



# Railway Estate State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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



## Contact Information

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Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Principal.

## School Overview

Railway Estate State School is a wonderful, friendly, inner city school in Townsville. Please visit our website for images and further information. If you have a student eligible for Prep, you will be most impressed with our purpose-built Prep building. You will also be impressed with the excellent playground at the front of the school that was erected in 2007. Features of it are the train and the rocking cross. Children have the latest in Information and Communication Technologies at Railway Estate with a fully networked computer lab capable of accommodating a whole class of students at a time. These facilities were enhanced with a new library/science and technology centre in 2010. We are also proud of the interactive whiteboards in each classroom. These whiteboards provide an excellent vehicle for active learning, as are the classroom ipads and laptops. We are very proud of our 100 year history of providing a safe and supportive school environment.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

Improve achievement in the core areas of reading, writing and numeracy	Implemented and continuing in 2017
Develop a self-reflective professional learning and development culture with all staff	Completed
Build staff capacity to develop assessment literate learners by implementing high yield teaching and learning strategies , aligned with the school's curriculum plan and the North Queensland Region Quality Teaching and Learning resources	Completed
Build school community connections to the learning and well-being of students	Ongoing

#### Future Outlook

##### 2017 School goals:

85% of students achieve a C or higher in English and Science in every year level

40% of students achieve an A or B in English

##### 2017 Targets to support the school goals

1. A goal of 93% attendance schoolwide
2. That 75% of students achieve at or above age appropriate levels in reading
3. That all students can answer the question "What do you have to know and be able to do to be successful in the assessment task?"

# 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 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	228	112	116	30	91%
<b>2015*</b>	252	119	133	39	91%
<b>2016</b>	231	121	110	45	90%

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

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

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

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

## Characteristics of the Student Body

### Overview

Railway Estate SS is attended by students from all over the Townsville area however the majority of students are local to the Railway Estate area. The school has small school values and large school opportunities. The socioeconomic status of our parent community varies considerably. The wide range of student backgrounds provides a wonderful student culture of acceptance, respect and appreciation of diversity. 20% of enrolled students are Indigenous and we also have a small number of students with English as a Second Language background.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	26	22
Year 4 – Year 7	21	28	21
Year 8 – Year 10			
Year 11 – Year 12			

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

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Australian Curriculum – English, Mathematics, Science, Visual Arts, Dance, Health, Movement, Languages

Queensland Curriculum - Technology

Japanese LOTE for Years 5 – 6

Instrumental Music for years 3 – 6

## Co-curricular Activities

- Swimming lessons for Year 1-2
- Cross country running
- Swimming Team
- Athletics Team
- Lunchtime Computer Classes
- School Breakfast Program
- Student Council
- Inter-school sport cups
- Grade 5/6 Camp
- Excursions
- Choir
- Railway's Got Talent
- Opti-minds
- Cultural activities
- Coding
- Robotics
- Friday inter-house sports for Grades 4-6
- Instrumental music programs for Grades 3-6
- School banking
- Tuckshop helpers
- Student Leadership through School and House Captaincy
- Premier's Reading Challenge
- Anzac Day march
- Rugby Union Development Cup
- Support-a-reader program
- Book Week
- Under 8s Day
- Prep Easter Bonnet Parade
- Year book committee
- Graduation committee
- Green Team

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

ICT is integral to learning. At RESS we use ICT to enhance learning in all curriculum areas.

ICT is seen as a tool for learning, as well as to improve ICT competencies. A range of programs supporting the curriculum are able to be accessed by students through school purchased site licences and internet based program access. Robotics and coding are also available as extra-curricular activities.

Our school is very well equipped with ICT's for students through a fully functional computer lab, interactive whiteboards in every room, iPads and networked computers in every classroom, video and digital camera technology and ICT learning aides.

Staff continue to develop their personal ICT skills through Professional Development opportunities. Teacher expertise in using the interactive whiteboards in every classroom as teaching and learning tools continues to be a focus. ICT activities are now a component of every teacher's planning. Modelled class lessons are available to teachers to introduce new digital technologies such as visual programming and stop motion animation.

## Social Climate

### Overview

Railway Estate State School is very proud of its safe and supportive school environment. Our high expectations of behaviour and effort are embedded within our school culture. Our school values of trustworthiness, respect, responsibility, fairness, caring and citizenship are all integral to our school community.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	91%	88%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	100%	88%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	90%	88%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	88%	100%
this school takes parents' opinions seriously* (S2011)	100%	71%	100%
student behaviour is well managed at this school* (S2012)	89%	86%	89%
this school looks for ways to improve* (S2013)	100%	86%	100%
this school is well maintained* (S2014)	100%	100%	89%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	95%	96%
they like being at their school* (S2036)	95%	95%	96%
they feel safe at their school* (S2037)	96%	94%	93%
their teachers motivate them to learn* (S2038)	100%	96%	100%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	98%
teachers treat students fairly at their school* (S2041)	93%	93%	91%
they can talk to their teachers about their concerns* (S2042)	88%	93%	85%
their school takes students' opinions seriously* (S2043)	96%	96%	96%
student behaviour is well managed at their school* (S2044)	89%	89%	89%
their school looks for ways to improve* (S2045)	100%	98%	96%
their school is well maintained* (S2046)	98%	94%	95%
their school gives them opportunities to do interesting things* (S2047)	99%	97%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	79%	95%	100%
they feel that their school is a safe place in which to work (S2070)	86%	95%	100%
they receive useful feedback about their work at their school (S2071)	79%	95%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	94%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are treated fairly at their school (S2073)	100%	95%	100%
student behaviour is well managed at their school (S2074)	64%	100%	94%
staff are well supported at their school (S2075)	62%	91%	94%
their school takes staff opinions seriously (S2076)	54%	95%	89%
their school looks for ways to improve (S2077)	100%	95%	100%
their school is well maintained (S2078)	79%	95%	100%
their school gives them opportunities to do interesting things (S2079)	71%	90%	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

At Railway Estate State School we believe that positive relationships between parents, caregivers, students, staff and the wider community is paramount for student success. We plan for and value this interaction over the school year.

Our teachers are very approachable and welcome parents and conversations about student learning and welfare. Parents are welcome in the morning to visit classrooms and view student work. An 'open door' policy exists; however formal parent / teacher meetings are encouraged to occur when required in the best interests of the student.

Formal parent meetings occur at the end of Term 1 and 3, while written reporting on every student in Prep to 6 occurs at the end of Term 2 and 4. Parents are invited to attend a formal meet and greet session with teachers in week 4 of Term 1 every year.

Parents are also provided with an outline of what each class in learning for the term, as well as a copy of their child's learning goals for the term.

Consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at school also occur.

Parents are encouraged to attend open days, parades and student performances. We also hold parent training and information sessions in reading and new initiatives.

Volunteers in our school to assist with student learning and school operations are welcomed and valued. Opportunities exist for parents to assist in classrooms, tuckshop, BBQ's, school excursions, camps, the breakfast program and events.

An active P and C exist and parents are welcome to become members and support the school through this mechanism.

Communication protocols within the school include: fortnightly newsletter, parade, notice boards, website, email and formal letters when required. Parents communicate with our office staff via phone and email.

### Respectful relationships programs

'The 6 Pillars of Character' is our values program, which focuses on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. These strategies are also taught as part of our Health curriculum.

### School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	18	8
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	1	1
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint



## Reducing the school's environmental footprint

The school works to reduce its environmental footprint through strategies such as solar power, water tank, restricted water use and monitored use of air conditioning. Our Green Team also uses strategies of composting food waste and have an active worm farm.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	109,467	4,899
2014-2015	123,959	2,787
2015-2016		3,557

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

## School Funding

### School income broken down by funding source

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

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

### Find a school

Sector:  
 Government  
 Non-government

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

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

## Our Staff Profile



## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	20	15	0
Full-time Equivalents	15	8	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	17
Diploma	3
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 2016 were \$20,000

The major professional development initiatives are as follows:

- Leadership
- Coaching/mentoring teachers
- Australian Curriculum implementation
- English
- Planning and differentiation

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

## Staff Attendance and Retention

### Staff attendance

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

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

From the end of the previous school year, 88% of staff was retained by the school for the entire 2016.

## Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	82%

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

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

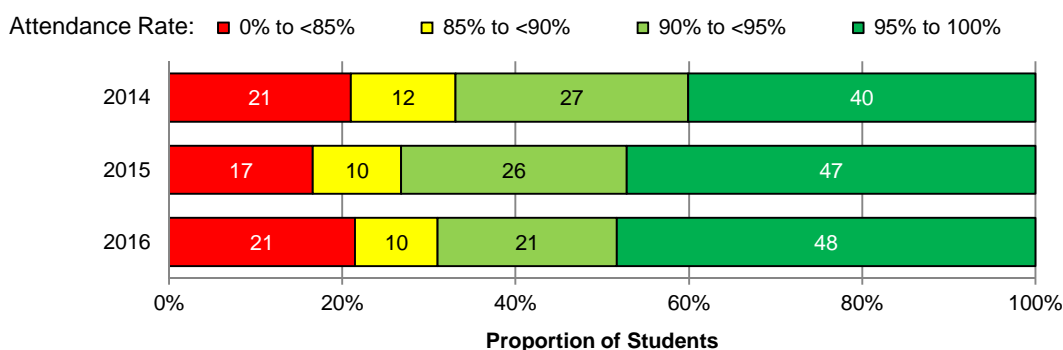
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	87%	89%	90%	92%	92%	88%	88%					
2015	93%	94%	89%	92%	92%	91%	93%						
2016	90%	90%	94%	90%	90%	94%	91%						

\*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 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.

Class rolls are marked twice a day - once in the morning session and once in the afternoon session.

When a student is absent without explanation for 2 days or a pattern of absences has been identified, Railway Estate State School will take the following actions:

- The classroom teacher will contact parents or caregivers after 2 consecutive days of unexplained absence or if a pattern of absence is identified.

- Administration staff will contact parents or caregivers if absences are still unexplained or patterns persist after initial teacher contact has been made.
- Continue to work with regional office and other local resources to engage with the student and their family with the aim of returning the student to school
- Follow appropriate processes for enforcing parental obligation in regard to attendance

At Railway Estate State School the consequences or impacts of unexplained or unauthorised absences might include the following:

- Meetings with parents/caregivers and the Principal

## 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/>.

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