

Queensland State School Reporting – 2011

Toogoolawah State School (1069)



Postal address	Gardner Street Toogoolawah 4313
Phone	(07) 5423 4111
Fax	(07) 5423 4100
Email	the.principal@toogolass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Mrs. Barbara Cornford - Principal

Principal's foreword

Introduction

Toogoolawah State School is proud of its educational heritage. We are a rural school which has been focused on providing educational opportunities for our community for 107 years. This report will outline our continued focus and strategies for providing quality teaching and learning opportunities for our students with the expressed purpose of improving literacy and numeracy outcomes for all students. It will also show the continued improvement of student achievement.

School progress towards its goals in 2011

Improved results for School and student achievement in Literacy and Numeracy. NAPLAN results show that our work has resulted in the closing of the gap between the school and National targets.

Focus on Reading

- ★ Professional Development for all teachers - 1ST Steps Reading training (aligning with functional grammar)
- ★ Work begun on developing a Data Culture within the school – for example development of data team, work on data tracking, working with National Partnership Turn-Around team
- ★ Principal engaging teachers and students in response to listening to all students read/running record & miscue analysis/ target setting
- ★ work with Regional Maximising Achievement Program - actions pertaining specifically to Reading and comprehension
- ★ Systematic and Focused Professional Development for Teachers

Review of action plan for 8 audit domains in the Teaching and Learning Curriculum Audit followed by reassessment of strategies – outlined in 2012 Annual Implementation Plan

Preparedness for the introduction of the Australian Curriculum and the adoption of C2C Curriculum through to the Classroom – teachers were prepared, curriculum framework reworked to reflect and align to the new curriculum.

Work with Regional Indigenous support personnel

**Future outlook**

Develop Feedback and coaching culture – relate also to Regional Focus especially through work with Maximising Achievement Program

Focus on mathematics – First Steps in Number training

- ★ Improvement in Expert Teaching Team
- ★ work with Regional Curriculum Support Team

Reading Focus

- ★ Embedding of First Steps in Reading strategies
- ★ Whole school reading data
- ★ Consistent pedagogies
- ★ Work with National Partnership Turn-Around team - Literacy

Development of Learning Walk to enhance

- ★ Data on school pedagogies
- ★ Consistent pedagogies

Continue development of Data Culture

- ★ Regular Data team meetings
- ★ Work with National Partnership Turn-Around team – data

Embedding on ICTs in curriculum

- ★ Use within C2C
- ★ 80% Teachers achieving Digital Pedagogical Licence

School Improvement Agenda as it relates to previously identified Teaching and Learning Curriculum Audit plan

Improvement in the school's ability to embed Aboriginal and Torres Strait Islander Perspectives

- ★ In the curriculum
- ★ Professional development for Teachers
- ★ Cultural celebrations

Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
178	81	97	

Characteristics of the student body:

Toogoolawah State School is situated in a rural community approximately 110kms from Brisbane. It's position is unique as it is almost equidistant from 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 ICSEA rating is 33. 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 environment.

Indigenous Student cohort: 6%

English as Second Language: <4%

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average
	Class Size
Prep – Year 3	22.4
Year 4 – Year 7	21
All Classes	21.9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	3
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings

- ★ Specific Literacy and Numeracy core learning
- ★ Other Key Learning Areas which may/may not be integrated (SOSE- Studies of Society and the Environment, Science, Technology, The Arts, HPE- Health and Physical Education)
- ★ Specialist Teachers for the following- Library/Information Literacy, Music, Instrumental Music, Physical Education, Cultural Studies

At Toogoolawah State School we have the following learning support

- ★ Special Education Program (currently we support students with Speech Language Difficulties, ASD- Autistic Spectrum Disorder, Hearing Impairment and Intellectual Impairment)
- ★ Support Teacher Literacy and Numeracy STLaN – This area considers all aspects in relation students at risk, both those who have learning difficulties and those who need extension – that is bright and gifted students
- ★ Guidance Officer – one day per fortnight
- ★ Speech Language Pathologist

Extra curricula activities

A wide variety of extra-curricula activities are on offer to our students:

★ Instrumental Music Program – we are very proud of our brass and woodwind concert band. Each year we maintain a focused approach to a performance and workshop development program. We participate in District Music Camps for both 'Beginners' and 'Advanced' music students, plus various performance venues. We are always complimented on our quality performances and the behaviour of the students.

★ Choir – offered to all students Years 5-7. We perform at competitions and community events

★ Sport – our students are offered an opportunity to compete with all of the levels and in all of the disciplines offered within our District including cross- country, athletics, swimming, football, tennis.

Sporting Gala Days are held as available. In 2011 the following programs and Gala Days were held:

- ARL Development – Backyard Rugby
- Inter school days Term 3 & 4 with Esk State School

★ International Schools Competition – ICAS

★ Readers Cup (Years 6&7)

★ Camps and excursions

Year 5&6 – 2 nights at Stanley River Environmental Education Centre

Year 7 – 1 week at Moreton Island supported by Stanley River Environmental Education centre and Moreton Experience.

Various excursions throughout the year for each year level, to support students develop a greater understanding of the main topic and are always directly linked to the current unit of work being studied. Excursions are designed to either build a shared knowledge or experience, or to consolidate the learning acquired during the unit of work. Each class has one excursion through the year supported by Stanley River Environmental Education Centre.

Our school at a glance

How Information and Communication Technologies are used to assist learning

Computers are vital to all learning:

Banks of computers may be accessed in each classroom and are used to support learning in each Key Learning Area.

Information, Communication Technology is integrated into each unit of work and the associated assessment tasks.

A bank of computers is also available in the Library. Information Literacy lessons are scheduled within the weekly timetable. These lessons have a specific focus of Information, Communication and Technology skills as they are directly related to the integrated units taught in each class.

Each year we intentionally develop our infrastructure, connectivity and programs to improve Information, Communication and Technology learning opportunities for all members of our school community. This year we have:

Purchased:

- Scanners for classrooms
- Computers (18) - replacement schedule
- New printers
- Headphones
- Purchased programmes
- Mobile connectivity and hardware

Curriculum integration:

- 7/6 participated in a digital project
- Web quests
- Accelerated Reader on-line comprehension quizzes
- Teachers accessing Learning Place/Curriculum Exchange to support unit and class teaching and learning experiences
- Use of digital cameras & software programmes to enhance learning experiences eg teaching of angles – pictures of school environment overlayed in photoshop and angles determined

Social climate

Emotional resilience continues to be a significant focus for our school. We have participated in the following to support the social development of all students.

★ "You Can Do It Program" continues to be the driver for whole school language and strategies.

★ Values and strategies from the National Safe Schooling Framework have also been embedded into our school policy document and thereby part of our school culture.

The following support is accessed if required:

- ★ Guidance Officer – Counseling
- ★ District Behaviour Team – Social Skills program plus support for specific students
- ★ Chaplaincy services continue to support our school community. Funding for this is through the National Chaplaincy Program.

Regular behaviour focus on weekly Assembly and in classroom lessons. Weekly awards and recognition of achievement at Weekly Assembly. Our local Progress Association sponsors the term prize for each class – the student with the most 'gotchas'

Student Citizenship and Achievement Award – presented weekly on Assembly with prizes sponsored by our local ANZ Branch.

Our school at a glance

Parent, student and teacher satisfaction with the school

Parent, Student and Staff satisfaction ratings have improved – in some areas they have improved as much as by 36 Percentage points. The school continues to seek ways to improve communication between home and school, so that parents have a good understanding of the learning directions and achievements. As Life Long Learning is a focus and underlying belief all staff are given opportunity to participate in Professional Development to ensure that we have a skilled and current workforce. The satisfaction ratings show that staff feel considered and confident that they have the necessary skills to deliver effective programs. The parent satisfaction ratings show that they can see this professionalism transferred to quality programs and improved achievement outcomes for students.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	80%
Percentage of students satisfied that they are getting a good education at school	79%
Percentage of parents/caregivers satisfied with their child's school	80%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	86%
Percentage of staff members satisfied with morale in the school	80%

DW – Data withheld

Involving parents in their child's education

Parents are strongly 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
- ★ Parent volunteers are encouraged in each classroom and to be involved in the Learning Support Program
- ★ Weekly newsletters
- ★ Foyer displays
- ★ Special events such as Under 8s, Athletic Carnivals etc
- ★ Parent/Teacher interviews, formal and informal conversations

Our school at a glance

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has for a number of years now been seeking ways to reduce our environmental footprint.

Water

We have 10 water tanks throughout the school.

Energy

In 2010 we had 12 solar panels installed. We also were successful applicants and will be recipients of \$50000 solar energy grant from the Federal Government. The school has previously begun to position itself to be able to reduce our usage through endeavours such as weather shields on windows, tinted windows, shade plantings, insulation, air extractors etc. We also are proactive in turning off lights, electrical appliances etc when not in use.

Waste

Will be part of our future SEMP endeavours in 2012.

BioDiversity

We continue to further enhance this aspect of our school through endeavours such as participating in National Tree Planting day, composting, possum boxes and organic gardening principles. We have a focus to plant Australian natives so that native fauna and birdlife is encouraged to inhabit within our school grounds.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	26,487	1,085
2010	90,606	0
% change 10 - 11	-71%	N/A

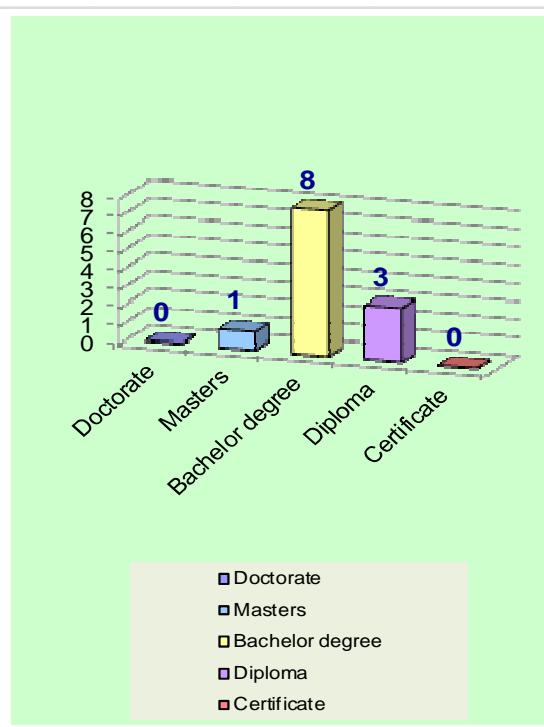
Performance of our students

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	15	11	0
Full-time equivalents	12	6	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	8
Diploma	3
Certificate	0



Performance of our students

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$16219.00.

The major professional development initiatives are as follows:

- ★First Steps in Reading
- ★CPR/First Aide training
- ★Data
- ★Science – all teachers and teacher aides participated in Science training for teachers Yrs 4-7 + work with Regional Science Facilitator
- ★Preparation for the introduction of the Australian Curriculum for English, Mathematics and Science

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 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

Search by school name
[Text input field] **GO**

Search by suburb, town or postcode
[Text input field]

Sector **Government**
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

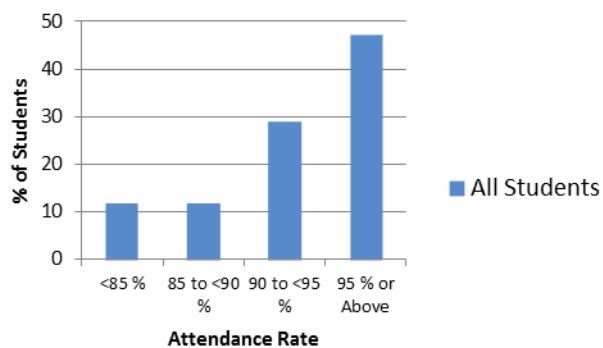
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	94%	89%	94%	96%	90%	93%

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 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.

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

Performance of our students

The school will also:

Create a form letter at a designated monthly date advising parents/caregivers of absences within the monthly period – requesting parental confirmation and explanation for absences. This letter will be 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.

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, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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Performance of our students

Achievement – Closing the Gap

Our School results show that we have met/achieved the system target for Reading for Indigenous students in Year 3. Our school results for Writing and Number show that while we have not halved the achievement gap between Indigenous and Non-Indigenous students, we have a smaller gap than that recorded for Queensland State Schools in those learning areas.

Student attendance rates for Indigenous students show that there is only a slight difference between Indigenous and Non-Indigenous students. Indigenous students attendance rate is 4.5% less than Non-Indigenous students. Improved attendance rates will be a focus for 2012. Our goal is to attain 95% attendance for all students.