



Townsville South State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Townsville South State School, located two kilometres from Townsville's CBD, has been offering a quality, small-school education since 1884. It offers both Preparatory and Primary education with a country feel, usually with six multi-age classes from Prep to Year 6, along with an after-school care program. The school's central focus is on high standards of literacy and numeracy for all students and flexible classroom structures operate during reading, writing, spelling and maths lessons to respond to the different achievement levels of individual students. The school has a vision of *Learn, Play, Grow Together* for every child and aims to develop a firm foundation of basic skills, knowledge and understanding, together with a positive attitude to learning in each student, so that these can be applied both within the school context and beyond. Student achievement and development is reported frequently to students through feedback and to parents regularly or on request. Leadership, participation and citizenship within the school community are given high priority and organised into supported programs that develop positive relationships amongst all members of the school community. Strong partnerships exist between the school and home to ensure a successful and positive educational journey for all children. The Parents & Citizen Association actively supports school and student-oriented activities and parent/community involvement is welcomed, encouraged and sought. The school values each child's welfare and learning and every individual child's whole development within the educational setting is given paramount importance.

Principal's Foreword

Introduction

The following report deals with the achievements and ongoing projects of our school. Student outcomes in literacy, particularly reading, and numeracy are the priority of the school. In 2016 the school increased to 6 classes and 132 reaching near maximum capacity according to the school's enrolment management plan.

School Progress towards its goals in 2016

The priorities in 2016 were generally met or in the process of being met. 2016 saw significant alignment of the teaching of mathematics across the school according to consistent school-wide practices articulated in the Teaching and Learning Handbook. As usual considerable professional development for staff was provided to ensure consistency of the delivery of high quality teaching strategies.

Future Outlook

In 2016, the school had its Quadrennial School Review. A summary of the vision, priorities, goals and targets are provided below:

School Vision

Learn, Play, Grow Together.

School Priorities

1. Improving student outcomes through quality curriculum delivery aligned with Australian Curriculum through C2C.
2. Safe, supportive, caring environment for students, staff and parents.
3. Aesthetically pleasing, tidy, organised environment – classes, grounds, facilities.
4. Quality Partnerships – community, staff and students.
5. Maintaining enrolments at >90% of enrolment capacity.

School Goal

That 80% of students achieve a C or higher in English, Maths and Science in every year level.

Targets to support the school goal

1. A goal of 94% attendance schoolwide (End Semester 1 2016 – 93.5%)
2. That 80% of students achieve at or above age appropriate levels in reading (End of Semester 1 result was 78%)
3. That all students can answer the question "What do you have to know and be able to do to be successful in the assessment task?"

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	110	44	66	24	84%
2015*	111	42	69	23	81%
2016	135	56	79	33	91%

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

The students from Townsville South State School come from a diverse range of socio-economic and cultural backgrounds, adding to the richness of our school community. There is a high value of education and the children respond well in the family-like atmosphere of the school.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	21
Year 4 – Year 7	26	24	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

- Carefully implemented differentiated approach to cater for the diversity of learners.
- Valuing and implementing an engaging curriculum
- Building learning behaviours and social emotional well being as well as academic development
- That high yield teaching practices are targeted to maximize learning outcomes.

Co-curricular Activities



- * Attending Performances
- * Cultural Day – Celebrating Our School’s Cultural Diversity.
- * Year 6 Transition Days at local high schools
- * School Sports Carnival
- * Prep Open Days
- * Day for Daniel
- * Shave for a Cure Day
- * Delta Dogs – Classroom Canines
- * Prep/Year 1 Fire Education
- * Whole School Dance Program
- * Swimming Lessons
- * Awards Night
- * School ANZAC Parade
- * Year 6 Big Day Out
- * Bullying No Way Day
- * Chess Competition
- * Upper School Camp
- * Art in a Suitcase
- * Kirwan Health – Indigenous Hearing Testing
- * Adopt-a-Cowboy Visits
- * Levelled Literacy Intervention for students requiring literacy support.
- * Student Council
- * Challenge Games
- * Year 4-6 Citizenship Program
- * Townsville 150th Float Parade
- * Easter Bonnet Parade
- * Books in Homes Reading Program
- * Walk Safely to School Day
- * Holiday Reading Program
- * Building Partnerships with Local Kindergartens
- * Wear Blue for Autism Day
- * Religious Instruction Easter/Christmas Concluding Activities
- * Book Week Celebrations including Photo Competition and Dress-Up Parade
- * Mudpickers Have Talent (Lunchtime Talent Quests)
- * School Participation at Strand ANZAC Day March
- * Spelling Bee

How Information and Communication Technologies are used to Assist Learning

The school has been moving to a more mobile device management program where the school has increased the number of ipads from 18 to 32 in 2016. The mobile device management program has allowed for greater efficiency of app deployment providing further learning opportunities through this access. The school also upgraded the wireless network across the whole school for improved online access. Differentiated online learning programs are used for student learning and coding had a higher emphasis in classrooms in 2016.

In 2016, the school has nominated to be part of the implementation of online NAPLAN in 2018.

The ICT that is available is used across multiple learning areas and is integrated to be used more contextually.

Social Climate

Overview

Townsville South State School offers the feel of a small, rural school in the centre of a city. Children with learning difficulties or special needs are catered for with individually structured programs and in-class support. Our ‘Out of School Hours Care’ facility offers excellent service in caring for children from families where all caregivers work. Bullying is taken very seriously and not tolerated. 2016 is the fourth year of the Chaplaincy program at Townsville South SS, with a chaplain being employed for 2 days a week. Behaviour management is based around positive or negative choices made by the children and the matched consequences that follow. The school values a supportive environment to enhance the social and emotional well-being of all our students. The school regularly acknowledges the behavioural efforts of our students through termly gold, silver and bronze reward days as well as celebrating student efforts on parade each week.

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)	83%	100%	100%



Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this is a good school (S2035)	75%	100%	100%
their child likes being at this school* (S2001)	83%	100%	100%
their child feels safe at this school* (S2002)	75%	100%	100%
their child's learning needs are being met at this school* (S2003)	83%	93%	89%
their child is making good progress at this school* (S2004)	92%	93%	100%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%	78%
teachers at this school motivate their child to learn* (S2007)	92%	100%	89%
teachers at this school treat students fairly* (S2008)	92%	93%	100%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	78%
this school works with them to support their child's learning* (S2010)	92%	93%	89%
this school takes parents' opinions seriously* (S2011)	92%	100%	100%
student behaviour is well managed at this school* (S2012)	75%	93%	78%
this school looks for ways to improve* (S2013)	75%	100%	100%
this school is well maintained* (S2014)	83%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	88%	83%	91%
they like being at their school* (S2036)	88%	100%	87%
they feel safe at their school* (S2037)	83%	78%	87%
their teachers motivate them to learn* (S2038)	82%	100%	100%
their teachers expect them to do their best* (S2039)	94%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	83%	87%
teachers treat students fairly at their school* (S2041)	72%	83%	87%
they can talk to their teachers about their concerns* (S2042)	82%	86%	86%
their school takes students' opinions seriously* (S2043)	67%	77%	87%
student behaviour is well managed at their school* (S2044)	67%	74%	91%
their school looks for ways to improve* (S2045)	94%	96%	100%
their school is well maintained* (S2046)	74%	87%	95%
their school gives them opportunities to do interesting things* (S2047)	83%	96%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	90%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they receive useful feedback about their work at their school (S2071)	100%	100%	90%
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%	100%	100%
staff are well supported at their school (S2075)	92%	100%	100%
their school takes staff opinions seriously (S2076)	92%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	90%
their school gives them opportunities to do interesting things (S2079)	100%	100%	90%

* 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 are encouraged to be part of school life at the school. We highly value parent involvement and see the partnership with parents as crucial to providing the best education for each child.

Some ways that parents are welcomed into the school:

- * Helping in the classroom with reading in the morning or assisting with small group activities in class.
- * Helping with changing take-home readers.
- * QSchools App is used for communication with families.
- * At the end of 2016 the school began implementation of daily SMS regarding student absences.
- * Attending sporting events such as the swimming carnival and athletics day.
- * Invited as visiting guest speakers for topics in their area of expertise.
- * Supporting with minor maintenance and working bees.
- * Assisting with special events at school.
- * Parents are encouraged to assist on excursions, including swimming lessons.
- * Parent information sessions on curriculum areas and transition to prep.
- * Quarterly community social events are conducted to emphasise the welcoming ethos of the school and provide social opportunities for staff and parents to discuss initiatives or areas of interest eg. Discos, Movie Nights, Community Breakfast.
- * Parent-teacher interviews are conducted twice yearly. Parents are welcome to arrange additional meetings with their teacher if required. Teachers are welcoming to parents during informal opportunities, such as when parents drop off or collect their children.
- * A monthly P&C meeting provides a forum where issues/initiatives can be raised and openly discussed with other parents and the principal.
- * Parents are welcomed and encouraged to be part of the school's P&C association.
- * A fortnightly newsletter communicating information regarding activities in the school to keep parents informed.
- * Continued use of the school website that includes the newsletters, calendar, enrolment documents and news stories for access by parents and the community.
- * The school's changeable sign provides information to the parents on a regular basis.
- * To ensure that students with diverse needs are able to access and fully participate at school, reasonable adjustments to curriculum delivery are routinely made. When teachers and/or parents consider a particular adjustment may benefit a student, consultation between school and home occurs by phone and/or face-to-face discussion between class teacher and/or STLaN and parent/carer around when and how the adjustment/s will be implemented. A review date for evaluating the success or otherwise of the adjustment is also agreed upon.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This supports in developing students' knowledge and skills to be able to resolve conflict without violence and to recognize, react and report when they, or others, are unsafe.

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	3	12	1

Long Suspensions – 6 to 20 days	0	1	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

The school values reducing the school's environmental footprint. This has been achieved in a number of ways:

1. Solar Panels
2. Air conditioners are set to 25 degrees and only used when required.
3. Due to water restrictions the school applied for and was accepted for a Water Management plan from the Townsville City Council which has still ensured efficient water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	62,403	13,763
2014-2015	61,395	9,756
2015-2016	64,260	4,352

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

Sector:

Government

Non-government

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	12	8	0
Full-time Equivalents	9	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	9
Diploma	1
Certificate	

*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 \$33163

The major professional development initiatives are as follows:

- Seven Step Writing
- Reading
- Mentor support for graduate staff
- Annual Mandatory Training – Child Protection, Code of Conduct, Keys to Information Training, Curriculum Risk Assessment Training, Health, Safety and Wellbeing Training, Internal Controls Training, Asbestos Awareness Training.
- School Based Training – School Pedagogical Models, Essential Skills Training, Data Analysis
- First Aid Training
- Special Education Workshops – eg. Autism Training
- Australian Curriculum Training
- Moderation – in-school and cross school.
- Early Childhood Professional Development
- Differentiation Training
- Leadership Training – Principal Conferences
- Performance Development Plans
- Coding and STEM Training
- Coaching and Mentoring with Curriculum Development and Implementation.

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.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 77% 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).	89%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	86%	88%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall 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	85%	92%	93%	90%	91%	83%	94%	88%					
2015	94%	92%	93%	92%	91%	86%	85%						
2016	95%	92%	94%	93%	93%	93%	91%						

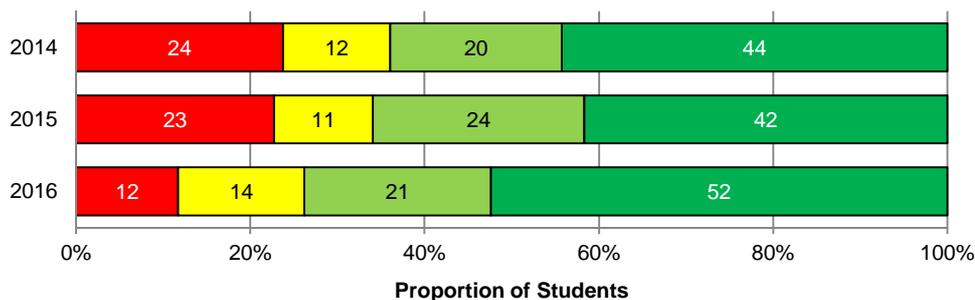
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

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



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.

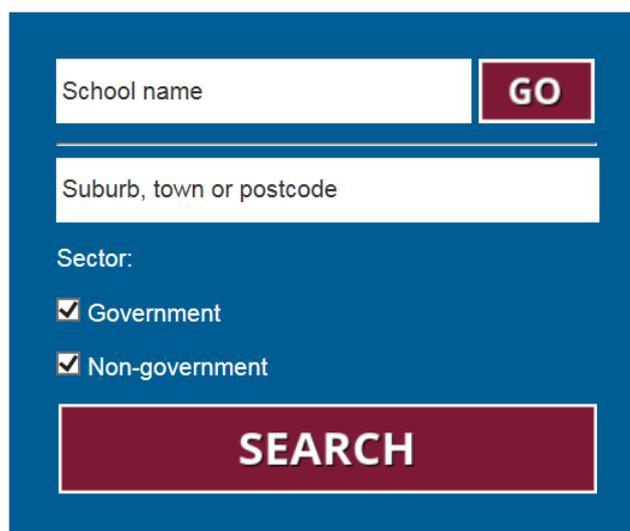
- In term 4, 2016 the school commenced daily SMS messages to those families where an unexplained absence occurred.
- Phone calls home when ongoing absence is occurring without explanation
- Regular messages in the newsletter to highlight the importance of education.
- A semesterly reward for high attending children.
- Meetings with families where attendance is an issue to discuss strategies to improve attendance.
- Discussions regarding attendance on parade and in classrooms.
- Community Liaison Officer to support attendance and help to remove barriers to attendance.

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



School name

Suburb, town or postcode

Sector:

Government

Non-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.