

Toowoomba East State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Founded in 1887, Toowoomba East is a premier primary school within Toowoomba city, having a proud tradition of providing very high quality education. Federal, state and school data indicate the school attains pre-eminent academic results in the Toowoomba Education Region, as well as conducting exemplary cultural and sporting programs. The school provides high quality facilities such as ICT rooms with cutting-edge hardware and interactive whiteboards, specialist music rooms, a heated swimming pool, a multi-purpose hall, and the use of facilities in both the Clive Berghofer Stadium and beautiful Queen's Park. Our school actively participates in a range of cultural, social and sporting events within and outside the city, and has a Sister School association with Ohkanmuri School in Japan. Our parents, through an active and supportive P and C Association, provide a cohesive and enthusiastic approach to the provision of additional resources, allowing us to continue the excellence of our school programs.

Principal's Foreword

Introduction

Toowoomba East State School's School Annual Report for 2016 contains valuable information for both our school community and for prospective parents. This encompasses the profile of our school, our staff and student body, together with the performance and achievement of our students in key learning outcome areas.

School Progress towards its goals in 2016

The major priorities for 2016 were ensuring excellent results in Reading – particularly Reading Comprehension, Spelling and Number – problem solving. Through the assiduous application of knowledge gained through professional development activities and year level meetings, the school is continuing to enhance our results in these important areas. This work will continue through 2017, with a particular emphasis on consistency of teaching content and methodology.

Future Outlook

Key Teaching and Learning Priorities for 2017 include:

1. Writing (Incorporates Spelling, Grammar and Punctuation)
2. Reading (specifically Reading Comprehension and in particular Inferential Comprehension)
3. Number (with a particular focus on Problem Solving)

The 2017 Annual Implementation Plan includes:

Improvement Priority 1: Ensure student success in Literacy and Numeracy

Targets:

- Increase the number of Year 3 and Year 5 students achieving NMS in NAPLAN by 99% in Reading, Writing and Numeracy
- Increase the number of Year 3 and Year 5 students achieving U2B in NAPLAN Reading, Writing and Numeracy by 2%
- Increase the number of Year 5 students achieving U2B in NAPLAN Writing to 30%

Improvement Priority 2: Build workforce capacity to support the success of the school improvement agenda

Targets:

- Teacher's knowledge of the Australian Curriculum is evidenced by high-level classroom pedagogy.
- Behaviour management data indicates high levels of students' compliance through lower numbers of student referrals.
- A schedule of professional development for teacher aides demonstrates continuous commitment to professional development.
- Visits to other high performing schools are organised and conducted. Knowledge gained is enacted.
- The parent responses to SOS question S2024 ' This school asks for my input' (77%) and S2032 'This school has a strong sense of community' (88%) indicates improvement.

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 | 875 | 435 | 440 | 47 | 96% |
| 2015* | 807 | 379 | 428 | 47 | 96% |
| 2016 | 822 | 397 | 425 | 43 | 95% |

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

Our student body is drawn from a wide socio-economic demographic, in an area of Toowoomba which has very little population expansion. The tables below, indicating parent satisfaction with the school, together with the disciplinary absence data, indicate the high level of both student behaviour and of satisfaction with 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 | 23 | 24 |
| Year 4 – Year 7 | 24 | 27 | 27 |
| Year 8 – Year 10 | | | |
| Year 11 – Year 12 | | | |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our approach to curriculum delivery includes:

- Delivery of the Australian Curriculum utilizing C2C's as a significant resource
- A comprehensive assessment program utilizing five week data
- Entry of five-week data into One School

- NAPLAN, OARS and other significant data used to differentiate teaching and to place students in programs
- Explicit teacher model employed
- Year-level meetings utilized to enhance consistency of teaching and assessment

Extra Curricula activities

Our distinctive curriculum offerings include both instrumental and choral music programs, an extensive sports program which includes inter-school events and an annual Sports Expo. We have a Support program involving extensive academic support in all grades and English and Math extension classes from Year 3 to 6.

Co-curricular Activities

The Robotics program is an opportunity for students in years 5 and 6. It is an extension program. That provides equal opportunities for boys and girls. Students are selected according to OPI data and the previous year's science data. There is a weekly lunch time commitment where students build and program robotics for design challenges.

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are used to assist learning in a variety of ways. They support the implementation of curriculum and are integrated throughout all Key Learning Areas. Technology is used as a tool to support and enhance learning, develop creativity and logical and lateral thinking, assist with research and develop digital and information processing literacy skills necessary for future learning. The school has three Digital Learning Centres, a Flexible learning space, a Resource Centre with a class-size digital learning area, interactive whiteboards in all classrooms and a large range of software and digital devices such as ipads. Digital and communication technologies are now an integral part of the teaching of all C2C units.

Social Climate

Overview

This school enjoys a very caring social climate that focuses on support and encouraging success. We promote high-level behavioural, organisational and social skills centred on the Keys to Success (You Can Do It) Program. This is enhanced and encouraged through extensive parental and community involvement, together with both Guidance Officer and Chaplaincy support. Whilst our student clientele is socially diverse, the school is justifiably proud of its well-earned reputation for its exceptional standard of student behaviour, academic, sporting and cultural performance, as well as the positive, supportive tone of the school and its community.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree [#] that: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | 98% | 96% | 97% |
| this is a good school (S2035) | 99% | 97% | 99% |
| their child likes being at this school* (S2001) | 100% | 93% | 99% |
| their child feels safe at this school* (S2002) | 100% | 99% | 99% |
| their child's learning needs are being met at this school* (S2003) | 95% | 93% | 96% |
| their child is making good progress at this school* (S2004) | 99% | 96% | 96% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 97% | 99% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 94% | 93% | 93% |
| teachers at this school motivate their child to learn* (S2007) | 95% | 95% | 96% |
| teachers at this school treat students fairly* (S2008) | 96% | 94% | 95% |
| they can talk to their child's teachers about their concerns* (S2009) | 98% | 94% | 97% |
| this school works with them to support their child's learning* (S2010) | 95% | 95% | 94% |
| this school takes parents' opinions seriously* (S2011) | 91% | 90% | 95% |
| student behaviour is well managed at this school* | 95% | 97% | 94% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| (S2012) | | | |
| this school looks for ways to improve* (S2013) | 95% | 92% | 94% |
| this school is well maintained* (S2014) | 99% | 97% | 94% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 100% | 99% | 99% |
| they like being at their school* (S2036) | 97% | 98% | 98% |
| they feel safe at their school* (S2037) | 100% | 99% | 99% |
| their teachers motivate them to learn* (S2038) | 100% | 99% | 98% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 99% | 99% | 99% |
| teachers treat students fairly at their school* (S2041) | 96% | 97% | 95% |
| they can talk to their teachers about their concerns* (S2042) | 97% | 96% | 94% |
| their school takes students' opinions seriously* (S2043) | 98% | 94% | 99% |
| student behaviour is well managed at their school* (S2044) | 98% | 98% | 97% |
| their school looks for ways to improve* (S2045) | 99% | 99% | 99% |
| their school is well maintained* (S2046) | 100% | 98% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 97% | 98% | 98% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 98% | 98% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 98% | 98% | 98% |
| they receive useful feedback about their work at their school (S2071) | 90% | 86% | 92% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 95% |
| students are encouraged to do their best at their school (S2072) | 96% | 100% | 98% |
| students are treated fairly at their school (S2073) | 96% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 98% | 98% | 98% |
| staff are well supported at their school (S2075) | 90% | 91% | 94% |
| their school takes staff opinions seriously (S2076) | 88% | 85% | 88% |
| their school looks for ways to improve (S2077) | 92% | 95% | 94% |
| their school is well maintained (S2078) | 98% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 88% | 93% | 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

Active parent participation in each child's education is encouraged at our school and ample opportunities exist at various levels to enable parents to be engaged to the extent that suits both them and the teacher; either in the classroom or in the activities of the school. This involvement ranges from volunteering in classrooms through to involvement in P & C committees, tuckshop or school events. The school is actively involved with other organisations, both within the educational community such as the University of Southern Queensland and both state and private Secondary schools and our local community such as the Toowoomba Sports Ground. The diverse needs of students are catered for through a referral process initiated by the teacher. After consultation with the child's parents, the teacher completes a referral form which is submitted to the Wellbeing Community through the Deputy Principal, Student Services. An action plan, involving specialist personnel specifies the type and mode of on-going support for that student.

Respectful relationships programs

At Toowoomba East State School the 'You Can Do It' social skills program is implemented. This program focuses on five keys to success: organization, persistence, resilience, getting along and confidence. Through weekly class lessons, parade presentations and a weekly Key to Success award, students are immersed in the language and strategies of these five keys. It also involves student and adult characteristics that consider respect and non-violent conflict resolution in daily life. The program exemplifies positive thinking with the goal of being the best they can be. Students are repeatedly taught these skills in conjunction with the school's three expectations of 'Best Manners, Best Effort and Best Behaviour.'

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|---------------------------------|-------|--------|------|
| Type | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 7 | 7 | 10 |
| Long Suspensions – 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 1 | 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

Every effort is made to minimize water consumption; however, consumption varies according to weather conditions. Electricity consumption is rising steadily in line with the increasing use of technology in all aspects of classroom operation. Power-saving lighting is used throughout the school.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 203,738 | 280 |
| 2014-2015 | 219,876 | 340 |
| 2015-2016 | 157,075 | 1,725 |

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 | 55 | 26 | 0 |
| Full-time Equivalent | 48 | 17 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 4 |
| Graduate Diploma etc.** | 0 |
| Bachelor degree | 45 |
| Diploma | 0 |
| Certificate | 0 |

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$100 960.

The major professional development initiatives were as follows:

- Year level curriculum meetings for teachers, half a day, twice a term. This initiative was led by the HOC and Master Teacher. Supply Teachers were employed to backfill the classroom teachers during this time.
- Growing a culture of collaborative teaching and learning with a focus upon collegial feedback and capacity building. Supply Teachers were engaged in this process of release.
- Building the capacity, skills and knowledge of our workforce through professional development, to achieve long term and sustained improvement in student outcomes with a focus on Reading Comprehension, Writing and Problem Solving.

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% | 96% | 96% |

Proportion of Staff Retained from the Previous School Year

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

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 94% | 94% | 94% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 90% | 91% | 90% |

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

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

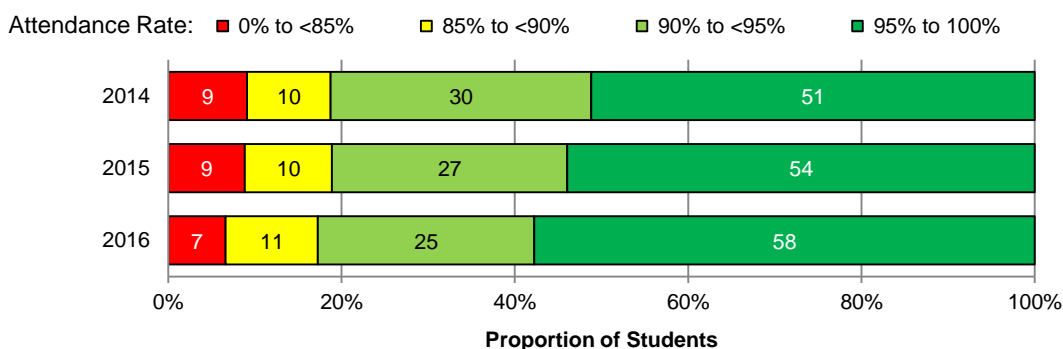
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8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

Parents are contacted whenever a case of unsatisfactory attendance occurs. This is immediately obvious as rolls are electronically marked at 9.00am and 1.30pm each day. Reasons for lateness or absence are entered into our OneSchool data. Newsletter advices, posters outside the classrooms and frequent reminders on assemblies are all proactive ways the school uses to encourage full 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.

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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 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

