



Tiaro State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Tiaro State School was established in 1870, with a number of local families having attended for several generations. Our Mission at Tiaro State School is to deliver the Australian Curriculum within the small school setting encouraging students to become life-long learners. A focus on reading, numeracy and individual student improvement underpin all teaching and learning experiences at Tiaro State School. The implementation of School Wide Positive Behaviour supports our school expectations of safety, respect and responsibility. Tiaro State School provides a differentiated teaching and learning program whereby students work towards reaching their optimal potential. Tiaro State School plays an important role in the community by regularly participating in special events within our small school cluster and local area. Such events include library visits, aged care visits, family daycare visits, playgroup visits, district sports days, Lions events, Under Eights celebrations, field days, raft races and local fishing competitions.

School progress towards its goals in 2018

Successful Learners:

Tiaro State School continues to implement the Australian Curriculum using key literacy and numeracy improvement strategies. There continues to be a whole school focus on the embedding of a balanced reading program using Daily Rapid Reading. Sheena Cameron comprehension strategies underpin all reading across the school. Numeracy rich routines are embedded in daily math sessions and support the C2C in program delivery of mathematics.

Great People:

Teacher Quality and Leadership Capacity with the Australian curriculum to continue a balanced reading and writing program. Staff are supported in participating in cluster moderations to enhance curriculum delivery and staff participating in quality professional development. Whole school reading pedagogy and framework created with school and community to promote reading to the broader school community. The implementation of the Learning and Wellbeing Framework occurs across the school, with the implementations of school wide PBL and feedback structures in place.

Engaged Partners:

Tiaro State School continues to liaise with the local secondary schools enabling successful transitions into high school. The school continues to work with the local small schools and regional support staff and services to align consistency throughout the region and between communities. Parent participation is encouraged within all school events and opportunities are provided for families to observe student learning and celebrate student achievement. Parent and community engagement in PBL information session throughout the year are offered. Multiple communication channels are used to communicate with parents e.g. email, telephone, website, weekly assemblies, street sign, noticeboard, newsletter and Facebook.

High Standards:

Using school based data to maintain high student outcomes and lead teaching and planning decisions. PBL review shows the school has prioritised the continued development of clear and consistent expectations for behaviours.

Future outlook

Tiaro State School continues its emphasis on the delivery of Literacy and Numeracy outcomes for all students. The school ensures quality curriculum that is delivered with a focus on a futures perspective so that children receive an education that is reflective of the 21st century. The use of technology continues to be an integral part of learning.

The strategic focus areas for 2019 and beyond are:

- Continue to work together to address the unique needs of students to ensure successful transitions through each phase of learning.
- Individualised learning to meet the needs of all students.
- Continue to have a strong focus on reading and all programs implemented to date to increase and maintain consistent student outcomes.
- Continue to develop the capabilities of staff to support every student.
- **Continue to review and monitor performance and make adjustments when needed.**

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	36	31	24
Girls	14	14	12
Boys	22	17	12
Indigenous	3	6	2
Enrolment continuity (Feb. – Nov.)	82%	73%	61%

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

Tiaro State School students come from a predominately-rural environment. Several students are from long standing Tiaro families, with extensive ties to the community and school. Although many children live on house blocks, most have some connection to a rural lifestyle with their interests and hobbies. A portion of Tiaro State School families tend to be transient, sole/low income, and of Indigenous heritage.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	15	15
Year 4 – Year 6			
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

Tiaro State School sets high expectations of student learning, with a focus on developing independent learners in literacy and numeracy skills. Our multi-age aspect of Tiaro's class groupings allow for unique opportunities for every student. The acceleration or consolidation of individual student's learning is one important aspect that can be enhanced. Students are provided with opportunities to continuously investigate and problem solve, whilst

developing their literacy and numeracy skills. They are encouraged to apply these understandings to our other Key Learning Areas such as English, Maths, Humanities and Social Sciences (HASS), Health and Physical Education (HPE), The Arts, Science, Technology and Languages Other than English (German) offered to all year levels

Co-curricular activities

Tiara State School provides students with a range of extra curricula activities, including; sport, performing arts, community events and many more. The students participated in the following activities in 2018:

- Cluster Sports Days and Interschool Sport (Cross Country and Athletics)
- Interschool Netball Tournament
- Whole School Excursions
- School Sports (AFL and Tennis)
- Annual End of Year Concert

How information and communication technologies are used to assist learning

The use of computers is embedded in everyday teaching and learning opportunities as a tool to enhance student learning outcomes. Computers and technology are an integral part of modern society hence a strong commitment to developing the skills required to operate all types of ICT devices is paramount. Furthermore, computers are used on a regular basis for research tasks and for practicing academic skills and processes. Programs such as Power point, Word, Excel, Publisher, Paint and e-mail are regularly used to help consolidate students learning. Tiara State School students have access to Reading Eggs and Mathletics to further support the direct teaching of the **Australian Curriculum. Interactive LCD** screens are used in both classrooms to support curriculum delivery.

Social climate

Overview

Tiara State School is very proud of the fact that it provides a warm, supportive environment where all students are given the best opportunity to reach their potential. The school has a wonderful feel that makes all students, parents and visitors feel free to be themselves and be part of a 'big family'.

The school has a strong support from its P&C and community, emphasised by Friday Tuckshop provided by parents.

The dynamic, flexible curriculum provides enriching and challenging activities designed to encourage thinking skills, independent learning and the development of talents. The children are encouraged to develop respect and understanding of others, especially younger children, and to make allowances for their varying abilities and interests (inclusive practices).

The multi-age classroom allows for opportunities to extend those with more advanced skills and provide additional support for those who may require more time to consolidate conceptual understanding.

Tiara's Responsible Behaviour Plan outlines the schools expectations are–

- Be Safe
- Be Respectful
- Be Responsible

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)	67%	100%	83%
• this is a good school (S2035)	70%	100%	100%
• their child likes being at this school* (S2001)	60%	75%	100%
• their child feels safe at this school* (S2002)	90%	100%	100%
• their child's learning needs are being met at this school* (S2003)	70%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	70%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	70%	88%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	60%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	70%	100%	100%
• teachers at this school treat students fairly* (S2008)	50%	88%	100%
• they can talk to their child's teachers about their concerns* (S2009)	70%	100%	100%
• this school works with them to support their child's learning* (S2010)	78%	100%	100%
• this school takes parents' opinions seriously* (S2011)	60%	88%	100%
• student behaviour is well managed at this school* (S2012)	40%	88%	100%
• this school looks for ways to improve* (S2013)	60%	100%	100%
• this school is well maintained* (S2014)	90%	100%	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)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	89%
• they feel safe at their school* (S2037)	89%	100%	89%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	89%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	100%	78%
• teachers treat students fairly at their school* (S2041)	100%	88%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	89%
• their school takes students' opinions seriously* (S2043)	100%	88%	100%
• student behaviour is well managed at their school* (S2044)	89%	100%	89%
• their school looks for ways to improve* (S2045)	89%	88%	100%
• their school is well maintained* (S2046)	89%	100%	89%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	70%	88%	100%
• they feel that their school is a safe place in which to work (S2070)	90%	100%	100%
• they receive useful feedback about their work at their school (S2071)	70%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander	100%	100%	80%

Percentage of school staff who agree# that:	2016	2017	2018
perspectives across the learning areas (S2114)			
• students are encouraged to do their best at their school (S2072)	70%	88%	100%
• students are treated fairly at their school (S2073)	70%	88%	100%
• student behaviour is well managed at their school (S2074)	70%	88%	100%
• staff are well supported at their school (S2075)	70%	88%	100%
• their school takes staff opinions seriously (S2076)	70%	88%	100%
• their school looks for ways to improve (S2077)	70%	100%	100%
• their school is well maintained (S2078)	90%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	70%	100%	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 Tiaro State School, we see parents as an integral part in the development of the school and it's students. We recognise that positive partnerships where the school and community work together, has a profound impact on a child's academic and social development. Our newsletter, which is issued fortnightly, parent/teacher interviews and regular parent contact enables the partnership between community and parents to contribute to student learning. We welcome parent involvement in all aspects of student learning.

Parents are encouraged to be a part of their child's education. Parents have the opportunities to participate in:

- P&C Association
- Classroom Volunteers
- Tuckshop
- Excursions
- Working Bees
- Breakfast at school

Respectful relationships education programs

Tiara State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

- Grow strong, productive, respectful relationships with our learners through our whole school **PBL program**
- Grow productive, respectful relationships with our learners through the **Bridge Builders program** with the HOSES

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	4	1	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	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

Students and staff at Tiaro State School are reminded of the importance of being environmentally conscious. We continually discuss the importance of power saving in our school using simple measure such as turning lights off when not needed and going through a process of cooling rooms down before air conditioning was turned on.

Being a rural community all students and staff are fully aware of the importance of water conservation and demonstrate terrific water conserving habits to make sure water is used appropriately.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	25,643	28,705	23,466
Water (kL)	77	2,877	2,059

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	3	4	0
Full-time equivalents	3	3	0

*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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*		
Bachelor degree	3	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ \$15700.00.

The major professional development initiatives are as follows:

- ✓ Financial Training
- ✓ Principal's Conference and Business Forums
- ✓ Positive Behaviour for Learning
- ✓ Crisis Intervention program
- ✓ First Aid Training
- ✓ Workplace Health & Training
- ✓ Maths Alliance
- ✓ PBL

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%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was 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	85%	89%	88%
Attendance rate for Indigenous** students at this school	87%	88%	84%

* 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

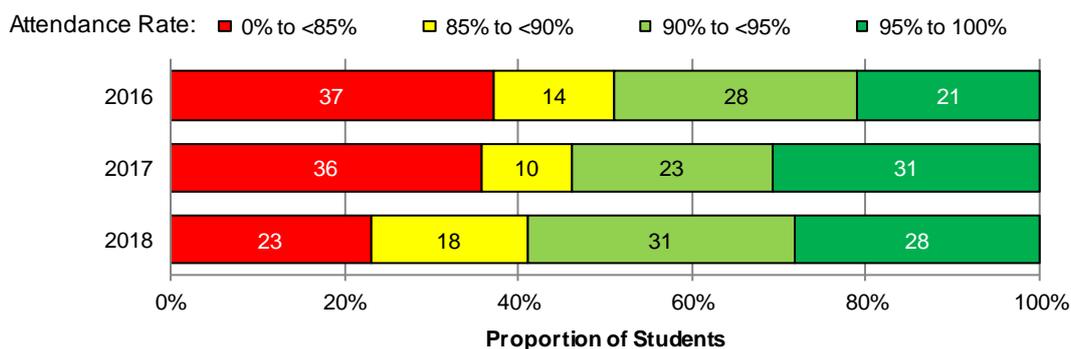
Year level	2016	2017	2018
Prep	82%	95%	91%
Year 1	84%	90%	90%
Year 2	85%	87%	86%
Year 3	84%	84%	89%
Year 4	88%	84%	83%
Year 5	86%	84%	88%
Year 6	91%	95%	95%

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.

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.

Non attendance is managed in a variety of ways including:

- Reminders to parents and students about Every Day Counts via newsletters and school website
- Contacting of parents whose children are not at school – weekly follow up of unexplained absenteeism
- Daily SMS sent to absent student's parents

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.

View School Profile

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

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

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.