



North Shore State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
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# From the Principal

## School overview

North Shore State School officially opened in January 2018, becoming the newest State School in the Townsville area. We were excited to welcome over 300 students and their families to our school in its inaugural year. In 2019 we have approximately 470 students from Prep to Year 6 attending our school.

Students attending our school will be educated by quality teaching staff in a modern and state-of-the-art facility, ensuring they have everything they need to be successful and confident learners in the 21st Century. Once both stage 2 has been completed by the end of 2019, students will have access to an innovative, architecturally designed facility. This will include a specific Prep learning hub, Science and Technology Centre, Music rooms and outdoor learning spaces, ensuring our students are active and hands-on with their learning.

We aim to provide a school that demonstrates high expectations across all academic, social and behavioural areas. A school that all students, staff, parents and community are proud to be a part of.

### Our Philosophy

Our job is to ensure that every student can demonstrate their year level achievement standards.

### Our Vision

Our vision at North Shore State School is to ensure our students have skills to demonstrate, articulate and value the knowledge and skills to be successful life-long learners and model the core values of the **school**: being respectful, being responsible and being safe.

### School progress towards its goals in 2018

- Explicitly implement the Australian Curriculum by adapting / adopting C2C Version 8
- Embed the use of Collaborative Inquiry as a process for ongoing student improvement
- Develop teachers ability to identify and articulate the general capabilities and achievement standards through instructional coaching, moderation and feedback
- Embed the use of Learning walls as a tool for students feedback
- Embed the 5 Key questions for students as a method of improving students and teachers practice and pedagogy
- Develop and embed the Co-Plan, Co-Teach and Co-Reflect process with identified year levels inclusive of Instructional Coaching
- Maintaining high levels of communication and community involvement
- Improving reading and writing outcomes for all students

### 2018 LOA (Level of Achievement) Results

English (Target 90%)	% C or above	Maths (Target 90%)	% C or above	Science (Target 90%)	% C or above
Prep	89	Prep	97	Prep	95
Year 1	100	Year 1	97	Year 1	97
Year 2	97	Year 2	100	Year 2	97
Year 3	85	Year 3	91	Year 3	91
Year 4	100	Year 4	94	Year 4	94
Year 5	54	Year 5	89	Year 5	95
Year 6	83	Year 6	80	Year 6	85

## Future outlook

- Continue to develop teachers' data literacy through collegial professional learning and whole school moderation process and focus on year level team learning
- Embed the use of Digital Technologies with a focus on building teacher capabilities
- Develop instructional leadership with a focus on building leadership capability and sharing practices
- Develop productive partnerships with students, staff, parents, and the community
- Implement the Positive Culture For Learning (PCL) framework across the school 2019
- Implement the I4S Plan (available on the school website [www.northshoress.eq.edu.au](http://www.northshoress.eq.edu.au) )

## 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total			294
Girls			134
Boys			160
Indigenous			28
Enrolment continuity (Feb. – Nov.)			93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

We have approximately 470 students at North Shore State School with 10.5% of students identifying as Indigenous or Torres Strait Islander background and about 3.5% of students with identified disabilities. We also have a large Defence community at our school with their students making up over 20% of our enrolment.

We have a wonderfully inclusive and supportive and harmonious student community that values Inclusive Education. The majority of students live in the suburbs of Burdell and Bushland Beach that sit within our Enrolment Catchment area. We emphasise the arts in the curriculum and in students' lives through our music and art programs. Our school has strong community connections within the Northern Beaches area of Townsville.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			22
Year 4 – Year 6			23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

At North Shore State school we focus on ensuring our students are Assessment Literate Learners who know what they are learning, why they are learning it and how they are going in their learning. This is based on the research and methodology of Lyn Sharrett et al. Learning Walls are a common feature in every classroom and provide students with a go-to place to see where they are currently in their learning journey and what they need to do to improve and achieve success – Assessment Literate Learners. Identified actions include;

- Regular and purposeful collection of data about student academic progress.
- Whole school curriculum plan to ensure systematic curriculum delivery.
- Whole school reporting and assessment framework.
- We utilise a range of formative/diagnostic testing tools to inform teaching and learning practices in the school.
- Assessment folios have been trialled in classrooms as a communication tool for parents and students.

North Shore State School offers all 8 Key Learning Areas. The Language Other Than English is Japanese and is offered to students in Years 5 and 6. Instrumental Music is offered to students in Years 4 – 6. Students have an opportunity to participate in Instrumental Band as well as a Junior and Senior Choir

### Co-curricular activities

- **School Leadership** - All Year 6 students are considered as school leaders. There are a range of leadership positions including school captains and sports house and project captains. All students are exposed to leadership learning activities including our Year 6 Camp, running activities at Under 8's Day, presenting graduation certificates to our Prep students mentored by teachers and they embarked on a number of tasks including peer mentoring younger students as well as fund raising for school as well as local groups and nationwide charities. The Year 6 student leadership sustained our positive school culture through their responsible actions on a daily basis. They also led weekly assemblies. Students participated in the local GRIP leadership development program in term 1.
- **Buddy program** offering lunchtime support for our Prep students targeting social skilling and play.
- **Instrumental Music Program** (woodwind and brass) from Year 3. This is the first year that we have been able to offer and instrumental music to the students.
- **Choirs for all students from Year 3 to Year 6** (Junior and Senior)

- **Adopt a Cop program** with involvement in events, class programs and individual mentoring.
- **School sport** - interschool sport, District Gala Days and a variety of sports through our Sporting Schools Program which provided a range of sporting coach experiences during PE and supported preparation of sporting teams for interschool events.
- **School Choir**- Students in years 3-6 are offered the opportunity to join our school choir program that competes at the annual Eisteddfod competition.

### How information and communication technologies are used to assist learning

At North Shore State School, we believe that the use of ICTs is an integral part of engaging our students in learning and to prepare our students for the challenges of the future.

Our teachers make use of digital teaching and learning throughout their daily programs with many teachers undergoing professional learning. This has assisted teachers to embed digital learning into classrooms and embrace the use of interactive whiteboards in their teaching. In 2018 teachers continued to implement the Australian National Curriculum using the tools of the whole school curriculum plan. All of our teachers have access to state of the art interactive whiteboards, iPads and connective Apple TV devices.

Students have access to laptop and iPads for learning as well as a computer lab at both lunch breaks.

## Social climate

### Overview

At North Shore State School we have developed a supportive and caring school environment in which students are supported by class teachers who can identify their individual needs and plan to provide opportunities where students are challenged in the development of their general capabilities.

Our 'Responsible Behaviour Plan for Students' outlines clearly our expectations for conduct at school and provides support and assistance to all children to make positive choices. There are clear expectations for students' behaviour and clear consequences for inappropriate behaviours.

### Our School Rules

- Respectful
- Responsible
- Safe

North Shore State School is a Positive Culture for Learning School which focuses on reinforcing expected behaviours through positive student feedback and supporting students to develop their general capabilities to make the right decisions. The school also takes pride in acknowledging exemplary work and behaviour on school parades, where parents are encouraged to come and share in the celebrations.

Students are also recognised through our student of the week certificates parades as well as the acknowledgement of our **North Shore Stars** within the classrooms. Our school also has weekly awards that acknowledge the most improved classes in PE and the Arts. These classes receive a trophy that proudly is displayed in their classrooms for the week.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)			96%
• this is a good school (S2035)			93%
• their child likes being at this school* (S2001)			89%
• their child feels safe at this school* (S2002)			89%
• their child's learning needs are being met at this school* (S2003)			89%
• their child is making good progress at this school* (S2004)			82%
• teachers at this school expect their child to do his or her best* (S2005)			96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)			89%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)			89%
• teachers at this school treat students fairly* (S2008)			82%
• they can talk to their child's teachers about their concerns* (S2009)			89%
• this school works with them to support their child's learning* (S2010)			93%
• this school takes parents' opinions seriously* (S2011)			85%
• student behaviour is well managed at this school* (S2012)			74%
• this school looks for ways to improve* (S2013)			93%
• this school is well maintained* (S2014)			100%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)			83%
• they like being at their school* (S2036)			79%
• they feel safe at their school* (S2037)			73%
• their teachers motivate them to learn* (S2038)			94%
• their teachers expect them to do their best* (S2039)			98%
• their teachers provide them with useful feedback about their school work* (S2040)			89%
• teachers treat students fairly at their school* (S2041)			83%
• they can talk to their teachers about their concerns* (S2042)			75%
• their school takes students' opinions seriously* (S2043)			72%
• student behaviour is well managed at their school* (S2044)			66%
• their school looks for ways to improve* (S2045)			87%
• their school is well maintained* (S2046)			83%
• their school gives them opportunities to do interesting things* (S2047)			87%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)			100%
• they feel that their school is a safe place in which to work (S2070)			100%
• they receive useful feedback about their work at their school (S2071)			100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)			94%
• students are encouraged to do their best at their school (S2072)			100%
• students are treated fairly at their school (S2073)			100%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)			100%
• staff are well supported at their school (S2075)			100%
• their school takes staff opinions seriously (S2076)			100%
• their school looks for ways to improve (S2077)			100%
• their school is well maintained (S2078)			100%
• their school gives them opportunities to do interesting things (S2079)			100%

\* 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 North Shore State School we encourage parents to become involved in their child's education development. At the beginning of each year a Parent Evenings are organised by all class teachers where each class teacher can get to know the parents and students in a relaxed and informal manner. Students work is presented and discussions are had about student progress towards their social and academic goals. Parents are encouraged to participate in school and class activities, particularly during Book Week and at our annual Under 8's Day activities.

The school issues comprehensive student reports twice per year. We have an active and highly supportive Parents and Citizens Association. We encourage all parents and carers to take the opportunity to support and join our P&C Association that meet on the third Wednesday of every month. We encourage parents and carers to volunteer their time at the many fundraising activities offered throughout the year as well as in the Tuckshop that operates every Wednesday and Friday.

## Respectful relationships education programs

North Shore State School prides itself on the safe and inclusive environment it provides its students, staff and parents. Our school employs a Student Wellbeing support teacher employs a wellbeing teacher who focuses explicitly on student wellbeing, complex case management and positive behaviour. Targeted leadership development has been provided to our year 6 students in term 2 based on identified general capabilities data.

Fortnightly Positive Community for Learning (PCL) meetings are held that use data to target behaviour trends that appear via teacher recorded minor and major incidents allowing for an agile response to spikes in certain behaviours. A restorative justice approach is utilised in responding to incidents that arise at school and parents are kept abreast of student behaviours through communication with parents.

The school exercises a zero-tolerance on student bullying and parents are encouraged to approach their teacher and/or administration with any concerns they have in the first instance. Good communication between parents and the wider school community is encourage and recommended.

The school has partnered with Queensland Police Service and has an active Adopt-a-Cop Constable who routinely visits the school and interacts with our students to foster positive relationships within the school and wider community.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days			20
Long suspensions – 11 to 20 days			2
Exclusions			0
Cancellations of enrolment			0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

At North Shore State School we are committed to reducing the amount of water and electricity used during the day. Our classrooms have been designed with louvres and fan systems that reduce the need for air conditioner use during the cooler months in North Queensland. Our new school buildings have been designed with centralised ceiling fans that draw warm air out of the learning villages. Our water use is in line with Townsville City council water restriction guidelines.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			
Water (kL)			8,310

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### 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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	23	14	<5
Full-time equivalents	22	12	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	1
Bachelor degree	20
Diploma	3
Certificate	6

\*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 2018 were \$14,615

The major professional development initiatives are as follows:

- Quality Teaching and Learning
- 10 Essential Skills
- 4 Lesson Sequence
- PBL – Positive Behaviour for Learning
- One School Training
- MAPA training
- Restorative Practices Training
- Inclusive Education practices
- Instructional Coaching – Collaborative Inquiry

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.			97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school			92%
Attendance rate for Indigenous** students at this school			86%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			92%
Year 1			93%
Year 2			94%
Year 3			92%
Year 4			93%
Year 5			92%
Year 6			92%

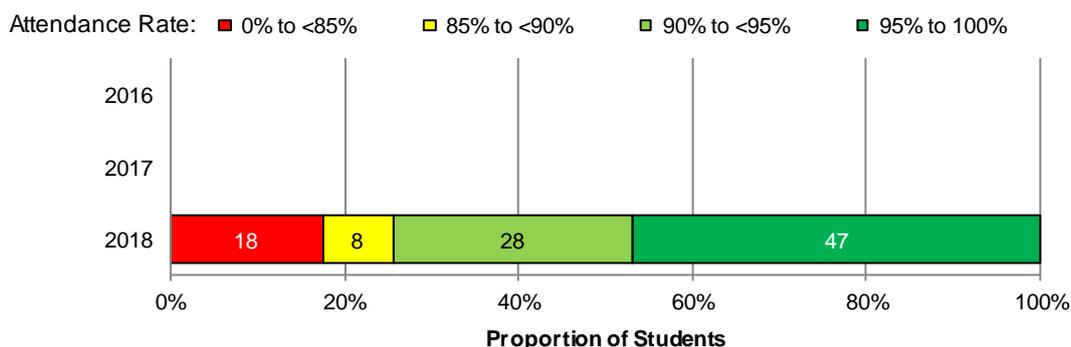
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## 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.

All 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.

North Shore State School has a significant focus on attendance through a whole school approach with our procedures including:

- Teachers mark the class roll in the Oneschool system 2 times per day (9am and 1:30pm).
- Late students must report to the administration office and late slips are given and recorded by the teachers.
- Absence phone and email data is retrieved and entered before 9:30am so that parents who have notified the school do not receive an SMS for their absence child.
- Each day before 9:30am the office staff check rolls have been entered into Oneschool and then remind any class where marking has indicated an error or absence of data.
- Once all class data is present, the office staff use SMS messaging to notify parents about unexplained absence from school.
- School administration staff work with parents to support and improve attendance daily.
- Records of absences and outcomes of phone contacts are regularly sighted by the Principal and the Wellbeing Support Teacher each week.
- Attendance messages about 'Every Day Counts' are sent home in the newsletters
- Parents are expected to complete an Application for Exemption from Compulsory Schooling if planning holidays and overseas trips or intend to be absent for any extended period.

The school utilises a SMS system that automatically notifies parents of any student absence that has not been explained by the parent or carer.

## 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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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



4. Click on 'NAPLAN' to access the 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.