



Annandale State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Annandale State School is an Independent Public School – one of only 250 in Queensland. As an Independent Public School it has a School Council as well a Parents and Citizens Association. "Creating the future" is our school motto.

Our school is a large well planned Prep to year 6 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.

Students participate annually in the International Competitions and Assessments for Schools (ICAS) in English, Science, Maths and Computing.

School progress towards its goals in 2018

| AIP Goal | Progress towards goal achievement |
|--|---|
| Attendance - at least 95% for each student | Achieved 93% |
| Reading - 85% or better achieving the District benchmark in Prep to Yr 3 | On-Going work Prep – 87% Year 1 – 71% Year 2 – 74% |
| Writing – All students will participate in Daily writing using the 7 steps to writing using the 7 Steps to Successful writing framework | Achieved |
| Numeracy - Embed YuMi Deadly Maths pedagogy across the school by continuing to train teaching staff in YuMi Deadly pedagogy | Continuing to develop capacity |
| English and Mathematics Level of Achievement – 20% of students Prep to year 6 will achieve 'A' standard in English and Mathematics | English-17.8% and Mathematics – 24.9% |

Future outlook

In line with continuing to strive to achieve the goals in the 2017-2020 Strategic Plan, the 2018 priorities are:

- **Attendance** - at least 95% for each student
- **Reading** - 85% or better achieving the District benchmark in Prep to Yr 3
- **Writing** – All students will continue to participate in Daily writing using the 7 steps to writing using the 7 Steps to Successful writing framework
- **Numeracy** – Continue the work to train staff to develop confidence to use YuMi Deadly Maths pedagogy across the school by continuing to train teaching staff in YuMi Deadly pedagogy

- **Level of Achievement** – 20% of students Prep to year 6 will achieve 'A' 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 2018 | Prep Year - Year 6 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 862 | 870 | 845 |
| Girls | 458 | 440 | 424 |
| Boys | 404 | 430 | 421 |
| Indigenous | 56 | 72 | 83 |
| Enrolment continuity (Feb. – Nov.) | 91% | 92% | 93% |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The student population of Annandale State School have diverse cultural backgrounds – they come from as many as 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 – 9 %

Students from Defence families – 23%

International students (Students with English as an additional Language or Dialect) –15%

Average class sizes

Table 2: Average class size information for each phase of schooling

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | 23 | 24 | 23 |
| Year 4 – Year 6 | 27 | 27 | 26 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 for each student at the end of Term 2 and Term 4.

Co-curricular activities

- Mt Stuart Cluster Mandarin Chinese speaking competition
- Eisteddfod – Instrumental Music & Choirs
- Annual School Camps for all students in Year 4 (Magnetic Island), Year 5 (Paluma, Mungalli Falls) and Year 6 (Darradgee environmental Centre)
- Environmental/ Garden 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 carnivals
- 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. One School 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 school has embraced the **Positive Behaviour for Learning** program to provide 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.

Parents and Citizens Association actively support the school's administration team in working to provide a rich supportive learning environment.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child is getting a good education at school (S2016) | 86% | 92% | 96% |
| • this is a good school (S2035) | 90% | 79% | 96% |
| • their child likes being at this school* (S2001) | 97% | 97% | 92% |
| • their child feels safe at this school* (S2002) | 100% | 92% | 96% |
| • their child's learning needs are being met at this school* (S2003) | 86% | 89% | 92% |
| • their child is making good progress at this school* (S2004) | 86% | 92% | 100% |
| • teachers at this school expect their child to do his or her best* (S2005) | 100% | 92% | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 79% | 87% | 96% |
| • teachers at this school motivate their child to learn* (S2007) | 86% | 92% | 92% |
| • teachers at this school treat students fairly* (S2008) | 96% | 95% | 92% |
| • they can talk to their child's teachers about their concerns* (S2009) | 97% | 87% | 92% |

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • this school works with them to support their child's learning* (S2010) | 97% | 84% | 91% |
| • this school takes parents' opinions seriously* (S2011) | 89% | 78% | 83% |
| • student behaviour is well managed at this school* (S2012) | 83% | 74% | 79% |
| • this school looks for ways to improve* (S2013) | 89% | 86% | 95% |
| • this school is well maintained* (S2014) | 90% | 97% | 92% |

* 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.

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 97% | 98% | 100% |
| • they like being at their school* (S2036) | 94% | 95% | 95% |
| • they feel safe at their school* (S2037) | 97% | 97% | 98% |
| • their teachers motivate them to learn* (S2038) | 97% | 96% | 98% |
| • their teachers expect them to do their best* (S2039) | 98% | 100% | 99% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 97% | 100% | 98% |
| • teachers treat students fairly at their school* (S2041) | 92% | 97% | 92% |
| • they can talk to their teachers about their concerns* (S2042) | 95% | 89% | 95% |
| • their school takes students' opinions seriously* (S2043) | 91% | 89% | 93% |
| • student behaviour is well managed at their school* (S2044) | 90% | 88% | 91% |
| • their school looks for ways to improve* (S2045) | 97% | 97% | 98% |
| • their school is well maintained* (S2046) | 97% | 97% | 98% |
| • their school gives them opportunities to do interesting things* (S2047) | 96% | 96% | 97% |

* 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.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069) | 97% | 98% | 96% |
| • they feel that their school is a safe place in which to work (S2070) | 98% | 96% | 93% |
| • they receive useful feedback about their work at their school (S2071) | 88% | 85% | 91% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 93% | 100% | 97% |
| • students are encouraged to do their best at their school (S2072) | 98% | 100% | 100% |
| • students are treated fairly at their school (S2073) | 95% | 98% | 91% |
| • student behaviour is well managed at their school (S2074) | 83% | 76% | 89% |
| • staff are well supported at their school (S2075) | 78% | 80% | 80% |

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their school takes staff opinions seriously (S2076) | 77% | 81% | 84% |
| • their school looks for ways to improve (S2077) | 98% | 96% | 98% |
| • their school is well maintained (S2078) | 92% | 100% | 98% |
| • their school gives them opportunities to do interesting things (S2079) | 94% | 91% | 89% |

* 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 education programs

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

The Positive Behaviour for Learning program is supported 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days | 44 | 58 | 60 |
| Long suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 1 |
| Cancellations of enrolment | 0 | 0 | 0 |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 on-going 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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 482,169 | 470,862 | 451,589 |
| Water (kL) | 24,594 | 4,375 | 2,746 |

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface on the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus for filtering: 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with the text 'View School Profile' in a light blue font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a white background and a blue border.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts | 64 | 56 | <5 |
| Full-time equivalents | 55 | 34 | <5 |

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate | NIL |
| Masters | 3 |
| Graduate Diploma etc.* | 1 |
| Bachelor degree | 65 |
| Diploma | 0 |
| Certificate | 15 |

*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 2018 were \$ 75 050

The major professional development initiatives are as follows:

Curriculum and Assessment

- YUMI Deadly Maths in service and peer support
- AUSLAN training
- 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 – 3 lesson sequence
- Managing Literacy groups
- Cluster Planning and Moderation
- Research/Information literacy
- Taking Running Records for reading and recording results
- Speech Sound Pics - online training
- Excel training
- Scratch 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
- Updates to Positive Behaviour for Learning, additional training for PBL team

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 95% | 95% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school | 94% | 94% | 93% |
| Attendance rate for Indigenous** students at this school | 92% | 91% | 88% |

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep | 92% | 93% | 93% |
| Year 1 | 94% | 93% | 91% |
| Year 2 | 94% | 94% | 92% |
| Year 3 | 94% | 95% | 94% |
| Year 4 | 94% | 95% | 92% |
| Year 5 | 93% | 95% | 95% |
| Year 6 | 94% | 94% | 94% |

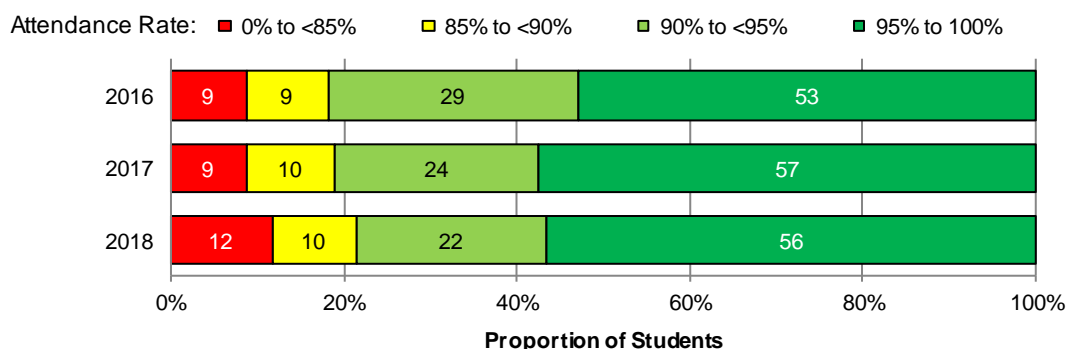
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7 | | | |
| Year 8 | | | |
| Year 9 | | | |
| Year 10 | | | |
| Year 11 | | | |
| Year 12 | | | |

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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.

Annandale SS uses the ID Attend 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.

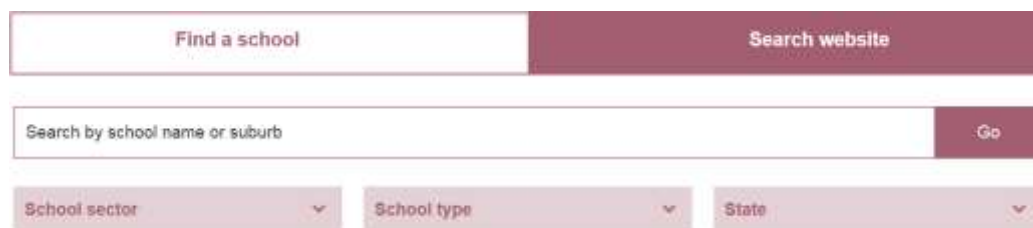
The school follows up absences by sending a text message to parents or carers of absent students which can be replied to. At the end of term, parent or carers receive a letter with the dates of unexplained absences. Parents are encouraged to provide a reason for the absence/s and return the letter to the school.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

School records indicate that when students leave Annandale State School the majority leave to:

- Attend high school; or

Leave Townsville due to parents moving for work related reasons (posting with Defence, to get work or transfer with work). The y move intra-state or inter-state and several overseas

Conclusion

Annandale State School continues to focus on providing a strong curriculum program that is enhanced through extra-curricular activities e.g. a range of sporting teams, Instrumental music, Choir, OPTi-minds, Lego robotics.

Through these programs, the school strives to allow each student to build a strong foundation for their future.