

Taigum State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This is the School Annual Report for 2014. We are happy with our academic progress this year as we continue to implement the national curriculum areas of literacy, numeracy, history, geography 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 2014

We have now been working on the 'Gradual Release of Responsibility' ('I do, We do, You do') model for two years. This year we have been working to improve and refine this pedagogical model, through the adoption of a more research-based approach designed by Professors Doug Fisher and Nancy Frey. This has involved much detailed analysis by our teachers of how they teach, assess and interact with our students. 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 2 hour literacy blocks and 90 minute maths blocks to reach our goals in these two key areas.

Future outlook

We had an Explicit School Improvement Agenda in place for 2014 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 and Pedagogy. 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 DET'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.

Priority Four – Full Attendance. The attendance rate is important because students are more likely to succeed academically when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if students are frequently absent or late. It is our goal to work with every child, every day.

Regular attendance helps a child:

- develop the skills needed to access the world of work and other opportunities
- learn the importance of punctuality and routine
- develop positive and long-lasting friendships.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	362	167	195	87%
2013	365	152	213	91%
2014	383	160	223	90%

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 380 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(39%). Fourteen percent of our students are indigenous, whilst five percent are from a refugee background.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	18	19
Year 4 – Year 7 Primary	22	25	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	6	14	17
Long Suspensions - 6 to 20 days	1	1	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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)
- * Learn to Swim (Prep-Year 2)
- * 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. The library has a set of wireless laptops that can be used across the school.

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 40%). We also have nearly 60 students (15%) from non-English speaking backgrounds who work with our EAL/D 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 seven 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	97%	97%
this is a good school (S2035)	83%	100%	97%
their child likes being at this school* (S2001)	96%	91%	97%
their child feels safe at this school* (S2002)	100%	97%	97%
their child's learning needs are being met at this school* (S2003)	92%	94%	100%
their child is making good progress at this school* (S2004)	96%	91%	97%
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)	88%	97%	100%
teachers at this school motivate their child to learn* (S2007)	100%	94%	100%
teachers at this school treat students fairly* (S2008)	92%	100%	90%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	97%
this school works with them to support their child's learning* (S2010)	84%	94%	97%
this school takes parents' opinions seriously* (S2011)	83%	100%	86%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
student behaviour is well managed at this school* (S2012)	88%	100%	87%
this school looks for ways to improve* (S2013)	88%	100%	100%
this school is well maintained* (S2014)	76%	85%	94%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	96%	97%
they like being at their school* (S2036)	97%	93%	96%
they feel safe at their school* (S2037)	94%	93%	92%
their teachers motivate them to learn* (S2038)	99%	99%	98%
their teachers expect them to do their best* (S2039)	100%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	96%
teachers treat students fairly at their school* (S2041)	92%	87%	93%
they can talk to their teachers about their concerns* (S2042)	87%	90%	88%
their school takes students' opinions seriously* (S2043)	87%	88%	89%
student behaviour is well managed at their school* (S2044)	83%	81%	85%
their school looks for ways to improve* (S2045)	96%	93%	95%
their school is well maintained* (S2046)	91%	89%	94%
their school gives them opportunities to do interesting things* (S2047)	98%	93%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	97%
they feel that their school is a safe place in which to work (S2070)		100%	97%
they receive useful feedback about their work at their school (S2071)		97%	95%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		100%	97%
student behaviour is well managed at their school (S2074)		97%	97%
staff are well supported at their school (S2075)		100%	95%
their school takes staff opinions seriously (S2076)		100%	97%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		94%	95%
their school gives them opportunities to do interesting things (S2079)		100%	97%

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

'Agree' represents the 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.

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. This year we have hosted 'Multicap' visitors weekly to integrate them into school and community activities. 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. This year we have seen an increase in our use of electricity and water in line with a 6% increase in our enrolment.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	156,111	245
2012-2013	133,228	268
2013-2014	145,295	407

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.

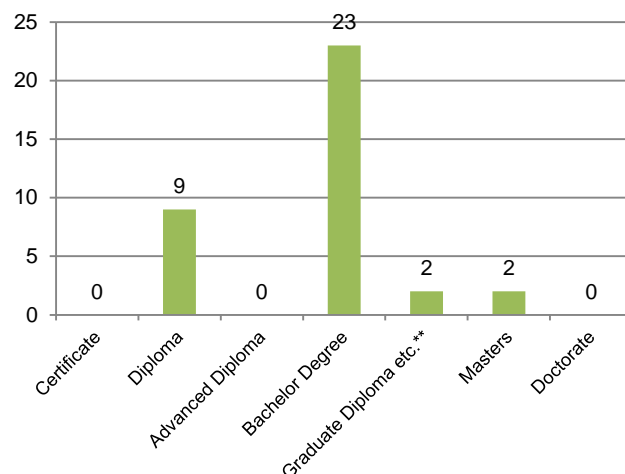
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	33	23	<5
Full-time equivalents	28	14	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.**	2
Masters	2
Doctorate	0
Total	36



*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 2014 were \$ 26 800

The major professional development initiatives are as follows:

- Pedagogical Improvement
- The Teaching of Reading
- Mathematical Problem Solving
- C2C Implementation

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	90%

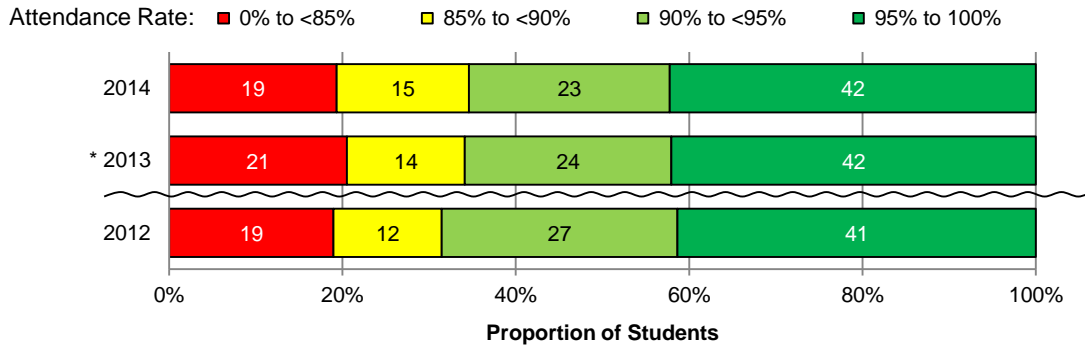
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	88%	91%	92%	93%	91%	93%	94%					
2013	91%	88%	92%	90%	93%	91%	93%					
2014	89%	92%	90%	94%	85%	89%	91%					

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 after 2012 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 DETE 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.

In 2014, in an attempt to improve attendance to 95% overall, the school has employed 3 Participation Officers who follow up every instance of student absence. Parents are either rung or receive an SMS message if their child's absence is unexplained. If a long period of absence is noted, the student is referred to the admin for follow up. In addition, the participation officers discuss with parents any difficulties they have with getting their children to school and attempt to find solutions. They also run breakfasts, competitions and other events, designed to encourage children to attend.

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.

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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 59 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 EAL/D intervention
- Individualised reading programmes
- Indigenous teacher aide support
- 'Learnscape' – Indigenous Cultural Programme
- Participation Officers who encourage and manage indigenous attendance.