

Tamrookum State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

| | |
|-----------------------|--|
| Postal address | 9019 Mount Lindesay Highway Tamrookum 4285 |
| Phone | (07) 5544 2555 |
| Fax | (07) 5544 2500 |
| Email | principal@tamrookumss.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website. |
| Contact person | Mrs Liz Salmoni Principal |

School overview

Tamrookum State School is a small rural school 17 kms from Beaudesert. We have Prep/1, Yr 1/2, Yr 3, Yr 4/5 and Yr 5/6 classes and have a key focus upon Literacy & Numeracy. Each classroom receives an additional 2 hours aide support to assist individuals with their learning and to maximise learning for all students. As well as our balanced curriculum offerings in all KLAs we have a 4 term physical activity program presented by Dance Fever. The activities across all year levels are Skipping, Athletics training, Dance & Gymnastics. We also provide 3 Arts performances for all year levels. These are provided by four performers.

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 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.

School progress towards its goals in 2018

The Early Years program focusing on both child-based learning and structured learning, real-life situations, investigations, routines, transitions and critical reflection have been implemented. This program is strongly supported by community and families which is reflected by the increasing enrolment numbers for the Prep class and also the strong parent classroom support. A solid foundation has been embedded 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 staff 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, Technology and STEM (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 upon teaching strategies and the use of high quality digital resources to connect disengaged students so that quality learning will be ensured.

Each classroom is equipped with laptops, iPads, interactive whiteboards and a comprehensive range of KLA apps for students to access in classrooms to complement classroom teaching.

The improvement of literacy and numeracy outcomes for each and every student will continue to be our unrelenting focus.

Future outlook

Our key improvement priorities for 2019 are:

- to continue our focus literacy groups for extension to increase Upper 2 Bands (U2B) and to extend students above National Minimum Standards (NMS). Our target for Year 3 U2B is 28% Year 5 10% and Year 3 NMS is 79% and Year 5 is 64%.
- Intense school focus on raising attendance of whole school

We plan to build all Teachers' and Teacher Aides' capabilities through Professional development on Phonetic Awareness.

We plan to embed constant exposure to complex texts and text dependent questions with an emphasis on inferential questions.

We plan to develop student understanding of personalized targets, utilizing feedback and setting goals. Understanding of which will improve student learning goals.

Our ultimate aim for 2019 is to continually enable students to improve their standard via our consistent, focussed and systematic approach to teaching.

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 | 138 | 141 | 130 |
| Girls | 70 | 72 | 66 |
| Boys | 68 | 69 | 64 |
| Indigenous | 14 | 12 | 15 |
| Enrolment continuity (Feb. – Nov.) | 87% | 95% | 84% |

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

Tamrookum State School students are mostly Australian born with 11 of indigenous background.

90% 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 employment situations.

In previous years there was a transience of 30% per class per year which created many issues but this has dropped markedly to now below 10%. This has enabled stability for teaching, intervention and the social aspect for students.

Our families value the education that their children receive here and the school has formed very productive relationships with parents.

Behaviour incidents are very low. There is a zero tolerance to aberrant behaviours and bullying of any kind.

Average Class Sizes

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

Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | 21 | 22 | 18 |
| Year 4 – Year 6 | 26 | 24 | 23 |
| 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

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.
- Chaplain 2 days per week
- Rugby skills training
- AFL skills training

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

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;
- Arts Council shows;
- Regional and District sports days;
- Marching at local ANZAC service;
- Entering produce, handcraft work, cookery and art work in local Beaudesert Show;
- School 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 have their own laptops to complement their teaching/learning and planning/ reporting and all classrooms have interactive whiteboards.
- Each classroom has a Hover-cam for copying texts to the whiteboard.
- Each class has a minimum of 8 laptops.
- Learning support/SWD students have access to computers and iPads with their teacher.
- Prep students have iPads with Apps(sentence construction, number activities, puzzles) to enhance early writing, letter recognition, sounds, spelling activities and number work.
- Our school has subscriptions with Literacy Planet, Mathletics and Sumdog to enable students to consolidate classroom skills.
- Google Earth and Skyview

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.

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.

The P&C Association is a very small group of 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 Year 6 transition to High School program
- Friendship circles
- Lunch clubs (Simple Cooking, Story-telling, Team Building Activities, Craft and Team Activities)
- Boys Stuff/Girls Stuff
- Bullies 101
- Youth Culture (peer pressure, support networks, social norms)

- Breakfast club (also for Yr 3 and Yr 5 on NAPLAN testing days)

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% | 100% |
| • 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) | 100% | 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) | 100% | 100% | 88% |
| • 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% | 88% |
| • student behaviour is well managed at this school* (S2012) | 100% | 100% | 88% |
| • this school looks for ways to improve* (S2013) | 100% | 100% | 88% |
| • this school is well maintained* (S2014) | 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 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) | 96% | 86% | 79% |
| • they feel safe at their school* (S2037) | 96% | 86% | 80% |
| • their teachers motivate them to learn* (S2038) | 98% | 100% | 87% |
| • their teachers expect them to do their best* (S2039) | 96% | 100% | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 100% | 100% | 93% |
| • teachers treat students fairly at their school* (S2041) | 95% | 90% | 93% |
| • they can talk to their teachers about their concerns* (S2042) | 89% | 90% | 73% |
| • their school takes students' opinions seriously* (S2043) | 95% | 95% | 79% |
| • student behaviour is well managed at their school* (S2044) | 89% | 90% | 80% |
| • their school looks for ways to improve* (S2045) | 100% | 100% | 100% |

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • their school is well maintained* (S2046) | 96% | 100% | 93% |
| • their school gives them opportunities to do interesting things* (S2047) | 96% | 100% | 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% | 92% | 100% |
| • they feel that their school is a safe place in which to work (S2070) | 100% | 62% | 100% |
| • they receive useful feedback about their work at their school (S2071) | 100% | 62% | 87% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 88% | 100% | 100% |
| • students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| • students are treated fairly at their school (S2073) | 100% | 77% | 87% |
| • student behaviour is well managed at their school (S2074) | 100% | 92% | 87% |
| • staff are well supported at their school (S2075) | 100% | 38% | 93% |
| • their school takes staff opinions seriously (S2076) | 100% | 46% | 92% |
| • their school looks for ways to improve (S2077) | 100% | 77% | 93% |
| • their school is well maintained (S2078) | 100% | 92% | 100% |
| • their school gives them opportunities to do interesting things (S2079) | 100% | 92% | 87% |

* 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 officers and members
- Fundraising activities

Consultation processes regarding the adjustments made to assist students with diverse needs include:

- Biannual reporting and teacher/parent meetings
- ICP and IEP meetings
- Criteria one and two submissions for verification

- School Profiles for SWD students
- Guidance officer and Speech Pathologist consultation
- Individual escort on school bus for ASD students
- Notification of inclusion in NCCD
- Transition to High School program
- Assistance with application to NDIS
- Epilepsy and medical Professional Development for all staff
- Letters for paediatricians
- Health plans

Respectful relationships education programs

The school facilitates a visit from Bravehearts which focuses upon feeling safe for children and what actions to take if they feel unsafe.

The school nurse provides the program entitled Growing Up which addresses gender equality.

Beaucare and Anglicare workers provide information on a regular basis for the school newsletter to inform parents of the programs that they conduct on relationships and family conflict.

The school chaplain and GO provide:

- Transition Program – Run yearly with senior classes, focusing on the transition to high school, bullying, social awareness, decision making, high school support and positive relationships.
- Shine Girls program – Run yearly focusing on self-worth and social skills with years 4,5 and 6 girls.
- GRITT Program – Run throughout the year as needed with groups of students focusing upon resilience and social skills.
- Breakfast Program – Run weekly to support healthy eating and provide community support. Program also helps boost student performance.
- Ongoing support – Ongoing care and pastoral support to school community, supporting families and students with social, emotional and spiritual support as needed.
- 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 | 2 | 0 | 4 |
| 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

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

We have embedded 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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 43,952 | 39,324 | 38,064 |
| Water (kL) | | | |

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

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 | 16 | 10 | 1 |
| Full-time equivalents | 9 | 6 | 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 | 0 |
| Masters | 1 |
| Graduate Diploma etc.* | 1 |
| Bachelor degree | 14 |
| Diploma | |
| 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 \$2100.

You can calculate the amount above from OneSchool data.

The major professional development initiatives are as follows:

- IT
- STEM
- First Aid & CPR
- Moderation
- Aust Curriculum English/Reading
- 7 Steps for Writing
- Literacy – Phonemic Awareness

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% | 96% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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 | 92% | 92% | 92% |
| Attendance rate for Indigenous** students at this school | 90% | 91% | 94% |

* 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 | 92% | 93% | 92% |
| Year 1 | 94% | 91% | 95% |
| Year 2 | 92% | 94% | 94% |
| Year 3 | 90% | 91% | 92% |
| Year 4 | 92% | 90% | 95% |
| Year 5 | 91% | 91% | 88% |
| Year 6 | 92% | 92% | 89% |

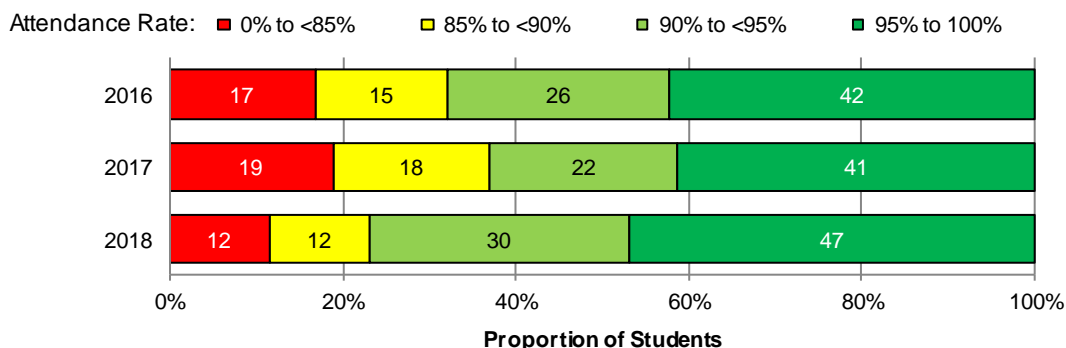
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7 | | | |
| Year 8 | | | |
| Year 9 | | | |
| Year 10 | | | |
| Year 11 | | | |
| Year 12 | | | |

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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 at Tamrookum SS 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 of students who have missed 3 days in succession without parents providing a reason,

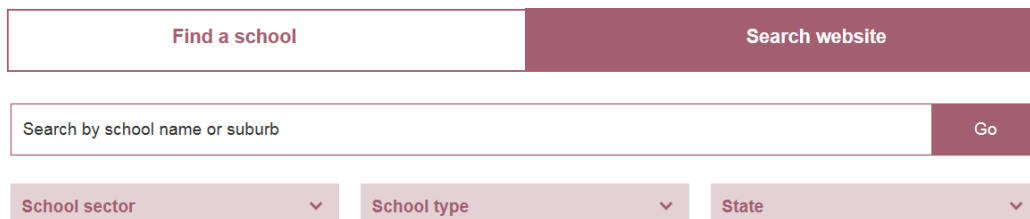
* Attendance draw each Semester (reward) for students with less than 3 absences.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.



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



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



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.