



Annandale State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Annandale State School is an Independent Public School – one of only 250 in Queensland.

Our school is a large, well planned school located in the heart of the Townsville suburb of Annandale.

Our school community places great importance on sound values, such as good manners, considerate behaviour, and pride in ourselves and our school.

We believe that education is a partnership between the home and the school, and we greatly value parent involvement as fully as time and commitments allow. Parents are encouraged to work closely with us to provide the very best education possible for our children, in a safe, secure and happy environment.

Our current 4-year strategic plan (spanning 2017-2020) is focused on developing the reading and comprehension skills of our students, as well as developing their numeracy skills and understanding through our "YuMi Deadly Maths" pedagogy.

The strong curriculum focus of the school is balanced with extensive music and physical education programs and supportive learning support and special education programs.

At Annandale State School we believe learning requires the active and co-operative engagement of all students, staff, and families.

"Creating the future" is our school motto. Students participate annually in the International Competitions and Assessments for Schools (ICAS) in English, Science, Maths and also in OPTIMINDS.

Our school has an active Parents and Citizens committee.

Principal's Forward

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 school expectations of Be Safe, be Respectful and Be a Learner, as well as the keys to success of the *You Can Do It* program, the school takes an active role in assisting students to develop and maintain high standards of behaviour and learning engagement.

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 2016

Key School Priorities for 2016 drawn from the Four Year School Strategic Plan are:

Increase the number of students achieving A's in Semester reports – *Progressing well at Year 3*

Increase by the number of students in the U2B on NAPLAN in year 3, 5 and 7 - *Work is continuing on this goal*

English student portfolio data including reading, writing recorded on One School - *Consistent across the year levels*

All teachers use OneSchool for planning, mark books and reporting – *Consistent across all year levels*



Coaching and mentoring are active practices in each year level and across year levels *Work is continuing on this goal*

Design and implement a whole school tracking system to monitor the success and pathway of the more able students –*Work is continuing on this goal*

Assist students to set personal learning goals and provide timely and targeted feedback – *Progressing well on this goal*

Improve communication with school community through redevelopment of the school website- *Constantly kept updated.*

Future improvement agenda

- **Attendance** - *at least 95% for each student*
- **Reading** - *85% or better achieving the District benchmark in Prep to Yr 3*
- **Writing** - *Daily writing across all year levels using the 7 steps to writing using the 7 Steps to Successful writing framework*
- **Numeracy** - *embed **YuMi Deadly Maths** pedagogy across the school by continuing to train teaching staff in YuMi Deadly pedagogy*
- **Level of Achievement** – *B+ standard in English and Mathematics*

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	824	399	425	45	92%
2015*	814	404	410	53	93%
2016	862	458	404	56	91%

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

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

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The student population of Annandale State School have diverse cultural backgrounds – they come from 30 countries. All students reside within the precincts of the greater Townsville area.

The school total enrolment remains relatively static across the school year. Despite this apparent stability in numbers, there is approximately 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%

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	23
Year 4 – Year 6	24	27	27
Year 7 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery



Our approach to curriculum delivery

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 development is supported through:

- Oral Language program in Prep
- Modelled, Guided and Shared reading across the school
- 7 steps to Successful Writing

Numeracy development is enhanced through the pedagogy of YuMi Deadly Mathematics

Music is enhanced through Choir groups and Instrumental Music

Health and Physical Education is extended through participation in Inter-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.

Co-curricular Activities

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 Assist 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- one in Year 5 and one in Year 6.

This enables these 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 Information and Communication Technologies in the delivery of 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

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	95%	86%
this is a good school (S2035)	86%	98%	90%
their child likes being at this school* (S2001)	93%	100%	97%
their child feels safe at this school* (S2002)	90%	98%	100%
their child's learning needs are being met at this school* (S2003)	91%	95%	86%
their child is making good progress at this school* (S2004)	88%	95%	86%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	98%	79%
teachers at this school motivate their child to learn* (S2007)	88%	93%	86%
teachers at this school treat students fairly* (S2008)	82%	95%	96%
they can talk to their child's teachers about their concerns* (S2009)	91%	98%	97%
this school works with them to support their child's learning* (S2010)	90%	98%	97%
this school takes parents' opinions seriously* (S2011)	79%	93%	89%
student behaviour is well managed at this school* (S2012)	71%	81%	83%
this school looks for ways to improve* (S2013)	80%	90%	89%
this school is well maintained* (S2014)	91%	98%	90%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	98%	97%
they like being at their school* (S2036)	98%	99%	94%
they feel safe at their school* (S2037)	94%	95%	97%
their teachers motivate them to learn* (S2038)	98%	99%	97%
their teachers expect them to do their best* (S2039)	98%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	97%
teachers treat students fairly at their school* (S2041)	95%	95%	92%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they can talk to their teachers about their concerns* (S2042)	94%	96%	95%
their school takes students' opinions seriously* (S2043)	88%	96%	91%
student behaviour is well managed at their school* (S2044)	85%	83%	90%
their school looks for ways to improve* (S2045)	99%	98%	97%
their school is well maintained* (S2046)	95%	96%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	96%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	97%
they feel that their school is a safe place in which to work (S2070)	100%	97%	98%
they receive useful feedback about their work at their school (S2071)	96%	86%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	91%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	95%	95%
student behaviour is well managed at their school (S2074)	100%	86%	83%
staff are well supported at their school (S2075)	92%	83%	78%
their school takes staff opinions seriously (S2076)	92%	79%	77%
their school looks for ways to improve (S2077)	100%	99%	98%
their school is well maintained (S2078)	100%	90%	92%
their school gives them opportunities to do interesting things (S2079)	96%	88%	94%

* 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 are welcomed into the school and communication from teachers to families is regular, appropriate and via a variety of mediums – School Newsletter, School website, letters from class teachers, P&C Facebook.

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 a range of activities: changing home readers, listening to students reading, helping in the library, assisting with Book Club and volunteering in the school Tuckshop.

Annandale Day, occurring on or about the 9th of September each year, is a celebration of the schools 'birthday' and is a time when the whole school community celebrates the exceptional elements of the school.

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

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Through the You Can Do It program and its keys for success students are supported in developing Confidence, Resilience, Organisation, Getting Along and Persistence.

In addition, the whole school participates in the Life Education program and Daniel Morcombe program.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	64	52	44
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.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is therefore 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 has been difficult during the past twelve months due to Townsville City Council Level 3 water restrictions. The school continues to investigate ways in which to improve the water absorption properties of the school grounds.

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	479,181	36,126
2014-2015	462,509	32,603
2015-2016	482,169	24,594

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	62	48	<5
Full-time Equivalent	54	30	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	NIL
Masters	4
Graduate Diploma etc.**	10
Bachelor degree	56
Diploma	6
Certificate	10

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$103 300.

The major professional development initiatives are as follows:

Curriculum and Assessment

- YUMI Deadly Maths
- AUSLAN
- STRIVE Ed Studio
- Semester Reporting requirements and procedures
- NAPLAN – data analysis
- Analysis and unpacking of curriculum units
- Differentiation to support student learning
- Australian Curriculum and C2C units
- Whole school approach to teaching reading – Modelled and Guided reading
- Managing Literacy groups
- Cluster Planning and Moderation
- Research/Information literacy
- Accessing PAT Reading and PAT Maths results
- Taking Running Records for reading and recording results
- Speech Sound Pics - online training

Computer and Information and Communications technology (ICT's)

- OneSchool applications
- Assistive technology
- Digital technology
- Laptop information

Workplace Health and Safety

- CPR training
- Diabetes management training

Behaviour

- Protective behaviours
- 'You Can Do It' update
- Introduction to Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	94%	92%

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

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

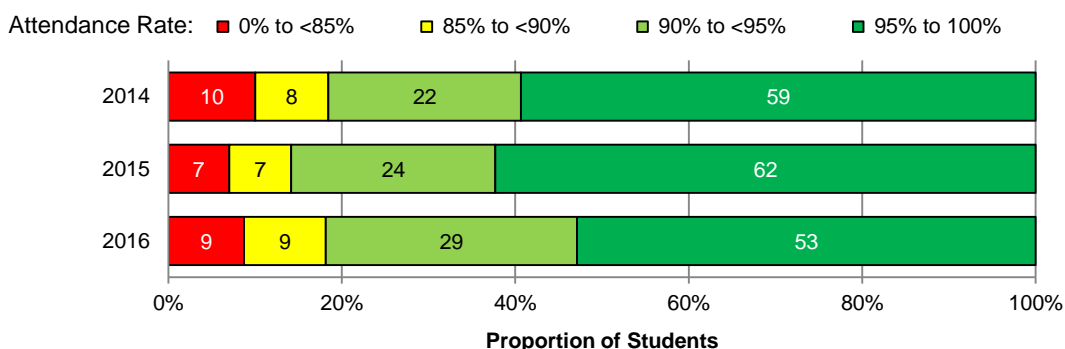
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	95%	94%	93%	95%	93%	93%	93%					
2015	94%	94%	94%	96%	95%	95%	94%						
2016	92%	94%	94%	94%	94%	93%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range are:



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.

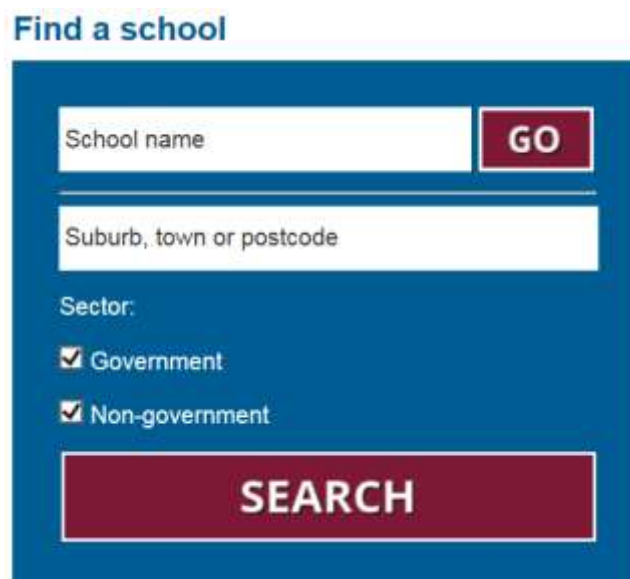
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 student 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.



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Suburb, town or postcode

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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

OPTIONAL - Include a brief conclusion