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	Contact Person	Angelique Kropp Principal

Principal's foreword

Introduction

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

We are supporting our teaching staff by focusing on pedagogy. This has been based on research and regional direction using **Art and Science of Thinking (ASOT).**

This involves coaching, a renewal of practices through professional development and discussions, analysing data and sharing student's relative gain at timely intervals.

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.

Our Responsible Behaviour Plan outlines our School Rules:

• Respect for yourself.

• Respect for others and our environment.

• Responsible for choices that we make.

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

Our school at a glance

School progress towards its goals in 2013

Below were the key areas we have focussed on and begun implementing in 2013 and will continue to build on through 2014.
United in our pursuit of excellence is Education Queensland's declaration in our quest for education reform and school improvement to create a better schooling system.

<u>**2013 Annual Implementation Plan:**</u> Our focus areas remain:

School & community partnerships

Parent and Community Engagement Strategy

Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement

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

Implement strategies for proactively engaging and working with all families in the school community to support the educational and social achievement of their children.

Continue to provide access for the wider school community to utilise our hall and resource centre. Develop the school as a public asset, a centre for learning, and community engagement.

Communicate regularly with parents and community to promote classrooms through classroom newsletters, local media, positive phone calls from the principal and discussions with teachers

Continue to involve parents in the implementation of schoolwide policies and initiatives. Through P&C.

Positive reinforcement to parent volunteers through recognition using certificates and morning teas. Parent volunteers in the classrooms

Flying Start initiative

Liaise with feeder Secondary Schools through our Principal cluster meetings

2014 we will have year 6 and year 7 leaders and a combined graduation ceremony. We currently have 6/7 cohorts and they will be involved in the camps for 2014 as well.

School curriculum:Reading

Develop a shared understanding and pedagogical practice of the 5 reading procedures ie

1. Reading Aloud of students; 2. Modelled reading; 3. Shared Reading; 4. Guided Reading; and 5. Independent reading.

0.5 Literacy Coach to work with capability of teachers across the school

Continue to fund teacher release so they can engage in Student Achievement meetings held 2 times per term. SAM meetings

Literacy and Numeracy Blocks,LEM Phonics, First Steps in Reading

Interactive whiteboards in each learning area. 100% of students have access to interactive whiteboards. Digital camera's in each learning area.

Continue to embed the use of Information and Communication Technologies (ICT) as integral components of curriculum planning, teaching and learning

Align school planning, reporting and accountability processes

Support professional development designed to improve literacy and numeracy outcomes for all students in all learning areas.

Embed comprehension strategies (Sheena Cameron – 9 key strategies) into the reading procedures

More Support for Students with Disabilities (MSSWD) is a National Partnership funded by the Commonwealth Government. Under the partnership a number of strategies will be implemented to build the capacity of schools to better support students with disability. In 2013 we will undertake online training packages in Understanding Autism Spectrum Disorder and Understanding Dyslexia and Significant Difficulties with Reading as they become available. Professional Knowledge from undertaking these programs will strengthen the inclusive practices within our school environment through a shared understanding and workings.

Teaching practice

ASOT

Develop and implement a overarching Curriculum Framework based on ASOT

Develop a curriculum Framework that utilises School Improvement Plan

Use the curriculum Framework to contextualise programs, teacher and student engagement

Develop a systematic way for sharing, reflecting and providing meaningful feedback on professional practice

Promote the use of a common language using the curriculum Framework as key to instigating and embedding language

Identify and provide learning opportunities for the focus action steps in question 6 and 7:

Investigate and begin to implement question 6 (What will I do to establish and maintain classroom rules and procedures)   Action Step 1: Organise the classroom for effective Teaching & Learning

Action step 2 : Establish a small set of rules & procedures

Action step 3: Interact with students about classroom rules & procedures

and 7 (What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?)

Action Step 1: Use Simple Verbal and Nonverbal Acknowledgement

Action step 3 : Involve the Home in Recognition of Positive Behaviour

Action Step 4: Be With-it

Engage in the school professional development days focusing on the implementation of ASOT

Utilise "United in the pursuit of Excellence"

Engage in a process of whole school literacy and numeracy planning, using student achievement data and focussing on: literacy requirements of each subject area; mathematics as it contributes to numeracy and numeracy across the curriculum, science and history

Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback

Principal leadership and school capability

Developing Performance Framework

Embed in term1 the DPF with all staff (teaching and non-teaching) ensuring an alignment to school priorities and individual needs. Consultation and feedback structures are in place and occur in a timely manner.

•Continue the explicit improvement agenda to be a key driver in our school.

•Continue to develop explicit targets for

improvement in achievement levels and looking at more effective ways for these to be communicated to staff and the wider school community.

•Continue to embed–: Student Achievement meetings

underpinned by teachers reflective practice for their class and their team

•Know your students Know your data strategy

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)

Currently Torquay has developed a school wide framework and staff are now working to capture classroom practices to develop a classroom framework at Torquay.

Future outlook

United in our pursuit of excellence is Education Queensland's declaration in our quest for education reform and school improvement to create a better schooling system.

AIP priorities 2014

Successful Learners		Great People

• Implement the Australian Curriculum
• Key literacy and numeracy improvement strategies
 	
Literacy Priority
 	
Embed a balanced reading program
 	
• Embed a shared understanding and pedagogical practice of the 5 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*** (Refer Framework for the Teaching of Reading)
• Ensure the 5 aspects of reading are explicitly addressed ie:
 	
   1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4.Text and Textual features; 5. Knowledge of the World
 	
• Differentiation strategies
• Success Team
		• Implement performance reviews for all staff (eg. DPF)
		
		Developing Performance Framework
		
		• Embed in Term1 the DPF with all staff (teaching and non-teaching) ensuring an alignment to school improvement priorities and individual needs.

Empowerment	**Engaged Partners**	**High Standards**
• Develop and enact a pedagogical framework based on ASOT **ASOT** • Further develop and implement an overarching Curriculum	• Getting Ready For Secondary School • Parent and Community Engagement Framework • Promote parent participation in school events and provide opportunities for families to	• T&L/Discipline Audit priorities • Discipline Audit priorities • Internal Audit priorities • Opinion Survey priorities • Implement recommendations from previous audit • Continue to develop a whole school pedagogical framework based on the ASOT framework. In

Framework based on ASOT • Investigate and implement Design Questions - (What will I do to?) and (What will I do to?) of the ASOT framework • Actively engage the ASOT Instructional Leader to further and deepen understanding of staff around the framework • Engage in your Best Practice Network using ASOT as a reflective framework • Establish (continue to refine / build effectiveness) of BPN to embed key learnings	observe student learning and celebrate student achievement • Use multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and 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	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, individualised attention as required, and timely feedback to guide student actions. Continue with plans to implement SWPBS systematically across the school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013:   **Prep Year - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	504	245	259	86%
2012	536	268	268	88%
2013	537	274	263	88%

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

Characteristics of the student body:

In 2013 we had an enrolment of 541 students, across the year levels from Prep to grade 7. We offer coeducational classes through all year levels. Our 6/7 classes continue to support our Pathways Engagement Program. 2013 was the sixth full cohort of Prep children to be enrolled in Queensland schools and our prep year numbers were 81 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		
	2011	2012	2013
Prep – Year 3	23	20	20
Year 4 – Year 7 Primary	26	20	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	39	76	34
Long Suspensions - 6 to 20 days	0	6	5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

6/7 Pathways classes
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 PlanKeys to Success
Behaviour Rewards Days

Extra curricula activities

Active After School Care
TSS students selected in Zone and regional 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.
Tablets and Ipads 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.

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.
• **R**espect for themselves
• **R**espect for others and their environment
• **R**esponsibility for the choices they make
In 2013 there were 168 major incidents by 72 different students. This has seen 96% of the students at Torquay participate in a rewards day in 2013. School Opinion survey data placed us above state mean in many areas. Less short term suspensions occurred in 2013 than in 2012.

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. 93% were satisfied that teachers at the school motivated their children to learn and 96% were satisfied that teachers at the school expected students to their best at the school. 98% 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.
100% of parents believe they can discuss issues about their children with teaching staff and 96% believe that the school is well maintained. Teaching staff are happy with the access that they receive to Professional development to improve their Pedagogical Practises.   100% of staff believe the school is a safe place to work.

Our school at a glance

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	89%	81%
this is a good school (S2035)	93%	93%
their child likes being at this school* (S2001)	93%	78%
their child feels safe at this school* (S2002)	85%	100%
their child's learning needs are being met at this school* (S2003)	85%	78%
their child is making good progress at this school* (S2004)	89%	81%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	85%
teachers at this school motivate their child to learn* (S2007)	100%	93%
teachers at this school treat students fairly* (S2008)	89%	85%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%
this school works with them to support their child's learning* (S2010)	81%	89%
this school takes parents' opinions seriously* (S2011)	88%	92%
student behaviour is well managed at this school* (S2012)	85%	81%
this school looks for ways to improve* (S2013)	93%	92%
this school is well maintained* (S2014)	96%	96%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	97%
they like being at their school* (S2036)	90%	91%
they feel safe at their school* (S2037)	92%	91%
their teachers motivate them to learn* (S2038)	96%	98%
their teachers expect them to do their best* (S2039)	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%
teachers treat students fairly at their school* (S2041)	88%	86%
they can talk to their teachers about their concerns* (S2042)	85%	90%
their school takes students' opinions seriously* (S2043)	88%	92%
student behaviour is well managed at their school* (S2044)	81%	90%
their school looks for ways to improve* (S2045)	97%	96%
their school is well maintained* (S2046)	93%	96%
their school gives them opportunities to do interesting things* (S2047)	95%	93%

Our school at a glance

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	96%
students are encouraged to do their best at their school (S2072)	96%
students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	84%
staff are well supported at their school (S2075)	98%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	98%
their school gives them opportunities to do interesting things (S2079)	90%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 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 2013. 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 and again in 2013 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.

Our school at a glance

- 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
2010-2011	131,691	1,537
2011-2012	131,210	590
2012-2013	124,933	2,539

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	35	19	<5
Full-time equivalents	31	12	<5

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Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.	2
Masters	3
Doctorate	0
Total	**35**
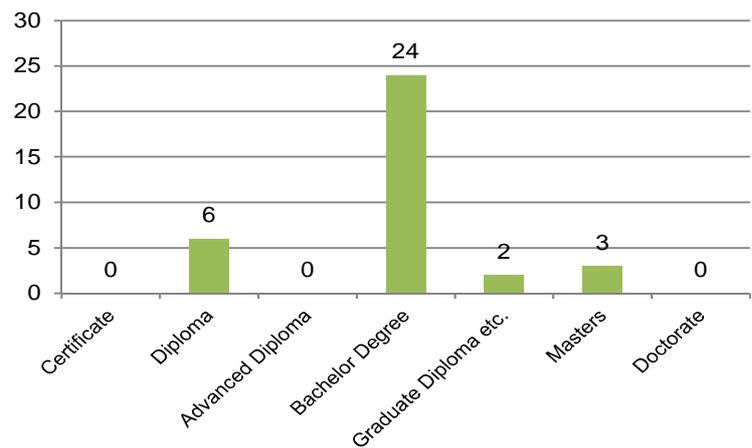
* Teaching Staff includes School Leaders

** 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 2013 were $ 24272   .
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,

Our staff profile

- Spelling.
- Reading
- Interpreting and utilizing Data
 Robotics

The proportion of the teaching staff involved in professional development activities during 2013 was100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2013 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.**

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	90%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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
2011	91%	92%	92%	94%	93%	91%	93%					
2012	92%	92%	91%	92%	90%	91%	92%					
2013	88%	91%	91%	92%	92%	89%	91%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
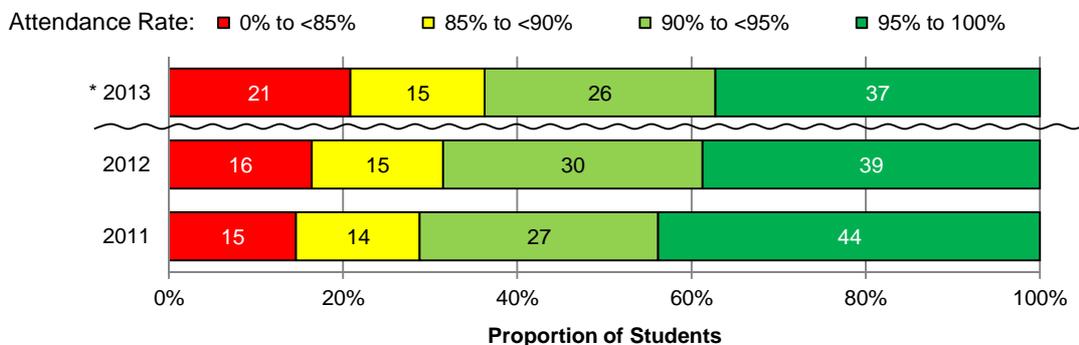
* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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. 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 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

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.

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

Search by school name

[_____] GO

Search by suburb, town or postcode

[_____]

Sector ☐ Government
☐ Non-government

SEARCH

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

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

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

Achievement – Closing the Gap

Every day, in every classroom, every student is learning and achieving with a focus on the outcomes of attendance, retention, achievement and workforce capacity through:
• Development of Individual Student Care Plans for every student
• Employment of indigenous worker to support literacy and numeracy improvement
• Developing QCAR units with embedded indigenous perspectives
• Implement the Indigenous enrolment process
• Fund and support Transport program through flexible timetabling
• Progress Role Modelling Literacy grant between HBSHS and TSS
• Plan PD for staff – embedding Indigenous Perspectives, Crossing Cultures
• Create dedicated Indigenous teacher reference section in Core Learning Centre
• 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.
- Crossing Cultures training for parents and new staff