

Toowoomba North State School

Queensland State School Reporting

2015 School Annual Report



"Nothing But The Best"

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Principal's foreword

Introduction

The Annual School Report that follows will detail highlights of 2015, key academic achievements, the curriculum offered by Toowoomba North State School and other information of interest to the school community.

Toowoomba North State School boasts one of the proudest histories in the region, having been established in 1869. Our school motto *Nothing But The Best*, challenges students to achieve their person potential both academically and socially. The curriculum is established from the Australian national curriculum. Toowoomba North offers language learners the opportunity to study the Japanese language. All curriculum delivery is underpinned by the strong belief that literacy is the key to success in all learning.

A wide variety of extra-curricular activities are available for students and parental involvement is welcomed and encouraged, both inside the classroom and as a part of our very active Parents and Citizens Association.

School progress towards its goals in 2015

Strategies	Achieved	Continuing
Improve the proportion of Yr 5 students achieving the national minimum reading standards from 86% to 92%.	✓	✓
Improve the proportion of Yr 5 students achieving the national minimum numeracy standards from 85% to 90%.	✓	✓
Provide professional development for teachers and school leaders on developing a school wide model to provide descriptive student feedback on task, process and self-regulation	✓	✓

Future outlook

In 2016 Toowoomba North State School will continue to ensure that the developments made in the 2015 year are kept current and set the following goals for 2015:

- Improve student attendance rates from 91% to 93%
- ensure 100% of continuing students will achieve a C standard or higher in English and Mathematics

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	171	77	94	42	89%
2014	162	76	86	40	79%
2015	157	72	85	38	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:

Our student body is drawn from both the local area and wider city. Some of our families have multigenerational links to the school while other families are attracted to us for our small, family-like culture. For most of our families, our school is a school of choice drawing students from all over Toowoomba who bring to us a variety of cultures and religions. We promote understanding and acceptance of all cultures, all religions, all family structures and all capabilities.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	20	24
Year 4 – Year 7 Primary	26	28	27
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	35	25	4
Long Suspensions - 6 to 20 days	3	0	0
Exclusions	0	3	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 distinctive approach to curriculum delivery

Art

Our Visual Arts programs are integrated with classroom teaching programs from Prep to Year 7. Our Art program culminates with the annual Art Show, showcasing work from every student, and the presentation of the Hilder Art Prize for watercolour. This award is named after JJ Hilder, a former student and renowned artist. It has a history dating back many decades.

Optiminds Challenge

The objective of the Optiminds challenge is to develop the higher order thinking skills of students in preparation for the annual schools challenge held mid year at the University of Qld, Gatton campus. The club meets during lunchtime once per week and students participate in a range of enjoyable and academically challenging activities.

'Green' Group

Our 'Green' Group students care for the school orchard and vegetable garden. Under the tutelage of teachers, students learn how to grow and harvest fruits and vegetables, recycle materials and manage energy use in the school environment. Students convert produce from the school's gardens into delicious meals or saleable items for our community members. Proceeds are directed back into improving our school environment.

'Sparks' Reading Program

Our school enjoys a partnership with the Commonwealth Bank whereby staff members provide donate a morning a week for 20 weeks of the school year to read with and to selected students.

Extra curricula activities

Across the year a variety of extra curricula activities are offered according to the interests and needs of students. Information on these can be found in our newsletters. Regular activities include:

- Pre prep program in Term 4
- After school athletics and sports coaching
- NAIDOC week activities
- Gold and Blue pass activities such as bowling, visits to Milne Bay and excursions to the Gold Coast for surf lifesaving education programs
- Homework Club

How Information and Communication Technologies are used to improve learning

Toowoomba North State School places great importance on the incorporation of technology across the Key Learning Areas. A computer classroom is located in A block housing a class set of computers while another bank of computers is available in the library for groups of students to use. Classrooms have up to four computers for individual use. Interactive data projectors are available in all classrooms along with ipads for individual use. The school is growing the ipad collection for use in small group activities in the classroom. Toowoomba North has the opportunity to nominate an additional specialist subject for inclusion in the learning program each year and it has been decided, by the teaching team, that ICT's will be the focus of specialist lessons in 2016.

Social Climate

Students of Toowoomba North are well supported to achieve quality relationships. The school's Chaplain coordinates many social education programs as well as providing support for individual students and their families. Our Chaplain helps the school develop, maintain and grow valuable links with other support agencies who contribute to social and emotional learning programs at our school.

Toowoomba North State School prides itself on its inclusive and nurturing environment, where the older students are actively involved in the welfare of younger children, particularly in the playground. Our smaller numbers mean that every child is a valued and important member of our school and is encouraged to contribute.

Our Responsible Behaviour Plan focuses on positive reinforcement and restorative justice. Students strive to earn a Gold Pass at the completion of each term, allowing them to take part in an enjoyable activity as a reward. 90% of students regularly earn a Gold Pass. Student input, through bodies such as the Student Council, is a valuable part of the school's decision-making processes.

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)	85%	100%	100%
this is a good school (S2035)	69%	100%	100%
their child likes being at this school (S2001)	83%	95%	100%
their child feels safe at this school (S2002)	83%	95%	100%
their child's learning needs are being met at this school (S2003)	85%	100%	100%
their child is making good progress at this school (S2004)	92%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	92%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	95%	97%
teachers at this school motivate their child to learn (S2007)	85%	100%	100%
teachers at this school treat students fairly (S2008)	77%	100%	97%
they can talk to their child's teachers about their concerns (S2009)	85%	100%	100%
this school works with them to support their child's learning (S2010)	77%	100%	100%
this school takes parents' opinions seriously (S2011)	75%	100%	97%
student behaviour is well managed at this school (S2012)	62%	95%	94%
this school looks for ways to improve (S2013)	83%	100%	100%
this school is well maintained (S2014)	92%	95%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	99%	100%
they like being at their school (S2036)	95%	95%	97%
they feel safe at their school (S2037)	93%	96%	98%
their teachers motivate them to learn (S2038)	100%	100%	98%
their teachers expect them to do their best (S2039)	98%	97%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	99%	97%
teachers treat students fairly at their school (S2041)	93%	89%	87%
they can talk to their teachers about their concerns (S2042)	93%	87%	94%
their school takes students' opinions seriously (S2043)	93%	89%	95%
student behaviour is well managed at their school (S2044)	98%	87%	87%
their school looks for ways to improve (S2045)	98%	96%	100%
their school is well maintained (S2046)	95%	89%	98%
their school gives them opportunities to do interesting things (S2047)	93%	93%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	92%	100%
they feel that their school is a safe place in which to work (S2070)	93%	88%	100%
they receive useful feedback about their work at their school (S2071)	93%	79%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	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%	100%	100%
student behaviour is well managed at their school (S2074)	100%	92%	95%
staff are well supported at their school (S2075)	100%	80%	95%
their school takes staff opinions seriously (S2076)	93%	79%	95%
their school looks for ways to improve (S2077)	100%	83%	100%
their school is well maintained (S2078)	100%	96%	95%
their school gives them opportunities to do interesting things (S2079)	93%	87%	90%

[#] '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 and carers are encouraged to be actively involved in the school. Our Parents and Citizens Association is a very active and supportive body, playing a major role in setting the current and future agenda. Parents and carers are also involved through volunteering in class; grounds and garden maintenance; assisting sporting teams; literacy support; resource centre support; fundraising and school promotion. Parents and carers are regularly invited to classroom open days and celebrations of learning. Case conferences are regularly held to discuss students with individual needs and parent/carers participate in the meetings to inform strategies to address needs. A variety of communication methods are used to share information with our parents/carers including SMS messages, newsletters and our revised school website. In 2016 the school activated a Twitter account which is used to share news and celebrations of success.

Reducing the school's environmental footprint

Toowoomba North State School has focused its efforts on the efficient use of rainwater to supply school toilets and the swimming pool. The school engages students, staff and parents in a campaign to reduce the use of electricity in the school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	96,176	609
2013-2014	86,813	0
2014-2015	103,627	627

*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

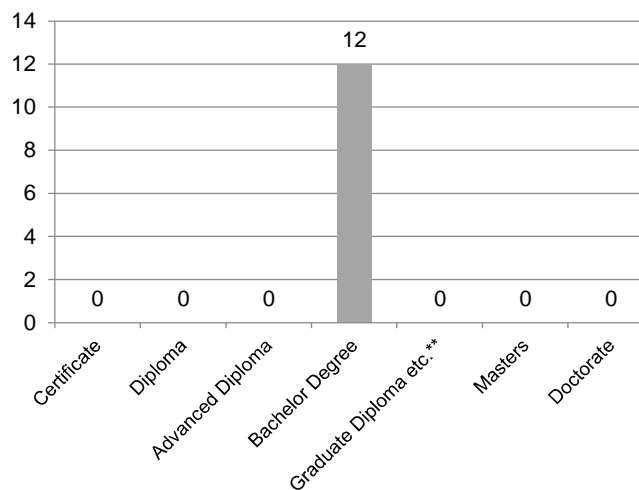
Staff composition, including Indigenous staff

Toowoomba North State School enjoys the support of an experienced and long term staff. Temporary relief teachers have also served at the school for many years. An annexe of the RATEP program is based at Toowoomba North providing teacher and teacher aide preparation support for indigenous adult learners.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	12	14	<5
Full-time equivalents	11	8	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	12



*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 \$ 21 860.00

The major professional development initiatives are as follows:

- Positive Behaviour for Learning
- Reading and writing instruction
- Well being

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.	96%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 72% 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).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	94%	91%

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%.

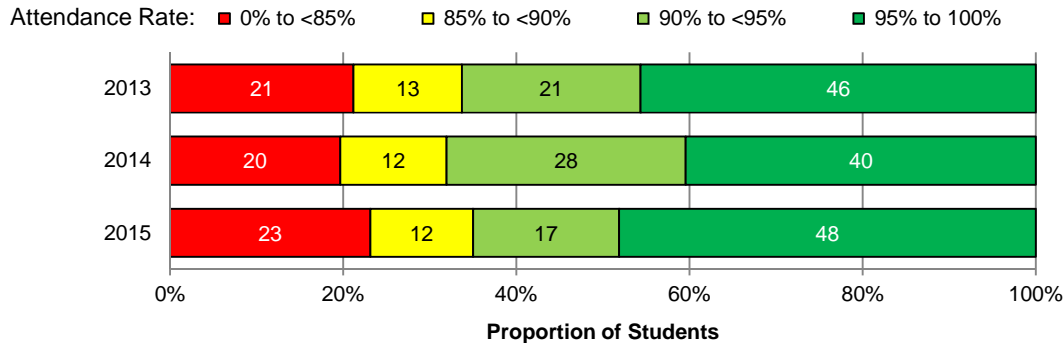
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	89%	89%	92%	91%	92%	89%	90%					
2014	87%	96%	91%	90%	93%	89%	90%	90%					
2015	92%	90%	93%	90%	91%	93%	90%						

*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 in state schools in line with the DETE policies, SMS-PR-029: *Managing Student Absences and SMSPR-036: Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. Roll marking is completed electronically by teachers. Students are encouraged to arrive at school by the stating time of 8.30 am. Late arrivals are issued with a late slip from the school office and notes providing reasons are added to the student attendance database. Early exits are managed by parents/carers who sign students out of school. Parents/carers who apply to have their students released from school are encouraged to apply for exemption from schooling for the period of absence. This situation applies mostly to students who travel. Toowoomba North uses an SMS messaging system to notify parent/carers of daily absences. Parent/carers are then able to return a message to the school providing a reason for the absence. Accumulated absences are followed up via phone call or letter from school staff.

Key strategies used to increase attendance

- Gold Pass activities at the end of each term
- Attendance postcards for unexplained absences
- Attendance walls in each classroom
- Meetings with parents/carers
- Chaplaincy support

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 and 5 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

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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.