initiative is successful • Develop a range of locally pertinent communication strategies that enable the sharing of information • Continue the fostering of strategies concerning staffing and resource allocations <p><u>Partnerships</u></p> <ul style="list-style-type: none"> • Continue to work with regional support services to support and sustain school improvement • Develop partnerships within and beyond the school that support student learning • Embrace opportunities to collaborate with local communities • Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centers <p><u>Parent and Community Engagement Strategy</u></p> <ul style="list-style-type: none"> • Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement • Use multiple communication channels to communicate with parents eg email, information sessions , telephone, web portal and news letter • Provide programs and opportunities for parents to build their capacity to support their child's learning • Actively seek and develop a wide range of community partnerships 	<p>with community expectations</p> <ul style="list-style-type: none"> • Implement Civics and Citizenship (from Year 3) & Economics and Business (from Year 5) using the C2C resource • Familiarize staff with the curriculum area "Health and Physical Education, Technologies, Languages & The Arts" using the C2C resource in preparation for implementation in 2016 and in line with roll out protocols • Continue to align and embed Australian Curriculum in all settings • Implement the North Coast Region: " A Guide to School Based Assessment Tools and Year Level Expectations" <p><u>Literacy Priority</u></p> <p><i>Continue to embed a balanced reading program</i></p> <ul style="list-style-type: none"> • Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. <ol style="list-style-type: none"> 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading • Align reading framework to <i>Pearson's Gradual Release of Responsibility Model</i> (Refer Framework for the Teaching of Reading) • Ensure the 5 aspects of reading are explicitly addressed ie: <ol style="list-style-type: none"> 1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World • Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of <i>inference</i> eg: QAR, Sheena Cameron Comprehension Strategies • Embed comprehension strategies into the reading procedures • Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback <p><i>Develop and embed a balanced writing program</i></p> <ul style="list-style-type: none"> • Develop a shared understanding and pedagogical practice of the 4 writing procedures: <ol style="list-style-type: none"> 1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing
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	<ul style="list-style-type: none"> • Embed Sheena Cameron writing strategies into the writing procedures • Align writing pedagogy to Pearson’s Gradual Release of Responsibility Model • Continue the use of a variety of teaching processes and resources <p><u>Numeracy Priority</u></p> <ul style="list-style-type: none"> • Embed <i>Numeracy Rich Routines</i> that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M • With PEAC support and cluster opportunities (<i>Best Practice Networks</i>), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics • Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting • Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation • Practice and deepen number facts
<p>Empowerment ASOT Continue to develop and enact a pedagogical framework based on ASOT</p> <p><u>ASOT</u></p> <ul style="list-style-type: none"> • Investigate and implement locally selected Design Questions from the ASOT framework • Investigate formulating a Pedagogical team to ensure consistency and commitment towards its implementation 	<p>Great People <u>Developing Performance Framework</u></p> <ul style="list-style-type: none"> • Continue to utilise the DPF with all staff (teaching and non-teaching) ensuring an alignment to school improvement priorities and individual needs • Teaching staff Performance Plans align with AITSL: National Professional Standards for Teachers • Consultation and feedback structures are in place and occur in a timely manner (Once a term) • Enable teachers to engage in effective coaching opportunities to improve teaching practices • Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise • Implement processes to monitor staff and personal wellbeing

High Standards**Explicit Improvement Agenda**

- Analyse whole school trends to develop an explicit improvement agenda
- Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted.

Curriculum Teaching and Learning/ Discipline Audit

- Implement recommendations from latest audit report.
- Continue to develop a whole school pedagogical framework based on the ASOT framework. In relation to the school's explicit improvement agenda ensure clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualized attention as required, and timely feedback to guide student actions.
- Continue with plans to implement Positive Learning for Behaviour systematically across the school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement.

Internal Audit

- Implement strategies to fulfil internal audit requirements and recommendations

Opinion Survey Priorities

- Use the opinion survey data to respond to concerns in order to ensure better outcomes for students.

Future outlook**Engaged Partners****Alignment and Consistency**

- Continue to develop opportunities to work with regional support staff and services.
- Develop opportunities for schools to work together to share knowledge and resources
- Implement the recommendations from the School Improvement Unit as required

Flying Start initiative

- Develop mutually satisfying partnerships with Secondary Schools
- Maintain opportunities to ensure the Junior Secondary initiative is successful
- Develop a range of locally pertinent communication strategies that enable the sharing of information
- Continue the fostering of strategies concerning staffing and resource allocations

Supporting Successful Transitions: Early Start

- Assess current transition practices and increase strategies

Successful Learners**Analyse Student Data**

- Implement and engage in regular reading and numeracy data discussions to inform improvement, guide teaching and prompt early intervention
- Introduce digital data reading walls
- Teachers use professional learning time with coaches to ensure that data is thoroughly analysed and appropriate planning occurs
- Embed the use of the Torquay maths template and literacy template
- Further develop teacher expertise in data analysis to inform effective teaching and learning

Improve Student Attendance

- Regularly analyze trends in attendance data at the whole school, class and individual student level.
- Communicate and promote student attendance rates in the wider community
- Implement both proactive and reactive

- Plan collaboratively to establish strategies based on data with transition partners
- Incorporate strategies into school plans
- Measure the effectiveness of transition strategies throughout 2016

Partnerships

- Implement school based playgroup run by Anglicare
- Establish a service centre hub led by the Student and Family Support Officer ensure that we effectively connect families to community resources. Act for Kids, Chaplaincy and specialist teachers to access this space
- Actively seek partnerships with local businesses linked to improving attendance
- Continue to work with regional support services to support and sustain school improvement
- Develop partnerships within and beyond the school that support student learning
- Embrace opportunities to collaborate with local communities
- Through **Supporting Successful Transitions** explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres
- Identify Early Start as a data collection resource

Parent and Community Engagement Strategy

- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement
- Use multiple communication channels to communicate with parents e.g. email, Facebook, telephone, web portal and letter
- Provide programs and opportunities for parents to build their capacity to support their child's learning

strategies to increase student attendance, to 95% such as Friday electives, connecting with community to create rewards for families

I4S

- Provide effective and efficient financial support to enable sustained school improvement
- \$10 000 student services to support attendance processes
- \$10 000 towards community connection role to support families.
- \$16 400 40 days CCT
- \$165 0002 x 0.7 FTE coach roles
- \$25 0001 x 0.2 FTE curriculum leadership role
- \$10 000 towards bank of 40 IPADS and corral for charging them and programming
- \$64 600 towards employment of teacher aides to support literacy rotations school wide.

Cater for Student Needs

- Implement improved processes to identify Students at Risk
- Implement strategies to cater for students' academic, social and emotional needs
- Create engaging learning opportunities for all students that ensures each student has the opportunity for success
- Ensure that ICPs and ILPs are appropriate embedded and reflected in reporting
- Introduce Student and Family Support Officer role
- Improve recording processes on Oneschool

Upper 2 Bands Priority

- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)
- Provide challenging learning experiences that further develop reading and numeracy expertise
- Embed differentiation strategies across all year levels using diagnostic assessment processes and Australian Curriculum recommendations
- Engage with the Solid Pathways program for Indigenous students
- Utilise literacy numeracy coach and curriculum leader with small groups targeting specific development

	<ul style="list-style-type: none"> • STLaN included in literacy blocks with a 66% focus on U2B groups <p><u>NAPLAN Strategy</u></p> <ul style="list-style-type: none"> • Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN • Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in both numeracy and reading • Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B
<p>Empowerment ASOT Continue to develop and enact a pedagogical framework based on ASOT</p> <p><u>ASOT</u></p> <ul style="list-style-type: none"> • Investigate and implement locally selected Design Questions from the ASOT framework Investigate formulating a Pedagogical team to ensure consistency and commitment towards its implementation 	
<p>High Standards <u>Explicit Improvement Agenda</u></p> <ul style="list-style-type: none"> • Analyze whole school trends to develop an explicit improvement agenda • Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted <p><u>Curriculum Teaching and Learning/ School Improvement Unit/ Discipline Audit</u></p> <ul style="list-style-type: none"> • Implement recommendations from latest audit report <p><u>Internal Audit</u></p> <ul style="list-style-type: none"> • Implement strategies to fulfil internal audit requirements and recommendations <p><u>Opinion Survey Priorities</u></p> <ul style="list-style-type: none"> • Use the opinion survey data to respond to concerns in order to ensure better outcomes for students 	
<p>Great People – Teaching Quality <u>Australian Curriculum Priorities</u></p> <ul style="list-style-type: none"> • Implement an engaging and relevant school wide curriculum plan that aligns school programs, pedagogy, assessment and reporting. Teachers will use a school wide template to interpret the curriculum intent, generate the assessment task, differentiation strategies and plan meaningful and relevant lessons. Ensure that staff understand that C2C is one of many resources and is not the curriculum • Create school wide maths program • Document school wide programs and ensure consistency of delivery • Review access to digital tools to ensure currency of resources for modern pedagogy • Continue the gross motor program for preps and year one students, staffed through HPE allocation • Re-write school report card comments bank to reflect meaningful reporting of student performance • Embed the National Curriculum for English, Mathematics, Science, History & Geography • Implement Civics and Citizenship (from Year 3) & Economics and Business (from Year 5) • Familiarize staff with HPE, Technologies, Languages and the Arts in line with roll out protocols 	

- Introduce the digital Technologies - coding

Literacy Priorities

- Introduce well-resourced literacy blocks
- Implement a school wide, daily (home) reading program supported at school
- Employ a literacy coach to build capacity, competence and confidence with teachers, teacher aides and volunteers
- Create and document school based approach to how we teach reading and monitor for consistency across classes. This will form the basis of instructional leadership and feedback
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these Implement LEM phonics as a basis
- Continue to embed a balanced reading program with a shared understanding and pedagogical practice of reading procedures i.e. 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.
- Align reading framework to Pearson's Gradual Release of Responsibility Model
- Embed comprehension strategies eg Sheena Cameron, into the reading procedures
- Ensure the 5 aspects of reading are explicitly addressed ie: Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World
- Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN , identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in reading
- Develop oral language programs and use data to target phonological and phonemic awareness.
- Introduce digital data reading walls based on PM and/or PROBE. Use a range of diagnostic tools, eg PAT, reading strategy check-up, to target teaching
- Promote reading and the school's approach widely within the community
- By the end of the year, the school will have developed school wide programs ready for 2017 implementation for, Reading, Spelling incorporating Lem phonics, Writing, Oral Language

Numeracy Priority

- Focus on number
- Implement school-wide maths plan
- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources eg Term Diagnostics / PAT M
- Ensure a range and balance of assessment tools are being used (diagnostic, formative and summative) to support quality teaching and reporting
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to ACARA content and proficiencies of Problem Solving, Reasoning, Fluency, Understanding. Number lines, Part/Whole relationships, Reasoning and Estimation
- Practice and deepen mental computation strategies
- Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN , identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in numeracy
- Employ a numeracy coach to build capacity, competence and confidence with teachers, teacher aides and volunteers
- Promote numeracy and the school's approach widely within the community
- By the end of the year, the school will have developed a comprehensive school wide maths program ready for 2017 implementation.

Pedagogical Framework

Complete the review of the pedagogical framework to ensure that it reflects current expectations and practice

- Implement observation and processes based on the instructional models expected in each

classroom

- Embed school-wide pedagogies such as the gradual release model of teaching, (I do, we do, you do) as well as the Art and Science of Teaching, with a specific focus on:
 - Design Question 5; What do I do to engage students
 - Design question 6; What do I do to establish classroom routines and procedures?
 - Design Question 7; What do I do to recognize and acknowledge adherence to classroom rules and procedures
 - Design Question 1; What do I do to establish and communicate learning goals and track student progress and celebrate success?

Moderation

- Use PLC time to strengthen moderation processes within the school.
- Utilise digital reading data wall
- Partner with a local Bay SS to explore the potential of cross school moderation
- Explore A-E School Assessment Data against relevant data sets e.g. NAPLAN (reference OneSchool)

Best practice Network Participation

- Engage in quality professional development and professional sharing via BPNs
- Ensure leadership team is clear about our explicit improvement agenda and that they each participate in Instructional leadership activities, tasks and professional development

Developing Performance Framework

- Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs
- Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers
- Consultation and feedback structures are in place and occur in a timely manner (Once a term)
- Use peer observations, feedback, differentiated coaching and learning -communities to improve teaching practices. Formalise the feedback framework by the end of term one
- Implement processes to regularly monitor staff and personal wellbeing
- Embed a culture of high performance, high expectations and challenge personal beliefs

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	537	274	263	70	88%
2014	521	270	251	83	89%
2015	480	234	246	69	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 2015, 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:

In 2015 we had an enrolment of 490 students, across the year levels from Prep to grade 6. We offer coeducational classes through all year levels. Our prep year numbers were 62 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 15% of our school population

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	18	19
Year 4 – Year 7 Primary	26	21	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	34	71	61
Long Suspensions - 6 to 20 days	5	3	3
Exclusions	0	2	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.

Curriculum delivery

Our approach to curriculum delivery

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

Numeracy blocks

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

The school has a clear focus on delivering outstanding educational outcomes for our students.

The school has an explicit teaching agenda focused on advancing the reading comprehension skills of every child in the school.

The school has clear reading and writing benchmarks which ensure outstanding levels of academic achievement are evident throughout the school.

Extra curricula activities

TSS students selected in Zone and regional sporting teams
 Readers Cup
 Indigenous Dance Group
 Opti Minds
 Culture of Thinking
 Statewide Chinese speaking competitions

Music

Instrumental Music is a wonderful feature of the school with the String Ensemble and Concert Band drawing regular acclaim. Instruction is offered in the areas of woodwind, brass, percussion and string instruments. Specialist Instrumental Music Teachers teach students selected for these programs during normal school hours. Selection into the strings program begins in year 3, while students in percussion, brass and woodwind are selected from Year 5. Students in the program are expected to play in either concert bands or string ensembles. Students who display and develop outstanding ability are given the opportunity to attend music workshops where they can further develop their talents.

Choir

Children in Year 4-6 are invited to participate in the school choir.

School Sport

Students in Years 4 to 6 are selected to represent Torquay State School in interschool sporting competitions. Presently we participate in: Soccer, Cricket, Softball, Netball, Touch Football, Tennis and Rugby League.

Year 4, 5 and 6 Camps

Students in Year 4, 5 and 6 are involved in the schools camping program. The objectives of the camp are social and educational and form a vital part of the curriculum program offered by the school.

How Information and Communication Technologies are used to improve 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.

Tablets and I pads are extra mobile devices that assist students to access curriculum in non classroom settings throughout 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.

Today's society demands that all students have high level skills in Information and Communication Technology. Our school currently has a purpose built computer lab, which can accommodate a whole class of students with each child able to access their own computer. Electronic whiteboards have been installed in every classroom.

Every teacher has a laptop and the laptops interface with the electronic whiteboards.

Social Climate

Our school vision " A community that values, clever, skilled, creative and aspiring learners" epitomizes the attributes of a lifelong learner. Communication is very important to us and partnerships with parents are very strong. 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. We believe it is important for you to have a meaningful contribution in your child's journey through the school. 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 at regular intervals and again in 2014 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

School Opinion survey data has been used to inform us through our current review in preparation through 2015. Our staff and parent data was informing us that we needed to prioritise the review of our Responsible Behaviour Plan and we have begun to implement Positive Behaviour for Learning in our school. Students data increased to 95% feel safe at our school in 2014 and increased to 91% student behaviour is well managed at our school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	81%	85%	83%
this is a good school (S2035)	93%	84%	77%
their child likes being at this school (S2001)	78%	85%	91%
their child feels safe at this school (S2002)	100%	88%	91%
their child's learning needs are being met at this school (S2003)	78%	81%	83%
their child is making good progress at this school (S2004)	81%	85%	87%
teachers at this school expect their child to do his or her best (S2005)	96%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	85%	81%	91%
teachers at this school motivate their child to learn (S2007)	93%	81%	83%
teachers at this school treat students fairly (S2008)	85%	76%	83%
they can talk to their child's teachers about their concerns (S2009)	100%	92%	87%
this school works with them to support their child's learning (S2010)	89%	81%	86%
this school takes parents' opinions seriously (S2011)	92%	73%	71%
student behaviour is well managed at this school (S2012)	81%	64%	74%
this school looks for ways to improve (S2013)	92%	83%	77%
this school is well maintained (S2014)	96%	81%	87%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	98%	95%
they like being at their school (S2036)	91%	96%	93%
they feel safe at their school (S2037)	91%	95%	89%
their teachers motivate them to learn (S2038)	98%	100%	99%
their teachers expect them to do their best (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	97%	98%	88%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	86%	97%	83%
they can talk to their teachers about their concerns (S2042)	90%	95%	87%
their school takes students' opinions seriously (S2043)	92%	95%	89%
student behaviour is well managed at their school (S2044)	90%	91%	80%
their school looks for ways to improve (S2045)	96%	97%	98%
their school is well maintained (S2046)	96%	97%	94%
their school gives them opportunities to do interesting things (S2047)	93%	97%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	91%	98%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	96%	80%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	97%	93%
students are encouraged to do their best at their school (S2072)	96%	98%	100%
students are treated fairly at their school (S2073)	96%	95%	100%
student behaviour is well managed at their school (S2074)	84%	68%	83%
staff are well supported at their school (S2075)	98%	77%	87%
their school takes staff opinions seriously (S2076)	89%	77%	89%
their school looks for ways to improve (S2077)	96%	95%	100%
their school is well maintained (S2078)	98%	98%	96%
their school gives them opportunities to do interesting things (S2079)	90%	89%	100%

'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

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 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 4 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 but increased in 2014. 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 2012 to 2013 and again in 2014 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:

- 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	124,933	2,539
2013-2014	123,695	3,879
2014-2015	128,630	6,991

*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.

Our staff profile

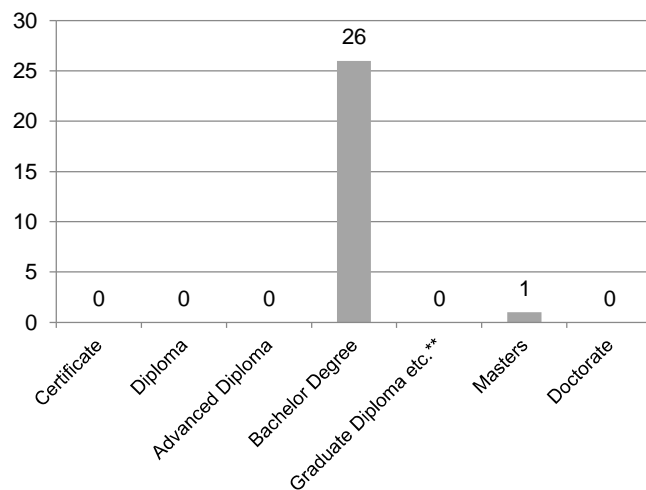
Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
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Headcounts	31	22	<5
Full-time equivalents	29	14	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	26
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	27



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were **\$41 755**

The major professional development initiatives are as follows: **High Impact Leadership, Reading Success Project, Mentoring Beginning Teachers**

The proportion of the teaching staff involved in professional development activities during 2015 was **100%**.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	87%	88%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

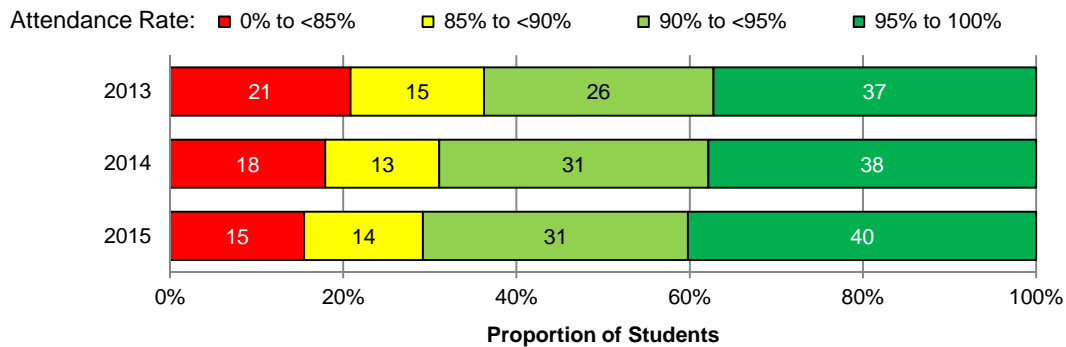
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	88%	91%	91%	92%	92%	89%	91%					
2014	91%	93%	92%	91%	90%	91%	90%	89%					
2015	91%	92%	92%	92%	92%	90%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

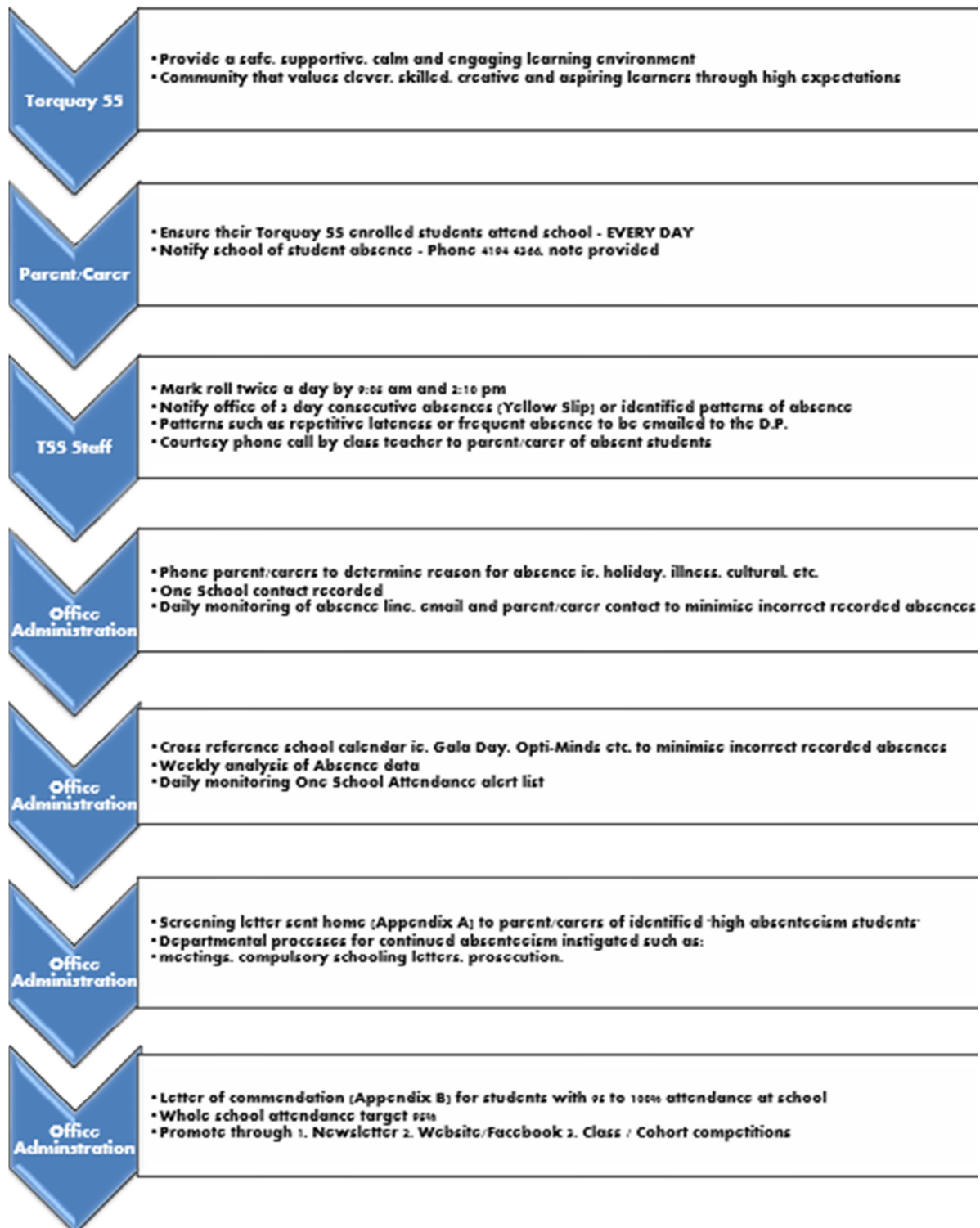
Non-attendance is managed via the following strategies –

- Phone calls to parents/carers if students are absent for 3 days or more without notification
- Staff notify administration using the internal unexplained absence letter
- Weekly Facebook post outlining attendance priorities
- Dedicated absence telephone line
- Generation of absence letters monthly
- Rolls are marked twice daily

Students receive a letter of commendation for ongoing positive attendance and other reward strategies i.e trip to the beach, movie and pizza session

Outlined below is the official proforma that Torquay SS follows to ensure positive attendance -

TORQUAY'S ABSENTEEISM PROCESS



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/>.

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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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.