



Toowoomba North State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Established in 1869 Toowoomba North State School is located on the edge of the city, adjacent to the historic Mort Estate. We provide a supportive learning environment that caters for the intellectual, emotional, spiritual and physical needs of each student. At North, our vision of being 'Strong, Smart and Big in Heart' drives the many programs that operate across the school. Our students enjoy a well-balanced and individualised education, centred around the Australian Curriculum and underpinned by a strong focus on literacy and numeracy. In addition, Health and Physical Education, Music, Instrumental Music and Japanese language lessons are delivered by specialists. In 2017 Toowoomba North students were supported with additional speech language therapy and guidance services. Our broad curriculum is supported by outstanding resources including double-sized classrooms; computers and ipads in classrooms and in a dedicated classroom; an extensive resource centre and 25m swimming pool. The social and emotional needs of students are met by a highly-skilled and dedicated teaching and support staff, guidance officer and school chaplain. Students are afforded an opportunity to participate in a wide variety of extra-curricular activities which extend their range of academic, sporting and cultural experiences.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

In 2017 Toowoomba North's improvement priority was focussed on the explicit teaching and learning of reading to support improved reading comprehension for all students. A continued focus remained on attendance to improve student engagement with, and access to, learning. In 2017 the school staff gained a number of new teachers who brought a wealth of new skills to the school and additions to the quality of extra curricula experiences on offer.

Strategies	Achieved	Continuing
Improve student attendance rates from 91% to 93%		✓
100% of continuing students (3 years or more at Toowoomba North SS) will achieve a C or greater for mathematics		✓

Future Outlook

Toowoomba North's explicit improvement agenda continues to be focused on improving attendance and the explicit instruction of number and algebra in mathematics. Our goal is to:

- Improve student attendance rates from 91% to 93%
- ensure 100% of continuing students (3 years or more at Toowoomba North) will achieve a C or greater for mathematics

Our intention is to achieve our improvements through:

- Refining the explicit instruction of reading
- Improving early intervention practices through speech language therapy, early identification processes and targeted teaching
- Improving curriculum design through curriculum coaching

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	157	72	85	38	89%
2016	155	78	77	38	90%
2017	140	69	71	25	83%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	28	23
Year 4 – Year 6	27	16	22
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Educators at Toowoomba North State School take a varied approach to curriculum delivery which very much depends on the needs, interests and abilities of our students. Whilst the nationally recognised 8 key learning areas of the curriculum are delivered as core curriculum in all classrooms at North, we focus additional teaching resources on growing student skills and building relationships in some specialised curriculum areas. Our additional instruction areas are described below.

Art

Our Visual Arts programs are integrated with classroom teaching programs from Prep to Year 6 however there is a focus on teaching the history and style of art adopted by a famous past student watercolour artist JJ Hilder. The JJ Hilder curriculum is a localised program addressing Australian Curriculum content and skills through the life story and history of Jesse Hilder. 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 art event 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 guidance 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.

Positive Behaviour for Learning

Pro social and respectful behaviours and skills are explicitly taught in weekly lessons at Toowoomba North State School. Teachers, aides and admin staff are all aware of the teaching topic for the week and include the lesson focus in their work with students across the school.

Pre prep program

Toowoomba North State School welcomes prep enrolments early in the year prior to enrolment. North's early years educators seek to build a relationship to support young children attending primary school for the first time. Several school events are held prior to school enrolment including a mid-year welcome barbeque, parent information evening, early years educator information evening and pre prep days in Term 4 when parents are encouraged to attend school with their children for 2 days a week. Feedback from previous parents confirms that doing this assists children to transition comfortably to the new learning environment at primary school.

Co-curricular 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:

- Friday afternoon social and emotional learning in family groups
- 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 Assist 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 small group student 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.

Social Climate

Overview

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. 95% 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	89%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	92%
teachers at this school motivate their child to learn* (S2007)	100%	100%	92%
teachers at this school treat students fairly* (S2008)	97%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	97%	89%	100%
student behaviour is well managed at this school* (S2012)	94%	89%	100%
this school looks for ways to improve* (S2013)	100%	89%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	88%	100%
they like being at their school* (S2036)	97%	88%	100%
they feel safe at their school* (S2037)	98%	93%	95%
their teachers motivate them to learn* (S2038)	98%	91%	100%
their teachers expect them to do their best* (S2039)	100%	93%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	91%	100%
teachers treat students fairly at their school* (S2041)	87%	84%	95%
they can talk to their teachers about their concerns* (S2042)	94%	88%	98%
their school takes students' opinions seriously* (S2043)	95%	86%	98%
student behaviour is well managed at their school* (S2044)	87%	77%	93%
their school looks for ways to improve* (S2045)	100%	91%	100%
their school is well maintained* (S2046)	98%	90%	98%
their school gives them opportunities to do interesting things* (S2047)	97%	88%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	95%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	95%	91%	100%
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%	95%	100%
students are treated fairly at their school (S2073)	100%	95%	100%
student behaviour is well managed at their school (S2074)	95%	95%	100%
staff are well supported at their school (S2075)	95%	86%	95%
their school takes staff opinions seriously (S2076)	95%	95%	100%
their school looks for ways to improve (S2077)	100%	91%	100%
their school is well maintained (S2078)	95%	100%	100%
their school gives them opportunities to do interesting things (S2079)	90%	95%	95%

* 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 and carers are encouraged to be actively involved in the school. Our Parent's and Citizen's Association is a very active and supportive body, playing a major role in setting the current and future agenda. Parents and carers are 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 and Facebook page.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. Through the Positive Behaviour for Learning approach Toowoomba North State School teaches a focus on appropriate, respectful and healthy relationships. Educating students about respectful relationships is embedded in the school's weekly curriculum and a PBL team is formed from all stakeholder groups to ensure that respectful relationships are embedded in PBL lessons. Students learn to use their 'High 5' to respond to conflicts without violence and identify safe adults to whom they can ask for help, report matters of abuse or violence and family concerns. Our school chaplain coordinates the delivery of gender specific teaching involving representatives from outside agencies to support respectful relationships for students in years 5 and 6.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	4	18	18
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

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. Water conservation taps have been fitted throughout the school. Toowoomba North engages students, staff and parents in a campaign to reduce the use of electricity in the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	103,627	627
2015-2016	80,950	
2016-2017	49,566	667

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	11	14	0
Full-time Equivalents	10	8	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	
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 2017 were \$ 26 440.

The major professional development initiatives are as follows:

- Explicit Instruction of reading
- Positive Behaviour for Learning
- Visible Learning with Professor John Hattie
- Putting Faces on the Data
- Peer coaching

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	94%	96%	94%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	91%	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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

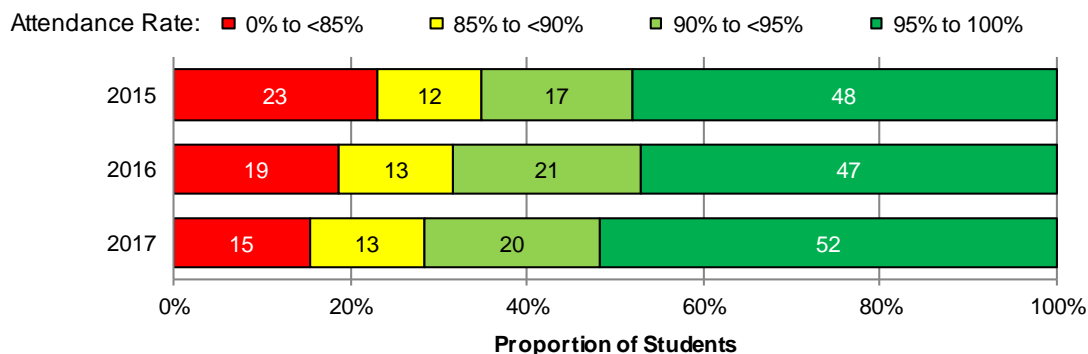
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	90%	93%	90%	91%	93%	90%						
2016	92%	92%	94%	95%	92%	92%	89%						
2017	90%	93%	91%	95%	95%	95%	93%						

*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:



The management of non-attendance

Non-attendance is managed in state schools in line with the Department of Education 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. Roll marking is completed electronically by teachers. Students are encouraged to arrive at school by the starting 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 request an 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 and a request for the family to attend a meeting with the principal.

Key strategies used to increase attendance

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

NAPLAN

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

School name

Suburb, town or postcode

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 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

Toowoomba North State School welcomes enquiries from members of the school community and prospective enrolments. Whilst many of our programs are described in this report, the school is constantly making improvements to our offerings in line with the needs and interests of student. We seek and welcome feedback from our school and wider community to inform the continual improvement of our programs and supports for students and families.