Toowong State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the 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 Deaf and Hard of Hearing 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 20% of students having English as an additional langauge or dialect. The school boasts a well-resourced computer lab and resource centre, wireless infrastructure across the school and laptop resources. Students across all year levels have been engaged through the innovative use of ICTs. We have had great success using a synthetic phonics approach to develop Prep to Year 2 reading, spelling and writing skills. This enables us the opportunity to extend student learning through all years as students have a command of the basic literacy skills. Our teachers work together collaboratively to plan, teach and assess the Australian Curriculum developing units of work that are consistent, developmental and engaging for all students.

School progress towards its goals in 2018

Exceeded or Met	Substantial Progress	Limited Progress

SCHOOL PRIORITY	2018 ACTIONS	PROGRESS TOWARDS GOAL
High-End Reading	- Analysed data - A case study of Year 4 students - Examining data, e.g., focusing on aspects of inferencing - Organised structure with 6 week cycle - Refined cycle of learning, planning and assessment - Developed and stream-lined timetabling to provide streaming of classes - Provided links to the curriculum, to develop content and world knowledge - Developed morphology and vocabulary scope and sequence - Provided professional learning with staff – - close reading - questioning strategies - Using and analysing PAT data - Morphology - Provided HOH and Deaf group focus	

SCHOOL PRIORITY	2018 ACTIONS	PROGRESS TOWARDS GOAL
Writing	• Developed and embedded analysis of Writing Quality Standard • Developed writing artefacts to provide models of writing for students and WILF • Timetabled structured writing opportunities across the week for students • Developed and improved staff personal writing and authoring skills – to improve teacher modelling of writing, and being able to refine student goal and feedback processes • Developed teacher assessment using TWIT. • Captured A – E Writing samples from classes during the year • Employed teacher to identify strategies to increase student engagement in Writing. Engagement teacher to support teachers to transfer strategies into the classrooms.	
Pedagogical Framework	• Collaboratively engaged teachers in the development of Toowong State School Pedagogical Framework • Reviewed and refocused on our Pedagogical Framework using Toowong's explicit teaching model • Implemented feedback and coaching around the newly reviewed Pedagogical Framework	
Extending Capable Learners – Gifted and Talented	• Communicated school Gifted and Talented policy to staff • Investigated critical and creative thinking strategies for classrooms • Revised higher order questioning techniques and Close Reading skills	
Strategy Quality Standards - Informing Teaching	• Utilised the Quality Reading and Writing Standards for feedback and coaching sessions • Captured and modelled quality reading and writing sessions	
Synthetic Phonics	• Continued Read Write Inc. in the early years • Continued direct instruction of synthetic phonics, morphology, phonics, spelling and vocabulary programs Prep – Year 4 • Developed strategies to teach the reading and writing connections	

SCHOOL PRIORITY	2018 ACTIONS	PROGRESS TOWARDS GOAL
Science of Finger Spelling	• Trialled a phonological fingerspelling program with Deaf children who use AUSLAN as an L1 and for whom audition is not an option and they are unable to access RWI phonics program	
Develop Community Feedback	• Supported School and P&C community survey • Developed school procedures around implementing Q Schools and Q Parents	
Embedding Aboriginal and Torres Strait Islander Perspectives	• Developed local Aboriginal and Torres Strait Islander conversation and planning group • Implemented Gold Coast Games Reconciliation Strategies • Developed teacher knowledge around embedding Aboriginal and Torres Strait Islander perspectives in the curriculum	
Develop School Facilities Planning	• Worked with Building Future Schools Fund (BFSF) to develop Master Plan • Supported P&C with the construction of TOSCH facilities • Planned and communicated strategies with increasing student enrolments • Reviewed and implemented Enrolment Management Plan	

Future outlook

SCHOOL PRIORITY	ACTIONS
Reading	• Build Read Write Inc. consistency from Prep – Year 2 • Develop Close Read strategies Year 3 – Year 6 • Maintain Guided Reading
Writing	• Build student writing stamina and quality through Quick, Power and Demand Writing • Develop teacher knowledge on and implement sentence types and editing umbrella • Review and implement Morphology • Continue to improve student engagement through Writing Stimuli
Mathematics	• Build teacher capability – knowledge and ways of teaching Mathematics • Investigate and clarify whole school processes
Building Capacity	• Recognising and promoting quality teaching – Highly Accomplished and Lead Teacher career pathways • Mentoring Beginning Teachers – Provisional to Full Registration • Review our School Leadership Roles and Responsibilities • Review school approach to coaching

SCHOOL PRIORITY	ACTIONS
Digital Plan	• Implement Trial IPad Program • Develop Tech Support processes • Improve wireless connectivity • Develop a plan to manage whole school ICT • Build knowledge and capacity of staff
Feedback	• Collegial Engagements - Walk throughs, Observations and 'Watching Others Work' • Developing Feedback processes for Teacher Aide and Admin Staff
Bilingual Bicultural Plan	• Develop teacher strategies and capacity with team teaching in a bilingual setting • Detail and assess Deaf and HOH students who use AUSLAN as a first language and use this information to form measurable language goals and programs • Implement AUSLAN LOTE Curriculum
School Processes	• Master Plan • Audit Recommendations • TOSCH Building • Space and Play Plan • Pedagogical, Assessment/ Data Framework • Induction Document Reviews • Staff Wellbeing and Workloads

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	269	264	293
Girls	134	134	150
Boys	135	130	143
Indigenous	6	6	4
Enrolment continuity (Feb. – Nov.)	93%	93%	94%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Toowong State School's enrolment has increased over the last year to 350 students. Our school has a culturally diverse student population, where 32% of students have English as an additional language or dialect. Students were born in approximately 20 countries from across the world. Approximately 1% of our students have Aboriginal or Torres Strait Islander background. 15% of our students have a disability.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	20	24
Year 4 – Year 6	27	23	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Our Curriculum delivery is aligned to the Australian Curriculum
- Our explicit teaching and gradual release of responsibilty approach is based on a Fisher and Frey model
- Teachers plan collaboratively to develop units of work thus ensuring learning is consistent across classes and developmental across year 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 caters for the diverse needs of our young learners
- Bilingual-Bicultural program– Auslan
- Synthetic Phonics is used to develop student's decoding and spelling skills
- Instrumental Music program
- Language other than English (LOTE) Chinese and Auslan

Co-curricular activities

- Book Club
- Buddy Program – Year 6 students buddy to support Prep students in our school
- Choral Program
- Disctrict and local school competitions
- ICAS assessments
- Interschool Sport
- Leadership Program for Year 5 and Year 6 students
- Outdoor camping program
- Puberty and Reproduction sessions – Senior students
- Running Club
- Signing Choir
- Student Council
- Talent Quest
- Garden Club

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 5 and 6 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 laptops and other devices to support students with disabilities.

Social climate

Overview

Toowong State School's social climate is influenced by its Responsible Behaviour Plan, which can be accessed from the school website. This plan outlines the strategies used to create and maintain a safe, supportive, and disciplined learning environment and used to respond to bullying.

Toowong State School is a supportive and inclusive school that provides the right for every child to have access to quality learning, feel safe and be happy at school.

We believe that if students have better learning they will have better behaviour. To support this belief we provide an extensive range of extension and encouragement programs.

- Active play before school
- Before school reading and spelling support lessons
- Lunch time interest groups
- Extension workshops for students in writing and mathematics
- Structured ability grouping for Read Write Inc. and guided reading sessions
- Prep – Year 6 buddy groups
- After school arts, social and sporting programs

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	96%	98%
• this is a good school (S2035)	98%	98%	100%
• their child likes being at this school* (S2001)	98%	96%	98%
• their child feels safe at this school* (S2002)	98%	96%	98%
• their child's learning needs are being met at this school* (S2003)	93%	92%	98%
• their child is making good progress at this school* (S2004)	98%	96%	98%
• teachers at this school expect their child to do his or her best* (S2005)	95%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%	94%
• teachers at this school motivate their child to learn* (S2007)	95%	92%	94%
• teachers at this school treat students fairly* (S2008)	93%	94%	96%
• they can talk to their child's teachers about their concerns* (S2009)	95%	98%	98%
• this school works with them to support their child's learning* (S2010)	95%	96%	94%
• this school takes parents' opinions seriously* (S2011)	95%	93%	98%
• student behaviour is well managed at this school* (S2012)	95%	89%	96%
• this school looks for ways to improve* (S2013)	98%	96%	98%
• this school is well maintained* (S2014)	98%	94%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	97%	100%
• they like being at their school* (S2036)	90%	91%	97%
• they feel safe at their school* (S2037)	90%	98%	100%
• their teachers motivate them to learn* (S2038)	90%	95%	97%
• their teachers expect them to do their best* (S2039)	98%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	79%	92%	97%
• teachers treat students fairly at their school* (S2041)	71%	86%	89%
• they can talk to their teachers about their concerns* (S2042)	81%	82%	94%
• their school takes students' opinions seriously* (S2043)	79%	86%	88%
• student behaviour is well managed at their school* (S2044)	69%	87%	91%
• their school looks for ways to improve* (S2045)	90%	94%	93%
• their school is well maintained* (S2046)	88%	92%	96%
• their school gives them opportunities to do interesting things* (S2047)	88%	98%	94%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	86%	88%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	96%	96%
• student behaviour is well managed at their school (S2074)	96%	92%	96%
• staff are well supported at their school (S2075)	96%	88%	93%
• their school takes staff opinions seriously (S2076)	96%	92%	96%
• their school looks for ways to improve (S2077)	100%	88%	100%
• their school is well maintained (S2078)	96%	85%	96%
• their school gives them opportunities to do interesting things (S2079)	89%	96%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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&C). The P&C have initiated and supported programs that have improved school facilities, student engagement and learning.

In 2018, the P&C actively focused on a number of projects to improve the learning environment for students. These include
- Grassing and gardening areas of the school
- Developing building plans to cater for increasing Outside School Hours Care enrolments
- Purchased and assembled new seating for student lunch eating areas
- Funded new modern fencing around the school
- Upgrade to Senior Playground by replacing the sand soft-fall with a vulcanised rubber product

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
  - Trivia Night
  - Sports and Athletics days
  - School and class performances
  - Hands and Hearts Fair
  - School Disco

Respectful relationships education 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
- Zones of Regulation
- 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
- At all school events an AUSLAN interpreter is present to ensure all Deaf families and community members have access to information

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	9	3	8
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

include:

- Recycling food scraps and paper, 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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	102,382	7,902	94,553
Water (kL)	1,161	841	550

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.
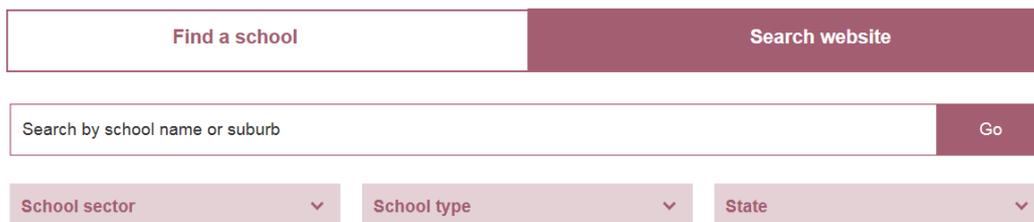
Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	31	34	0
Full-time equivalents	22	17	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	4
Bachelor degree	19
Diploma	2
Certificate	0

*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 2018 were $24 860.

The major professional development initiatives are as follows:

- Read Write Inc. – Phonics, spelling and writing workshops
- Work Place Health and Safety Training
- I-Learning Workshop
- Induction - Prep Training
- Numeracy Workshop
- Early Childhood Teachers Membership
- Lighting the Way Union training
- Close Reading Professional Development
- Language and Literacy
- Lyn Sharratt Workshops
- Principal Symposium
- Pillar Days
- Collaborative Learning

- Wellbeing Workshop

- QELI Leading Numeracy

- ECTA Conference

- Zones of Regulation Workshop

- Understanding Sensory Needs

- Classroom Profiling

- BSM Symposium

- Mentoring Beginning Teachers

- First Aid

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	96%	91%	93%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

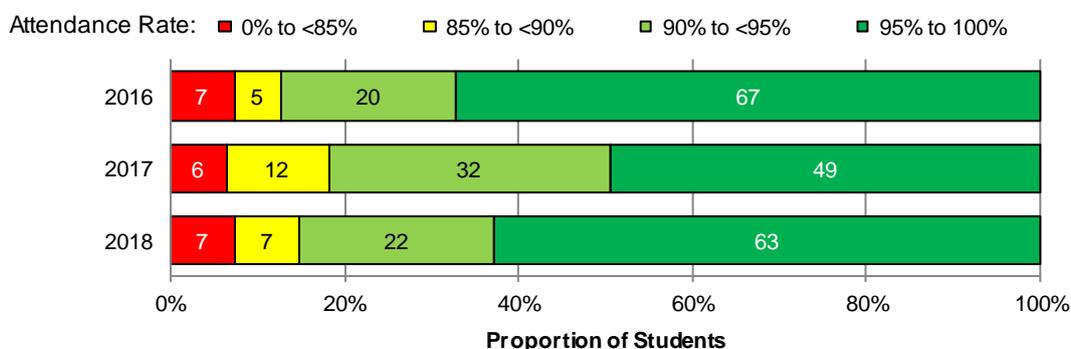Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	96%	94%	94%	Year 7			
Year 1	95%	94%	93%	Year 8			
Year 2	95%	94%	96%	Year 9			
Year 3	95%	94%	93%	Year 10			
Year 4	95%	94%	95%	Year 11			
Year 5	95%	93%	95%	Year 12			
Year 6	94%	94%	96%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	7	5	20	67
2017	6	12	32	49
2018	7	7	22	63

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

- Texts are sent to parents advising that their child is absent from school if we have not been notified of a reason.

Non-attendance at school

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

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 Exemption from Compulsory Schooling and Compulsory Participation must be completed by the parent and the principal.

Chronic Absenteeism

- Students with significant absences are 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.