

Annandale State School

Queensland State School Reporting

2015 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 6.

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 schools 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 2015

Key School Priorities for 2015 are drawn from the *Four Year School Strategic Plan*

- Increase the number of students achieving A's in Semester reports (*the what*)
- Increase the number of students in the Upper 2 Bands on NAPLAN in year 3 and 5 – Reading, Writing and Numeracy (*the what*)
- Student English portfolio data, including reading and writing, recorded on OneSchool (*the what*)
- All teachers use OneSchool for planning, mark books and reporting to document student progress (*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 the school community through redevelopment of the school website (*the who*)

Future outlook

Key School Priorities for 2016 based on the Annandale S.S Strategic Plan and Investing for Success 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 and 5 – Reading, Writing and Numeracy (*the what*)
- English student portfolio data including reading and writing recorded on OneSchool (*the what*)
- All teachers use OneSchool for planning, mark books and reporting to document student progress (*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 the school community through redevelopment of the school website (*the who*)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	815	398	417	46	93%
2014	824	399	425	45	92%
2015	814	404	410	53	93%

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 2015, there were no students enrolled in a Pre-Prep program.*

Characteristics of the student body:

The student population of Annandale State School have diverse cultural backgrounds –students 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 State School. 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%

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	22	23
Year 4 – Year 7 Primary	25	24	25
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	39	64	52
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

The Staff of Annandale State School believe that every child can learn and should be supported in their learning journey.

Annandale State School follows the Australian Curriculum and implements this through Curriculum into Classroom (C2C) units. Each term Teachers participate in joint planning of the units of work to be delivered. Participation in a moderation process for English and Mathematics, with the Mt Stuart Cluster, ensures that there is transparent and objective review of all student work.

- Literacy is supported through:
 - Oral Language program in Prep
 - Guided reading across the school
 - 7 steps to successful writing
- Numeracy is enhanced through the pedagogy of YuMi Deadly Mathematics
- Music is enhanced through Choir groups and Instrumental Music
- Language Other than English is Mandarin Chinese
- Health and Physical Education is extended through participation in Iner-school sports competition

Oral feedback on student progress is available throughout the year and particularly at the end of Term 1 and Term 3. Written Semester reports are provided at the end of Term 2 and Term 4.

Extra curricula activities

- Mt Stuart Cluster Mandarin Chinese speaking competition
- Eisteddfod – Instrumental Music & Choirs
- Annual School Camps for all students in Years 5 (Paluma) and 6 (Mungalli Falls)
- 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 improve learning

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

The school has had two fully subscribed 1 to 1 Laptop classes in year 6, since 1996. 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 curriculum and information management. OneSchool is used to record and report on student learning achievement.

The school has four computer laboratories: Junior school, Senior school and two in the Resource Centre. These laboratories are used for focused teaching of specific skills as well as for group activities. Notebook computers and iPads are also 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, History, Geography and The Arts. 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 Needs Committee to support student wellbeing.

The school's **Parents and Citizens 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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	91%	95%
this is a good school (S2035)	100%	86%	98%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child likes being at this school (S2001)	100%	93%	100%
their child feels safe at this school (S2002)	100%	90%	98%
their child's learning needs are being met at this school (S2003)	100%	91%	95%
their child is making good progress at this school (S2004)	85%	88%	95%
teachers at this school expect their child to do his or her best (S2005)	95%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	87%	98%
teachers at this school motivate their child to learn (S2007)	100%	88%	93%
teachers at this school treat students fairly (S2008)	90%	82%	95%
they can talk to their child's teachers about their concerns (S2009)	100%	91%	98%
this school works with them to support their child's learning (S2010)	100%	90%	98%
this school takes parents' opinions seriously (S2011)	95%	79%	93%
student behaviour is well managed at this school (S2012)	95%	71%	81%
this school looks for ways to improve (S2013)	95%	80%	90%
this school is well maintained (S2014)	100%	91%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	96%	98%
they like being at their school (S2036)	99%	98%	99%
they feel safe at their school (S2037)	93%	94%	95%
their teachers motivate them to learn (S2038)	99%	98%	99%
their teachers expect them to do their best (S2039)	99%	98%	97%
their teachers provide them with useful feedback about their school work (S2040)	96%	98%	100%
teachers treat students fairly at their school (S2041)	89%	95%	95%
they can talk to their teachers about their concerns (S2042)	92%	94%	96%
their school takes students' opinions seriously (S2043)	93%	88%	96%
student behaviour is well managed at their school (S2044)	86%	85%	83%
their school looks for ways to improve (S2045)	97%	99%	98%
their school is well maintained (S2046)	94%	95%	96%
their school gives them opportunities to do interesting things (S2047)	99%	96%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	100%	96%
they feel that their school is a safe place in which to work (S2070)	98%	100%	97%
they receive useful feedback about their work at their school (S2071)	84%	96%	86%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	87%	91%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	95%
student behaviour is well managed at their school (S2074)	94%	100%	86%
staff are well supported at their school (S2075)	78%	92%	83%
their school takes staff opinions seriously (S2076)	81%	92%	79%
their school looks for ways to improve (S2077)	94%	100%	99%
their school is well maintained (S2078)	94%	100%	90%
their school gives them opportunities to do interesting things (S2079)	81%	96%	88%

'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 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, listening to students read in class, helping in the library, assisting with Book Club and helping in the school Tuckshop.

Annandale Day occurs on or about the 9th September each year. This is a time when the school community celebrates the exceptional elements and capacity of the school. Past celebrations have recognised the range of Volunteers who support the school, the defence connection, our Togetherness, our Deadly Maths pedagogy, and our achievements in Literacy.

Class teachers conduct parent information sessions early in Term 1 to assist in orientating parents and families to the demands and expectations of the curriculum for their child(ren) in the new year level).

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return.

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
2012-2013	462,587	39,528
2013-2014	479,181	36,126
2014-2015	462,509	32,603

*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.

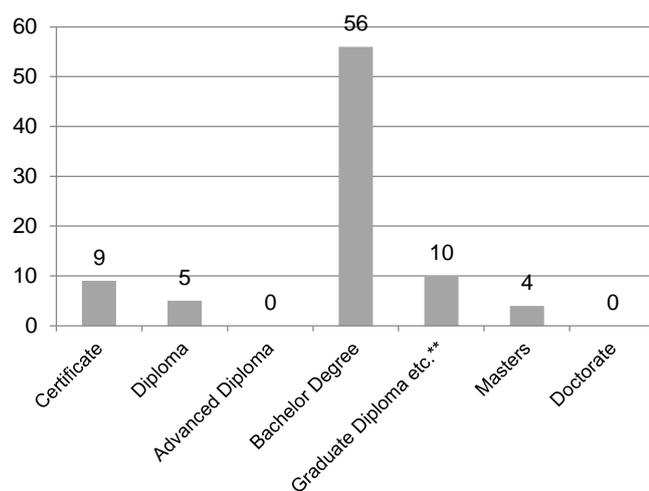
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	44	<5
Full-time equivalents	49	29	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	9
Diploma	5
Advanced Diploma	0
Bachelor Degree	56
Graduate Diploma etc.**	10
Masters	4
Doctorate	0
Total	84



*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 2015 were approx. \$75 000.

The major professional development initiatives are as follows:

Curriculum and Assessment

- YUMI Deadly Maths pedagogy
- 7 Steps to writing success
- Explicit Instruction
- AUSLAN
- STRIVE Ed Studio
- NAPLAN – data analysis
- Analysis and unpacking of C2C units
- Differentiation
- Australian Curriculum and C2C units
- Whole school approach to teaching reading – Modelled and Guided reading
- Literacy groups
- Cluster Planning and Moderation
- Research/Information literacy
- Accessing PAT results – Reading and Mathematics
- Big ideas in Maths

- Learning wall/journey development
- Oral Language (POLLEY and PMAP)
- Taking Running Records

Computer and Information and Communications technology (ICT's)

- OneSchool applications
- Assistive technology
- Laptop information evening

Workplace Health and Safety

- Rehabilitation Co-ordinators update

Behaviour

- Non Violent Crisi Intervention
- Protective behaviours

The proportion of the teaching staff involved in professional development activities during 2015 was 100%. All staff attend at least 10 hrs professional development activities throughout the year, while some staff attended additional PD's made available by the school.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

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 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	94%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

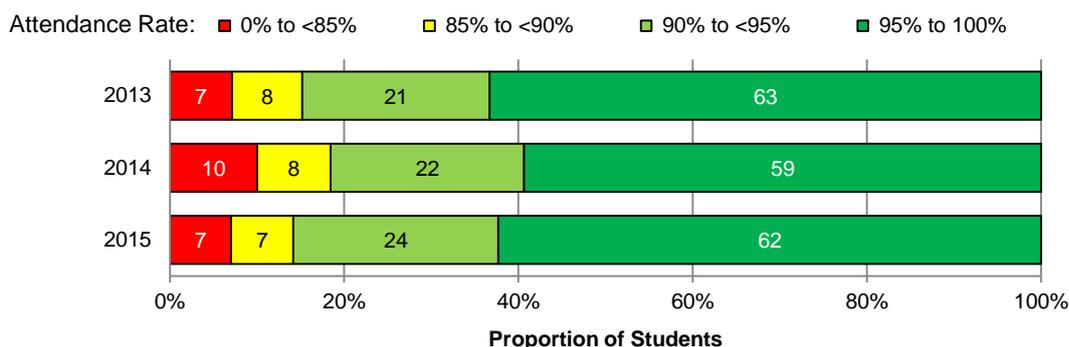
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	96%	94%	95%	95%	94%	95%	94%	93%					
2014	95%	95%	94%	93%	95%	93%	93%	93%					
2015	94%	94%	94%	96%	95%	95%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Annandale SS uses the IDAttend Student Attendance System for roll marking. Rolls are to be marked by the classroom teacher by 9 am and 2 pm each day. Parents and carers can notify the school of absences through e-mailing the absent line or calling the school. The school follows up absences by sending a text message to parents or carers of absent students which can be replied to. At the end of term, parent or carers receive a letter with the dates of unexplained absence. Parent are encourage for provide a reason for the absence/s and return the letter to the school.

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/>.

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

The screenshot shows a search form titled "Find a school" with a blue background. It includes the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it says '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.