



Taigum State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	266 Handford Road Taigum 4018
<b>Phone</b>	(07) 3632 9888
<b>Fax</b>	(07) 3632 9800
<b>Email</b>	principal@taigumss.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Mark Fisher - Principal



## From the Principal

### School overview

Taigum is a school of approximately 400 students, located on the northern fringes of the Brisbane metropolitan area. Established in 1957 as Zillmere North State School, its present name came into being as a consequence of the suburb being renamed Taigum in 1993. Today the school sits amidst an area characterised by rapid growth in high density residential accommodation. Enrolments have grown and the demographical profile is much changed from that of sixty years ago. Currently our school is educating students from more than twenty different nationalities, predominantly Pacific nations, India, Thailand and the Philippines. As our students come from these diverse backgrounds and experiences, a major focus for us is support, whether it be special education; maths and literacy intervention; social and behavioural help; or increasingly, English as a Second Language or Dialect. 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.

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 want our students to be equipped with the necessary knowledge, skills and tools to prosper in the society we are fashioning for tomorrow.

### School progress towards its goals in 2018

During 2018, our explicit improvement agenda comprised three priorities:

1. Reading Improvement
2. Numeracy Improvement
3. Development of STEM (Science, Technology, Engineering, Maths)

**Reading Improvement** – Every student at our school as a specific reading goal and as year levels, we have specific targets we wish them to reach. In 2018, 90% of our students reached their target levels. We direct a huge proportion of our resources, working on reading and comprehension for every student. The CAFÉ model is used in class and it is complemented by a highly targeted intervention programme and quarterly benchmarking and analysis of the reading data. A reading data wall clearly illustrates the progress of each student and each year level and forms the basis for many discussions about our progress.

**Numeracy Improvement** - Daily warm-up activities reinforce basic number concepts and facts which are coupled with direct intensive teaching of new concepts and problem solving strategies to develop students' mathematical understandings. This year, we have also concentrated on upskilling our teachers on the key maths concepts in each year level. We chart student progress on a maths data wall, much like the one we use for reading. Students are benchmarked quarterly and their results posted to the wall for discussion and analysis.

**Development of STEM** – 2017 marked the beginning of our first comprehensive introduction of a formal STEM programme across year levels, though in a pilot format. We used the expertise of our Master Teachers to trial a number of STEM activities across the school, targeted to the specific ages and abilities of each year level. These activities included the use of programmable devices such as 'Spheros', use of spreadsheets, coding, apps, OneNote and ipads. The second strand of our strategy was to train teachers in these activities so the programme would be self-sustaining without Master teacher input.

We continue to monitor and adapt our strategies in an attempt to improve in this area.

### Future outlook

Our commitment to improving reading is ongoing. We will endeavour to meet our specific goals and targets in this area, using the current strategies of CAFÉ, streaming, intervention and data analysis. A major part of that will also be our E/ALD programme for non-English speakers.

In mathematics, we have identified Year 2 as an important time for the consolidation of maths skills, particularly number sense, and we will concentrate our intervention here.

In reference to STEM, we have decided to trial full implementation of the Digital Technologies component of the Australian Curriculum, in preparation for its formal start in 2020.



# 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 2018</b>	Early Childhood - Year 6

### Student enrolments

Enrolment category	2016	2017	2018
Total	398	377	406
Girls	178	176	202
Boys	220	201	204
Indigenous	55	44	51
Enrolment continuity (Feb. – Nov.)	93%	90%	91%

#### Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Taigum State School draws its students mainly from the suburb of Taigum and those adjacent – Zillmere, Boondall, Fitzgibbon and Bracken Ridge. Historically, these areas have had a high percentage of public housing, but this is slowly changing as new estates have been developed and higher density dwellings have been embraced. Consequently, our school has a broad cross section of ethnic, cultural and occupational backgrounds. Our school's ICSEA is 972, placing us on the 34 percentile as far as parental incomes are concerned. The majority are of Australian background, but many are first generation and have close family links to New Zealand, Samoa and a number of other Pacific Islands. In more recent years, the countries of origin have begun to change with India, Thailand and the Philippines providing many of our new students. In all, twenty-one different nationalities are represented at our school and over 40% of our students have English as an additional language or dialect. 12% of our children are of indigenous descent.



## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	19	23
Year 4 – Year 6	25	25	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

- Our school's pedagogical framework is based on the Gradual Release of Responsibility model, commonly known as 'I Do, We Do, You Do'
- We also use daily 'Warm Ups' to move previously learned concepts and knowledge into long term memory
- The CAFÉ Model is used for the teaching of reading
- All the subjects taught are based on the Australian Curriculum in their respective areas.
- Our school's assessment schedule lays out the annual planned assessments we do in each subject area. Benchmarking of reading and number facts is done four times per year

### Co-curricular activities

- After school coaching in AFL, Rugby League and Netball
- After school Learn to Swim for Prep students
- Lunchtime clubs – Guitar, Percussion, Art, Dance
- SUPA Club
- Homework Club
- Band
- Choir

### How information and communication technologies are used to assist learning

We are currently in a transition phase between desktop and mobile computing platforms. Where once we were completely reliant on computer labs with class sets of fixed machines, we are now using sets of Ipads and tablets so students can more flexibly utilise ICTs inside and outside of their classrooms. We still have the two labs, which will be maintained into the future, but we are putting more resources to portable devices. As the school has complete wi-fi coverage, connected devices can be used anywhere on the campus. Over the past two years, we have introduced coding across the school and have invested in programmable machines such as 'Spheros' for students to experiment with and design their own activities to run on them.

## Social climate

### Overview

We teach students appropriate ways to conduct themselves in our school setting and we encourage them to make good choices. We explicitly communicate this strategy to all of our parents. We also communicate to parents when students have difficulty making wise choices. All parents know exactly what is happening with their child at all times to support their well-being. We are a genuine multicultural school and pride ourselves on our inclusive practices. Harmony Day is a highlight on our calendar as it showcases how diversity is a strength for our students and our school. We have several support programmes for our students, depending on their needs. Our indigenous students are part of the weekly 'Youngstorm' Programme that teaches cultural history and values. Our chaplain delivers pastoral care to any child who wishes to use his services. Our SEP supports children with learning disabilities. We follow the 'High Five' anti-bullying model that uses the shape of a hand to highlight our five strategies of ignore, talk friendly, walk away, talk firmly and report. All students know this and the sub-strategies that each finger represents. Parents, via the opinion survey, have indicated that they are very happy with the way the school's support systems are working.



## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	91%	98%
• this is a good school (S2035)	96%	94%	98%
• their child likes being at this school* (S2001)	96%	94%	96%
• their child feels safe at this school* (S2002)	96%	94%	96%
• their child's learning needs are being met at this school* (S2003)	100%	91%	98%
• their child is making good progress at this school* (S2004)	100%	91%	96%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	91%	96%
• teachers at this school motivate their child to learn* (S2007)	100%	94%	98%
• teachers at this school treat students fairly* (S2008)	95%	94%	89%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	98%
• this school works with them to support their child's learning* (S2010)	100%	97%	92%
• this school takes parents' opinions seriously* (S2011)	96%	94%	91%
• student behaviour is well managed at this school* (S2012)	95%	97%	89%
• this school looks for ways to improve* (S2013)	95%	94%	94%
• this school is well maintained* (S2014)	100%	100%	94%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	95%	93%
• they like being at their school* (S2036)	98%	90%	91%
• they feel safe at their school* (S2037)	94%	94%	93%
• their teachers motivate them to learn* (S2038)	97%	94%	92%
• their teachers expect them to do their best* (S2039)	98%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	94%
• teachers treat students fairly at their school* (S2041)	94%	92%	86%
• they can talk to their teachers about their concerns* (S2042)	91%	89%	87%
• their school takes students' opinions seriously* (S2043)	94%	80%	82%
• student behaviour is well managed at their school* (S2044)	83%	86%	79%
• their school looks for ways to improve* (S2045)	97%	90%	92%
• their school is well maintained* (S2046)	91%	91%	92%



Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	94%	92%	95%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	97%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	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%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	97%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	97%
• their school is well maintained (S2078)	95%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	97%	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's diversity is one of its greatest assets. We have nearly two dozen different cultural backgrounds, co-existing in a calm and disciplined environment. As such, we use occasions such as Harmony Day, Sorry Day and NAIDOC Week to engage closely with our parents. Harmony Day Luncheon especially is a time when many parents bring food to school, dress in their national costumes and engage with the school staff. It is the highlight of our calendar. We also have a 'Multicultural School Captain and an Indigenous School Captain. Our engagement with parents begins before their children reach school age, through our onsite play group, run weekly. We also host indigenous parents through our links to the Koobara Indigenous Kindergarten and our own indigenous garden. Parent –Teacher interviews are scheduled in Terms 1 and 3 and give parents a chance to discuss issues of a school related manner with our teachers. Our Guidance Officer and SEP staff are constantly in contact with parents of children with diverse needs to see that they are met.

## Respectful relationships education programs

The school has developed and implemented a program that focus on appropriate, respectful, equitable and healthy relationships. It is a whole school approach to respectful relationships education, that uses the curriculum, school practices (including the use of pastoral care programs and the Youngstorm program) and the school community to build a culture that seeks to prevent gender based violence, through the building of respectful relationships. Teachers discuss specific strategies each week and these are reinforced in newsletters and on assemblies. We also have regular visits from police liaison officers to talk about domestic violence issues with our students. All staff have received professional development about domestic violence, how to recognise it and how to respond to it.



## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	4	9	8
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

In the classroom and as a school we attempt to develop the concept of sustainability in our students. They embrace this through recycling, reusing and repurposing as much as possible. Each time we get the chance to replace water or power infrastructure, we opt for efficiency and sustainability over any other criteria. We have been successful this year in reducing our water consumption by 23% and our electricity usage has dropped by 31% through these measures, and targeted maintenance.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	133,267	195,384	148,332
Water (kL)	548	1,102	853

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school		Search website	
Search by school name or suburb			Go
School sector	▼	School type	▼
State		▼	

3. Click on 'View School Profile' of the appropriate school to access the school's profile.





[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	33	27	<5
Full-time equivalents	29	15	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	4
Bachelor degree	26
Diploma	0
Certificate	0

\*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 2018 were \$12 500

The major professional development initiatives are as follows:

- STEM – Programming devices, coding, Spreadsheet use, OneNote, Ipad apps for education



- CAFÉ Reading Implementation
- Data analysis – Reading
- Workplace Health and Safety – Teacher wellbeing

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	92%
Attendance rate for Indigenous** students at this school	89%	84%	85%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.



Table 12: Average student attendance rates for each year level at this school

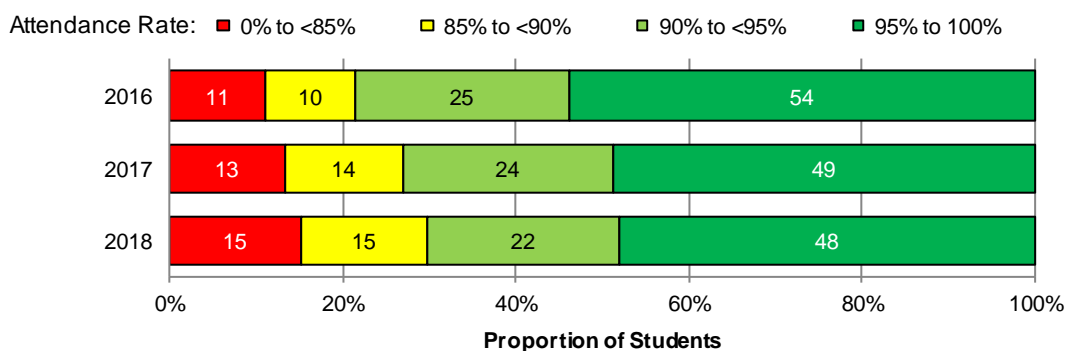
Year level	2016	2017	2018
Prep	92%	91%	91%
Year 1	92%	90%	91%
Year 2	94%	91%	91%
Year 3	93%	94%	92%
Year 4	95%	94%	94%
Year 5	93%	93%	92%
Year 6	93%	90%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

All parents are made aware of attendance expectations upon enrolment of their children. Rolls are marked electronically in OneSchool, twice daily – at 8:55am and 1:45pm. All absences are referred to the school office where calls or texts are made to all parents of children with unexplained absences. If a child is away for a number of days, the deputy principal makes personal contact with the family to explain and to encourage a quick return to school. Should absenteeism become chronic, the school follows the departmental policy of warning letters and possible police prosecution in extreme cases.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school	Search website	
Search by school name or suburb		Go
School sector	School type	State

- Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile
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- Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
- The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

