



## Toogoolawah State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



## Contact Information

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## School Overview

Toogoolawah State School is situated in a rural community approximately 120 kilometres from Brisbane. Our school has been providing education to the district since 1905. The Toogoolawah community and surrounding districts hold proud agriculture and grazing traditions. The McConnel family which first settled and founded the township of Toogoolawah, lent elements of their family crest to the school.

In 2016 the school focused on embedding the Queensland Curriculum and Reporting Framework. The teachers engaged in professional development with a focus on the alignment of curriculum and assessment.

2016 saw the end of long term Principal Mrs Barbara Cornford. The following School Annual Report is a review put together with support from staff who were present at the school throughout 2016.

## Principal's Forward

### Introduction

This report covers the milestones and achievements that Toogoolawah State School achieved throughout the 2016 school year. Each year an annual report that covers a wide range of areas, is prepared detailing the significant achievements of the school throughout the year.

#### School Progress towards its goals in 2016

Toogoolawah State Schools goals for 2016 were fundamentally driven from the School Review in 2015. The main areas of focus in the 2016 Annual Implementation Plan were organised under the following headings;

- Engagement and unification of Staff, Parents and Students
- Collaborative review and development of the curriculum framework ensuring it is explicit, sequential, vertically aligned and that there are curriculum delivery processes which ensure consistency of approach.
- Collaborative and effective pedagogical practices.
- Development of an expert teaching team.
- Build a data culture.
- Narrow and sharp explicit improvement agenda.

#### Future Outlook

In 2017 the Explicit Improvement Agenda of the school is focused on the improvement of Reading across the school.

To date we have accomplished the following actions towards our 2017 goals

- Prep to Year 3 teachers attended Professional Development in the teaching of reading using the latest research based practices.
- As a whole school we have invested in modernising reading resources for use in classes.
- We have established data walls to focus teaching conversations on improving student outcomes in reading.
- Our expert teaching team is engaged in reviewing our Whole School Curriculum, Reporting and Assessment Framework.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	164

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	190	93	97	12	95%
<b>2015*</b>	182	93	89	16	84%
<b>2016</b>	164	81	83	12	90%

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

Toogoolawah State School is situated in a rural community approximately 120 kms from Brisbane. Its position is unique as it is almost equidistant from four major centres (Ipswich, Toowoomba, Kingaroy and Caboolture).

Students come from both town and rural environments. The majority of students rely on bus transport to and from school. There is a wide range of socio-economic levels within the school community; however, as a generality our community is classified to be with low to middle socio-economic levels –our 2016 ICSEA (Index of Community Socio-Economic Advantage) rating was 948, placing our school in the lower quartile of schools nationally.

The majority of students are from families who have been living in the district for ten years or more, however our levels of transience fluctuate and our town population is very much determined by socio-economic situations such as employment and available housing.

Primary industry, based predominantly around the cattle industry and commercial ventures in the township provide the basis of employment opportunities for families.

### 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	19	22	22
Year 4 – Year 7	24	23	24
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

- Explicit Instruction
- Australian Curriculum using the State resource – Curriculum to the Classroom (C2C).
- Alignment of maths stands and concepts

### Co-curricular Activities

- Instrumental music and Toogoolawah Sate School Band
- Lunchtime activities and clubs – Vocal group, sewing, photography, gardening, netball, origami, loom banding.
- Year 6 Camp – Moreton Island
- Year 4/5 Camp – Barambah Environmental Education Centre
- Science Centre excursion
- Art Gallery (GOMA) excursion
- Gymnastics
- Book Week
- Readers Cup competition
- School Disco
- ICAS academic competitions
- Premiers Reading Challenge

### How Information and Communication Technologies are used to Assist Learning

Students access ICT to access learning through focused lessons by the schools Teacher-Librarian and through access to ICT's in each classroom. These range from using software and publishing packages through to programming simple robotic devices.

## Social Climate

### Overview

In 2016 emotional resilience was a focus for the school. The following to initiatives were used to support the social development of all students.

- ❖ Kids Matter
- ❖ Continued implementation of Learning and Wellbeing Framework
- ❖ "You Can Do It Program" continued to be the driver for whole school language and strategies with weekly focused lessons in classrooms following the whole school introduction on the Weekly Assembly.
- ❖ Celebrations and Acknowledgement of student achievement through:
  - Student of the Week – Citizenship and Achievement Award. In 2015 this award was sponsored by our local business "IGA".
  - Behaviour Focus award
  - Weekly Merit awards
  - Gotcha awards – Term Gotcha Winner are awarded a prize sponsored by our local Progress Association

The following support is accessed if required:

- ❖ Guidance Officer – Counselling and assessment
- ❖ We provide educational programs and services for students with disabilities through Individual Curriculum Plans (ICPs) and other programs and individualised lessons are required to support the academic, social and emotional growth of our students.
- ❖ Regional Behaviour Team support
- ❖ Chaplaincy services continued to support our school community. Funding for this is through the National Chaplaincy Program. Our Chaplain conducts activities and programs (examples listed) throughout the year to assist with care and welfare of our students as well as helping students grow in their emotional maturity.

## 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)	81%	75%	47%
this is a good school (S2035)	88%	50%	50%
their child likes being at this school* (S2001)	84%	88%	74%
their child feels safe at this school* (S2002)	85%	75%	79%
their child's learning needs are being met at this school* (S2003)	81%	75%	47%
their child is making good progress at this school* (S2004)	85%	50%	37%
teachers at this school expect their child to do his or her best* (S2005)	92%	75%	79%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	69%	50%	44%
teachers at this school motivate their child to learn* (S2007)	81%	50%	58%
teachers at this school treat students fairly* (S2008)	77%	50%	53%
they can talk to their child's teachers about their concerns* (S2009)	88%	63%	74%
this school works with them to support their child's learning* (S2010)	76%	38%	58%
this school takes parents' opinions seriously* (S2011)	76%	25%	37%
student behaviour is well managed at this school* (S2012)	73%	13%	42%
this school looks for ways to improve* (S2013)	84%	38%	33%
this school is well maintained* (S2014)	88%	38%	26%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	94%	100%
they like being at their school* (S2036)	98%	95%	91%
they feel safe at their school* (S2037)	81%	95%	89%
their teachers motivate them to learn* (S2038)	94%	100%	100%
their teachers expect them to do their best* (S2039)	96%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	93%
teachers treat students fairly at their school* (S2041)	85%	95%	96%
they can talk to their teachers about their concerns* (S2042)	93%	95%	93%
their school takes students' opinions seriously* (S2043)	86%	94%	100%
student behaviour is well managed at their school* (S2044)	87%	84%	75%
their school looks for ways to improve* (S2045)	98%	98%	96%
their school is well maintained* (S2046)	85%	98%	91%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	96%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	75%	67%	73%
they feel that their school is a safe place in which to work (S2070)	65%	87%	87%
they receive useful feedback about their work at their school (S2071)	70%	47%	60%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	75%
students are encouraged to do their best at their school (S2072)	80%	87%	86%
students are treated fairly at their school (S2073)	60%	60%	53%
student behaviour is well managed at their school (S2074)	40%	40%	40%
staff are well supported at their school (S2075)	45%	20%	47%
their school takes staff opinions seriously (S2076)	60%	40%	53%
their school looks for ways to improve (S2077)	75%	67%	60%
their school is well maintained (S2078)	45%	40%	60%
their school gives them opportunities to do interesting things (S2079)	55%	71%	43%

\* 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

In 2016 parents were encouraged to be active participants in their child's learning. The relationship between home and school is very much valued.

Following is a list of strategies used for involving parents in their child's education. For example:

- ❖ Regular information and consultation with the P&C
- ❖ Information sessions
- ❖ Prep orientation parent information sessions and open days
- ❖ Parent volunteers are encouraged in each classroom
- ❖ Weekly newsletters
  - o Class learning foci in each week's edition – 1 class featured each week
  - o Newsletters posted weekly onto the school webpage
- ❖ Each Class Teacher outlines units of work at the beginning of each term "**What I am Learning**" for C2C units - English, Mathematics, Science and History for each class
- ❖ Foyer displays
- ❖ Special events such as Under 8s, Athletic Carnivals etc
- ❖ Parent/Teacher interviews, formal and informal conversations – formal Parent/Teacher Interviews are conducted on the last week of Terms 1 & 3
- ❖ P&C information posted onto school webpage

## Respectful relationships programs

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

## 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	2	4	11
Long Suspensions – 6 to 20 days	0	0	1
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 following is from the 2015 School Annual Report, which outlines the same general principles that outlined the approach to reducing the school's environmental footprint in 2016.

*Toogoolawah has been seeking ways to reduce our environmental footprint for a number of years. With the installation of solar panels we have been able to significantly reduce the amount of electrical power we draw from the general 'grid'. We have been proactive in maintaining weather shields on windows, tinting windows, growing shade plants, insulation, air extractors etc. We are also proactive in turning off lights and electrical appliances when not in use.*

*We continue to maintain and utilise tank water where possible for watering of plants.*

*We continue to work to consider the biodiversity issues as they pertain to our school environment. We continue to be part of the National Tree Planting day, composting, use of possum boxes. We endeavour to plant Australian natives so that native fauna and birdlife are encouraged to inhabit within our school grounds. We are mindful that our school grounds are within a Koala corridor and therefore work with a local Wildlife carer to provide for the Koalas as they travel through our grounds – always continuing to plan Koala approved gum trees to support their safe journey to the nearby nursery.*

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	87,846	906
2014-2015	55,384	947
2015-2016	143,022	2,115

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

GO

Sector:

Government

Non-government

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 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	15	10	0
Full-time Equivalent	11	6	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	5
Bachelor degree	10
Diploma	
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 \$ 11 163

The major professional development initiatives are as follows:

- Explicit Instruction
- Literacy Continuum
- Moderation and Unit planning
- School Visioning
- School audit and review process
- Work place health and safety
- First Aid and CPR

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%	95%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 82% 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).	93%	95%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	94%	85%

\*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%.

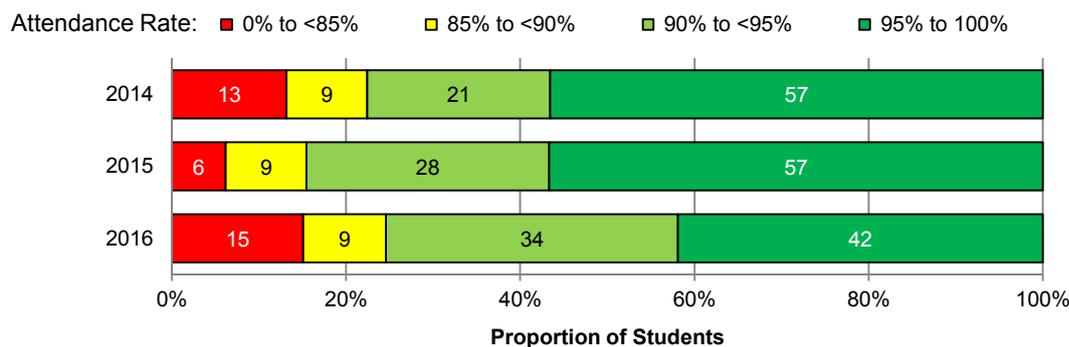
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	90%	90%	93%	94%	92%	94%	96%					
2015	95%	94%	95%	94%	96%	94%	95%						
2016	92%	91%	92%	93%	92%	94%	94%						

\*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.

The following section was taken from the 2015 School Annual Report and is a reflection of the processes used to manage attendance throughout 2016.

*Where there are concerns about a student's enrolment or attendance, multiple attempts to contact the parent/s or caregivers are made. Any time during which a student is not attending or participating in their educational program is considered an absence and requires explanation.*

Teachers:

- Keep attendance records and monitor attendance and absenteeism of enrolled students
- Alert the principal when a student's absence is unexplained or when concerned that the explanation may be unsatisfactory
- Refer a student to the Guidance Officer (through the Principal) if concerned that welfare issues may be impacting on attendance.
- Follow-up with students requesting/ reminding of need for explanation of absence
  - ❖ Provide students with a form letter to assist with the parental explanation process
  - ❖ Meet with parents and students to discuss the issue and devise a plan
  - ❖ Weekly calls to parents to follow up on absences
- Issue the Departmental form letters if attendance does not improve following the attendance meeting

The school also:

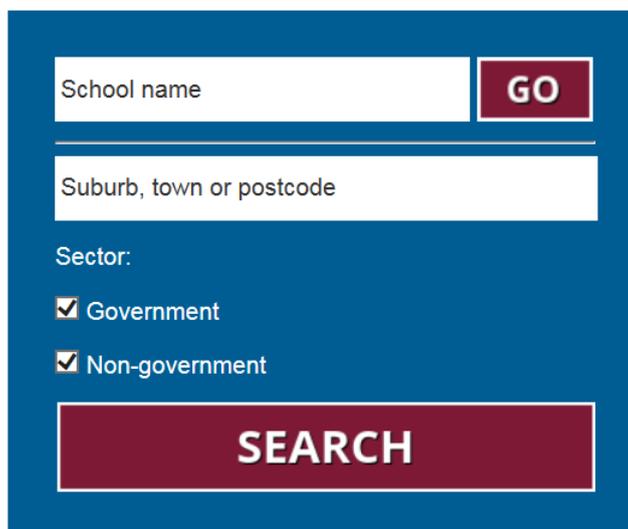
- Sends a letter at a designated monthly date advising parents/caregivers of absences within the monthly period – requesting parental confirmation and explanation for absences. This letter is posted.
- Roll Marking
  - ❖ Occurs twice daily – at the beginning of the day and again when students return to class following second break at 1.50pm
  - ❖ Students who come late to school report to the Office and are given a "Late Arriving Slip" – issued through One School. Students are required to give their teachers this slip which is then attached to the weekly roll.
  - ❖ Teachers mark the late arrival in the morning section of the roll for that student.
  - ❖ If students are required to leave the school early – parents report to the Office and are given an "Early Departure Slip" which is given to the class teacher prior to the student leaving the classroom/school grounds. This slip is also attached to the weekly roll. Teachers mark the early departure in the afternoon section of the roll for that student.

## 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.

## Conclusion

This brings to an end this annual report on the 2016 school year for Toogoolawah State School. 2017 promises to bring forth a number of changes and new initiatives as the community, staff and students seek to make improvements and further enhance the learning outcomes for students who attend this school.

