

Tamrookum State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

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School Overview

Tamrookum State School is a small rural school 17 kms from Beaudesert. We have Prep/1, Yr 1, Yr 2/3, Yr 4/5 and Yr 6/7 classes and have a key focus upon Literacy & Numeracy. Each classroom receives an additional support to assist individuals with their learning and to maximise learning for all students. We have balanced curriculum offerings in all KLAs. The local area, with schools of similar size, combines to form a strong, supportive cluster in sport, social and academic endeavours. Our P and C is extremely dedicated and supportive in the implementation of school initiatives and the provision of resources to accompany programs. Our school has developed a strong identity within the community as a provider of educational opportunity second to none.

Principal's Forward

Introduction

School Progress towards its goals in 2016

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 2016. 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 students regularly engage with other Scenic Rim students for Writing, Mathematics, Science and Technology days. (Days of Excellence)

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

The 2016 school improvement priorities were:

Reading

- Targeted teaching to improve NAPLAN NMS and U2B in reading

| Strategy: Raising U2Bs | | |
|---|---------|-----------------|
| Actions | Targets | Target Achieved |
| Reading Enrichment Program Year 3 in U2B | 25% | 16.7% |
| Reading Enrichment Program Year 5 in U2B | 23% | 30.4% |
| Strategy: Guided Reading | | |
| Actions | Targets | Target Achieved |
| Reading Intensive Intervention Program Yr 5 Above NMS | 86% | 82.6% |
| Reading Intensive Intervention Program Yr 3 Above NMS | 82% | 88.9% |
| Reading Enhancement Program Year 1 above Level 19 | 25% | 66% |
| Reading Enhancement Program Prep above Level 9 | 25% | 30% |
| Reading Enhancement Program Year 1 above Level 16 | 83% | 80% |

| | | |
|--|-----|-----|
| Reading Enhancement Program Prep above Level 8 | 60% | 60% |
|--|-----|-----|

Naplan

- Implement and embed the 2016 NAPLAN strategy
- NAPLAN U2B is a continuing priority for 2017

Data Collection

- Classroom data (formative assessment) collected regularly and summative data collected end of each semester
- Moderation sessions held each semester to provide targeted professional learning to staff on developing knowledge of achievement levels
- Targeted data collection of years 3/5 (Semester 1) and years 2/4 (Semester 2) to support NMS and U2B reading achievement

Parent and Community Engagement

- Continue to lift profile of school through community communication (newsletter and local newspaper)
- Parents to be kept informed around student progress
- Encourage active participation of P & C and great parent body eg. Parent classroom helpers and excursions

Australian Curriculum

- Develop and implement quality assurance processes to ensure the Australian Curriculum is planned, taught and assessed in all classrooms.

Future Outlook

Our key areas for improvement as outlined on our 2016 Improvement Agenda are:

Quality implementation of the Australian Curriculum across all year levels.

- High quality teaching focusing 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 2016: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 116 | 62 | 54 | 9 | 88% |
| 2015* | 136 | 70 | 66 | 26 | 94% |
| 2016 | 138 | 70 | 68 | 14 | 87% |

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>).

No students enrolled a pre-prep program.

Characteristics of the Student Body

Overview

Tamrookum State School students is mostly Australian born with 4% of ethnic parentage and 15% of indigenous background. 70% of our school population travel from Kooralbyn to Tamrookum State School. This area is the schools main catchment area. Socio economic circumstances spread across the spectrum as does the family occupation composition. In recent years the transience from 30% per class per year has dropped markedly to now below 10% which has enabled stability for teaching and socially for students. Our families value education and our teachers have formed very productive relationships with parents. Behaviour incidents are extremely low. There is a zero tolerance to aberrant behaviours.

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 | 21 | 23 | 21 |
| Year 4 – Year 7 | 20 | 19 | 26 |
| 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

Tamrookum State School implements the Australian Curriculum across all year levels.

We also offer

- Lote (Japanese)
- Music
- Physical Education
- Guidance Officer
- Speech Language Pathologist
- Support Teacher Literacy and Numeracy
- Private providers for Skipping skills, Dancing, Athletics training and Gymnastics
- Every class is taken on an excursion and takes part in incursions and seniors enjoy a school camp

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 / 1, Year 1, Year 2 / 3, Year 3 / 4, Year 4 / 5 and Year 6 classes.

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 Teacher of the school's curriculum

Co-curricular Activities

- Our students engage in Days of Excellence at local cluster schools;
- Regional and District sports days;
- Marching at ANZAC parade;
- Beaudesert Show;
- Local social skilling programs conducted by our Chaplain and Guidance Officer;
- Fundraising activities for various charities/associations organised by our student council.

How Information and Communication Technologies are used to Assist Learning

- Tamrookum State School has 75 computers/laptops and 32 iPads.
- All computers are internet connected and used by staff and students.
- Each classroom has their own printer.
- The iPads are loaded with a variety of programs to enhance learning in literacy and numeracy.
- We have subscriptions with Literacy Planet, Mathletics and Sum Dog to enable students to consolidate classroom skills.

Social Climate

Overview

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.

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

Tamrookum State School provides a safe and supportive environment for both teachers and students to engage in the core business of teaching/learning.

Our school climate has a very positive focus with teaches, students and parents working closely together to maximise learning opportunities for our students

There is zero tolerance for aberrant behaviours and disruption of teaching time.

The staff and Principal work to promote behaviour and achievement in a positive manner.

Refer to school opinion survey results listed below.



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% | 90% | 100% |
| this is a good school (S2035) | 100% | 90% | 100% |
| their child likes being at this school* (S2001) | 100% | 80% | 100% |
| their child feels safe at this school* (S2002) | 100% | 80% | 100% |
| their child's learning needs are being met at this school* (S2003) | 100% | 90% | 100% |
| their child is making good progress at this school* (S2004) | 100% | 90% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 90% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 90% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 90% | 100% |
| teachers at this school treat students fairly* (S2008) | 100% | 90% | 100% |
| 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% | 80% | 100% |
| this school takes parents' opinions seriously* (S2011) | 100% | 80% | 100% |
| student behaviour is well managed at this school* (S2012) | 100% | 90% | 100% |
| this school looks for ways to improve* (S2013) | 100% | 90% | 100% |
| this school is well maintained* (S2014) | 100% | 100% | 100% |

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% | 98% | 96% |
| they feel safe at their school* (S2037) | 100% | 100% | 96% |
| their teachers motivate them to learn* (S2038) | 100% | 100% | 98% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 96% |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 100% | 100% |
| teachers treat students fairly at their school* (S2041) | 100% | 100% | 95% |
| they can talk to their teachers about their concerns* (S2042) | 100% | 98% | 89% |
| their school takes students' opinions seriously* (S2043) | 94% | 100% | 95% |
| student behaviour is well managed at their school* (S2044) | 88% | 98% | 89% |
| their school looks for ways to improve* (S2045) | 100% | 100% | 100% |
| their school is well maintained* (S2046) | 100% | 100% | 96% |
| their school gives them opportunities to do interesting things* (S2047) | 100% | 98% | 96% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| 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) | 100% | 100% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 75% | 100% | 88% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 100% | 100% |
| staff are well supported at their school (S2075) | 100% | 100% | 100% |
| their school takes staff opinions seriously (S2076) | 100% | 100% | 100% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 89% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 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.

Parent and community engagement

Tamrookum State School welcomes and values the involvement of parents in our daily timetables. 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 involved in:

- Reading groups and literacy rotations
- Excursions
- Rewards day activities
- Tuckshop volunteers
- Art helpers
- Transporting students to cluster school activities
- P & C executive officers and members
- Fundraising activities

Respectful relationships programs

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

These are conducted with the assistance of the school Guidance Officer, Chaplain and some outside agencies. Students focus on personal health and safety throughout the Physical Education Australian Curriculum.

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 | 0 | 1 | 2 |
| 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

Tamrookum State School promotes environmental sustainability through day to day education and practices.

We have implemented the following practices to reduce the environmental footprint.

- Solar electricity
- Ensuring air conditioners are set to maximize output and energy consumption (ensuring the units are cleaned regularly for effective output)
- Ensuring lights are turned off when areas not in use.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 37,548 | 0 |
| 2014-2015 | 12,168 | |
| 2015-2016 | 43,952 | |

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.

Find a school

Sector:

Government

Non-government

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 | 15 | 10 | 1 |
| Full-time Equivalent | 8 | 6 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 1 |
| Graduate Diploma etc.** | 1 |
| Bachelor degree | 13 |
| Diploma | |
| Certificate | |

*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 \$2445.45

The major professional development initiatives are as follows:

- Literacy – Jolly Phonics
- IT – usage of iPads
- First aid and CPR training
- Reading / Literacy pedagogy
- Moderation
- STEM

The proportion of the teaching staff involved in professional development activities during 2016 was 100 %.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 95% | 96% |

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 2016.

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% | 90% | 92% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 84% | 91% | 90% |

*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%.

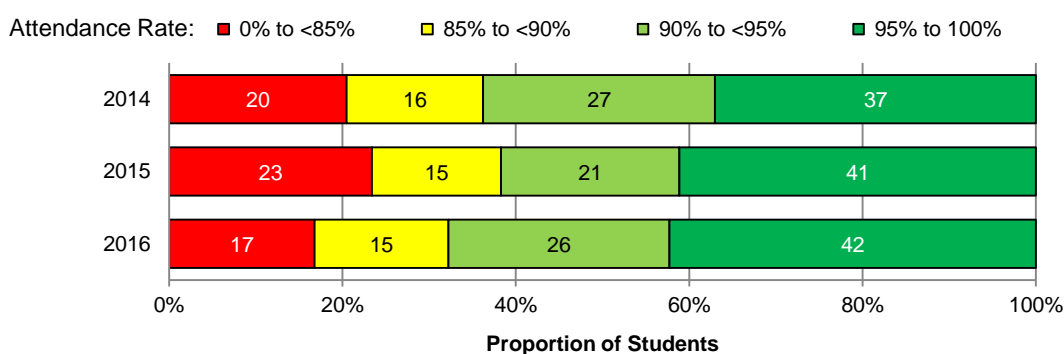
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8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

*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:



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.

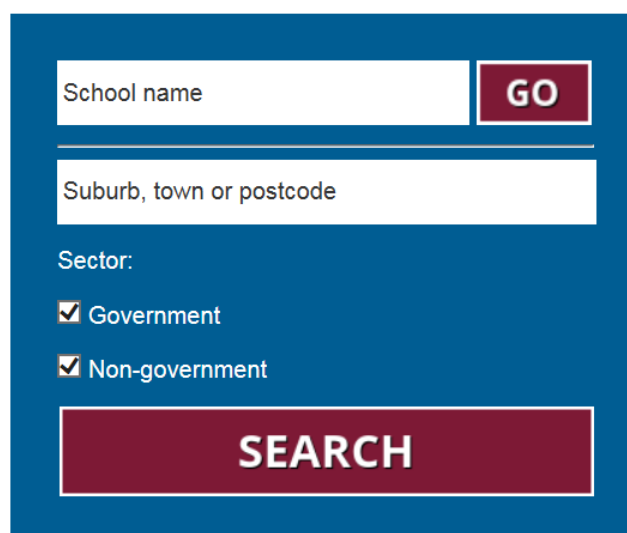
- Roll marking twice daily in classrooms
- Phone calls made by the Principal to parents who have students that missed 3 days in succession without parents providing a reason.
- Attendance draw each Semester (reward) for students with less than 3 absences.

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.

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

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 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.