Tiaro State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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

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.

Principal's Forward

Introduction

School Progress towards its goals in 2016

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 Essential Assessments support the C2C in program delivery of mathematics.

Great People: The implementation of the Learning and Wellbeing Framework occurs across the school, with consultation and feedback structures in place.

Empowerment: Explicit teaching of reading and numeracy with the focus on John Hattie's Visual learning and that all learners deserve a year of progress for a year of learning

Engaged Partners: Tiaro State School continues to liaise with secondary schools enabling successful transitions into high school. Parent participation is encouraged in school events and opportunities are provided for families to observe student learning and celebrate student achievement. Multiple communication channels are used to communicate with parents e.g. email, telephone, website, weekly assemblies, street sign, noticeboard and newsletter.

High Standards: Teaching and Learning Audit recommendations are being actioned. In particular, with the implementation of the Success Schools program, teachers & teacher aides are developing a culture of coaching, mentoring and feedback.

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PBL review shows the school has prioritised the continued development of clear and consistent expectations for behaviours with a 100% score.

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Future Outlook

Key areas for improvement as defined in Tiaro State School's Implementation Plan for 2017 are as follows:

Successful learners: Focusing on knowing our learning by analyzing student data, and improving student attendance. Implementing strategies to cater for students' academic, social and emotional needs. This includes implementing strategies and programs to cater for the ability levels and optimal learning for students (differentiated teaching), inclusive of upper 2 bands and interrogation of NAPLAN data.

Great people, Teacher Quality: Developing professional knowledge by focusing on ACARA priorities. Developing professional practice particularly in the implementation of literacy (balanced reading & writing programs) and numeracy (numeracy rich routines). Developing professional engagement through the inclusion of small schools cluster meeting planning and moderation. An explicit focus on embedding a balanced reading program, incorporating Sheena Cameron reading comprehension strategies. Accessing best practice networks for all teaching staff to share quality pedagogical practice around the teaching of reading.

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Great people, Principal Leadership & Performance: The Principal leads teaching and learning improvement using innovation and change, and by developing self and others.
High Standards, School Performance: Knowing the school's data through an explicit improvement agenda (reading, numeracy and Attendance), and by knowing which strategies to employ for student improvement.

Engaged Partners, Regional Support: Continuing to access regional support to maintain alignment, develop consistency, and scale up success.

Engaged Partners, Local Decision Making: Embracing autonomy by developing partnerships within and beyond the school that support student learning. To continue to promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	26	16	10	2	81%
2015*	34	15	19	4	88%
2016	36	14	22	3	82%

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

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

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

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

Characteristics of the Student Body

Overview

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

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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

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

AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Prep – Year 3	16	17	19
Year 4 – Year 7	8		
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016 Tiaro State School offered an inclusive multi-age curric**ulum program from Prep to Year 6** for 36 students, covering all 8 Key Learning Areas. Teachers adopt and adapt C2C Australian Curriculum resources to suit student enrolment numbers and academic needs per year level. Tiaro State School has access to specialist support staff including Physical Education, Music, LOTE (German), Learning Support, and Students with Disabilities teachers in addition to access for Speech Therapist and Guidance Officer. Furthermore, we promote the benefits of differentiated small group work within a multi-age environment.

Co-curricular Activities

Students at Tiaro State School participate in a number of community based extra-curricular activities and local events. Students participate in local community events. They attend Pony Club, ride dirt bikes and are members of other sporting clubs in nearby Maryborough. The school also hosts a weekly Playgroup utilizing the school grounds and facilities.

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. Tiaro State School students have access to Reading Eggs and Mathletics to further support the direct teaching of the **Australian Curriculum. Interactive LCD screens have been installed in both** classrooms to support curriculum delivery.

Social Climate

Overview

Tiaro State School seeks to promote an environment which maximizes the opportunity of all students to strive for excellence. School Wide Positive Behaviour Support is being implemented as a strategy to further improve student management at a whole school level. The school provides opportunities for parents and community members to participate in school decision making at public forums such as P&C Meetings. All staff are approachable and communication is open. The following information was obtained from the 2015 School Opinion Survey:

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	100%	100%	67%
this is a good school (S2035)	100%	100%	70%
their child likes being at this school* (S2001)	91%	94%	60%
their child feels safe at this school* (S2002)	100%	94%	90%
their child's learning needs are being met at this school* (S2003)	100%	100%	70%
their child is making good progress at this school* (S2004)	100%	100%	70%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	70%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	60%
teachers at this school motivate their child to learn* (S2007)	100%	93%	70%
teachers at this school treat students fairly* (S2008)	100%	81%	50%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	70%
this school works with them to support their child's learning* (S2010)	100%	100%	78%
this school takes parents' opinions seriously* (S2011)	100%	92%	60%
student behaviour is well managed at this school* (S2012)	100%	93%	40%
this school looks for ways to improve* (S2013)	100%	100%	60%
this school is well maintained* (S2014)	100%	100%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	71%	100%
they feel safe at their school* (S2037)	100%	86%	89%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	89%
teachers treat students fairly at their school* (S2041)	100%	71%	100%
they can talk to their teachers about their concerns* (S2042)	89%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	86%	100%
student behaviour is well managed at their school* (S2044)	100%	57%	89%
their school looks for ways to improve* (S2045)	100%	100%	89%
their school is well maintained* (S2046)	100%	100%	89%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	100%	70%
they feel that their school is a safe place in which to work (S2070)	100%	100%	90%
they receive useful feedback about their work at their school (S2071)	100%	100%	70%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	70%
students are treated fairly at their school (S2073)	100%	100%	70%

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Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
student behaviour is well managed at their school (S2074)	100%	91%	70%
staff are well supported at their school (S2075)	100%	100%	70%
their school takes staff opinions seriously (S2076)	100%	100%	70%
their school looks for ways to improve (S2077)	100%	100%	70%
their school is well maintained (S2078)	100%	100%	90%
their school gives them opportunities to do interesting things (S2079)	100%	100%	70%

* 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

Tiaro State School encourages all parents to participate, where possible in furthering the education of all students. Involvement in reading groups, homework, selected units of work, student projects, assemblies, sports days, tuck-shop, excursions, gardening and working bees are highly valued at our school. Parents are invited to share their expertise amongst the school community and participate in day to day school activities. Monthly P&C meetings enable parent involvement in a variety of ways within the school. A fortnightly newsletter provides further information for parents regarding current events within the school. Parent teacher meetings are also encouraged twice a year to discuss individual student academic progress.

Respectful relationships programs

The 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**
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- Grow productive, respectful relationships with our learners through the **Bridge Builders program** with the HOSES

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	10	20	4
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.
Although Tiaro State School is located in a town with town water, sewerage and most residences have 2 Phase electricity access, staff, students and parents are very conscious of conservation. Tiaro State School has accessed the National Solar Schools Grant and Solar Panels have been installed. Lights and fans are turned off at each break. It is hoped that this will assist to offset the effect on our electricity usage from the installation of reverse cycle air conditioning units throughout the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	18,533	1,123
2014-2015	15,418	101
2015-2016	25,643	77

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL

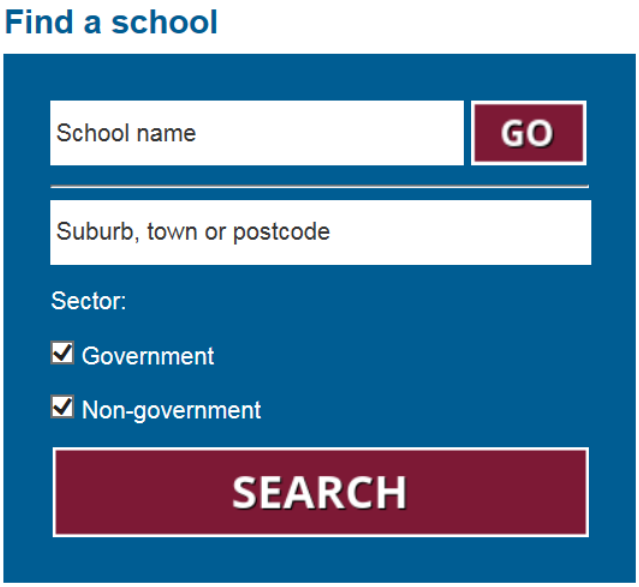
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

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

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



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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	6	<5
Full-time Equivalents	2	3	<5

Qualification of all teachers

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	2
Diploma	0
Certificate	3

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $7,950

The major professional development initiatives are as follows:

- PBL Professional Development
- Whole school coaching and feedback
- Whole school curriculum teaching and learning training

The proportion of the teaching staff involved in professional development activities during 2016 was 55%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 55% of staff was retained by the school for the entire 2016.

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Performance of Our Students

Key Student Outcomes
Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	85%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	90%	87%

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

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

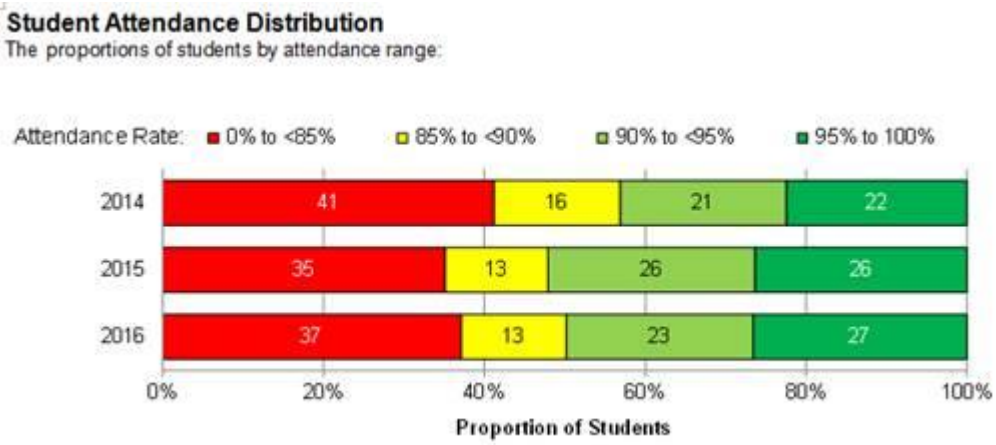
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	94%	93%	93%	0%	91%	86%	96%	84%					
2015	89%	98%	91%	90%	92%	93%	93%	DW					
2016	82%	84%	85%	84%	88%	86%	91%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



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Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

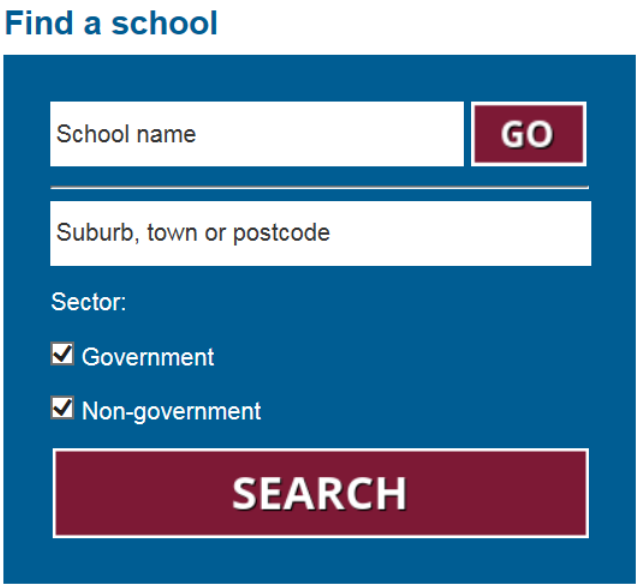
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. All classrooms complete their rolls electronically using OneSchool every morning and afternoon. Any unexplained absences are monitored by classroom teachers and the Principal. These absences are followed up by the Principal through personal phone calls to parents. Any ongoing cases of unexplained absences are referred to Tiaro State School's Guidance Officer and the relevant forms are sent home as per Managing Student Absences procedures. Outside the school office is a sign in/out book that parents must sign and provide a reason for a child arriving late or leaving early. These are monitored by the classroom teacher and the Principal.

SMS messages send daily for follow-up of absences of each student

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

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



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

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