



Railway Estate State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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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>
<b>Contact person</b>	Principal

# From the Principal

## School overview

Railway Estate State School is a wonderful, friendly inner city school that provides an education that prepares our students for life. As a community of learners, we are committed to our vision: Creating a responsive learning environment that develops responsible, reflective and respectful learners, who strive for success. Our motto, 'Seek and Find' encapsulates our school philosophy of developing life-long learners, capable of achieving great things through experiencing success and a love of learning. Classes operate for children from Prep to Year 6. We have a range of straight classes and composite classes. You will often notice our students playing, socialising and learning across year levels. We are very proud of this culture of unity and friendship. Railway Estate was established in 1916 and is a great example of architecture which suits the North Queensland climate. The stunning Queenslander styled buildings and well-kept grounds are often a talking point amongst visitors. Railway Estate State School has a purpose built Prep building, multipurpose covered sports area and science and resource centre. These buildings provide state of the art facilities for our students. The excellent junior playground at the front of the school is well loved by our students and our senior students also have their own playground, which is also well used. Children have the latest in Information and Communication Technologies at Railway Estate State School with a fully networked computer lab capable of accommodating a whole class of students at a time. We also have iPads in every class for students to utilise and a suite of student laptops. We are also proud of the interactive whiteboards in each classroom. These whiteboards provide an excellent vehicle for active learning and student motivation. Our school values program, 'The Six Pillars of Character,' enhances positive student to student and student to teacher relationships, resulting in a very supportive, optimistic and inclusive school climate that we are all very proud of here at Railway Estate State School.

## School progress towards its goals in 2018

School goals:	Progress:
Embed the teaching of comprehension strategies in the four lesson sequence	Achieved
Implement the Positive Behaviour for Learning (PBL) approach	Achieved
Implement Age Appropriate Pedagogies (AAP) in targeted classrooms	Ongoing
That 75% of students achieve at or above age appropriate levels in reading	Achieved
Embed the General Capabilities in all learning areas	Ongoing

## Future outlook

Improvement priority: Literacy and Numeracy

Actions	Targets	Timelines
Develop and lead an inquiry approach to improving numeracy outcomes across the school	80% students C and above in Mathematics	Term 1 – 4 2019
Provide professional learning and embed professional practice in the KLA of Mathematics		
Collaboratively develop and document a school numeracy framework, and embed the agreed schoolwide high yield practices		
Embed the school-wide implementation and monitoring of writing goals, focusing on sentence structure and paragraph structure	MSS in Year 3 and 5 NAPLAN writing equal to or above SQSS	Term 1 – 4 2019
Leaders and year level classroom teachers collaboratively plan units of work and unpack writing demands of KLA's		

Embed writing every day towards the English unit assessment task with a focus on writing engagement and the 'shared' and 'independent' phases of the gradual release model		
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## 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	231	234	219
Girls	121	126	107
Boys	110	108	112
Indigenous	45	45	47
Enrolment continuity (Feb. – Nov.)	90%	91%	88%

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

Railway Estate State School 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	23
Year 4 – Year 6	21	26	26
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

Delivery of the Australian Curriculum – English, Mathematics, Science, Visual Arts, Dance, Health, Movement/PE, Languages, Humanities and Social Science, Technology

Japanese LOTE for Years 5 – 6

Instrumental Music for years 4 – 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 4-6
- School banking
- 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
- Year book committee
- Graduation committee
- Green Team
- ATSIAP Team
- NAIDOC week

## 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. We have prioritised the implementation of the Australian Curriculum Digital Technology learning area and the embedding of the ICT General Capabilities, to ensure that our learners are capable of learning and working in a digital world.

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, laptops and ICT learning aides.

Staff continue to develop their personal ICT skills through Professional Development opportunities. 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

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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	92%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	89%	100%	100%
• 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)	89%	100%	92%
• 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%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	89%	90%	92%
• this school looks for ways to improve* (S2013)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	89%	80%	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)	96%	95%	95%
• they like being at their school* (S2036)	96%	85%	97%
• they feel safe at their school* (S2037)	93%	93%	97%
• their teachers motivate them to learn* (S2038)	100%	94%	95%
• their teachers expect them to do their best* (S2039)	100%	96%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	97%
• teachers treat students fairly at their school* (S2041)	91%	82%	95%
• they can talk to their teachers about their concerns* (S2042)	85%	91%	90%
• their school takes students' opinions seriously* (S2043)	96%	89%	95%
• student behaviour is well managed at their school* (S2044)	89%	85%	86%
• their school looks for ways to improve* (S2045)	96%	96%	98%
• their school is well maintained* (S2046)	95%	96%	98%
• their school gives them opportunities to do interesting things* (S2047)	96%	98%	93%

\* 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%	88%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	100%
• they receive useful feedback about their work at their school (S2071)	94%	88%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	93%	80%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	94%	96%
• student behaviour is well managed at their school (S2074)	94%	76%	91%
• staff are well supported at their school (S2075)	94%	88%	100%
• their school takes staff opinions seriously (S2076)	89%	80%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	94%	96%
• their school gives them opportunities to do interesting things (S2079)	89%	94%	100%

Percentage of school staff who agree# that:	2016	2017	2018
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\* 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 is 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 education 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

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	8	22	13
Long suspensions – 11 to 20 days	0	0	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	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

The school works to reduce its environmental footprint through strategies such as solar power, water tanks, 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. We also plant 100 trees and plants annually as part of National Tree Day.



Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		2,709	136,498
Water (kL)	3,557	1,563	1,499

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter buttons: 'School sector', 'School type', and 'State', each with a dropdown arrow.

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

The screenshot shows a single button labeled 'View School Profile'.

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

The screenshot shows a navigation menu with several options: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' option is highlighted with a dark background.

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	18	15	<5
Full-time equivalents	14	9	<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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	16
Diploma	2
Certificate	

\*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 \$21,890

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 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.	96%	97%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	91%	90%	91%
Attendance rate for Indigenous** students at this school	82%	83%	85%

\* 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).

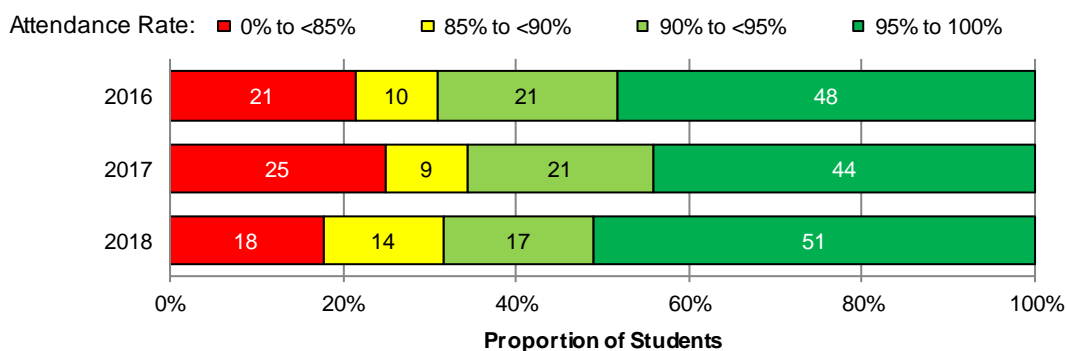
\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

Year level	2016	2017	2018
Prep	90%	86%	91%
Year 1	90%	91%	90%
Year 2	94%	89%	93%
Year 3	90%	92%	91%
Year 4	90%	92%	92%
Year 5	94%	89%	92%
Year 6	91%	92%	90%

#### 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.

Non-attendance is managed in state schools in line with the 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.

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 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.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

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

A rectangular button with a red border and the text "View School Profile" in red.

4. Click on 'NAPLAN' to access the school NAPLAN information.

A horizontal navigation menu with a dark red background and white text. The items are "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a white background.

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.