Principal’s foreword

Introduction

The School Annual Report of 2010 examines the activities, attendance rates and achievements of the students and staff in the school. An overview of the characteristics of the student body and the staff is included and the way the parents are involved in school activities is also discussed. Also included in the report is a review of our Environmental Footprint.

School progress towards its goals in 2010

**Student Achievement** - In 2010, our reading, writing and numeracy results on the Year 2 Diagnostic Net improved by 18.7%, 4.9% and 9.4% respectively. Targets were achieved in NAPLAN in Writing and Number for year 3 and year 5 and in Reading for year 7.

**Staff Professionalism** – A Leadership Team was established and a number of staff took on committee coordinator roles across the school.

**Community School Image** – Enrolment increased in 2010 by an additional 15 children. In addition to this, parent satisfaction with the school increased.

**School Environment** – Parent responses to School Climate increased significantly, and was flagged as being above state mean.

Future outlook

2010 and 2011 saw the development of our new Strategic Plan for 2011 to 2014. From here, our School Operational Plan for 2011 was developed. Our focus for this year includes -

- Literacy, especially the teaching of reading
- Implementing enrichment programs in Science, The Arts and Technology
- Facilitate goal setting in students
- ICTs in the classroom
- Website Upgrade
School Profile

Coeducational or single sex: coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>273</td>
<td>139</td>
<td>134</td>
<td>71%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Townsville Central State School is the oldest school in Townsville and the school has a very strong and positive community feel to it. In the last three years the population growth has begun to stabilise, increasing by about 40 students. In 2007 we had 250 students, and this grew to approximately 290 at the end of 2010; however, since 2004, the population has almost doubled.

The current population of students comes from a diverse range of socio-economic and cultural backgrounds. According to the Index of Community Socio-Educational Advantage (ICSEA) on the MySchool website, our ICSEA value is 1025, which is just slightly above average, with 20% in the bottom quartile, 17% and 24% in the middle quartiles and 38% in the top quartile.

Approximately 50% of the students live in the school catchment area, while the rest come from other Townsville suburbs from Alligator Creek to Paluma.

At Townsville Central we have a small population of Indigenous students (between 6% and 10%) In 2010, 6% of our student population had a language background other than English and over 10% of students were new to Australia or were first or second generation Australians.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>On or under target</th>
<th>Under Target</th>
<th>On Target</th>
<th>Over Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
<td>86%</td>
<td>57%</td>
<td>29%</td>
<td>14%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27</td>
<td>75%</td>
<td>50%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>All Classes</td>
<td>25</td>
<td>82%</td>
<td>55%</td>
<td>27%</td>
<td>18%</td>
</tr>
</tbody>
</table>
School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>10</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

**Science with Townsville State High School** – in 2010, children in year 5 participated in a Science Program run by a high school science teacher.

**Peer Support** – Students in year six and seven run lessons for students across the school on a range of topics, including anti-bullying, harmony, resilience and relationships.

**SPARK** – Volunteers from the Commonwealth Bank and Stockland come to the school for an hour one day a week, for ten weeks. During this time, they work with children in year three, supporting literacy development.

**READ** – Children from prep to year 3 participate in the READ program, which involves children reading one-on-one with a teacher aide, at least three times a week.

Extra curricula activities

**Hot Ropes** – Townsville Central State School’s skipping team, known as Hot Ropes, perform across Townsville at various venues, to encourage healthy activity. The Hot Ropes are affiliated with The Heart Foundation.

**Brain Fusion** – In semester two, students with a well-developed interest in ICTs from the Castle Hill cluster participated in a mini conference to further develop their ICT skills. Activities included digital photography, data logging, geo-caching and learning to use Big Huge Labs, a Web 2.0 application.

**Dance Fever** – The students at Townsville Central are offered the opportunity to participate in dance lessons, during class time.

**Interschool Sport** – Students in year 6 and 7 participated in basketball and netball (girls) and AFL and rugby league (boys) as part of the Interschool Sport program.

Other activities included the range of camps for year 3 to year 7 students, a visit to the Perc Tucker Art Gallery and attending the Community Safety Expo at Strand Park.
How Information and Communication Technologies are used to assist learning

In 2010, the school employed an Information and Communication Technologies teacher. This teacher worked with the classroom teacher to design computer lessons that supported and extended the in-class learning. There were a wide range of activities undertaken depending on the year level of the students, their skill levels and the units being studied in class, but included learning how to use Word, PowerPoint, Excel, Paint and on-line programs as well.

There was also a mini conference held at Townsville Central State School entitled Brain Fusion. Brain Fusion was designed as an enrichment program for those students with advanced abilities or interests in technology. Children from the neighbouring schools were invited along for the day and participated in a range of activities from using web 2.0 applications to digital photography, data loggers and geo-caching.

2010 also saw the installation of Interactive Whiteboards into all classrooms and the music room.

Social climate

The social climate of the school is extremely positive with a range of positive programs implemented to maintain this environment, including Peer Support, the Chaplaincy Program and Friends Talk program.

Peer Support continues to be a very important part of our school. Year 6 and 7 students are trained as student leaders. The year 6 and 7 students then run lessons on a range of topics. The major topics covered in 2010 were bullying and sportsmanship.

In 2010 a new school Chaplain was appointed to the school. Chappy Sarah has established the Chillax Room; went on a number of school camps; began developing programs that would enable children to have 'Islands of Success' and generally acted as a champion for our students.

The Friends Talk program, developed and facilitated by the school Guidance Officer, was established to assist children to develop healthy relationships with their peer groups.

Parent, student and teacher satisfaction with the school

Parents – 87% of parents indicated that they were satisfied or very satisfied that their child is getting a good education at our school. This is an improvement from 2009, where only 69% indicated satisfaction in this area. When parents were asked if this is a good school, 91% indicated that they believed this was the case, improving 5.5% from 2009.

Students – Students in year 5 and year 7 completed the School Surveys in 2010. 79% of students indicated that they were satisfied that they were getting a good education at our school. This is still close to the state mean but significantly below our results in 2009.

Staff – Only 57% of staff indication that they were satisfied with access to professional development opportunities related to school and systemic initiatives; however, all teachers and teacher aides participated in professional development activities in 2010.
Our school at a glance

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>87%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>57%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>82%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

Townsville Central State School recognises and values the involvement of parents in our school. Parents are a very important part of the school community and add greater depth to our school. Many of the classroom teachers invite parents to be involved in classroom activities, including:

- running specialist lessons, including science, technology and cooking
- listening to children read
- helping with maths and literacy rotations and
- attending school excursions

Parents are also encouraged to take an active role in the P&C Association. In 2010, the P&C coordinated the Walkathon, a great fund-raiser for the school. The P&C also provided an important voice when decisions were made about operational issues regarding the school.

The 2010, the school began the Quadrennial School Review process and parent representatives were invited from different groups within the school. The P&C also provided a representative in this process.

School Surveys are sent home at different times during the year, to ensure we are able to access the opinions of the community. In 2010, surveys were sent home for the Quadrennial School Review and regarding student behaviour.
Reducing the school's environmental footprint

In 2010, the school commissioned an Energy Audit to be undertaken by Ergon Energy. The report provided a report on our current practices and some ideas for further savings. While our electricity costs went up, our electricity usage was reduced by 12,723KwH from 2009.

There was a significant increase in the cost of water from 2009 to 2010; however, extensive work was carried out on the main water line throughout the school to repair leaks.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Waste</th>
<th>Water</th>
<th>Other</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$80,404</td>
<td>$21,451</td>
<td>$2,209</td>
<td>$38,619</td>
<td>$18,125</td>
<td>100,709</td>
<td>22,299</td>
</tr>
<tr>
<td>2009</td>
<td>$65,349</td>
<td>$18,775</td>
<td>$0</td>
<td>$24,683</td>
<td>$21,891</td>
<td>113,432</td>
<td>14,269</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>23%</td>
<td>14%</td>
<td>N/A</td>
<td>56%</td>
<td>-17%</td>
<td>-11%</td>
<td>56%</td>
</tr>
</tbody>
</table>
# Our staff profile

## Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>24</td>
<td>13</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>17</td>
<td>7</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

## Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>20</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $12,887.

The major professional development initiatives are as follows:

**ICTs in the Classroom** – Teacher participated in a range of ICT based information sessions. Sessions included using digital photo frames in the classroom, Web 2.0 applications including picnic, wordle, visuwords and a range of other computer based activities.

**Teaching Comprehension** – Teachers from yr 4 to 7 engaged in a professional development day exploring the importance of teaching (not doing) comprehension.

**Learning to Read: Teaching Strategically** – Prep to yr 3 teachers participated in activities that specifically looked at how children learn to read and the importance of teaching reading strategies.

**First Steps in Maths** – Prep to yr 3 teachers participated in training at Belgian Gardens State School.

**Science Training** with the Science Spark Coordinator

**Checkpoints Trial** – Prep/Yr 1 teachers participated in the QSA Checkpoints Trial

**Gifted and Talented Professional Development**

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 95% of staff were retained by the school for the entire 2010 school year.
Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 94%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>94%</td>
<td>95%</td>
<td>93%</td>
<td>92%</td>
<td>97%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

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.

The attendance of most of our students continues to be at a very high level; however, there were a small group of students (<7%) whose attendance was below 85% in 2010. Rolls are marked each morning and afternoon, by the classroom teacher, and teachers are encouraged to work with the families to create a positive atmosphere and relationship, so that children want to come to school.

In cases where attendance is likely to have a negative impact on learning, teachers are encouraged to bring this information to the attention of the administration (below 90%). The attendance of these students is then closely monitored by one of administration officers and regular contact is made with the families.

Information about the importance of regular attendance is provided in the school newsletter and the parent handbook. The Every Day Counts brochures are also made available to parents.
Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at http://www.myschool.edu.au/

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

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

The Indigenous population in 2010 equaled 9% of the total school population with between 1 and 7 students per year level.

In previous years, our year three Indigenous students have, on average, achieved a higher mean than the non-Indigenous students on the NAPLAN assessments of literacy and numeracy. In 2010, our results were not as effective as in previous years; however, the numeracy mean scale score average was higher than the state average for Indigenous students.

Since 2008, there has been a gradual improvement in the attendance rates of our Indigenous students, increasing from 85.6% in 2008 to 92.2% in 2010. This is only slightly below our non-Indigenous attendance rate and equal to or higher than the state average for all students.