



Taigum State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

We are positioning our students so they will be equipped with the necessary tools to prosper in our society. We recognise that numeracy and literacy are the keystones to success and we have these as our prime focus. We also realise that on a planet growing more technologically based each year, we have a responsibility to our students to immerse them in ICTs and to allow them to explore their world enthusiastically, energetically and scientifically. We recognise that our students come from diverse backgrounds and experiences, thus another major focus for us is our support programmes whether they be special education; maths and literacy intervention; social and behavioural help; or increasingly, English as a Second Language. About ten percent of our student population is indigenous and our school has been in the forefront of the provision of programmes and initiatives tailored to the engagement with, and support for Aboriginal and Torres Strait Islander children. Over the last five years, we have moulded a cohesive and effective teaching team that has made great improvements to the literacy and numeracy scores of the thirty different ethnic groups that make up our diverse school community .

Principal's Forward

Introduction

This is the School Annual Report for 2016. 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 2016

We continue to implement and refine the 'Gradual Release of Responsibility' ('I do, We do, You do') model. We are now in our fourth year of this approach and it is paying dividends. Our Year 3 Naplan results were much stronger than last year's, though, and our Year 5 results were strong, though a little disappointing in the reading strand. Our ongoing focus on literacy and numeracy will continue and we expect improvement into the future.

Future Outlook

We have an Explicit School Improvement Agenda in place for 2015 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. We are rolling out the CAFÉ Reading model progressively through our year levels.

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
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	383	160	223	59	90%
2015*	380	166	214	52	89%
2016	398	178	220	55	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

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 40% of our students are from non-English speaking backgrounds and 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.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	21	22
Year 4 – Year 7	23	24	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- The school day is organized around 90 minute literacy and numeracy blocks
- All students in Years 2-6 are streamed to provide targeted teaching appropriate to their abilities. - ongoing assessment of student progress allows them to move between streams when their skills or knowledge are sufficient for this to occur.
- A tailored intervention programme is in place for students falling below benchmark
- Prep through to Year 4 use the Daily 5 and Café approach to the teaching of reading.
- All students from Prep to Year 6 are tracked on a data wall in the area of reading. The data wall provides both a visual representation of their progress and the basis for conversations about individual's progress. Reading data is updated every term, or more frequently for those in intervention.

Co-curricular Activities

- * Interschool sport (80% participation rate, Years 4-6)
- * After School outside coaching – rugby league, AFL, netball
- * Instrumental music programme (Years 5-7)
- * Learn to Swim (Prep-Year 2)
- * Choir
- * Guitar, keyboards, drama clubs

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. 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 two computer labs and all classes are timetabled on a weekly basis. We have 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. In 2016, the school's wi-fi network was widened and upgraded so that wireless devices can be used in all classrooms and other teaching spaces across the campus

Social Climate

Overview

We have very few behavioural concerns with School Disciplinary Absences relatively low and of short duration. For the last eight years, we have had a part time chaplain who has actively worked to improve the social and emotional climate of the school. We use the 'High 5' model for our anti-bullying programme and all students from Prep through to Year 6, know the language, the 5 steps and how to carry each of them out. 96% of our parents believe our school to be a safe place for their students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	97%	94%	100%
this is a good school (S2035)	97%	94%	96%



Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child likes being at this school* (S2001)	97%	94%	96%
their child feels safe at this school* (S2002)	97%	94%	96%
their child's learning needs are being met at this school* (S2003)	100%	94%	100%
their child is making good progress at this school* (S2004)	97%	94%	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%	94%	100%
teachers at this school motivate their child to learn* (S2007)	100%	94%	100%
teachers at this school treat students fairly* (S2008)	90%	94%	95%
they can talk to their child's teachers about their concerns* (S2009)	97%	94%	100%
this school works with them to support their child's learning* (S2010)	97%	94%	100%
this school takes parents' opinions seriously* (S2011)	86%	93%	96%
student behaviour is well managed at this school* (S2012)	87%	94%	95%
this school looks for ways to improve* (S2013)	100%	88%	95%
this school is well maintained* (S2014)	94%	88%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	91%	96%
they like being at their school* (S2036)	96%	89%	98%
they feel safe at their school* (S2037)	92%	87%	94%
their teachers motivate them to learn* (S2038)	98%	91%	97%
their teachers expect them to do their best* (S2039)	99%	93%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	84%	97%
teachers treat students fairly at their school* (S2041)	93%	82%	94%
they can talk to their teachers about their concerns* (S2042)	88%	76%	91%
their school takes students' opinions seriously* (S2043)	89%	75%	94%
student behaviour is well managed at their school* (S2044)	85%	88%	83%
their school looks for ways to improve* (S2045)	95%	82%	97%
their school is well maintained* (S2046)	94%	84%	91%
their school gives them opportunities to do interesting things* (S2047)	92%	87%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	95%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	100%	100%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	97%	100%	100%
staff are well supported at their school (S2075)	95%	100%	100%
their school takes staff opinions seriously (S2076)	97%	100%	97%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	95%	100%	95%
their school gives them opportunities to do interesting things (S2079)	97%	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.

Parent and community engagement

Our school is a hub for our 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. 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, Harmony Day, 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. One of the main functions of our school website is to inform parents of their child's achievements at school, and as such, we upload photos and stories on a regular basis to keep them apprised of what is occurring,

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our teachers have been trained to recognise the signs of neglect and abuse and we have systems in place to report this sort of behavior should it occur. We have partnered with our local High Schools and the Qld Police Service to deliver 'cyberbullying' awareness courses to our students and parents. Our Chaplain runs 'Triple P' parenting courses to any parent who wishes to take part, free of charge. He also runs pastoral care for students choosing to take part. We are also partner with the Benevolent Society to provide family counselling.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	17	14	4
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint



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 decreased this year, down by 14%, even though enrolments have steadily been growing. The 10 panel solar system installed on the 'C' Block roof that powers much of the school lighting has made an impact here.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	145,295	407
2014-2015	141,457	343
2015-2016	133,267	548

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

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	36	24	<5
Full-time Equivalents	30	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	4
Bachelor degree	26
Diploma	4
Certificate	0

*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 2016 were \$35 000

The major professional development initiatives are as follows • Pedagogical Improvement

- Mathematical Problem Solving
- CAFÉ Reading Model
- Pedagogical Capacity building

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 95% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	84%	89%

*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 2016 for all Queensland Primary schools was 93%.

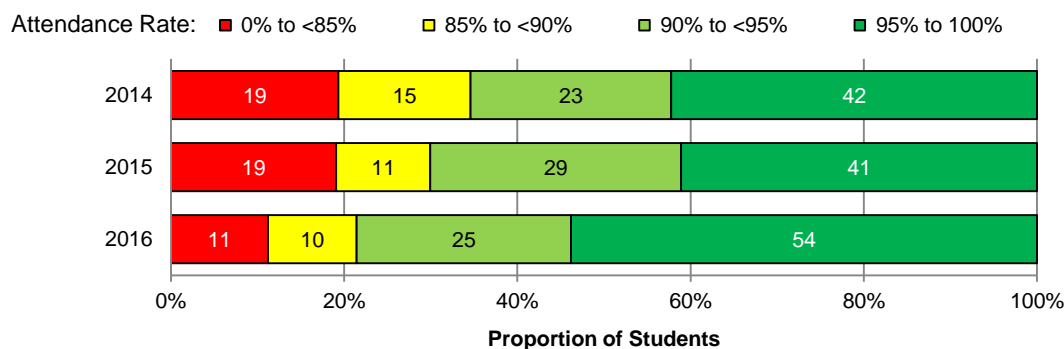
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	89%	92%	90%	94%	85%	89%	91%					
2015	88%	90%	90%	93%	91%	92%	91%						
2016	92%	92%	94%	93%	95%	93%	93%						

*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 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.

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Since 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.

NAPLAN

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

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