

Annandale State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Annandale State School has built a solid reputation as a provider of quality education programs for students from Prep to Year 7.

Our school works collaboratively with parents and caregivers to develop the full potential of all students.

The conduct of students at Annandale is consistently high. Through the values and keys to success of the *You Can Do It* program, the school takes an active role in developing and maintaining high standards of student behaviour. Parents and carers worked closely with school staff to ensure a united and consistent approach to student wellbeing and behaviour.

As part of the Mt Stuart Cluster of state schools, Annandale works closely with other local state primary schools and high school to maximise opportunities for learning.

Schools in the Mt Stuart Cluster are:

- Annandale State School
- William Ross State High School
- Oonoonba State School
- Wulguru State School
- Woodstock State School

School progress towards its goals in 2014

Key School Priorities for 2014 are drawn from the Four Year School Strategic Plan

- Increase the number of students achieving A's in Semester reports (*the what*)
- Increase by the number of students in the U2B on NAPLAN in year 3, 5 and 7 (*the what*)
- English student portfolio data including reading, writing recorded on One School (*the what*)
- All teachers use OneSchool for planning, mark books and reporting (*the what*)
- Coaching and mentoring are active practices in each year level and across year levels (*the capacity*)
- Design and implement a whole school tracking system to monitor the success and pathway of the more able students (*the how*)
- Assist students to set personal learning goals and provide timely and targeted feedback (*the how*)

Future outlook

Key School Priorities for 2015 based on the Annandale S.S> Strategic Plan

- Increase the number of students achieving A's in Semester reports (*the what*)
- Increase by the number of students in the U2B on NAPLAN in year 3, 5 and 7 (*the what*)
- English student portfolio data including reading, writing recorded on One School (*the what*)
- All teachers use OneSchool for planning, mark books and reporting (*the what*)

- Coaching and mentoring are active practices in each year level and across year levels (*the capacity*)
- Design and implement a whole school tracking system to monitor the success and pathway of the more able students (*the how*)
- Assist students to set personal learning goals and provide timely and targeted feedback (*the how*)
- Improve communication with school community through redevelopment of the school website (*the who*)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	873	421	452	92%
2013	815	398	417	93%
2014	824	399	425	92%

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

Characteristics of the student body:

The student population of Annandale State School have diverse cultural backgrounds – they come from 32 countries. All students reside within the precincts of Townsville.

The school total enrolment remains relatively static across the school year. Despite this apparent stability in numbers, there is approx 100 students each year who move to and from Annandale S.S. They move to and from a wide range of other schools -within the Townsville district, across the state, across the country and some to and from other countries.

There are several significant sub groups within the school population:

- Students with Disabilities – 3.9%
- Aboriginal and Torres Strait Islander students – 4.9 %
- Students from Defence families – 23%
- International students – 4%

School population 1998-2015



Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	22	22
Year 4 – Year 7 Primary	24	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	10	39	64
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Annandale State School has a reputation in the education and broader community as a school distinctive for 3 main reasons:

- Our outstanding Music program consisting of Junior & Senior Choirs, Concert Band, String Orchestra and full Orchestra is a tribute to the exceptional teaching staff in the music department and the commitment of students and the support of parents to the overall program.
- In the area of I.T., our desire to 'push the boundaries', is evidenced by the access that the staff & students have access to up-to-date resources. In each of the Year 5, 6 and Year 7, one class is a One to One laptop class which provides an opportunity for students to extend their IT abilities through their curriculum studies.
- In the area of Physical Education, our school has excelled. Our teams successfully compete at a high level in the wide variety of Inter-school sports (including Rugby League, AFL, Hockey, Netball), athletics and swimming. The school has firmly established a strong reputation with a number of students being selected in State representative teams regularly

Extra curricula activities

- Mt Stuart Cluster Mandarin Chinese speaking competition
- Eisteddfod – Instrumental Music & Choirs.
- Annual School Camps for all students in Years 5 (Paluma), 6 (Mungalli Falls) & 7 (Echo Creek, near Tully)
- Environmental group
- School leaders including Sporting House leaders and Student Council
- Inter-school sporting teams (Hockey, Rugby League, Tennis, Basketball, Touch football, AFL, Soccer, Cricket)
- Intra-school Athletics Carnival – competition between school sporting houses: Bradman, Perkins, Fraser and Freeman
- Inter-school Athletics and Swimming
- Whole school Fun Run

How Information and Communication Technologies are used to assist learning

Our school is fully networked and the use of technology is integral to both curriculum delivery and information management.

Since 1996 the school has had two fully subscribed 1 to 1 Laptop classes in year 6 and year 7. In 2013 and 2014 as part of the transition of Yr7 to high school, a Year 5 121 laptop class was established. This enabled students to spend at least two years working in this particular style prior to moving to high school.

All staff are proficient in the use of technology in the curriculum and information management. OneSchool is used to record and report student learning achievement.

The school has four computer laboratories: Junior school, Senior school and 2 in the Resource centre. These laboratories are used for focused teaching of specific skills as well as for group activities. Six Notebook computers, 13 iPads are available for borrowing by classes to supplement classroom computers and support individual learning programs.

Annandale teachers are using the C2C units to deliver the Australian Curriculum in English, Mathematics, Science and History. Each of the C2C units have the use of Technology embedded within the units

Social Climate

Annandale State School is fortunate to have an inviting well maintained, physical environment. Despite being a large school, the atmosphere is friendly and inviting. We believe that this pleasant physical environment encourages all members of the school community to demonstrate their care for the school's values through their conduct.

The schools **You Can Do It** program provides a strong foundation for positive and responsible social interactions between all members of the school community. A key feature of our Student Positive Behaviour Support Policy is the strategies used to work with students with challenging behaviours. The school is pleased to be able to report that the parents of these students work very closely with the school administration to achieve positive change for these students. This close relationship acknowledges the importance of all students have a safe and support learning environment.

Parents are willing partners with the school in working to maintain the highest standards of conduct. The school is also fortunate to have a school **Chaplain** who works closely with the special need committee to support student wellbeing.

The School's **P&C committee** works closely with the School's administration team to provide a rich supportive learning environment.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	92%	100%	91%
this is a good school (S2035)	91%	100%	86%
their child likes being at this school* (S2001)	100%	100%	93%
their child feels safe at this school* (S2002)	96%	100%	90%
their child's learning needs are being met at this school* (S2003)	83%	100%	91%
their child is making good progress at this school* (S2004)	91%	85%	88%
teachers at this school expect their child to do his or her best* (S2005)	96%	95%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	87%
teachers at this school motivate their child to learn* (S2007)	96%	100%	88%
teachers at this school treat students fairly* (S2008)	88%	90%	82%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	91%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school works with them to support their child's learning* (S2010)	88%	100%	90%
this school takes parents' opinions seriously* (S2011)	86%	95%	79%
student behaviour is well managed at this school* (S2012)	83%	95%	71%
this school looks for ways to improve* (S2013)	91%	95%	80%
this school is well maintained* (S2014)	96%	100%	91%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	99%	96%
they like being at their school* (S2036)	94%	99%	98%
they feel safe at their school* (S2037)	93%	93%	94%
their teachers motivate them to learn* (S2038)	97%	99%	98%
their teachers expect them to do their best* (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	99%	96%	98%
teachers treat students fairly at their school* (S2041)	91%	89%	95%
they can talk to their teachers about their concerns* (S2042)	91%	92%	94%
their school takes students' opinions seriously* (S2043)	91%	93%	88%
student behaviour is well managed at their school* (S2044)	91%	86%	85%
their school looks for ways to improve* (S2045)	94%	97%	99%
their school is well maintained* (S2046)	95%	94%	95%
their school gives them opportunities to do interesting things* (S2047)	97%	99%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	100%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		84%	96%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		98%	100%
student behaviour is well managed at their school (S2074)		94%	100%
staff are well supported at their school (S2075)		78%	92%
their school takes staff opinions seriously (S2076)		81%	92%
their school looks for ways to improve (S2077)		94%	100%
their school is well maintained (S2078)		94%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school gives them opportunities to do interesting things (S2079)		81%	96%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are welcomed into the school and communication from teachers to families is regular, appropriate and via a variety of mediums. Opportunities are provided throughout the year to participate in surveys which aim at gathering feedback from parents and carers on a range of school practices and procedures.

Each year the school has consistently had approximately 100 volunteers who assist with everything from changing home readers, to listening to class reading, to helping in the library, to assisting with Book Club and helping in the school Tuckshop.

Annandale Day, the school's 'birthday', on or about the 9 September each year, is a time the whole, school community celebrates the exceptional elements and capacity.

Class teachers conduct parent information sessions prior to Prep commencing, early in Term 1 and at Oral Reporting at the end of Term 1 and Term 3.

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 community is very aware of the demands its places on electricity and water supplies. Maintaining the school's grounds consumes considerable water resources, particularly during the dry winter months. The school continues to investigate ways in which to improve the water absorption properties of the school oval and took remedial action.

The school's extensive irrigation system is aging and requires significant ongoing maintenance to avoid water wastage.

Air conditioning is the most significant consumer of power within the school. The school has some solar panels however they make a minimal contribution to the school's power demands. The greatest success in managing power usage is through regular reminders and the sharing of information regarding power usage rates.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	437,299	31,016
2012-2013	462,587	39,528
2013-2014	479,181	36,126

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.

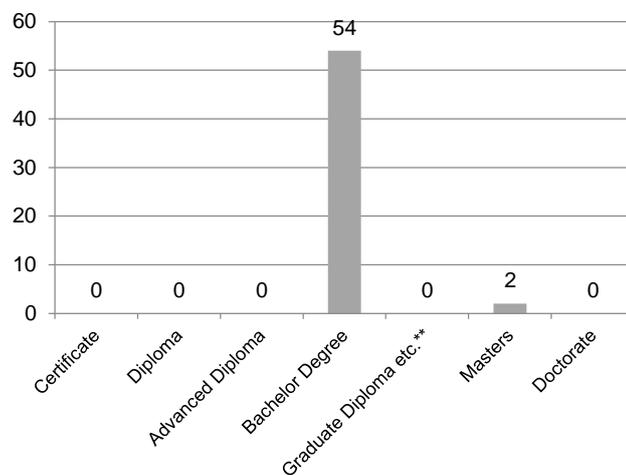
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	50	<5
Full-time equivalents	48	29	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	54
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	56



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$49 846.

The major professional development initiatives are as follows:

Curriculum and assessment:

- Australian Curriculum and C2C units : English; Maths; Science, History and Geography
- STRIVE
- Developing capacity in Coaching and Mentoring
- Reading assessment: PAT(R) and PAT (M) and PROBE
- YuMi Deadly Maths pedagogy
- Phonemic Awareness
- Class program planning
- Conferences – leadership
- Students with Disabilities
- AUSLAN
- Music

Computers and ICT:

- OneSchool applications
- Assistive Technology

Workplace Health and Safety:

- Diabetes
- EPI PEN training
- ASTHMA
- CPR

Behaviour:

- Classroom profiling
- Non-Violent Crisis Intervention

The proportion of the teaching staff involved in professional development activities during 2014 was 100%. All staff attended at least 4 professional development activities throughout the year, many attended many more of the opportunities offered.

Average staff attendance	2012	2013	2014
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, 95% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

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

In this section delete those tables and paragraphs that are not applicable to your school, or simply enter 'N/A'. Information published in the tables below must maintain the privacy of individual students. For cohort sizes less than five it may be difficult to report certain information and maintain student privacy. More information on privacy requirements is contained in the Annual Reporting Guidelines for the Annual Reporting Policy for all Queensland Schools. Where privacy concerns are evident, principals need to inform their P & C Association and replace the tabular information below with narrative or descriptive comment in each of the categories.

Student attendance	2012	2013	2014
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The overall attendance rate for the students at this school (shown as a percentage). 94% 95% 94%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

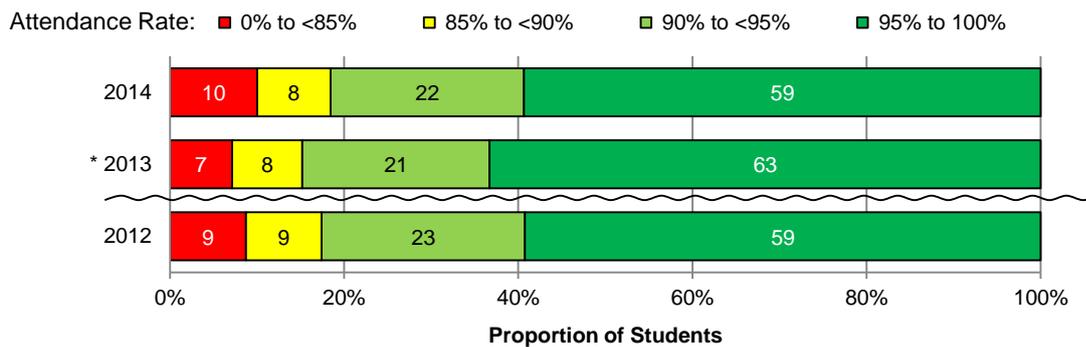
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	95%	94%	94%	94%	94%	94%					
2013	94%	95%	95%	94%	95%	94%	93%					
2014	95%	94%	93%	95%	93%	93%	93%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

In this section, describe the procedures your school takes when the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for a part of a day or for longer periods. Include a description of how your school implements roll marking processes, including when rolls are marked and how your school follows-up absences with parents.

In addition, schools may choose to report proactive strategies that are being used to increase attendance.

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.

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Use your school's 'Closing the Gap Report' to make a summary statement about the school's progress on closing the gap between the performance of Indigenous and Non-Indigenous students in your school. Your response should include reference to attendance, attainment, and retention.

The following sections relate only to schools with senior secondary students. Please delete if not applicable.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.			
Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement			
Number of students awarded a Queensland Certificate of Individual Achievement.			
Number of students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).			
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).			
Number of students awarded an Australian Qualification Framework Certificate II or above.			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			

Outcomes for our Year 12 cohorts

2012 2013 2014

Number of students awarded an International Baccalaureate Diploma (IBD).

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
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2012

2013

2014

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
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2012

2013

2014

As at 19 February 2015. The above values exclude VISA students.

Please write a brief description of the types of VET qualifications completed by your students. Leave this blank if there were no VET qualifications completed by students in your school in 2014.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Please write a brief description / statement about early leavers. Include mention of the school's approach to managing early leavers and a general indication of where the early leavers move to (i.e., work, study, overseas, interstate, etc.).