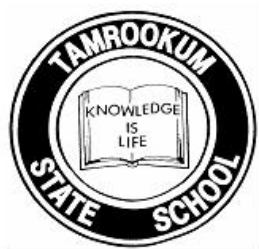


Tamrookum State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to Tamrookum State School! Our school has a long and enviable tradition of providing quality education. We are very proud of our commitment to the Beaudesert community, our strong academic standards, our high expectations of good behaviour and our excellence in cultural and sporting activities. Our School Opinion Survey data indicates that our school community values our diverse and engaging curriculum delivered in a safe and supportive learning environment.

The content of this document meets both the QLD Govt and Aust Govt annual reporting requirements for schools.

School progress towards its goals in 2015

The Early Years Program focusing on both child-based learning and structured teaching, real-life situations, investigations, routines and transitions and critical reflection was successfully implemented in 2015. This program is strongly supported by community and families which is reflected by the increasing enrolment numbers for this class and also the strong parental classroom support. A solid foundation has been established with emphasis upon structured teaching whilst adhering to the National Curriculum guidelines to ensure the continuation and development of an even stronger Early Years Program.

Our school is part of the Scenic Rim Small Schools Cluster and we meet regularly to develop and exchange ideas on curriculum planning, differentiation, moderation and assessment.

Our students regularly engage with other Scenic Rim students for Writing, Mathematics, Science and Technology days. (Days of Excellence)

Our staff members are committed to continually improving the learning engagement and achievement of each student. Targeted professional development is attended which focuses on teaching strategies and the use of high quality digital resources to connect disengaged students so that quality learning will continue.

We have purchased laptops, iPads and an ongoing library of educational apps for students to access in classrooms to assist with research and to access current educational programs.

We have purchased subject- appropriate diagnostic assessment tools to provide teachers with relevant student data to enable teachers to provide quality individualised learning programs where required.

The improvement of literacy and numeracy outcomes for all students will continue to be our unrelenting focus.

Future outlook

. Our key areas for improvement as outlined on our 2015 Improvement Agenda are:

- Quality implementation of the Australian Curriculum across all year levels.
- High quality teaching focussing on the application of consistent pedagogical practice.
- Increase individual student distance travelled through explicit and flexible curriculum delivery.
- Increase the performance of individual at risk students to achieve at or above National Minimum Standards.
- Increase parent satisfaction with School / Community communication through online information

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	114	57	57	15	83%
2014	116	62	54	9	88%
2015	136	70	66	26	94%

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 2015, 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:

Our student body is comprised of rural and urban families. 20% of our students come from an indigenous background and we do not have any ESL students.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	21	18
Year 4 – Year 7 Primary	26	20	16
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	1
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.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings

We provide a range of intervention services to cater for students with specialized learning support needs

- Support Teacher Literacy and Numeracy
- Advisory Visiting Teachers (P.E., Music, LOTE (Japanese) Art)
- Guidance Officer
- Behaviour Advisory Team
- Speech Language Pathologist

The principles of effective teaching and learning underpin Tamrookum State School's educational programs from Prep-Year 6.

Multi age groupings span across all year levels. We provide a Prep, Year 1 / 2, Year 2 / 3 / 4 and Year 4 / 5 and Year 5/6 classes.

Emphasis is placed upon the teaching of Literacy and Numeracy related to the National Curriculum and real-life experiences.

ICT learning is an integral facet of all teaching units. Each classroom has 6 computers (Senior classes have lap-tops) and there is a lab of 14 computers for use by all students. Prep has 5 computers and iPads.

A range of intervention programs are provided for students with specific learning needs with the provision of services from the Support Teacher and the Advisory Visiting Teachers of the school's curriculum

Extra curricula activities

- Various community and sporting groups are invited to the school to enhance the regular curriculum.
- A senior student council and school leadership positions including school and sports captains. Tennis coaching.

- Skipping fitness/skills program for Term 1. Athletic Skills Term 2. Dance Skills for Term 3. Gymnastics Skills Term 4.
- The school conducts activities during special days and weeks, for example, Education Week, Anzac Day, Book Week, Under 8's Day and NAIDOC.

How Information and Communication Technologies are used to assist learning

Teachers have their own EQ laptops to complement their teaching / learning and planning / reporting and all classrooms have interactive whiteboards. Each class has a minimum of 5 new computers (senior classes have lap-tops). Learning support / SWD students have access to computers and iPads with their teacher.

Prep students have iPads with Apps to enhance early writing, letter recognition, sounds, spelling activities and number work

Social Climate

Tamrookum State School's motto, "Knowledge is Life" reflects the values of the school.

Our school is committed to continuous improvement, the provision of learning opportunities and the provision of a safe, nurturing environment that meets the diverse needs of our school learning community.

We are also acknowledged and respected by the parent /community cohort for the high quality programs being offered for students requiring learning support.

Parents and care givers are encouraged to be involved in the education of their children by helping in the classrooms or being supportive of homework or other activities in which the children are engaged.

Parents and students feel that they are treated fairly at our school and are comfortable speaking about issues to either the Principal or staff members.

Our P&C Association is a growing group of very dedicated members who undertake a range of fundraising activities to support learning programs via the purchase of resources.

Students are encouraged to develop responsibility for their own learning, to achieve maximum potential and to respect the rights of others to learn. Our senior students take a very active role in the organization of special events where the community is heavily involved eg ANZAC DAY service.

Our school chaplain has implemented the yr 6 transition to High School program and Friendship circles.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	90%
this is a good school (S2035)	95%	100%	90%
their child likes being at this school (S2001)	100%	100%	80%
their child feels safe at this school (S2002)	100%	100%	80%
their child's learning needs are being met at this school (S2003)	94%	100%	90%
their child is making good progress at this school (S2004)	94%	100%	90%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
teachers at this school expect their child to do his or her best (S2005)	100%	100%	90%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	100%	90%
teachers at this school motivate their child to learn (S2007)	95%	100%	90%
teachers at this school treat students fairly (S2008)	94%	100%	90%
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)	95%	100%	80%
this school takes parents' opinions seriously (S2011)	100%	100%	80%
student behaviour is well managed at this school (S2012)	95%	100%	90%
this school looks for ways to improve (S2013)	95%	100%	90%
this school is well maintained (S2014)	95%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	97%	100%	98%
they feel safe at their school (S2037)	97%	100%	100%
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%	100%
teachers treat students fairly at their school (S2041)	97%	100%	100%
they can talk to their teachers about their concerns (S2042)	100%	100%	98%
their school takes students' opinions seriously (S2043)	100%	94%	100%
student behaviour is well managed at their school (S2044)	97%	88%	98%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	97%	100%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	92%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	75%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	83%	100%	100%
staff are well supported at their school (S2075)	92%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	92%	100%	100%
their school is well maintained (S2078)	67%	89%	100%
their school gives them opportunities to do interesting things (S2079)	92%	100%	100%

'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

Parents are kept informed of current / forthcoming educational themes via daily conversations, newsletters and formal meetings.

Parents are invited / encouraged to take part in all activities and an 'open-door' to teachers and Principal approach is stressed for all parents.

Parents are encouraged to attend Support-a-Reader courses.

Parents regularly accompany students and staff on excursions.

Our school has a very active and enthusiastic P&C Association which raises funds to benefit the children and the School. Parent attendance at meetings is constant and attendance allows parents to be involved in the decision making of school affairs.

Reducing the school's environmental footprint

Staff and students are encouraged to turn off lights, air conditioners and computers when not required.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	45,612	0
2013-2014	37,548	0
2014-2015	12,168	

*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.

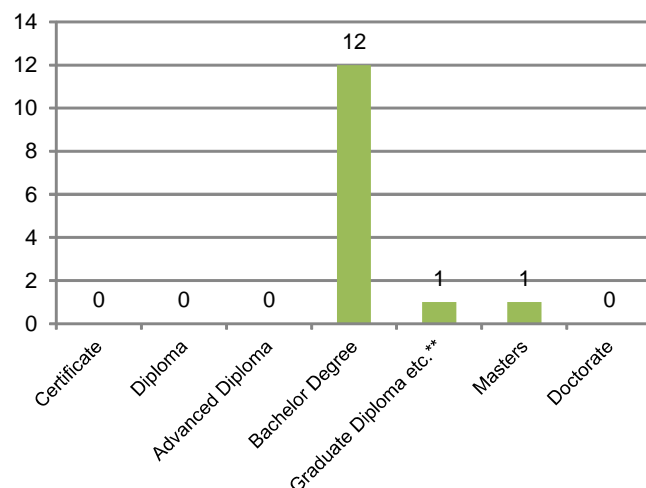
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	8	0
Full-time equivalents	8	5	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	14



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$3322.27

The major professional development initiatives are as follows:

- Literacy – Jolly Phonics
- Comprehension strategies
- Moderation – writing
- Numeracy
- IT – Educational usage of iPads
- Planning on Oneschool
- Planning for National Curriculum
- Curriculum to Classroom (C2C) Learning Place
- Dashboard – One School
- First Aid and CPR training – all staff

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

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 2015 school year.

School income broken down by funding source

School income 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.

Find a school

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	84%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

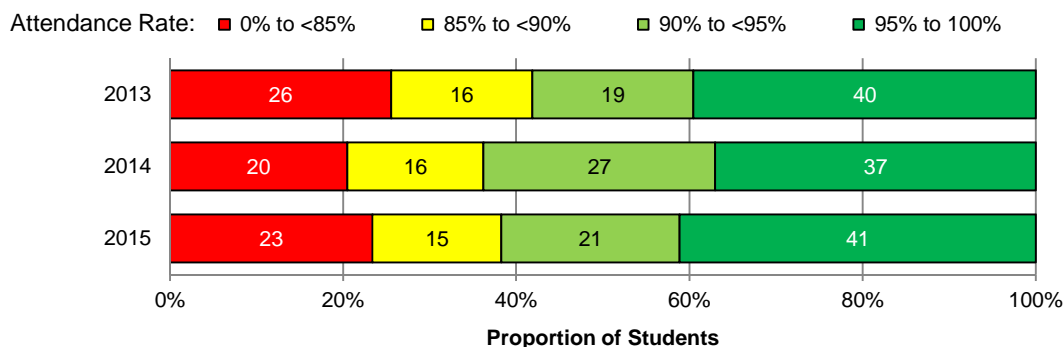
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	87%	85%	93%	95%	91%	85%	92%					
2014	93%	89%	89%	92%	92%	92%	93%	84%					
2015	86%	90%	86%	92%	91%	92%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.



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.

- Roll marking twice daily in classrooms
- Phone calls made by the Principal to parents who have students that missed 3 days in succession without parents providing a reason.
- Attendance draw each Semester (reward) for students with less than 3 absences.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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.

Find a school

School name

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

Where it says '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 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.