

Our school at a glance



Postal address	266 Handford Road Taigum 4018
Phone	(07) 3632 9888
Fax	(07) 3632 9800
Email	the.principal@taigumss.eq.edu.au
Webpages	www.taigumss.eq.edu.au Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mark Fisher (Principal)

Principal's foreword

Introduction

This is the School Annual Report for 2012. We are happy with our academic progress this year. We continue to implement the national curriculum areas of literacy, numeracy and science, as well as school programmes in SOSE, The Arts, HPE and LOTE. The integration across the curriculum of ICT is also one of our key drivers. What follows are the specifics of our focus, our programmes and our results

School progress towards its goals in 2012

In 2012, we completely re-organised the way we run the school. We have adopted a new model of instruction based on the 'Gradual Release of Responsibility' model, better known at school as 'I do, We do, You do'. We have focussed particularly on improving our students' basic understandings of the building blocks of literacy and numeracy whilst maintaining work in improving the results of our children in the higher bands. We have continued with our daily 45 minute reading group instruction and again have a numeracy coach working with our teachers and students to improve mathematics outcomes.

Future outlook

We have an [Explicit School Improvement Agenda](#) in place for 2013 which focusses on four areas:

Priority One - Reading Improvement. A solid foundation in reading is crucial to a child's success as they progress through primary school, into secondary school and then in later life. At Taigum State School, we focus upon developing enthusiastic, capable readers who are fluent, motivated, have an extensive vocabulary and active comprehension.

Priority Two - Numeracy Improvement. Numeracy is as equally important as reading in achieving success at school. Numeracy is the capacity to use mathematics in everyday situations at home, at work and for participation in community life. Whilst we think of it as adding, subtracting, multiplying and dividing, it is much more. It involves applying mathematical knowledge when estimating, measuring, interpreting graphs, using tables, working with shapes and most importantly, problem solving. At Taigum State School, we make numeracy a priority. We explicitly teach it every day and incorporate it, where possible, into all the other subject areas

Priority Three – Quality Teaching. Our teachers continually strive to improve their practice. Research tells us that teaching quality is one of the most influential factors affecting student achievement. At Taigum State School, we ensure our teachers deliver high quality instruction and feedback to students. All teacher access timely and effective professional development and are completely supported by the school admin team to provide the best service they can to our students.

Priority Four – Our Pedagogical Approach. Research indicates that the 'Gradual Release of Responsibility' model is a highly effective teaching strategy, particularly when students need to acquire new knowledge or skills. At Taigum State School we use this as the basis for our pedagogical framework, through which all new content is taught. Our

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pedagogical framework aligns with Education Queensland's core priorities, enables consistency of practice among our teachers, and allows our students to work in an effective and predictable learning environment across the school

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	361	158	203	90%
2011	369	171	198	91%
2012	362	167	195	87%

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

Characteristics of the student body:

Taigum State School lies on the northern outskirts of the Brisbane metropolitan area. We presently have 360 students who come from approximately 30 different ethnic or cultural backgrounds, chiefly Australian and New Zealander with smaller percentages of Samoan, South African, Tongan, and South-East Asian groups. Many of our students come from homes with English as a second language. Eleven percent of our students are indigenous, whilst five percent are from a refugee background.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	21	22
Year 4 – Year 10	26	26	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	13	16	6
Long Suspensions - 6 to 20 days	3	2	1
Exclusions	0	0	0

Our school at a glance

Cancellations of Enrolment	0	0	0
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Curriculum offerings

Our distinctive curriculum offerings

- * Early Childhood Intervention Programme through our ECDU including ASD, HI, Speech Language Impairment
- * Special education Programme Years 1-7
- * ESL
- * AUSLAN

Extra curricula activities

- * Indigenous Garden Guides - Tour guides for local, interstate and international visitors to our Indigenous garden
- * Interschool sport (80% participation rate, Years 4-7)
- * Instrumental music programme (Years 5-7)
- * Choir

How Information and Communication Technologies are used to assist learning

Our students use ICT for research, presentation and investigations. Teachers attempt to integrate the use of ICTs into all facets of education. As of last year, all our classrooms contain Interactive Whiteboards (IWBs) that allow for digital delivery of curriculum. Teachers use the IWBs in conjunction with their laptops to provide engaging multimedia lessons. We have three computer labs and all classes are timetabled on a weekly basis. In 2012, we have introduced class sets of tablet computers for students to use for reading, research and interactive learning activities.

Social climate

The Taigum State School student community is a rich diversity of cultural groups.. We have a high proportion of students either born overseas or from other cultural backgrounds (approximately 35%). We also have nearly 60 students (16%) from non-English speaking backgrounds who work with our ESL teacher. Our Aboriginal and Torres Strait Islander population makes up about 11% of our population. The students are a highly resilient group who are characterised by a high degree of harmony and tolerance. We have very few behavioural concerns with School Disciplinary Absences relatively low and of short duration. For the last five years, we have had a part time chaplain who has actively worked to improve the social and emotional climate of the school

Parent, student and staff satisfaction with the school

In general most of our parents are broadly satisfied with operations across the school. The school's size – about 360 students- allows for a close community feel to the site, which helps to provide a very supportive learning climate.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.0%
this is a good school	83.3%
their child likes being at this school*	96.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	92.0%
their child is making good progress at this school*	96.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	88.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	92.0%
they can talk to their child's teachers about their concerns*	96.0%
this school works with them to support their child's learning*	84.0%
this school takes parents' opinions seriously*	82.6%
student behaviour is well managed at this school*	88.0%
this school looks for ways to improve*	87.5%
this school is well maintained*	76.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	95.0%
they like being at their school*	97.4%
they feel safe at their school*	93.8%
their teachers motivate them to learn*	98.8%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	93.7%
teachers treat students fairly at their school*	92.4%
they can talk to their teachers about their concerns*	87.3%
their school takes students' opinions seriously*	86.7%

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student behaviour is well managed at their school*	82.5%
their school looks for ways to improve*	96.3%
their school is well maintained*	91.3%
their school gives them opportunities to do interesting things*	97.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	97.8%
with the individual staff morale items	98.7%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

As a school we have attempted to fill a role as a supporter of community. The Taigum area has little community infrastructure and thus we try to provide facilities, support and connections for our parent body, local employers and residents. We work closely with community support organisations such as Jabiru, PCYC and Qld Health, etc to connect them to our students and parents. The Noonga Indigenous Reconciliation Group has worked closely with the school to design and build our Learnscape and build bridges with our local indigenous community. We have very close links with our local Salvation Army Church and adult volunteers from there assist in a mentoring programme for our high needs students. We attempt to involve parents directly through investiture ceremonies, ANZAC celebrations and sporting carnivals, school assemblies, Open Days, Volunteer Classroom helpers and the like. The school newsletter goes out weekly to parents to keep them informed of our progress and we have formal parent-teacher interviews twice a year, in Terms 1 and 3. Our P&C Committee is very active and has a great rapport with our teaching staff which allows for strong interaction between our teachers and our parents.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Across the board, we have reduced the amounts of water and sewerage we use by specifically targeting the conservation of clean water via education and use of water limitation devices. All teachers focus on waste reduction, recycling and sustainability. We also run an 'Active Travel' Programme designed to curb the number of motor vehicles entering the school each day. Our electricity usage has increased, possibly as a result of the greater focus on the use of computers, screens and IWBs to deliver curriculum. We have a 10 panel solar system installed on the 'C' Block roof that powers much of the school lighting.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	122,061	3,144
2010-2011	152,561	1,636
2011-2012	156,111	245

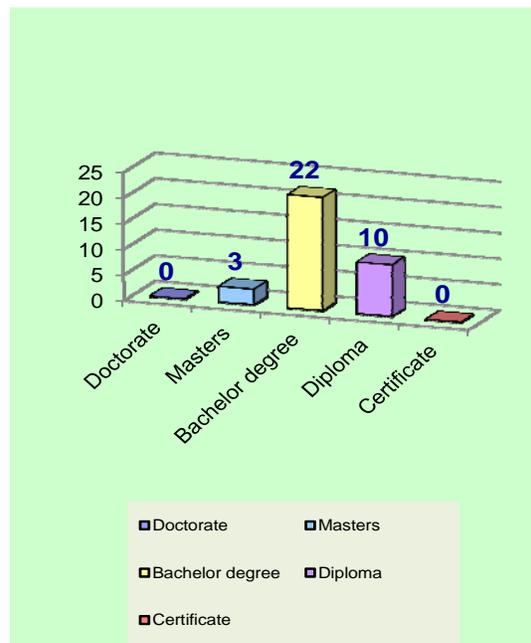
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	35	23	<5
Full-time equivalents	28.5	14.4	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	22
Diploma	10
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$ 22 300.

The major professional development initiatives are as follows:

- * 'I do, We do, You do' training (school pedagogy work)
- * IWB Training
- * C2C (National Curriculum) Implementation

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.7%	95.5%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.1% of staff was retained by the school for the entire 2012 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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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

	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

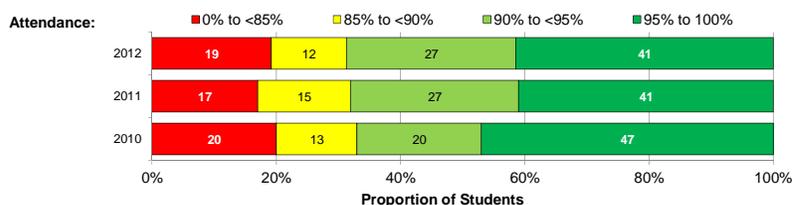
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	88%	89%	91%	94%	92%	93%	92%					
2011	91%	92%	91%	90%	94%	89%	93%					
2012	88%	91%	92%	93%	91%	93%	94%					

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. When a child has been absent without a satisfactory reason, the absence is followed up in the first instance by the classroom teacher. If the absence remains unexplained the absence details are recorded on an Unexplained Absences form for administration follow-up.

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/>.

Performance of our students

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