



Townsville Central State School

School annual report Queensland state school reporting

2021



Every student succeeding
State Schools Improvement Strategy
Department of Education



**Queensland
Government**

Published as information source only.
Public information used to create this report may not appear in this format in the public domain Please
refer to disclaimer information.

Contact details

Postal Address	4 Warburton Street North Ward Townsville 4810
Phone	(07) 4722 6333
Fax	
Email	principal@townsvillecentralss.eq.edu.au
Website	https://townsvillecentralss.eq.edu.au

Disclaimer

The materials presented in this report are distributed by the Department of Education (the department) as an information source only.

The information and data in this report is subject to change without notice.

The department makes no statements, representations, or warranties about the accuracy or completeness of, and you should not rely on, any information contained in this report.

The department disclaim all responsibility and all liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs you might incur as a result of the information in this report being inaccurate or incomplete in any way, and for any reason.

Despite our best efforts, the department makes no warranties that the information in this report is free of infection by computer viruses or other contamination.

From the Principal

Townsville Central State School is the oldest school in Townsville and celebrated its 150th birthday in March 2019. Situated on the site of the original gaol with Castle Hill and Queens Gardens in the background and The Strand just down the road, our school has arguably the best location in the area.

Our school values are [Wonder](#) | [Teamwork](#) | [GEM \(Gratitude Empathy Mindfulness\)](#) | [Acceptance](#) | [Resilience](#).

Townsville Central State School has a dedicated and experienced staff, thoughtful and positive students and involved parents. The school maintains a strong connection to its community. Our key focus areas are improving students' achievement in reading, writing and numeracy, and improving student and staff wellbeing.

At our school, wellbeing is very important. We even have a Wellbeing teacher. Our pedagogical framework is based on Visible Teaching, Visible Learning, and our behaviour framework is Positive Culture for Learning (PCL), based on Positive Behaviour for Learning (PBL), Restorative Practices and The Resilience Project (GEM). We have lots of student clubs to foster resilience and connection to place and people.

Our school prides itself on the holistic education of our students with a suite of programs, events, celebrations and activities to build their resilience, problem-solving strategies and foster academic excellence. Students engage with the curriculum through Science Club, Art Club, Japanese Club, Wellbeing Club, Hot Ropes, Sporting Schools, Opti-Minds, Global Tropics Futures and a quarter of our students participate in our Instrumental Music Program. Sustainability has, for a long time, been an embedded practice in our school. Our students operate a variety of recycling programs.

The school population fluctuates between 200 and 250 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. About 50 students access the daily Outside School Hours Care facility. Our OSHC has regularly achieved the top rank of 7 'Exceedings' ratings in all domains of OSCH audits.

At Townsville Central we have a growing population of indigenous students (20-25%), approximately 6% of our student population have a Language Background Other Than English and over 10% of students are new residents to Australia.

Our students regularly achieve to high standards, with 45% - 50% achieving As and Bs each semester, and approximately 85% of all students achieving an A, B or C each semester for their results.

School context

Coeducational or single sex

Coeducational

Independent Public School

No

Year levels offered in 2021

Prep Year – Year 6

Webpages

Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2019	2020	2021	2019	2020	2021
Prep Year	32	30	22	32	29	24
Year 1	36	32	26	36	30	22
Year 2	33	35	30	35	33	32
Year 3	43	33	32	41	28	30
Year 4	29	39	31	29	35	31
Year 5	32	27	35	27	26	35
Year 6	26	26	23	30	26	22
Total	231	222	199	230	207	196

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2019	2020	2021
Prep – Year 3	22	20	22
Year 4 – Year 6	26	22	20

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Distinctive offerings

Positive Culture for Learning framework

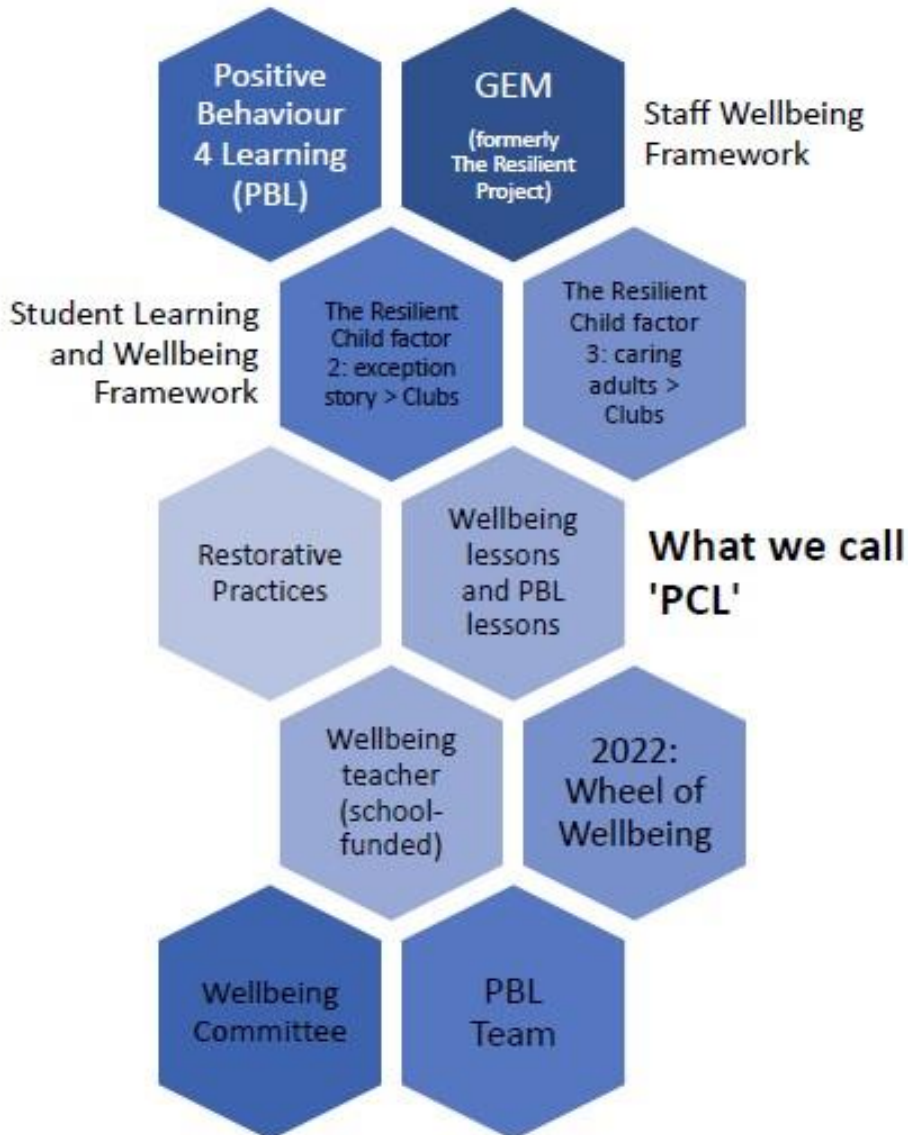
Townsville Central State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

At Townsville Central, we foster the factors of resilience in children, and one of these ways is through school clubs, where students find belonging and connectedness, as well as developing their exception story and build vocabulary. Our clubs include (but are not limited to) Choir, Science Club, Junior Art Club, Senior Art Club, ATSIAP Club (Aboriginal and Torres Strait Islander Aspirations Program), Japanese Club, Wellbeing Club, Chess Club, Hot Ropes, Sporting Schools, Opti-Minds, Global Tropics Futures, Zumba Club, and more.



OUR POSITIVE CULTURE FOR LEARNING (PCL) FRAMEWORK

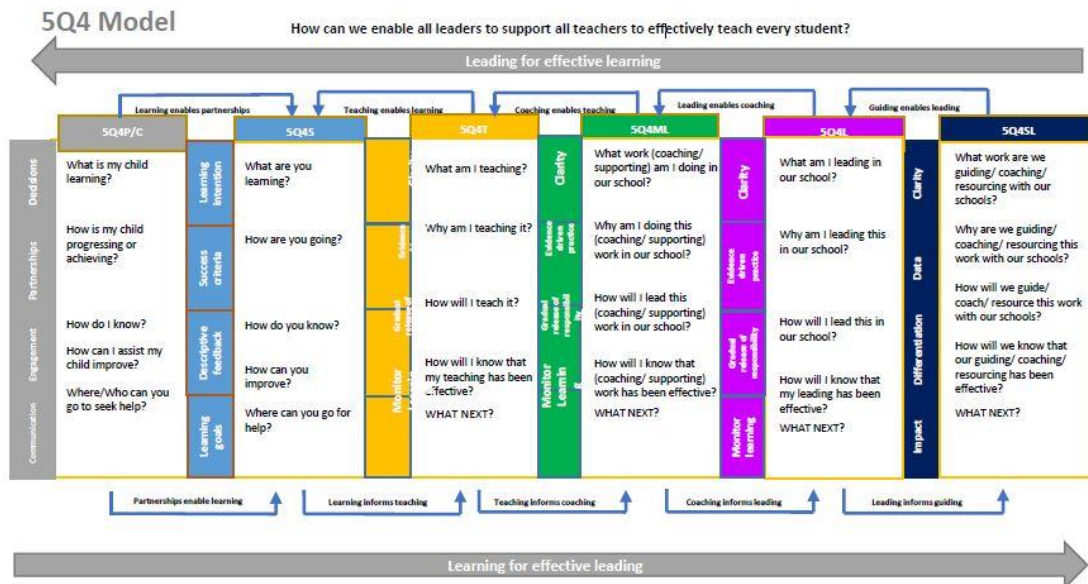
Under the umbrella of our PCL framework:



'5 Questions Model' (Effective Teaching and Learning)



Intentional Collaboration – the deliberate actions we take to work, learn and improve together



Adapted from Lyn Sharratt, *Clarity: What matters most in Learning, Teaching and Leading* 2019

Visible Teaching, Visible Learning pedagogy

Learning Walls



New Student Learning and Wellbeing Framework

Student Learning and Wellbeing Framework

WONDER TEAMWORK GEM (GRATITUDE EMPATHY MINDFULNESS) ACCEPTANCE RESILIENCE



At Townsville Central State School, we value a safe, supportive and connected school community in which Wellbeing is everyone's responsibility. We recognise the importance of developing healthy, confident and resilient young people. By supporting the health and wellbeing of our diverse students, we are enabling them to respond positively and succeed in a changing world. At Townsville Central State School, student wellbeing is supported across 3 domains:

1. CREATING SAFE, SUPPORTIVE AND INCLUSIVE ENVIRONMENTS...

- We provide safe and inclusive classroom environments where diversity is valued, positive social and emotional learning is developed through our Respectful Relationship Matrix, Rhythmic Recovery Program and our daily practice of GEM.
 - We demonstrate and communicate positive respectful relationships between staff, students, parents and members of the community through the implementation of our Student Code of Conduct, PCL Framework and explicit teaching of our 3 school rules with our mascot Curtis the cockatoo.
 - We recognise and reward positive behaviors for learning using our Star Rewards that include Recognition on Assembly and PCL Star Reward Days.
 - We ensure that the physical environment and school policies and practices are accessible and inclusive of students and families. The Wellbeing Garden promotes social and emotional Learning for the values - Gratitude, Forgiveness, Courage and Hope.
 - We plan for opportunities to promote and celebrate the traditions, values and cultures of the school community including NAIDOC week, ANZAC Day, National Day of Action against Bullying and Violence and Remembrance Day, Sorry Day.
 - We provide learning opportunities and environments that promote Social and Emotional Learning through our DAILY GEM Focus. Gratitude/Empathy/Mindfulness. Chaplain runs the Rhythm 2 Recovery program with the facilitator being The Wellbeing Teacher.
- We celebrate the academic, sporting and cultural achievements of our students at weekly school assemblies, special parades, Annual Awards Celebration and with the community through the School Newsletter and Facebook.

2. BUILDING THE CAPABILITY OF STAFF, STUDENTS AND THE SCHOOL COMMUNITY...

- We provide health and wellbeing learning opportunities for staff and students through various frameworks and programs. (Happy School Program, GEM, Restorative Practices and Rhythm 2 Recovery).
- We identify opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning.
- We communicate information and advice on the benefits of supporting young people to be healthy, confident and resilient through the curriculum, participation in days of recognition, and school Facebook and newsletter.
- We respond positively to the needs of different groups within the school community, including transition activities Kindy Playgroup and other outside organisations that provide support for our students.
- We strengthen connections with parents through regular parent-teacher meetings and timely communication, to support early intervention for students whose wellbeing is at risk.
- We increase the visibility of local support services to families whose children have higher levels of need, sharing services and providing referrals where required.
- We are committed to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.
- We collect and analyse a range of data, including a regular review of data from the School Opinion Survey, to identify areas for capability building.
- We encourage student participation and develop their wellbeing through their involvement in the Student Council and Student Leadership Roles.
- We participate in school camps that develop the confidence, resilience and teamwork of students.
- We participate in the Engagement and Wellbeing survey for students in Year 4.

3. DEVELOPING STRONG SYSTEMS FOR EARLY INTERVENTION...

- We plan and document school processes to support staff to respond appropriately to students at risk, including student protection and code of conduct training.
- We recognise the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning
 - sharing responsibility for supporting students at risk by seeking support from Guidance Officers and the leadership team as first responders
 - encouraging students and families to access support services
 - using a wrap-around approach for students involving parents, school support services, health professionals and other agencies.
- We encourage the use of the Social and Emotional Learning Continuum to develop and monitor the effectiveness of social skills interventions.
- We integrate DoE support services to assist in planning and implementing practices that improve outcomes for students, including support from our Speech and Language Pathologist, Physiotherapist, Occupational Therapist and Advisory Visiting Teachers.
- We actively maintain partnerships with community services.
- We engage specialist organisations, including Autism Queensland, for student support.
- We refer students and families to support organisations, including Shine for Kids, TAHIS.
- Teachers develop support plans for students, including Personalised Learning, Individual Curriculum Plans, Health Management and Support Provisions.
- We provide school staff with a role appropriate school induction process to support them to care for the wellbeing of students.

New Staff Wellbeing Framework

Culmination of two years' consultation and collaborative construction with our Wellbeing Teacher Coordinator, Wellbeing Committee and Local Consultative Committee

TOWNSVILLE CENTRAL STAFF WELLBEING FRAMEWORK WONDER TEAMWORK GEM (GRATITUDE EMPATHY MINDFULNESS) ACCEPTANCE RESILIENCE



At Townsville Central State School, we recognise that staff undertake cognitively and emotionally challenging work that affects the health and wellbeing of our staff. By supporting our staff to live happy and healthy lives we are helping to ensure success for our students and better outcomes for our community.

At Townsville Central State School, staff wellbeing is a shared responsibility within the workplace and is supported across five dimensions:

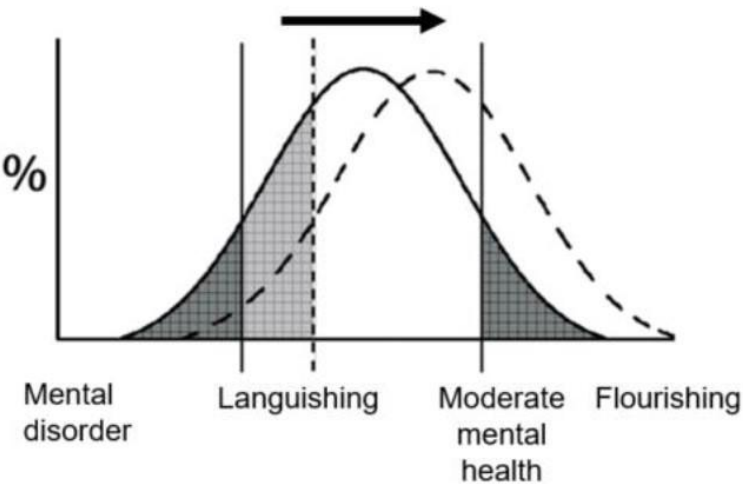
	Physical wellbeing	Psychological wellbeing	Social and community engagement	Occupational wellbeing	Financial / personal resources
Wellbeing goals	1. Improve the physical health of staff through addressing lifestyle risk factors: good nutrition, physical activity, smoking, alcohol consumption and weight management. 2. Provide opportunities for staff to engage with health information and screening.	1. Improve the mental health of school staff in the workplace. 2. Increasing resilience and stress management of school staff. 3. Provide information and resources to support optimal mental health for school staff.	1. Develop links with community organisations that support school staff wellbeing. 2. Promote opportunities for school staff to be involved in charity work and make donations. 3. Support and invest in opportunities for school staff to build social capital.	1. Improve the performance and development of school staff. 2. Enable school staff to participate in coaching and mentoring. 3. Provide support opportunities for career planning and transitioning for school staff.	1. Improve the financial literacy and budgeting skills of school staff. 2. Provide information and resources relating to investments, mortgages and insurance. 3. Provide information and resources related to superannuation and retirement planning.
Actions	- Promote and encourage staff to participate in wellness events/actions (Tennis/Hill Walks) - Provide and encourage staff to have flu vaccinations each year - Provide opportunities for staff to take place in wellbeing sessions - Hill Walks - Tennis afternoon	- Engaged with the Happy School Program. - Formal review of Staff Opinion Survey - Promotion of free counselling services provided by Education Queensland - Wellbeing articles and resources shared through email and posters in Staffroom. - Shared Birthday staff morning tea each Term. - Engage with wellbeing initiatives (Eg National Day of Action against Bullying and Violence, R U OK Day) - Chappy's coffee cart: Central Perk	- Maintain partnerships with community services including Lifeline, Beyond Blue, - Build community connections through school and P&C / Facebook Site - Organisation of fundraising activities for variety of charities (Cowboy Footy Book Week Parade. - Promote the work of community groups and organisations through school (P&C, Parent-Rep.) - Participate in local community events (ANZAC Day ceremonies Day for Daniel.)	- Staff develop APDPs which set out SMART goals for developing their skills, knowledge and career plan. - Beginning teachers participate in a MBT program to support their development in the early career stage. - New staff complete a role specific school induction program. - All staff have an opportunity to participate in collegial and instructional coaching and mentoring process.	- Share information and opportunities that enable staff to develop their financial literacy and budgeting skills. - Share information and resources related to investments, mortgages and insurance. - Share information and resources related to superannuation and retirement planning Eg Q Super, Salary sacrificing opportunities.

In development for 2022 School Year – opportunities for ‘flourishing’ with the planned implementation of the ‘Wheel of Wellbeing’

Foresight Report (2008)


“Achieving a small change in the average level of well-being across the population would produce a large decrease in the percentage with mental disorder, and also in the percentage who have sub-clinical disorder (languishing).”

In developing their strategy the South London and Maudsley NHS Foundation Trust tapped into the research that occurred under the Foresight project work, where in the UK project teams work with government departments, experts and academics to identify where new or emerging science can inform policy. Foresight projects last about 12 months.

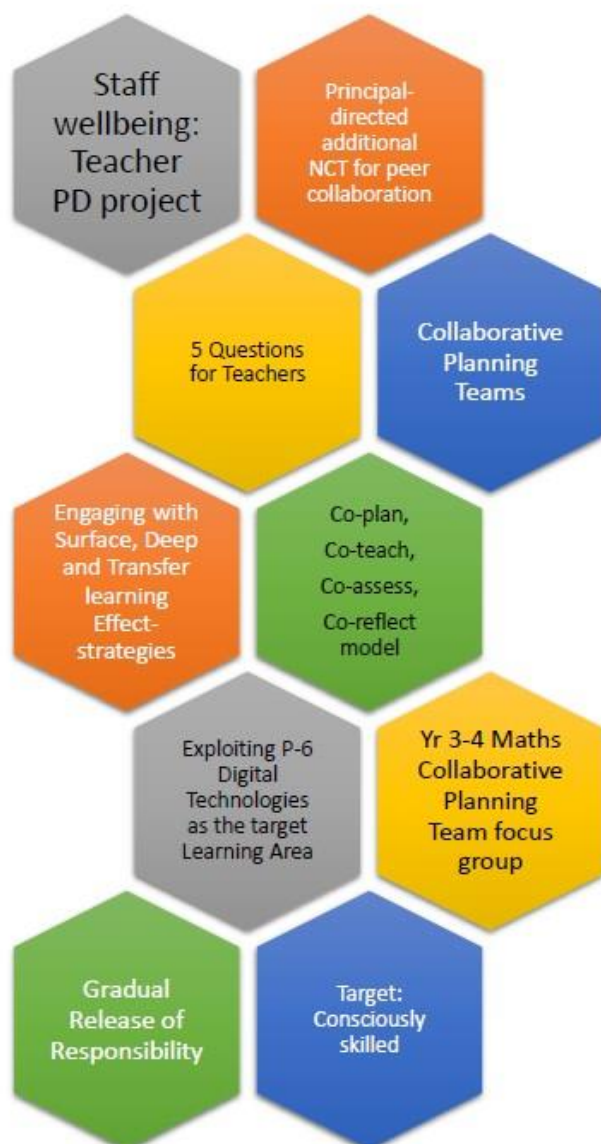


Reconciliation Action Plan (2019 – 2021) and planning for our second RAP

Celebrations

 Curriculum Achievement Highlights: Domain: Respect in the Classroom Domain: Opportunities in the Classroom Semester 1, 2021 - Our 2021 Semester 1 whole-school (overall for all subjects) results for Indigenous students achieving an A-C went up by 2.1% to 71.9% - Our 2021 Semester 1 whole-school (overall) results for Indigenous students achieving an A-C went up: - in English by 8% to 66% - in Maths by 11.1% to 69.9% - in Science by 11.3% to 80.5% - in Technologies by 13.2% to 68% Curriculum Achievement Highlights: Semester 1, 2020 - Our 2020 Semester 1 whole-school (overall for all subjects) results for Indigenous students achieving an A-C went up by 2.4% to 71.6% - Our 2020 Semester 1 whole-school (overall) results for Indigenous students achieving an A-C went up: - in English by 7.2% to 70.6% - in Maths by 14.7% to 73.3% Curriculum Achievement Highlights: Semester 2, 2019 - Our 2019 Semester 2 whole-school (overall for all subjects) results for Indigenous students achieving an A-C went up by 1.6% to 69.2% - Our 2019 Semester 2 whole-school (overall) results for Indigenous students achieving an A-C went up: - in English by 14.3% to 63.4% - in Science by 5.7% to 69.3%	Domains	Required Action	Linked to TCSS RAP	CELEBRATIONS – TOWNSVILLE CENTRAL STATE SCHOOL (TCSS) RECONCILIATION ACTION PLAN (RAP) * Invited parents to participate in Reconciliation Week and NAIDOC Week celebrations * Staff participated in Cross-Cultural Training, 2019, 2020 for Aboriginal culture and for Torres Strait Islander cultural training; * Teachers trained in Text to Task methodology for IEAL/D students, 2019, 2020 * Invited elder for 2021 NAIDOC Week event for Welcome to Country * Celebrated annually with schedule of events * Invited local Aboriginal and Torres Strait Islander stakeholders to our annual NAIDOC Week events * Principal now an observer on the QASSP sub-committee Indigenous Education, led by Heatley SS principal Dr Louise Wilkinson, Chair of QASSP * Ran a competition for students to design new animal mascots for our sports Houses * Local-designed staff and student RAP/PCL shirt through Emu, design process led by Aunty Beverly Cummins, IPCAPS, NQ Regional Office, incorporating our school mascot, school logo, school colours, PCL Star, Aboriginal and Torres Strait Islander motifs, local totems, the diamond head python, the brolga and crocodile - the brolga in Yongala yellow and the crocodile in Pandora blue. * Under development by the CEC * Opportunities for school community to participate in Working Party consultation on RAP * Display RAP in front office, school community board and electronically distributed to community * Assist staff to use and interpret their data - Conduct regular professional development with staff to improve analysis of data in order to inform their decisions and processes for Closing The Gap in achievement between Indigenous and non-Indigenous students * Created ATSIAP Club, 2019 * Participate in annual Junior ATSIAP Competition * Promote events that are important to Aboriginal and Torres Strait Islander peoples as part of school calendar of events * CEC led the development of a school-context AOC through ATSIAP Club, displayed in all classrooms * Raised alongside national flag in school front yard; flags posters displayed in every classroom * Part of school calendar * Marker students for explicit planning and case management to Close The Gap from 2019 * Text to Task methodology for IEALD students training in 2019 and 2020 * HOD joined working group in 2021 * Indigenous perspectives are embedded in school curriculum * A fractional position for an Identified Aboriginal or Torres Strait Islander person employed as a Community Education Counsellor and Indigenous Teacher Aide * Staff are members of the RAP Working group * School RAP ratified – one of only 2 state schools in Tville and four schools in Tville * Term 4, 2021
	Relationships in the Classroom	* Aboriginal and Torres Strait Islander People in the classroom		
	Relationships around the School	* Cultural competence for staff		
	Relationships with the Community	Welcome to Country	Action 8	
		* Celebrate National Reconciliation Week	Action 2	
		* Build Relationships with Community	Action 3 & 12	
		Create a stakeholders list	Action 14	
	Respect in the Classroom	* Teach about Reconciliation	Action 6	
		* Explore Current Affairs and Issues	Action 13	
		Teach about days of National Significance	Action 10 & 11 & 5	
	Respect around the School	Acknowledgement of Country	Action 8	
	Respect with the Community	* Aboriginal and Torres Strait Islander Flags		
		* Take action against racism		
	Opportunities in the Classroom	* Curriculum Planning		
		Bridged Curriculum - curriculum priority – School specific	Action 9	
	Opportunities around the School	* Inclusive Policies	Action 4	
		* Staff engagement with RAP	Action 1	
	Opportunities with the Community	* Celebrate RAP Progress	Action 15	

2020 PEER INSTRUCTIONAL COACHING PROJECT



Social climate

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.



TOWNSVILLE CENTRAL STATE SCHOOL – RESPECTFUL RELATIONSHIPS MATRIX


VALUE	SCHOOL	CLASSROOM	PLAYGROUND
RESPECTFUL RELATIONSHIPS	<ul style="list-style-type: none"> Be positive and welcoming to community members Value difference Consider other people's feelings – be empathetic 	<ul style="list-style-type: none"> Value others' opinions Encourage classmates Be accepting of others 	<ul style="list-style-type: none"> Be inclusive – make sure everyone is included Show empathy and kindness to others Demonstrate sportsmanship – accept we disagree and move on

By implementing Respectful Relationships teachings, schools will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- Improved social and emotional skills, self-concept, bonding to school and classroom behaviour.
- Less disruptive classroom behaviour, aggression, bullying and delinquent acts.
- Reduced emotional distress such as depression, stress or social withdrawal.

Positive Behaviour for Learning (PBL) Lessons





	POSITIVE CULTURE FOR LEARNING – PLAYGROUNDS MATRIX		
ENVIRONMENT:	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
PLAYGROUNDS	<ul style="list-style-type: none"> • Wear a hat • Eat and drink sitting down (under B Block, or C Block or P Block) • Walk on the concrete 	<ul style="list-style-type: none"> • Use the High Five to solve your problems • Take turns • Put rubbish in bins 	<ul style="list-style-type: none"> • Follow instructions - first time, every time • Be a good sport - follow the rules of the game • Look out for younger children

New Pirate ship Playground funded with grant



Typical PCL lesson for teaching new positive behaviours for introducing a new playground to share

	<h3 style="text-align: center;">PCL LESSON PLAN</h3> <p style="text-align: center;">POSITIVE CULTURE FOR LEARNING (PCL) = PBL (Positive Behaviour for Learning) + GEM (Gratitude, Empathy, Mindfulness) + Restorative Practices + The Resilient Child</p>
School Rule	Be Safe
Environment	In the Playground
Context	New pirate ship playground *confirm expectations for positive safe behaviour on existing <u>playgrounds</u> *establish expectations for positive safe behaviour on <u>new playground</u>
Introduction	Focus question: We have a new playground! How will we use it <u>safely</u> ? 
I DO *modelling *think-alouds *value-adding with HOT graphic organiser	Teacher <i>confirms</i> expectations for positive <i>safe</i> behaviour on <u>existing playgrounds</u> *poses think-aloud 'What positive behaviours do I think we expect at Central for using <u>playgrounds safely</u> ?' and writes the question inside a concept map circle *teacher brainstorms some 'Be safe' ideas using the concept map
WE DO (Examples and Non-Examples)	<u>Small group activity options</u> > SKITS OR TABLEAUX (freeze-frame skits with a narrator) *rehearsing and acting out short skits in each group that are both examples and non-examples of <u>positive behaviour on the playground</u> *can be in the classroom or on/near <u>a playground</u> *can be the <u>age-group playground</u> or the <u>pirate ship playground</u> >CARTOON STRIPS *4-frame cartoon as a pair or small group *fold two pages in book in half; rule a line across the middle = <u>4-frame cartoon template</u> *title: 'In The ... (Playground)' *frame 1: the new situation; frame 2: example + behaviour; frame 3: non-example + behaviour; frame 4: vision of the future >NEW MATRIX 'In The ... (Playground)' *brainstorm 'Be safe' bullet points for this new environment (Model: <u>Respectful Relationships matrix</u>)
YOU DO	Students present skit/cartoon/new matrix section
Practise and Feedback	Exit card (Question 1 for Students): 'What have we learnt today?' *Connect PCL lesson to weekly focus/three-week focus of chosen environment

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 health emergency, the annual school opinion surveys of students, teachers and staff were not administered in 2020. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2019	2020	2021
This is a good school.	100.0%		92.3%
My child likes being at this school. ²	100.0%		89.7%
My child feels safe at this school. ²	100.0%		86.8%
My child's learning needs are being met at this school. ²	92.3%		84.2%
My child is making good progress at this school. ²	92.3%		89.5%
Teachers at this school expect my child to do his or her best. ²	100.0%		92.1%
Teachers at this school provide my child with useful feedback about his or her school work. ²	100.0%		85.7%
Teachers at this school motivate my child to learn. ²	84.6%		89.5%
Teachers at this school treat students fairly. ²	92.3%		89.7%
I can talk to my child's teachers about my concerns. ²	91.7%		92.5%
This school works with me to support my child's learning. ²	100.0%		92.5%
This school takes parents' opinions seriously. ²	92.3%		82.9%
Student behaviour is well managed at this school. ²	92.3%		82.1%
This school looks for ways to improve. ²	100.0%		88.6%
This school is well maintained. ²	92.3%		89.7%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2019	2020	2021
I like being at my school. ²	96.8%		93.5%
I feel safe at my school. ²	90.3%		91.3%
My teachers motivate me to learn. ²	95.3%		95.6%
My teachers expect me to do my best. ²	96.7%		100.0%
My teachers provide me with useful feedback about my school work. ²	95.2%		95.7%
Teachers at my school treat students fairly. ²	89.1%		93.5%
I can talk to my teachers about my concerns. ²	93.5%		81.0%
My school takes students' opinions seriously. ²	84.5%		88.4%
Student behaviour is well managed at my school. ²	75.4%		73.9%
My school looks for ways to improve. ²	91.7%		95.6%
My school is well maintained. ²	88.7%		92.5%
My school gives me opportunities to do interesting things. ²	95.2%		93.6%

Notes

he statement.

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with t
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2019	2020	2021
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	100.0%		92.9%
I enjoy working at this school. ²	95.7%		36.4%
I feel this school is a safe place in which to work. ²	95.7%		40.9%
I receive useful feedback about my work at this school. ²	56.5%		28.6%
Students are encouraged to do their best at this school. ²	95.7%		95.2%
Students are treated fairly at this school. ²	95.7%		40.9%
Student behaviour is well managed at this school. ²	78.3%		18.2%
Staff are well supported at this school. ²	60.9%		13.6%
This school takes staff opinions seriously. ²	70.0%		14.3%
This school looks for ways to improve. ²	87.0%		50.0%
This school is well maintained. ²	73.9%		38.1%
This school gives me opportunities to do interesting things. ²	81.8%		42.9%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.
3. DW = Data withheld to ensure confidentiality.

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2019	2020	2021
Short suspension	49	21	50
Long suspension	3	1	2
Exclusion	0	0	2
Total	52	22	54

Notes

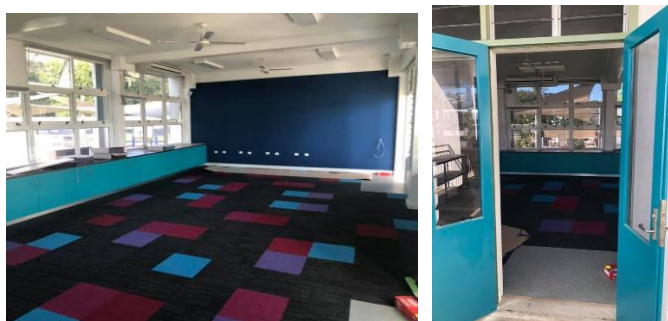
1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to other years.

School funding

School funding

Facilities upgrades in 2021

C Block 1st Floor renovation



School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website.

How to access our income details

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

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	<input type="button" value="Q"/>
--	--	--	------------------------------------	----------------------------------

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

<input type="button" value="View School Profile"/>
--

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

<input type="button" value="School profile"/>	<input type="button" value="NAPLAN"/>	<input type="button" value="Attendance"/>	<input type="button" value="Finances"/>	<input type="button" value="VET in schools"/>	<input type="button" value="Senior secondary"/>	<input type="button" value="Schools map"/>
---	---------------------------------------	---	---	---	---	--

Staff profile

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Headcount	18	18	16	15	15	15	<5	<5	<5
FTE	15	15	13	9	10	9	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and other years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2019	2020	2021
Overall attendance rate for students at this school	89%	90%	89%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2019	2020	2021
Prep Year	83%	87%	90%
Year 1	86%	91%	88%
Year 2	92%	89%	88%
Year 3	90%	91%	88%
Year 4	92%	89%	91%
Year 5	89%	90%	89%
Year 6	89%	91%	89%
Ungraded	DW		

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

NAPLAN

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

How to access our NAPLAN results

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



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



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



Notes

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