Principal's foreword

Introduction

The School Annual Report of 2011 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 an overview of curriculum offerings, extra-curricular activities and the social climate of the school.

School progress towards its goals in 2011

Term one, 2011 saw the school put the final touches on our Strategic Plan: 2011 to 2014, providing us with a very clear direction for the next four years. Reading was the first priority area that we focused on, during which we looked at how reading is taught at Townsville Central State School, identified the most effective practices and organised a range of professional development sessions for staff. Our Townsville Central State School Reading Program was also developed in 2011.

NAPLAN preparation also received attention, as we believe that children need to have sufficient test preparation, but more importantly ‘Test Wisdom’. Children need to know how to respond to the range of different types of questions that they will be exposed to, they need to know how to read for meaning, they need to know how to manage their time and a range of other test skills. Time was also spent with teachers, beginning to build capacity to analyse and respond to student data.

Other focus areas in 2011 included, but was not limited to, developing and implementing our Gifted Education Policy, ensuring all teachers had a Developing Performance Plan, improving our sustainability practices and promoting the achievements of students and positive activities available to students in the broader community.

Future outlook

As we move into the second year of our Strategic Plan, the main focus continues to be on curriculum, teaching and learning. 2012 will be our first year of implementing the Australian Curriculum, so that will be our major focus area. We will be continuing to embed our Reading Program and adding writing and numeracy to the areas that we review/improve. We are also looking to undertake a renewal of the school website and further improve the school community engagement and our community partnerships.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - 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 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>296</td>
<td>141</td>
<td>155</td>
<td>91%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The current population of students come 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. 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.

At Townsville Central we have a small population of Indigenous students (approx. 10%), and approximately 11% of students having a language background other than English or are new to Australia.

Our enrolment rates have continued to grow, albeit more slowly in the last three years, with progression rates for students sitting between 92% and 109% for all but two grades.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.9</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.1</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.8</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>9</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>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Science with Townsville State High School – in 2011, children in year six and seven 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.

Art Enrichment with Townsville State High School – in 2011, a small group of students were selected to participate in art enrichment activities or formula one design lessons every second Wednesday afternoon. The students who remained at school participated in a range of other arts/technology based activities, including photography, drama, robotics and computer-based activities.

Maths Intervention and Extension – For a term in 2011, students from year 5 to 7 were grouped according to the mathematical ability and provided with one hour of focused intervention or extension activities.

Guided Reading – Students in year one and two (and Prep students in term four) engaged in intensive guided reading lessons with a small group of students at their reading level. All relevant class teachers, Support Teachers: Literacy and Numeracy, teacher aides and the principal would take a group three times a week, thereby giving students the best possible start to developing effective reading strategies.

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 2 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.

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

Under 8s Day – For the first time in many years, the teachers organised an Under 8s Day celebration. The children participated in a range of hands-on activities including gingerbread decorating, a petting zoo, face painting, storytelling and much more.

Canberra Excursion – Students from year 6 and 7 were given the opportunity to participate in an excursion to Canberra and the snow fields. Students visited a range of locations including Old Parliament House, New Parliament House, the Australian Institute of Sport, the Art Gallery, the Mint and a range of other prominent locations. One of the highlights including two full days learning to ski. This excursion happens every second year.

Enrichment Activities – Throughout the year, different students were selected to participate in a range of enrichment activities. These included:

- Public speaking programmes, competing against schools in Townsville, and receiving a first place.
- Deforestation group which led to students buying back trees in endangered forests to protect them (Raising funds through Free Dress Day). Raising awareness of how palm oil production (and products that contain palm oil) contribute to global warming, habitat loss, destruction of species and other global problems and petitioning local members of Parliament.
- National and local photographic competitions
- DEEDI – Hermitage Research Station Science Competition- Awarded 2nd place in state wide yr 4-7 Section
- Year 5-7 – 2011 Short Film - entered in Junior Tropfest
- Participation in the World Education Games
- University of New South Wales ICAS (International Competitions and Assessments for Schools) tests (English, Maths and Science)

Other activities included the range of camps for year 3 to year 5 students, a visit to the Perc Tucker Art Gallery, Harmony Day celebrations and participating in a Townsville State Schools Student Leadership Conference.

How Information and Communication Technologies are used to assist learning

Teachers are encouraged to access a range of on-line resources, using the interactive whiteboards situated in every classroom, to enhance teaching and learning. They also have access to a full computer lab, to enable students to engage in personalised learning activities or to produce final computer-generated copies of assignments.

2011 also saw the school purchase a set of digital cameras and some digital video cameras to enhance the learning of our students. Our school chaplain has implemented a range of programs that build photographic skills in students.
Social climate

The social climate of the school is extremely positive with a range of programs implemented to maintain this environment, especially the Peer Support and the Chaplaincy 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 2011 were bullying and building positive relationships.

In 2011, our school Chaplain, Chappy Sarah continued to support the students in our school. The Chillax Room continued to be a favourite lunch-time activity for students; Chappy Sarah also participated in a number of school camps; photography courses were established to enable children to have 'Islands of Success' and Chappy Sarah generally acted as a champion for our students.

While we pride ourselves on the limited number of bullying cases that occur in our school, we recognise that in any organisation bullying will happen. When bullying occurs, children are actively encouraged to tell an adult about it. This may be their parents, class teacher, the principal or a significant other adult. We regularly encourage parents to keep us informed if something is happening. All bullying incidents are investigated and the behaviour dealt with according to our Responsible Behaviour Plan for Students.

Parent, student and teacher satisfaction with the school

Parents – 75% of parents indicated that they were satisfied or very satisfied that their child is getting a good education at our school. While this is down from 2010, it is higher than our 2009 percentage, where only 69% indicated satisfaction in this area. When parents were asked if they were satisfied with this school, 91% indicated that this was the case.

Students – Students in year 5, 6 and 7 completed the School Surveys in 2011. 82% of students indicated that they were satisfied that they were getting a good education at our school, which is a 3% increase from 2010.

Staff – Only 58% of staff indicated 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 2011.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>82%</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>58%</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 2011, the P&C organised a range of fund-raisers to support activities and improvements to the school. They purchased additional books for the library, assisted with funding for camps, excursions and special events, and the highlight being the installation of a new playground. The P&C also provided an important voice when decisions were made about operational issues regarding the school.

Reducing the school’s environmental footprint

2011 School Annual Report
Our school at a glance

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2011, the school received the Energy Audit from Ergon Energy, providing the school with a range of strategies aimed at reducing our energy usage. These strategies were shared with the staff and they were encouraged to implement them. Strategies included ensuring lights, fans and air conditioning is turned off when the room is empty, energy saving devices being installed were possible and timers being installed on instant-boil water heaters. One reason that our energy usage increased in 2011 was due to major building works occurring in the school, resulting in the new library and amphitheatre being completed.

Our water usage was reduced from 2010 to 2011, in response to repairs made to the underground plumbing in the school during 2010.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>112,413</td>
<td>6,348</td>
</tr>
<tr>
<td>2010</td>
<td>100,709</td>
<td>22,299</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>12%</td>
<td>-72%</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>14</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>18</td>
<td>8</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 2011 was $15,500.

The major professional development initiatives were as follows:

**Teaching Reading** – All staff participated in a full day program which focused on the teaching of reading and included: Teaching Reading, Phrasing in Fluent Reading, The Reciprocity Between Reading and Writing, and A Balanced Reading Program.

**Reciprocal Teaching** – All teaching staff participated in training on Reciprocal Teaching. This method of teaching comprehension was selected as it is proven to be very effective in improving children’s ability to comprehend text.

**Learning to Read: Guided Reading** – Teaching and non-teaching staff in the Prep to year 2 grades participated in a range of professional development activities to improve their teaching of reading strategies.

**Independent Observer Training** – Teachers were invited to attend a series of workshops providing information on a range of assessment tools for literacy acquisition.

**Gifted and Talented Professional Development**

**Excel Training**

**ICT Certificates** – Most staff were given the opportunity to acquire their ICT Certificates

Staff also participated in a range of mandatory training activities, including Crossing Cultures: Everyone’s Business, Student Protection, Code of Conduct and Asbestos Awareness.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 school year.
School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says ‘Search by school name’, type in the name of the school 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 given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate 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>92%</td>
<td>93%</td>
<td>91%</td>
<td>93%</td>
<td>91%</td>
<td>95%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Rate Distribution Chart]

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.

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 admin 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).

The Every Day Counts brochures are also made available to parents.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

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

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.
In 2011, almost 10% of our total student population were Indigenous, with the largest cohorts in Prep, yr 1, 5 and 6. Overall, our attendance rate fell slightly from 2010 to 2011. In 2011 our attendance rate was 92.6%, down 1.6% from the previous year. This was reflected in both the Indigenous and non-Indigenous attendance rates (89.7% and 92.9% respectively). The gap between non-Indigenous and Indigenous attendance in 2011 was 3.2%, which is a 1% increase from 2010. The school is continuing to work on Closing the Gap on attendance. Given our small numbers of Indigenous students, strategies need to be individualised to match the needs of students and their families.

In 2011, our NAPLAN Year 3 Mean Scale Scores were significantly higher than state and national averages. There were significant improvements in achievement in reading, writing and numeracy from 2010 to 2011. In writing, our Indigenous mean was above our non-Indigenous mean and above both national and state means. In numeracy, our Indigenous mean was only 6 points below our non-Indigenous mean, and above the state mean. In reading, our Indigenous mean was 26 points below our non-Indigenous mean but still significantly above state and national Indigenous means.