

Our school at a glance



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Webpages 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 2013. We are happy with our academic progress this year. We continue to implement the national curriculum areas of literacy, numeracy, history and science, as well as school programmes in 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 2013

In 2012, we completely re-organised the way we run the school. We 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 continued in 2013 to implement, improve and refine this pedagogical model. 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 had an Explicit School Improvement Agenda in place for 2013 which focused 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 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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	369	171	198	91%
2012	362	167	195	87%
2013	365	152	213	91%

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 365 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. Fourteen percent of our students are indigenous, whilst five percent are from a refugee background.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	22	18
Year 4 – Year 7 Primary	26	22	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	16	6	14
Long Suspensions - 6 to 20 days	2	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

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 2011, 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 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 (15%) from non-English speaking backgrounds who work with our ESL teacher. Our Aboriginal and Torres Strait Islander population makes up about 14% 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 six 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 365 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	2013
their child is getting a good education at school (S2016)	96%	97%
this is a good school (S2035)	83%	100%
their child likes being at this school* (S2001)	96%	91%
their child feels safe at this school* (S2002)	100%	97%
their child's learning needs are being met at this school* (S2003)	92%	94%
their child is making good progress at this school* (S2004)	96%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	97%
teachers at this school motivate their child to learn* (S2007)	100%	94%
teachers at this school treat students fairly* (S2008)	92%	100%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%
this school works with them to support their child's learning* (S2010)	84%	94%
this school takes parents' opinions seriously* (S2011)	83%	100%
student behaviour is well managed at this school* (S2012)	88%	100%
this school looks for ways to improve* (S2013)	88%	100%
this school is well maintained* (S2014)	76%	85%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	96%
they like being at their school* (S2036)	97%	93%
they feel safe at their school* (S2037)	94%	93%
their teachers motivate them to learn* (S2038)	99%	99%
their teachers expect them to do their best* (S2039)	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	94%	93%
teachers treat students fairly at their school* (S2041)	92%	87%
they can talk to their teachers about their concerns* (S2042)	87%	90%
their school takes students' opinions seriously* (S2043)	87%	88%
student behaviour is well managed at their school* (S2044)	83%	81%
their school looks for ways to improve* (S2045)	96%	93%
their school is well maintained* (S2046)	91%	89%
their school gives them opportunities to do interesting things* (S2047)	98%	93%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	97%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	97%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	100%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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

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
2010-2011	152,561	1,636
2011-2012	156,111	245
2012-2013	133,228	268

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

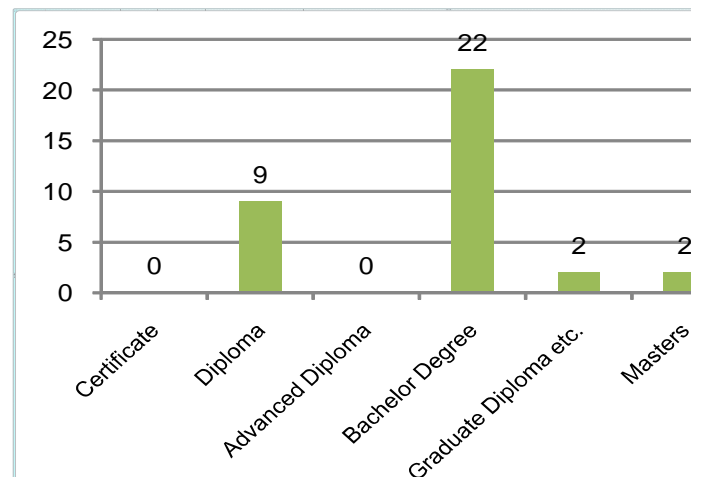
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	35	22	<5
Full-time equivalents	28	13	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	22
Graduate Diploma etc.	2
Masters	2
Doctorate	0
Total	35



* 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 2013 were \$ 25 400

The major professional development initiatives are as follows:

- Pedagogical Improvement
- Mathematical Problem Solving
- C2C Implementation

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
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, 89% of staff was retained by the school for the entire 2013 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

Search by suburb, town or postcode

Sector Government
 Non-government

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

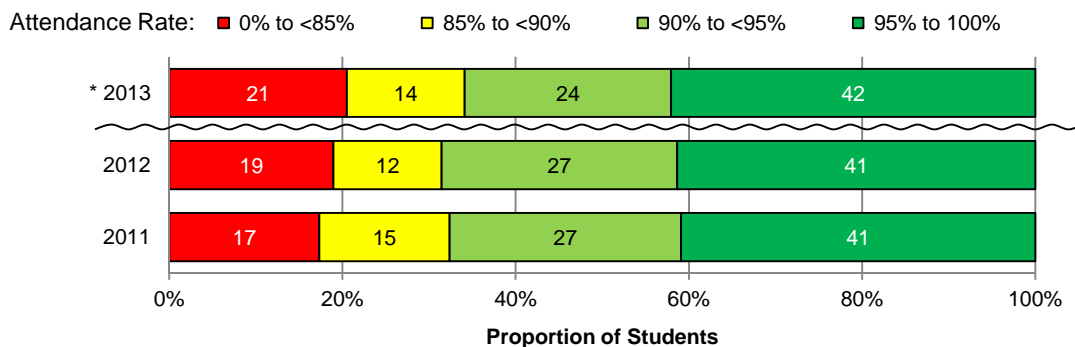
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	92%	91%	90%	94%	89%	93%					
2012	88%	91%	92%	93%	91%	93%	94%					
2013	91%	88%	92%	90%	93%	91%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

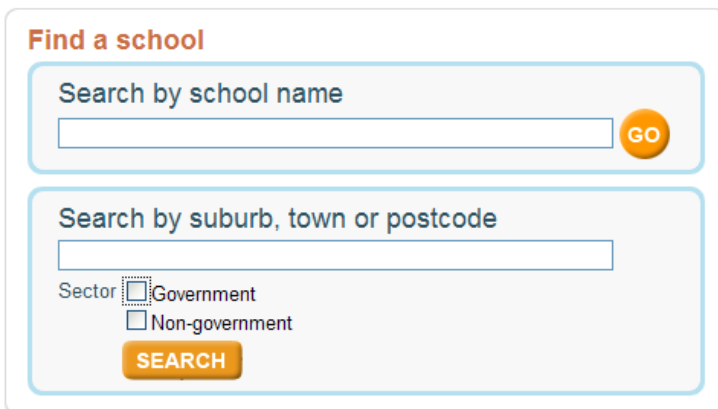
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. When a child has been absent without a satisfactory reason, 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.

Performance of our students

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and an orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and an orange "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

We have 58 Indigenous Students currently enrolled at Taigum State School. We use several class and specialist programmes to meet their specific needs, including the follows:

- Intensive intervention programme run by the Support Teacher, Literacy and Numeracy
- Intensive ESL intervention
- Individualised reading programme
- Indigenous teacher aide support
- 'Learnscape' – Indigenous Cultural Programme
- Participation Officers who encourage and manage indigenous attendance