



Toowong State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	37 St Osyth Street Toowong 4066
Phone:	(07) 3859 6111
Fax:	(07) 3371 7357
Email:	principal@toowongss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mr Brendon Madden - Principal

School Overview

Toowong State School is a small supportive school that successfully provides an accepting, caring and tolerant learning environment. Toowong offers a world-class bilingual/bicultural program which supports learning for hearing-impaired students and enhances learning for hearing students. The program has significant interest and support from the Deaf community because of its unique approach. Our student population is also culturally rich and diverse with about 30% of students receiving EAL/D support. The school boasts a well-resourced computer lab and resource centre, data point and wireless infrastructure across the school and laptop resources. Students across all year levels have been engaged through the innovative use of ICTs. Toowong State School has a multi-age philosophy which allows teachers to support student learning and extend student talents. Our classes are structured across year levels to enable this philosophy. Teachers' knowledge, skills and understandings of curriculum balanced with a negotiated curriculum approach have created learning environments where student engagement and motivation is high.

Principal's Forward

Introduction

This report is to provide parents and prospective parents with information about the academic information of its students. This report highlights the wonderful achievements of our students, our school, and the quality of staff and the positive relationship with the school community.

School Progress towards its goals in 2016

2016 was a successful year for Toowong State School with many of the following achievements

- ✓ Focus and clear articulation of the teaching of reading and comprehension
- ✓ Knowing every child's reading performance and individual reading goals for all students
- ✓ Reviewing the School Assessment Framework – Implementing Probe Assessment
- ✓ Implementing Identification of High functioning students and implemented extension programs in and out of the classroom – Implementing SAGE assessment
- ✓ Active parents improving school facilities, community events and providing input into school systems

Future Outlook

The Main focus in 2017 will be about achieving student achievement or 60% of students in the upper two bands in English. This will be achieved through the sharp and narrow focus on maintaining the whole school approach to *Reading* and developing a whole school approach to *Writing*. Areas of Focus in 2017:

- ✓ Reading improvement – fine tuning systems and measuring against the quality standard
- ✓ Writing improvement with a focus on - sentence structure, vocabulary, feedback and a quality writing guide
- ✓ Reviewing the Pedagogical Framework
- ✓ Maintaining quality controls – preparation for Financial Review
- ✓ Implementing Q Schools and Q Parents functions
- ✓ Mentoring - Beginning Teachers Program
- ✓ Implementing the Zones of Regulation
- ✓ Articulating Student Leadership – whole school approach
- ✓ Developing A Whole School Digital Plan
- ✓ Actioning Local Consultative and Work Place Health and Safety Committee

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	246	117	129	10	95%
2015*	246	127	119	7	90%
2016	269	134	135	6	93%

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

Overview

Toowong has a culturally diverse student population. 30% of students have English as an additional language or dialect. Students were born in 24 countries from across the world. Approximately 2% of our students have Aboriginal or Torres Strait Islander background. 13% of our students are deaf or have disabilities.

Average Class Size

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	22	23
Year 4 – Year 7	13	21	27
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- ✓ Our Curriculum delivery is aligned to the Australian Curriculum.
- ✓ The curriculum is consistent across all years levels.
- ✓ All learning areas are developed to meet the diverse needs of all our students.
- ✓ Capable and talented students are catered for through planned rich extension activities
- ✓ An effective Early Years program which caters for the diverse needs of our young learners
- ✓ Bilingual-Bicultural program– Auslan
- ✓ Instrumental Music program
- ✓ Before School Play
- ✓ Interschool Sports
- ✓ Language other than English (LOTE) Chinese
- ✓ Outdoor Camping Program
- ✓ Buddy Program

Co-curricular Activities

- ✓ Leadership Program for Year 6 and 7 students
- ✓ Running Club
- ✓ Book Club
- ✓ Student Council
- ✓ Buddy Program – Year 7 students buddy to support Prep students in our school
- ✓ Library Monitors
- ✓ Choral Program
- ✓ Signing Choir
- ✓ Talent Quest
- ✓ Puberty and reproduction sessions – Senior students
- ✓ Walking Wheeling Wednesday
- ✓ ICAS assessments
- ✓ District and local school competitions

How Information and Communication Technologies are used to Assist Learning

Students are assisted to learn about the computers, the internet and multi-media through a number of key activities

- ✓ All classrooms fitted with electronic whiteboards
- ✓ Extensive wireless capacity in all classrooms
- ✓ Access to a Computer lab allowing whole class instruction
- ✓ Students in Year 6 and 5 have access to a set of lap tops allowing integrated ICT learning in everyday learning
- ✓ Students in Prep – Year 3 have access to 30 iPads that are used within classrooms to provide access to school based programs.
- ✓ Integrated programs used at school and home to support homework and students independent learning - Reading Eggs and Mathletics.
- ✓ iPads and other devices to support students with disabilities.

Social Climate

Overview

Our school climate is an important focus for us as a school community. We continue to strive to improve communication with a diverse parent community. We also have a strong belief that children should feel safe, and be happy at Toowong State school.

We have implemented a range of strategies to support these beliefs:

- Developed new and more effective ways of communicating with parents
- Students are supported through curriculum planning that caters for a range of abilities and interests.
- A Student Leadership program that enables students to be involved in school decision making and school activities
- The *You Can Do It* program builds on students' social, emotional and motivational capacity to develop their confidence, resilience and organisational skills.
- Year 7 – Prep buddy program.
- Acknowledging student success on school assembly.
- An effective transition program for students commencing Prep at Toowong State School
- Programs to support students at play times.

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)	98%	100%	95%
this is a good school (S2035)	97%	100%	98%
their child likes being at this school* (S2001)	95%	100%	98%
their child feels safe at this school* (S2002)	98%	100%	98%
their child's learning needs are being met at this school* (S2003)	90%	100%	93%
their child is making good progress at this school* (S2004)	95%	100%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	93%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	95%	94%	95%
teachers at this school treat students fairly* (S2008)	95%	97%	93%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	95%
this school works with them to support their child's learning* (S2010)	95%	100%	95%
this school takes parents' opinions seriously* (S2011)	97%	93%	95%
student behaviour is well managed at this school* (S2012)	95%	87%	95%
this school looks for ways to improve* (S2013)	97%	100%	98%
this school is well maintained* (S2014)	95%	84%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	94%	92%
they like being at their school* (S2036)	97%	92%	90%
they feel safe at their school* (S2037)	99%	92%	90%
their teachers motivate them to learn* (S2038)	99%	92%	90%
their teachers expect them to do their best* (S2039)	97%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	88%	79%
teachers treat students fairly at their school* (S2041)	89%	87%	71%
they can talk to their teachers about their concerns* (S2042)	89%	85%	81%
their school takes students' opinions seriously* (S2043)	94%	82%	79%
student behaviour is well managed at their school* (S2044)	89%	91%	69%
their school looks for ways to improve* (S2045)	99%	96%	90%
their school is well maintained* (S2046)	99%	96%	88%
their school gives them opportunities to do interesting things* (S2047)	97%	92%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	97%	96%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	90%	87%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	64%	80%	87%
students are encouraged to do their best at their school (S2072)	93%	100%	100%
students are treated fairly at their school (S2073)	93%	100%	100%
student behaviour is well managed at their school (S2074)	83%	94%	96%
staff are well supported at their school (S2075)	86%	97%	96%
their school takes staff opinions seriously (S2076)	86%	93%	96%
their school looks for ways to improve (S2077)	90%	94%	100%
their school is well maintained (S2078)	76%	90%	96%
their school gives them opportunities to do interesting things (S2079)	90%	97%	89%

* 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

Parents at Toowong State School have an active role in the learning of their child. Parents can support their child through active participation in the Toowong State School Parents and Citizens Association (P and C). The P and C have initiated and supported programs that have improved school facilities, student engagement and learning.

Parents can be involved in classroom learning through class reading programs, excursions and extra- curricular classroom activities.

In 2016 the Parent and Community engagement actively within the

- ✓ Engaged and active P & C. In 2016 the P & C have developed a number of projects to raise funds for and improve the learning environment for students. These include
 - Grassing and gardening areas of the school
 - Extensive garden beds, plants and environmental learning space
 - Shade areas
 - Resurfaced tennis courts

Parents can be involved in classroom learning through class reading programs, excursions and extra- curricular classroom activities.

- ✓ Working bees targeting specific school areas – improving outdoor space across the school
- ✓ Community events acknowledging the diverse International community
- ✓ School surveys providing feedback to school operations and functions
- ✓ Increased parent engagement into school activities and functions
- ✓ AUSLAN workshops
- ✓ Parent engagement and support in all school functions.
- ✓ Improved P & C actions - Online Tuckshop and uniform ordering
- ✓ Supported school functions:
- ✓ Movie Night
- ✓ Mother's Day and Father's Day stall
- ✓ Sports and Athletics days
- ✓ School and class performances
- ✓ Talent quest

Respectful relationships programs

Toowong State School has a reputation for being inclusive and supportive of difference. This belief is embedded in all aspects of schooling and staff, student and community interaction.

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

- You Can Do It – building confidence, resilience, persistence and resilience, and Organisation
- The Five School Rules – Be Safe, Be A Learner, Be Respectful, Be Responsible and Be Kind.
- School Community events that recognise and celebrate the Toowong State School's multi- cultural community.

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	7	13	9
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	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

In 2016 the following strategies were implemented to reduce the school's environmental footprint. These include:

- Recycling food scraps, bins and processes across school and classes
- Managing photocopy limits of black and white and colour copies
- Managing security lighting
- Managing air conditioning
- Monitoring water use across the school
- Responding and repairing water leaks immediately
- Turn bells off during school holidays to reduce noise pollution

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity	Water
	kWh	kL
2013-2014	60,020	1,276
2014-2015	28,296	828
2015-2016	102,382	1,161

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.

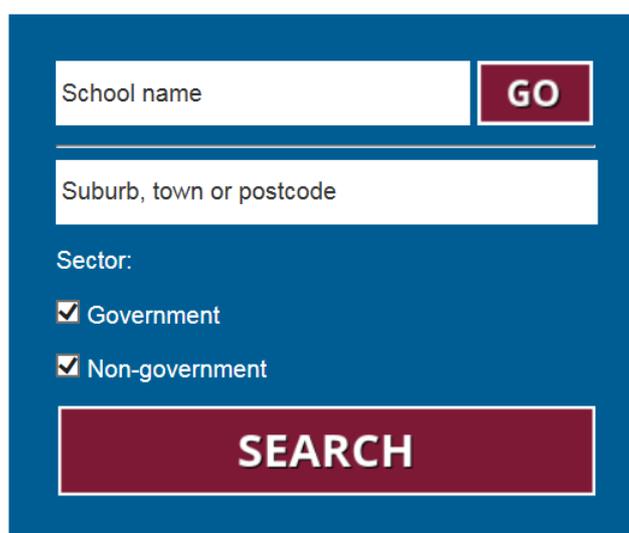
School Funding

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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	27	0
Full-time Equivalents	20	13	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	5
Bachelor degree	21
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 47,028.56

The major professional development initiatives are as follows:

- Read Write Literacy
- PM and Probe Assessment
- The Australian Curriculum – Using the Standards Achievements, and Guides to making judgements, moderating student achievement.
- Sheena Cameron – Reading Comprehension Strategies
- Guided reading strategies
- Gifted and Talented
- SAGE Assessment
- Working in teams – cooperative planning
- Goals and feedback
- Instructional Coaching

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

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	93%	96%

*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%.

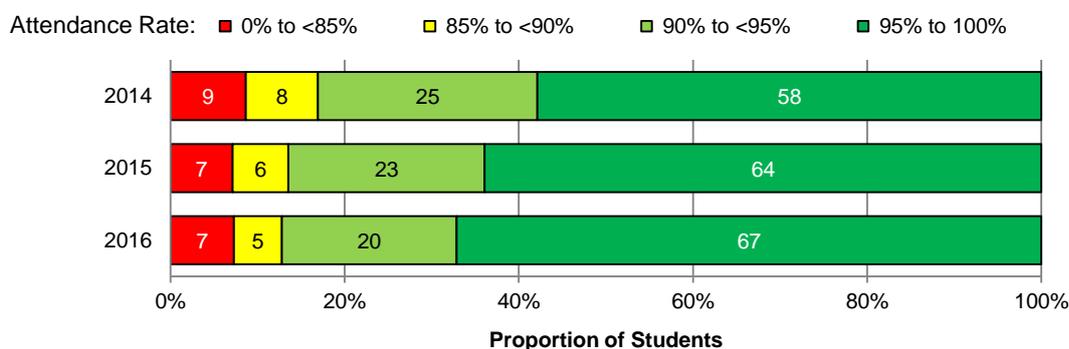
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	93%	94%	95%	96%	96%	94%					
2015	95%	95%	93%	95%	96%	93%	96%						
2016	96%	95%	95%	95%	95%	95%	94%						

*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.

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.

Class Rolls

- Class rolls will be marked electronically in OneSchool at 9:00 am – as soon as class commences each day – and then again at 1:30 pm – straight after lunch.
- Students late to school will be given a white slip to give to the class teacher.
- Parents removing their child from school early will receive a white slip to be given to the class teacher.
- In the beginning of the year it is advisable for Prep and Year 1 teachers to check student attendance in class after morning tea.
- Emails sent to parents advising that their child is absent from school

Non-attendance at school

- Should a student be away for more than 2 consecutive days, the teacher should telephone the parents on the morning of the third day enquiring about the child's wellbeing and inform the office of the reason.

Absence longer than 10 days

- Where children will be away from school for the following reasons; illness (if likely to last more than 10 consecutive school days), family reasons, cultural or religious reasons or work (including short term work in the entertainment industry) an Exception from Compulsory Schooling and Compulsory Participation must be completed by the parent and the principal.

Chronic Absenteeism

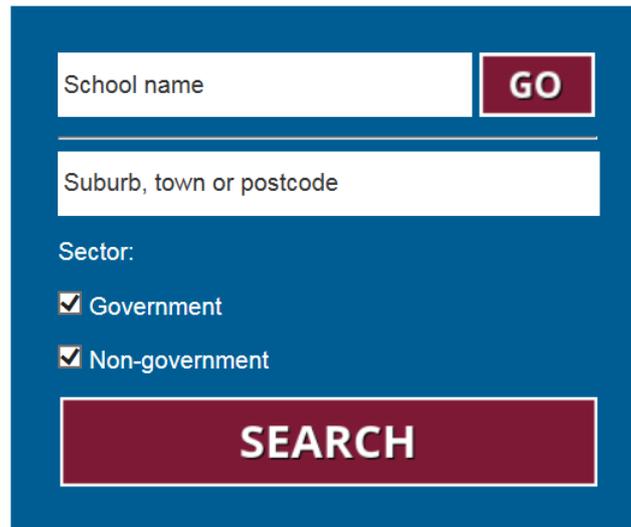
- Students with significant absences referred to Student Services Committee
- The Principal will notify parents of their legal obligations and the importance of schooling and of continuity in learning from the early years
- Encourage parents to participate in parenting skills training
- Encourage the development of supportive networks with other parents
- Encourage parents to seek support from, and communicate regularly with teachers and the school.

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.

Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there are two input fields: "School name" and "Suburb, town or postcode". To the right of the "School name" field is a red button labeled "GO". Below the "Suburb, town or postcode" field, there is a "Sector:" label followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button labeled "SEARCH".

Where it states '**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.

Conclusion