

# Tamrookum State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

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## School Overview

Tamrookum State School is located in a focal rural area 17 kms south of Beaudesert in the Scenic Rim. We have Prep, Yr 1 / 2, Yr 2 , Yr 3 / 4, Yr 4/5 and Yr 5/6 classes and have a key focus upon Literacy & Numeracy. Each classroom receives an additional 2 hrs 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 Dance Fever and Gymnastics which presents a 4 term 10 week program of skipping, athletics training, gymnastics and dance ( Latin-American, hip-hop, jazz, Rock n Roll ).

The local area, with other 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 Foreword

### Introduction

Tamrookum SS has a long and enviable history of providing quality education for each and every student. We are very proud of our commitment to the Christmas Creek/ Scenic Rim/ Beaudesert community which is evidenced in our programs of excellence, our sporting endeavours, our academic achievements, our exemplary behaviour and our involvement in cultural and community activities.

Our school community values our diverse and engaging curriculum which provides a wealth of opportunities for all students and is delivered within a safe and supportive learning environment.

### **School Progress towards its goals in 2017**

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.

Strategy : Raising U2Bs		
Actions	Targets	Target Achieved
Reading Enrichment Program Year 3 in U2B	25%	33.3%
Reading Enrichment Year 5 in U2B	25%	11.1%
Strategy : Guided Reading		
Actions	Targets	Target Achieved
Reading Intensive Intervention Program Yr5 Above NMS	86%	88.9%
Reading Intensive Intervention Program Yr3 Above NMS	82%	94.4%
Reading Enhancement Program Year 1 above Level 19	25%	55% 15/27
Reading Enhancement Program Prep Above Level 9	25%	44% 8/18
Reading Enhancement Program Year 1 Above Level 16	83%	68% 17/27

## Our School at a Glance



## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	136	70	66	26	94%
<b>2016</b>	138	70	68	14	87%
<b>2017</b>	141	72	69	12	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Tamrookum SS are predominantly Australian born with 4% ethnic parentage and 11% indigenous background.

90% of our school population travel from Kooralbyn to Tamrookum SS. This area is the school's main catchment area.

Socio economic circumstances are spread across the spectrum as are 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 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			
Phase	2015	2016	2017
Prep – Year 3	23	21	22
Year 4 – Year 6	19	26	24

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Tamrookum SS 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

The principles of effective teaching and learning underpin Tamrookum State School's educational programs from Prep-Yr6.

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

### **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 Day service.
- Entering produce, handcraft work, cookery and art work in local Beaudesert Show.
- Local social skilling programs conducted by our Chaplain and Guidance Officer.
- Fundraising activities for various charities / organisations facilitated by our school leadership group.

### **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 classroom has a Hover –cam for copying texts to the whiteboard.

Each class has a minimum of 10 laptops .

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.

Our school has subscriptions with Literacy Planet, Mathletics and Sumdog 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.

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



- 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

## Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	90%	100%	100%
this is a good school (S2035)	90%	100%	100%
their child likes being at this school* (S2001)	80%	100%	100%
their child feels safe at this school* (S2002)	80%	100%	100%
their child's learning needs are being met at this school* (S2003)	90%	100%	100%
their child is making good progress at this school* (S2004)	90%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	90%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%	100%
teachers at this school motivate their child to learn* (S2007)	90%	100%	100%
teachers at this school treat students fairly* (S2008)	90%	100%	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)	80%	100%	100%
this school takes parents' opinions seriously* (S2011)	80%	100%	100%
student behaviour is well managed at this school* (S2012)	90%	100%	100%
this school looks for ways to improve* (S2013)	90%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	98%	96%	86%
they feel safe at their school* (S2037)	100%	96%	86%
their teachers motivate them to learn* (S2038)	100%	98%	100%
their teachers expect them to do their best* (S2039)	100%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	95%	90%
they can talk to their teachers about their concerns* (S2042)	98%	89%	90%
their school takes students' opinions seriously* (S2043)	100%	95%	95%
student behaviour is well managed at their school* (S2044)	98%	89%	90%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	96%	100%
their school gives them opportunities to do interesting things* (S2047)	98%	96%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	92%
they feel that their school is a safe place in which to work (S2070)	100%	100%	62%
they receive useful feedback about their work at their school (S2071)	100%	100%	62%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	77%
student behaviour is well managed at their school (S2074)	100%	100%	92%
staff are well supported at their school (S2075)	100%	100%	38%
their school takes staff opinions seriously (S2076)	100%	100%	46%
their school looks for ways to improve (S2077)	100%	100%	77%
their school is well maintained (S2078)	100%	100%	92%
their school gives them opportunities to do interesting things (S2079)	100%	100%	92%

\* 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 SS 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
- Reward day activities
- Tuckshop volunteers
- Art helpers
- Transporting / supervising students at 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 meetingd
- 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 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 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

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	2015	2016	2017
Short Suspensions – 1 to 10 days	1	2	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Tamrookum SS promotes environmental sustainability through day to day education and practices. We have embedded the following practices to reduce the environmental footprint.

The practices are :

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



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	12,168	
2015-2016	43,952	
2016-2017	39,324	

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

GO

Sector:

Government

Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	15	12	0



2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	8	6	0

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	14
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 2017 were \$ 7308

The major professional development initiatives are as follows:

- IT—use of iPads
- STEM
- First Aid and CPR
- Moderation
- Aust Curriculum English /Reading
- 7 Steps for Writing
- Literacy – Jolly Phonics
- Literacy Solutions—Teacher Aides
- ADHD
- Cleaner's Training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

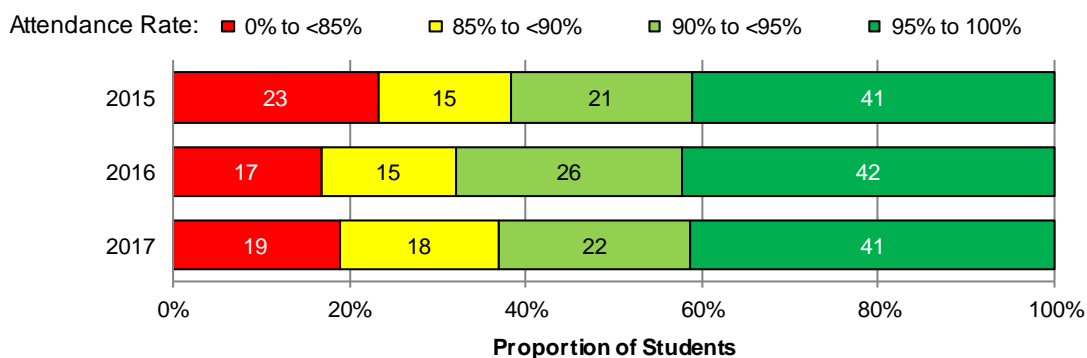
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	86%	90%	86%	92%	91%	92%	93%						
2016	92%	94%	92%	90%	92%	91%	92%						
2017	93%	91%	94%	91%	90%	91%	92%						

\*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 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

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

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.