



# Townsville Central State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

*Townsville Central State School is comprised of a dedicated and experienced staff, thoughtful and positive students and active and involved parents. The school maintains a very strong and positive community feel to it, which is valued greatly. Townsville Central is now 149 years old. It is the oldest school in Townsville and is located on the site of the original Townsville Gaol, giving us a strong sense of history.*

*Situated in North Ward and in walking distance to the Strand, Queens Gardens, Castle Hill, Red Track and the CBD, we believe, gives us the best location for a school in Townsville. The school population has been stable since the Early Start strategy was implemented, and currently has approximately 240 students. Less than 50% of the students live in the school catchment area, while the rest come from other Townsville suburbs, ranging from Alligator Creek to Paluma.*

*Many of the students who do not live in the catchment area have parents who work in the Townsville Central Business District or near the school. 44% of students access the Outside School Hours Care facility, on either a regular or casual basis. On any particular day, this may number up to 20% of the student population.*

*At Townsville Central we have an increasingly growing population of Indigenous students with approximately 18% of our student population with an Aboriginal and/or Torres Strait island background. It also has a language background other than English population of over 10% of students, some of which are new to Australia or are first or second generation Australians.*

*We are very curriculum focussed, with Literacy, Numeracy, Science and The Arts featuring as key curriculum drivers on our Strategic Plan for 2015 to 2019. The school implements an Enrichment Program and we have very high expectations of our students.*

*The school has strived to develop key extra curricula programs in Music and Science. A Science Club was established in 2015 and has 70 current members from Prep to Year 6. Science afternoon sessions are offered to student 3 times a term and activities range from robotics, to engineering concepts and chemical science.*

*The school has one full computer lab and a designated STEM room utilised by the senior students to explore new curriculum options including digital technologies. All rooms have interactive whiteboards and we have a range of peripherals, including cameras, video cameras, iPads and digital microscopes, and eBooks will be added to the library this year.*

*Sustainability has, for a long time, been an embedded practice in our school and we are current Reef Guardians in a close association with the Great Barrier Reef Marine Park Authority. We operate a variety of recycling programs including paper, cans and food scraps. Classes are also encouraged to be conscious of their electricity usage.*

*Our school is a Positive Behaviour for Learning (PBL) school. PBL is a whole-school approach to creating a safe and supportive environment that has a strong evidence-base and is used in many Queensland state schools.*

#### Improvement Agenda for Townsville Central State School:

- Improvement in academic outcomes through a model of Instructional Coaching in all classrooms
- Shared belief and understanding across the teaching staff
- Raise the positive public profile of our school
- Positive rewards for students who are doing “the right thing”
- Improved relationships between staff and students

This means:

- High level of teaching and learning programs, differentiated for all learners through a process of Instructional Coaching with a highly trained team of teachers and support staff
- The school-wide rules and expectations are explicitly taught in the classroom so that all students are aware of the rules across all areas of the school
- The Expectations were developed from the school rules: Be Safe, Be Respectful, Be Responsible
- Students receive STARS as reinforcement for complying with the school rules and expectations
- Students will participate in Reward Days each term to celebrate their good behaviour

***“Be Safe, be respectful, be responsible”***

## Principal’s Foreword



## Introduction

*It gives me great pleasure to report on the achievements of Townsville Central State School for the 2017 school year. Townsville Central State School continued to deliver high quality educational programs which supported the diverse learning needs of all students.*

*The 2017 School Annual Report outlines the progress of the school, highlighting in particular our achievements throughout the year, our distinctive curriculum offerings, and the academic performance of the school. The report also presents important school data including enrolments, student and staff attendance, NAPLAN results and class sizes.*

*Our school's new Strategic Plan sets the priority areas for the school for the period 2015-2019 and continued to facilitate the development and sharing of good practice in the areas of writing, reading, numeracy, ICTs, differentiated instruction and school community engagement. Townsville Central State School maintained a stable staff throughout the 2017 school year.*

*The school staff worked tirelessly to provide the best possible education for our students, and our parents have been very supportive of the strong focus on improvement in the teaching and learning in our school. Our sincere appreciation to those who have assisted in the classroom, library, tuckshop, on excursions or in any way throughout the year. Special thanks to the P & C Association, significantly Mrs Sonya Hore, and Mr Rhett Stubbs who have remained focused on supporting the great work of our staff and leadership team. We welcomed a new after school hours leadership team with Molly Male appointed as our new director. We look forward to growth in this program and thank the support of many parents who invest in this service in our school.*

*Our school has developed a strong culture in providing opportunities for students to succeed in a range of activities. The highlight of the year was having two teams awarded regional champions. Our Science and Technology team was crowned State and National champions in the Optiminds in Brisbane. An amazing effort from all of our students. Special congratulations Mrs Claudia Furnell (coordinator) and Mrs Lucy Parsons (assistant coordinator) on their endless support of our teams across the last few years.*

*Our school has continued to display excellence in many areas and we are very proud of our achievements. Our key priorities are:*

*\*Quality Teaching and Learning for all students – improved achievement in A-C data across the school in English, Mathematics and Science*

*\*Positive Behaviour for Learning (PBL) – consistency and shared belief in the management of well being and behaviour management across the school*

*These clearly defined priorities frame the school's improvement agenda and will be pillars in the Strategic Plan for the 2015-2019 planning period.*

*I would like to extend my thanks and appreciation to the whole school community for their support and dedication to our wonderful school throughout 2017. I extend my special thanks to my teaching and support staff, who have worked tirelessly to develop an improvement culture in our school. I am very proud of the work they have done in forming a whole school improvement ethos.*

*We look forward to continued progress throughout 2018.*

*Yours sincerely*

*Craig Homer  
Principal*

## **School Progress towards its goals in 2017**

*\*Quality Teaching and Learning for all students – improved achievement in A-C data across the school in English, Mathematics and Science*

*\*Develop an Instructional Coaching model to improve the A-E data across the school*

*\*Positive Behaviour for Learning (PBL) – consistency and shared belief in the management of well being and behaviour management across the school*

### **Implement the Australian Curriculum – Instructional Coaching model**

Teachers have engaged in term planning with our school Head of Curriculum, ‘unpacking’ units to determine the ‘know and do’ priorities in each assessment. 50% of teaching staff have been actively involved in Instructional Coaching phases with the school employed Instructional Coach, funded through Investing for Success funding from the Department of Education and Training. Teachers clearly display on the classroom learning walls, the ‘know and do tables’ for the specific assessment tasks. Future development will include the development of the school’s Curriculum Map, aligned to the new P-12 Curriculum, Assessment and Reporting Framework.

### **Explicit teaching in reading, writing and number:**

Professional learning agenda included the ‘unpacking’ of the school’s pedagogical framework and ensuring that consistency existed in the principles of teaching reading, writing and number within the school. Review concluded that whilst there was good practice across the school, there was not a consistent, agreed upon set of strategies which underpinned the ‘good first teaching’ outlined in the school’s existing pedagogical framework. The staff agreed to review our pedagogical framework with the aim to establishing key strategies in each of the learning areas.

The school consolidated its levelled reading approach which is underpinned by the 4 lesson sequence for 4 lessons per week.

### **Development of a teaching and learning handbook:**

The teaching and learning handbook was developed by the Curriculum, Teaching and Learning team and consists of agreed practice in planning, delivery and assessment of the Australian curriculum. From the school’s Priority School Review process, the school collaboratively developed an action plan for improvement. The “systemness” we developed across the school is clearly outlined in the Teaching and Learning handbook.

### **Music and science programs in the school:**

School established a Science Club in 2015 and this has strengthened through 2016 and 2017. Students have engaged in science activities as an extra curricula program throughout the term and into 2017. Links to key community organisations exist including James Cook University, Australian Institute of Marine Science (AIMS), Townsville Astronomy group and Department of Natural Resources. In 2017, the Science Club attracted an active membership of 75 students.

### **Future Outlook**

*Develop Assessment Literate Learners through:*

- Building capacity of teaching and non-teaching staff in the Instructional Coaching cycle (100% of teaching staff)
- Knowledge and understanding of the quality teaching and learning practices

*Build a safe and supportive learning environment through the implementation of Positive Behaviour for Learning principles*

# Our School at a Glance

## School Profile

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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	239	102	137	31	79%
<b>2016</b>	250	91	159	47	87%
<b>2017</b>	230	93	137	41	85%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

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

*Our school engages with our early years providers to provide a smooth transition to our Prep programs. Our transition program commences in June with several orientation days culminating in a number of half day programs for the new Prep students.*

## Characteristics of the Student Body

### Overview

*An analysis of our student population indicates that less than 50% of our student population originate from the feeder suburbs of Belgian Gardens, Garbutt and North Ward. Our indigenous population has stabilized to 20%.*

*Townsville Central State School celebrates the fact that we have a very diverse student population with a variety of religious denominations. Many of our parents work close to or within the city therefore our after school hours program is essential to our families. An increased enrolment in this service has been evident over the past 12 months.*

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	19	21	24
Year 4 – Year 6	27	28	25
Year 7 – Year 10			
Year 11 – Year 12			

# Curriculum Delivery

## Our Approach to Curriculum Delivery

*Quality Teaching & Learning at Townsville Central State School looks like...*

### CLARITY

- Analyse units to determine curriculum intent, assessment requirements and what students need to know, do and think to be successful in the task (Assessment of learning)
  - We use:
    - Australian Curriculum achievement standard, assessable content descriptions and scope and sequence
    - GTMJ (Guide to Making Judgements) –marking guide
    - Assessment task and Modelled Response
    - Analyse planned texts to determine reading and writing demands
  - To create:
    - Know, Do and Thinking table
    - Learning Intention and Success Criteria
    - Annotated GTMJ
    - Analysed Modelled Response
    - Unpacked TCSS Unit Plan

Examine evidence of previous teaching and learning and scope and sequence documents to determine what students already know and can do

- Use Learning Intentions and Success Criteria, evidence of student work (3 Circles created in Co-Reflect) and other relevant curriculum documents to co-plan lesson

### Evidence Driven Instruction

- (After instruction) After reviewing student work samples determine next steps in teaching and learning (with a literacy focus)
- Model, Shared, Guided and Independent phases of instruction to shift cognitive load and release the thinking from teachers to students.
- Teaching with a literacy focus ensures all students engage with the curriculum and demonstrate their learning through literacy input and output in every lesson
- Learning walls support students to be assessment literate
- Teacher works with students during Guided phase as determined by student evidence. Teachers hear, support, extend and question students and their thinking
- Students can articulate whether they were successful or not at the end of the lesson

### MONITOR LEARNING

- Examine student work samples using the '3 Circles' method to determine who met the lesson's Success Criteria
- We monitor student work/data by collecting observations, work samples and/or through consultation (Assessment for learning)
- Provide feedback for students against the success criteria
- Use 5 Questions for Students to monitor Student Assessment Literacy (Assessment as learning)
- Mid-point check in – how are the students tracking toward task, according to GTMJ
- Analyse summative data to track student movement ↑ ↓ – (Data Meetings)

### **Co-curricular Activities**

**Hot Ropes** – Townsville Central State School’s skipping team, known as Hot Ropes, performed across Townsville at various venues including the Queensland Basketball games, to encourage healthy activity.

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**Camps/Excursions** – At Townsville Central, we strongly believe in the value of camp experiences, and therefore support a school wide camping program. We believe in fostering camping skills from Prep through to Year 6, with the primary focus being on the development of student social skills. This extends to activities which take us out of the school environment, and specifically, one-day ‘excursions’ and multi-day ‘school camps’. This year, camps were offered to students in the senior primary: Years 5 & 6 – Canberra camp

**Reef Guardian School:** Townsville Central State School has their own school environmental mascot Tidy Turtle. Tidy Turtle is placed into a classroom on a weekly basis depending on which class has the most litter-free lunches.

**Instrumental Music/Band/Choir** - Townsville Eisteddfod junior & senior- Some of our students performed in a number of Sections at the Townsville Eisteddfod. Our school band performed very well and have included several new students to the program. This is a testament to the hard work and dedication of our instrumental and classroom music teachers, students and parents.

#### **Other Extra Curricular Activities include:**

Inter-school cross country, swimming and athletics

#### **Optiminds Program:**

The school entered a Science and Engineering team, Social Sciences team and a Language Literature in the Optiminds tournament. Our three teams performed very well with 2 regional winners. Our teams travelled to Brisbane and the Science and Engineering team was crowned State and National champions.

Other programs that our school participates / supports include: Art-attack, Learn to swim program Academic competitions, Student Council , Adopt-a-Cop, Adopt-a-Cowboy, Premier’s Reading Challenge, Readers Cup, Perc Tucker Art Gallery – annual visit

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### **How Information and Communication Technologies are used to Assist Learning**

Our school possesses some 70 computers across the school, a well equipped computer laboratory and a suite of other devices including iPads and Ipods. We constructed a new STEM room as part of a facilities upgrade to cater for the growing curriculum in STEM technologies. Students use a range of devices within the learning program including interactive whiteboards.

Robotics programs will be a feature of classroom programs particularly in the senior classrooms.

Students have commenced using Ozobots, Spero robots and many other applications through the curriculum program and through extra curricula programs such as Science Club.



## Social Climate

### Overview

Townsville Central State School is comprised of a dedicated and experienced staff, thoughtful and positive students and active and involved parents. The school maintains a very strong and positive community feel to it, which is valued greatly. Our motto of "Be Thorough" resonates with all of our students. The school community voted to have our three distinctive rules as:

-Be safe                      -Be respectful                      -Be responsible

In 2017, the Chaplaincy Program has complemented our wellbeing programs, generating a range of activities designed to build self-esteem, engage students in school, create a safe environment for at-risk students and support families and staff.

The school has consolidated the Positive Behaviour for Learning philosophy throughout the school with agreed practices evident in the morning procedure, through to assembly procedures and effective classroom practice. This whole school systems focuses on:

- Rules and Expectations for behaviour are very clearly set out for each area of the school and are visible, in the form of signs and symbols in classrooms and out in the grounds.
- The school-wide rules and expectations are explicitly taught in the classroom so that all students are aware of the rules across all areas of the school.

Sustainability has, for a long time, been an embedded practice in our school. We operate a variety of recycling programs including paper, cans and food scraps. Classes are also encouraged to be conscious of their electricity usage.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	91%	100%	85%
this is a good school (S2035)	86%	100%	85%
their child likes being at this school* (S2001)	100%	100%	90%
their child feels safe at this school* (S2002)	95%	92%	75%
their child's learning needs are being met at this school* (S2003)	91%	96%	85%
their child is making good progress at this school* (S2004)	91%	96%	85%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	92%	83%
teachers at this school motivate their child to learn* (S2007)	86%	100%	79%
teachers at this school treat students fairly* (S2008)	95%	96%	75%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	95%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	91%	96%	85%
this school takes parents' opinions seriously* (S2011)	82%	92%	75%
student behaviour is well managed at this school* (S2012)	86%	78%	53%
this school looks for ways to improve* (S2013)	77%	96%	90%
this school is well maintained* (S2014)	86%	96%	80%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	98%	100%
they like being at their school* (S2036)	100%	97%	93%
they feel safe at their school* (S2037)	100%	94%	87%
their teachers motivate them to learn* (S2038)	98%	100%	93%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	98%
teachers treat students fairly at their school* (S2041)	92%	91%	88%
they can talk to their teachers about their concerns* (S2042)	92%	86%	93%
their school takes students' opinions seriously* (S2043)	92%	90%	88%
student behaviour is well managed at their school* (S2044)	97%	78%	84%
their school looks for ways to improve* (S2045)	100%	97%	97%
their school is well maintained* (S2046)	94%	97%	93%
their school gives them opportunities to do interesting things* (S2047)	92%	95%	93%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	95%	90%
they feel that their school is a safe place in which to work (S2070)	95%	95%	90%
they receive useful feedback about their work at their school (S2071)	74%	73%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	100%
students are encouraged to do their best at their school (S2072)	95%	95%	89%
students are treated fairly at their school (S2073)	95%	91%	89%
student behaviour is well managed at their school (S2074)	79%	77%	89%
staff are well supported at their school (S2075)	79%	68%	80%
their school takes staff opinions seriously (S2076)	78%	71%	90%
their school looks for ways to improve (S2077)	100%	95%	100%
their school is well maintained (S2078)	89%	95%	90%

## **Parent and community engagement**

Our school is friendly and welcoming, with parents/carers regularly being invited to school for events and learning celebrations. Staff encourage parents to be involved with the learning process and value open communication and building a strong connection between home and school. Academic reports are generated at the end of each semester and parent teacher interviews are offered twice a year; however parents are encouraged to discuss their child's progress with teachers at any time throughout the year.

Parents/carers are encouraged to be partners in their child's education by:

- accepting invitations to participate in formal parent consultative groups including School P & C Association and School Parent Working Bees.
- sharing ideas through the school planning processes
- attending school functions such as under 8s day, end of year concert, Easter parade, swimming carnival, cross country, athletics carnival and eisteddfod
- working with teachers in the classroom
- helping in the tuckshop or library
- helping with fundraising
- helping with sports days, school excursions, eisteddfods, school dances etc
- sharing interests or skills with the rest of the school community
- attending parent-teacher conferences/meetings and class information nights
- supporting general school activities

### **Class Representatives Program:**

The school strengthened our Class Representative Program where each class was allocated a parent representative to act as the communication conduit between the school and families.

The representative liaised with the class teacher and developed clear communication channels to improve the links between the classroom and the home family environment. It has been a critical strategy in improving these links. The group meet with the leadership team each Monday to discuss relevant issues across the school.

## **Respectful relationships programs**

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. It encompasses the belief and understanding that to resolve conflict, methods of restorative practice are essential to fostering respectful relationships across the school. Staff professional development has focused on building the skills of our staff in a restorative practices model. The school employed a well-being officer in 2017, with the focus on in developing, modelling and upholding a model of respectful relationships through the restorative practices principles. This teacher, along with the school chaplain, worked closely with classrooms, small groups and individuals on the restorative practices model.

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

### School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	12	14	8
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The school community is very aware of the demands it placed on electricity and water. Maintaining the school's grounds consumed considerable water, particularly during the dry winter months. The school's extensive irrigation system is well maintained by the grounds care staff in order to minimise any 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. We have continued to implement the recycling projects in our school, as well as worked with students, via our Sustainability Captains, to develop ways to encourage more sustainable practices across our school.

The greatest success in managing power usage is through regular reminders and the sharing of information regarding power usage rates. Staff are encouraged to switch off air conditioners in the cooler months (terms 2 and 3) in order to save power. Staff and students are reminded to switch off fans, lights and air conditioners when the rooms are empty.

Despite the dry climate experienced in Townsville over the past few years, the school has maintained beautiful grounds whilst consciously adhering to the restrictions imposed by our local council. This has been possible with the open communication with the council, a strategy developed by our grounds team and the strategic management of gardens throughout the school grounds.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	133,443	16,962
2015-2016	132,691	11,755
2016-2017	148,049	8,376

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

## School Funding

### School income broken down by funding source

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

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

### Find a school

Sector:  
 Government  
 Non-government

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	21	13	<5
Full-time Equivalent	17	9	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	
Bachelor degree	
Diploma	
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 was \$6369.00 .

The major professional development initiatives are as follows:

- Release for teachers to engage in the professional learning with the P-12 Curriculum, Assessment and Reporting Framework (Instructional Coaching)
- Support for the implementation of PBL across the school

The proportion of the teaching staff involved in professional development activities during 2017 was 98%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	74%	84%	83%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

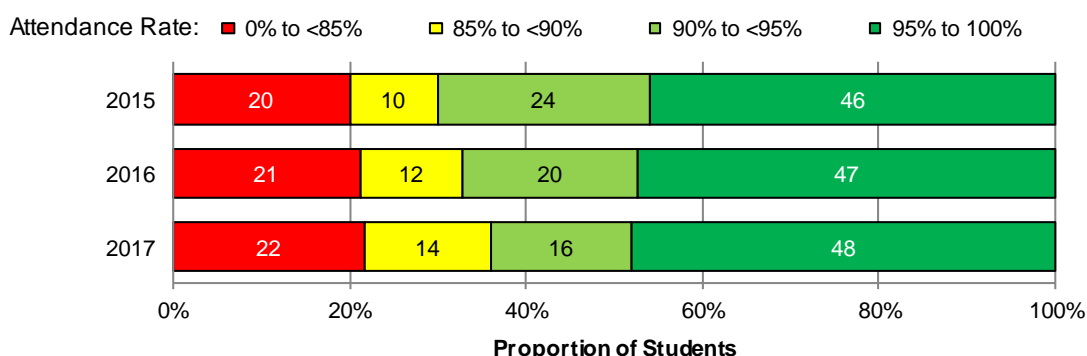
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	88%	90%	93%	89%	90%	96%						
2016	91%	93%	90%	91%	92%	91%	90%						
2017	91%	92%	89%	90%	89%	91%	92%						

\*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:



### Description of how non-attendance is managed by the school

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.

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.

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

Electronic rolls are expected to be marked twice a day, identifying both full day and half day absences, and also late arrivals. Parents are actively encouraged to explain absences, either by phone, email or by a note sent in the day the child returns to school.

In the event that a child is absent for three consecutive days, a member of the administration team attempts to contact the family to identify how the child is and when they will be returning to school.

In addition to this, parents are informed about the long term effects of poor attendance on learning. If their child is absent for one day per fortnight or more, over a semester period, they receive written communication

outlining the time away from school which includes a table showing the long term results (i.e. one day absence per fortnight = three terms over the period of primary school).

In 2017, implementation of the SMS system of notification was enforced at our school, where parents will receive a same day message advising of student absence.

The Every Day Counts brochures are also made available to parents.

## 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.

### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

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

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As at 3rd February 2017. The above values exclude VISA students.

## Conclusion

I look forward to working with the teaching and learning team and school community to build on the improvement agenda established for 2018. Thank you to everyone who has contributed to making Townsville Central State School, the wonderful learning environment that it is.

*Mr Craig Homer - Principal*