

Tinana State School

Queensland State School Reporting

2015 School Annual Report



Postal address	239 Gympie Road Tinana Maryborough 4650
Phone	(07) 4120 8000
Fax	(07) 4121 3148
Email	principal@tinanass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mr David Burns, Principal

Principal's foreword

Introduction

It is with pleasure that I outline the achievements of our school in this, our 2015 Annual School Report. Tinana State School delivers quality education to the students of Maryborough within a supported and disciplined environment. We use the Art and Science of Teaching (ASOT) as the Research basis for our school wide Pedagogy. Our teachers continue to refine their teaching practice to deliver engaging and effective instruction to our students. Our primary improvement agenda continues to focus on the teaching of reading.

Tinana State School delivers offers a well-rounded curriculum providing cultural and sporting opportunities in addition to our rigorous academic program. In 2015, we offered students the opportunity to engage with the Instrumental Music Program including a String Ensemble, Concert Band and Choir. Students were offered opportunities to play competitive sport including both individual and team sports and a recreational sport program. An aquatics program incorporating learn to swim and water survival is delivered in the summer months.

A range of additional programs offered in the school included authors' visits, book celebrations, chess tournaments, You Can Do It Club, Love Of Learning Reading Club, Readers' Cup, Sustainability Symposium and Chaplaincy.

Tinana State School has an active Parents and Citizens' Association who meet regularly to assist with school governance, improvement and fundraising. The support from our P&C for our school is greatly appreciated by our school community.

School progress towards its goals in 2015

During 2015, our school community has worked hard to improve learning outcomes for our students. A range of school improvement goals have been progressed through a specific annual improvement plan.

Successful Learners

Reading and Numeracy are the basis for learning in all of the curriculum areas. Our highest priority is to ensure that every student has the capability to perform at or above the National Minimum Standard in the areas of Reading and Numeracy. A range of improvement strategies are actively supporting these goals in our school. Delivery of a balanced reading program, a daily focus on numeracy warm-ups and differentiated learning for every student form the foundation of success for our students. Identification

and enhancement of learning for students who easily attain their year level standard is a priority in every classroom. This process was supported and enhanced through additional resourcing made available from the Great Results Guarantee funding. Our 2015 NAPLAN Achievement Data indicated a significant improvement in Reading and Numeracy for Year 3 with 100% of students attaining National Minimum Standard for the first time. In year 5, significant progress was made where upwards of 92% of students reaching the National Minimum standard for Reading and Numeracy. School mean scores are trending upwards indicating significant improvement is occurring across our school.

The continued delivery of the Australian Curriculum within the context of the P-12 Curriculum Framework ensures our students have access to a guaranteed world class curriculum. English, Mathematics, Science, History and Geography were delivered using the C2C units. Teacher engagement in regular moderation processes provides an opportunity to monitor student learning and the quality of our programs by examining evidence in student work samples. Our school is committed to regular professional learning through best practice networks, professional learning teams and year level team collaboration as we improve our teaching techniques based on the most up to date knowledge from our profession.

Great People

The Art and Science of Teaching (ASOT) forms the basis for our Pedagogical Framework. During 2015, we continued our refinement of three key design questions with the introduction of Design Question 5 – What will I do to engage students?

2015 Focus	Design Question 5 – What will I do to engage students?	Introduce
2014 Focus	Design Question 3 – What will I do to Introduce new knowledge – Vocabulary	Consolidate
2013 Focus	- Design Question 6 - What will I do to establish routines and procedures for learning?	Embed
2013 Focus	Design Question 1- What will I do to establish learning goals, success criteria and provide feedback?	Embed

Teachers engaged with a range of professional learning opportunities to develop repertoires of practice around these design questions. Professional Development sessions, Coaching, Observation and Feedback and Instructional Rounds were strategies used to refine and develop effective pedagogy in every classroom. Our performance benchmark is 90% of our teachers demonstrating these pedagogies 90% of the time.

Our teachers engaged with the Developing Performance Framework to reflect on their performance in key improvement areas, to identify areas of strength and to identify and develop areas of their practice. Teachers worked in year level teaching teams to develop action plans and to work with support staff to develop staff capability. Staff members met with the principal to discuss development actions and to develop an evidence base for improved practice.

Engaged Partners

At the beginning of 2015, after much planning and anticipation, year seven moved into the secondary sector and the transition of the double cohort of year six and year seven moved to secondary school. Feedback from Maryborough State High School and Aldridge State High School indicated that the Flying Start Program was successfully implemented and that students had transitioned with confidence. Significant partnerships established between the schools leading into Flying Start, continued to strengthen throughout 2015. Staffing and school resourcing continue to be risk managed following the movement of the year 7 enrolment to secondary schools.

High Standards

Our school is committed to providing a world class education for the students of Maryborough. We continue to engage with the school review process to identify areas of high quality practice and elements of our practice requiring further development. We continue to work closely with local schools and regional personnel to chart a course towards becoming a world class school.

Future outlook

During 2016, we will continue to build our capability as a high performing school. Our Improvement agenda is Reading, Numeracy, Attendance and Differentiated Teaching and Learning (Upper two Bands).

The school will continue to embed a balanced reading practice that is consistently implemented across the school. Using Pearson's gradual release model, teachers will provide opportunities for students in modelled, shared, guided and independent reading practices. Strategies for differentiating will continue to be a focus with additional measures introduced to support the development of individualised learning. Additional teacher aide time will support further guided reading practice in every classroom with additional aide support for programs such as Daily Rapid Reading and Reading Links for identified students.

In numeracy, existing strategies including maths warmups that target place value skills isolated from front ended diagnostic assessments will continue to be embedded. Approaches to the teaching of mental computation will be expanded. Analysis of misconceptions will be a focus of planning sessions with coaches and colleagues and exploration of high yield strategies to support learning a key action.

Differentiation of teaching through efficient and effective classroom instruction provides opportunities for all learners to achieve at their level. The provision of coaching opportunities to support teachers to develop their practice in this area will be a focus.

Students with regular attendance, have a greater opportunity for achievement when compared to students with low attendance. Monitoring, identification and communication regarding students with levels of absence will be a priority in 2016. A particular area of focus will be on students with less than 85% attendance.

During 2016, the Australian Curriculum will continue to be embedded as the guaranteed curriculum of the school with consolidation of English, Mathematics, Science, History and Geography. New subjects Civics and Citizenship and Business and Ethics will be implemented in years 3-6.

The Art and Science of Teaching will be further unpacked within the four design questions already explored, to embed these pedagogical approaches into classroom practices.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	544	274	270	33	94%
2014	548	264	284	40	96%
2015	509	250	259	39	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 2015, 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:

The Tinana State School services a regional community representative of a range of community groups. During 2015, 6% of our students identified as Aboriginal and Torres Strait Islander. There were 8% of our students who were identified as having a disability within the areas of Intellectual Disability, Speech and Language Disability, Hearing Impairment, Physical Disability, Autism Spectrum Disorder or Vision Impairment. This percentage was much higher when students were identified using the National Disability Standards for Education definition. Students with English as an Additional Language Dialect were less than 1% of the enrolment of the school.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	20	20
Year 4 – Year 7 Primary	22	26	22
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	22	37	9
Long Suspensions - 6 to 20 days	0	0	0
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.

Curriculum delivery

Our approach to curriculum delivery

Tinana State School delivers the Australian Curriculum to our students in the areas of English, Mathematics, Science, History and Geography. Students also engage with Technology, The Arts, Languages Other Than English (German) and Health and Physical Education. Queensland Curriculum Assessment and Reporting Framework. Our students are taught and assessed in eight units of work in each year. Reporting occurs twice annually face to face and written reports are issued at the end of each semester. Our prep students' work units are derived from the Early Years Curriculum.

Students are offered the opportunity to engage in the Instrumental Music Program. The program offers instruction in playing either a string or wind instrument and the opportunity to perform in individual, small group and orchestral environments. A number of competitions and performances occur throughout the year including Fanfare, Eisteddfod and Music Tour.

Students have the opportunity to play a range of individual and team sports through the interschool sport program. Selection trials are conducted for most sports affording students the chance to represent their school, district and region at a higher level.

In addition to the team sports offered, a range of alternative sports are offered through the recreational sport program. The program takes place in term three and offers the sports of tennis, lawn bowls, orienteering and contemporary dance. Recreational sport is offered to five, six students.

The “learn to swim” program is delivered as a part of the school physical education program. Students attended a weekly lesson for 10 weeks with the focus on water safety and survival.

School camps are offered to students in year four, five and six. Year six students visited Chaverim Camp site near Bundaberg and engaged with adventure activities such as canoeing, low and high ropes activities, rafting, tree climbing and rock wall climbing. Year five attended the Barambah Environmental Education Centre where students hiked and navigated using maps, compasses and GPS devices through the Grattan Forest Park. Year four spent a night at Ewen Maddock Dam on the Sunshine Coast.

Year six students engaged with studies about World War One which culminated in the presentation of the school ANZAC ceremony. This moving tribute to the servicemen and women of the Australian armed forces is a feature of the school year and is highly anticipated by the school community. Students composed and shared poetry about the war. The service marked the first to be held in the newly redeveloped ceremonial area which is now home to a memorial wall built by the P&C to commemorate those soldiers from World War One who attended the school.

Extra curricula activities

- “You Can Do It” Club is offered as a lunch time program to build social resilience skills within a games environment
- Chess Club offers students the opportunity to learn the game of chess, about strategy and opportunities to play the game in a competitive environment against students from other schools
- Readers’ Cup affords students the opportunity to develop higher level reading skills in a competitive environment
- Sustainability Squad provides the opportunity to learn about environmental sustainability and to undertake action projects
- Famine Fighters is a community service group who raise money for children less fortunate than themselves
- Mathematics Teams Challenge offers the opportunity for students to practice skills in a competitive environment
- The Tinana teams compete in the Maryborough Technology Challenge racing smiley push carts and lego robotics
- Senior Theatre Restaurant Performance
- Student Council Leadership Program
- Tinana State School Senior and Junior Choir

How Information and Communication Technologies are used to improve learning

A range of computer technologies are utilized in the learning process at Tinana. Computers are an everyday part of learning with every teacher assigned a laptop computer for their use and a data projector in their teaching space. Each classroom is equipped with desktop computers for students to access on a daily basis. A mini-lab of computers are also available to teachers to enhance learning programs. Students access the internet to connect with people and information from around the globe. Students regularly utilize Edstudios to store and share their work between school and home and to collaborate on tasks with teachers and peers. In addition to computer technologies, teachers have access to ipads for use with classes. Ipad apps are used in a range of settings including special education, small group and individual programs. In 2015, each teacher was issued an ipad-mini courtesy of a grant from Telstra. A range of devices are available to students to support learning including beebots, ozbots and easy-speak microphones. Technologies to support sound amplification in classes are deployed on a priority to classes where students with hearing impairments are learning. Students in the senior school are responsible for the setup of technologies for assembly and

assemblies are supported by audio visual displays presented via data projector. The hall and library resource centre are wireless hubs. A greater expansion of wireless technologies are proposed for the near future.

Social Climate

Tinana State School delivers the “You Can Do It” Program of Social Emotional Learning. Students routinely learn about the Keys to Success – Organisation, Getting Along, Confidence, Persistence and Resilience. The keys enhance our school rules of safety, effort, respect and self-responsibility. Students receive awards and recognition at assemblies based on their effort and behaviour each week. A behaviour rewards scheme recognizes and rewards students who achieve a C grade or above with a special activity at the end of the term. Specialised programs such as BEAR, Bridge Builders and A2B support students in managing relationships and developing skills for making good choices.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	94%	100%
this is a good school (S2035)	97%	92%	100%
their child likes being at this school (S2001)	97%	98%	100%
their child feels safe at this school (S2002)	97%	96%	100%
their child's learning needs are being met at this school (S2003)	94%	92%	97%
their child is making good progress at this school (S2004)	88%	94%	97%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	90%	94%
teachers at this school motivate their child to learn (S2007)	97%	92%	94%
teachers at this school treat students fairly (S2008)	87%	90%	94%
they can talk to their child's teachers about their concerns (S2009)	94%	94%	100%
this school works with them to support their child's learning (S2010)	97%	96%	97%
this school takes parents' opinions seriously (S2011)	97%	89%	94%
student behaviour is well managed at this school (S2012)	81%	81%	91%
this school looks for ways to improve (S2013)	97%	98%	97%
this school is well maintained (S2014)	97%	100%	97%

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	96%	97%	97%
they like being at their school (S2036)	92%	87%	94%
they feel safe at their school (S2037)	95%	92%	94%
their teachers motivate them to learn (S2038)	99%	96%	98%
their teachers expect them to do their best (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	94%	95%	96%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	93%	93%	89%
they can talk to their teachers about their concerns (S2042)	96%	86%	94%
their school takes students' opinions seriously (S2043)	88%	85%	85%
student behaviour is well managed at their school (S2044)	86%	93%	82%
their school looks for ways to improve (S2045)	94%	97%	94%
their school is well maintained (S2046)	96%	100%	95%
their school gives them opportunities to do interesting things (S2047)	95%	92%	91%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	100%	98%
they feel that their school is a safe place in which to work (S2070)	94%	97%	90%
they receive useful feedback about their work at their school (S2071)	94%	91%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	83%	86%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	97%
student behaviour is well managed at their school (S2074)	97%	97%	97%
staff are well supported at their school (S2075)	94%	89%	80%
their school takes staff opinions seriously (S2076)	100%	89%	76%
their school looks for ways to improve (S2077)	100%	95%	90%
their school is well maintained (S2078)	97%	97%	88%
their school gives them opportunities to do interesting things (S2079)	97%	97%	90%

'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

Tinana State School values parent engagement and a range of strategies have been established to ensure parents are partners in the education process. Enhanced communication through the establishment of an electronic newsletter, school website, P&C social media presence and messaging processes is one element of the strategy. Opportunities for parents to engage with the school through Prep Orientation programs, meet the teachers and classroom meetings, Parent Information Nights, P&C Meetings, tuckshop, classroom volunteers all offer opportunities for parents to engage with their child's education.

Our school recognizes that students have a range of educational needs and that student learning is enhanced when relevant adjustments are made to learning programs to support those needs. Class teachers consider adjustments as part of the planning process. Classroom teachers, case managers, parents and where relevant, specialists, meet to discuss opportunities to adjust programs to enhance learning. Individualised learning plans may be developed to guide learning and to develop consistency of approach. Planning is cyclical and reviewed in a timely way.

Reducing the school's environmental footprint

Tinana State School is committed to reducing our environmental footprint. We consider sustainability issues when making decisions about purchasing, policy and resourcing. Our sustainability squad is active in the promotion of key environmental sustainability messages for students, staff and parents. Updating of electrical equipment to energy efficient models and the upgrading of ICT through replacement has also assisted with energy efficiency savings.

Water savings have been achieved through the installation of water efficient fixtures and fittings and education campaigns about turning off taps when not in use. In student areas, a program of replacement from traditional tapware to automated turn off is well underway. The installation of water efficient plumbing and replacement of faulty and leaking appliances has also contributed to a significant reduction in water use.

A robust recycling program is in place to reduce the amount of waste leaving the site. Recycling of classroom paper, a reduction in the quotas for photocopying and the introduction of scrap recycling bins has all contributed to a reduction in waste. The use of electronic media and public displays has reduced the need for hard copying.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	104,583	2,872
2013-2014	101,837	1,595
2014-2015	101,387	850

*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.

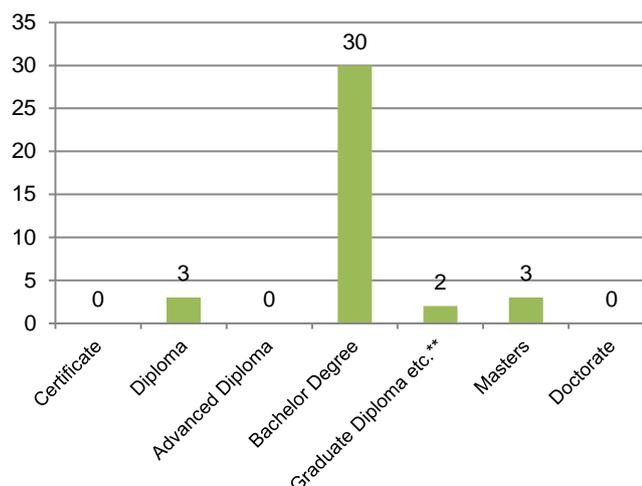
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	38	22	0
Full-time equivalents	33	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	30
Graduate Diploma etc.**	2
Masters	3
Doctorate	0
Total	38



*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 2015 was \$21 680.

The major professional development initiatives are as follows:

- Louise Dempsey Writing Approach
- Growth Coaching
- More Support for Students With a Disability
- Quality Schools Inclusive Leaders – Phase 2
- Essential Skills for Classroom Management
- Oneschool

Professional Development sessions were conducted on student free days and regularly throughout the term. Teachers engaged with activities to develop an awareness of and commitment to a consistency of school-wide effective pedagogy. Topics for learning included Vocabulary, delivering a Balanced Reading Program, using formative assessment to drive Numeracy Warm-ups and differentiating learning for students. Two teachers and a teacher mentor were involved in the Quality Schools Inclusive Leaders Program with a focus on differentiating learning for students. Teacher Aides were provided with training in the delivery of specialised reading intervention strategies to support reading groups in the classroom and individually for students. Teachers, teacher aides and leaders were involved in On-line training under the More Support for Students with a Disability professional development program, leaders in the school engaged with learning to support the leadership of the school including professional learning on the Growth Coaching Model.

Approaches to professional learning included face to face and online workshops, professional learning team meetings, instructional rounds, coaching and mentoring, observation and feedback and professional reading.

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 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

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	88%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

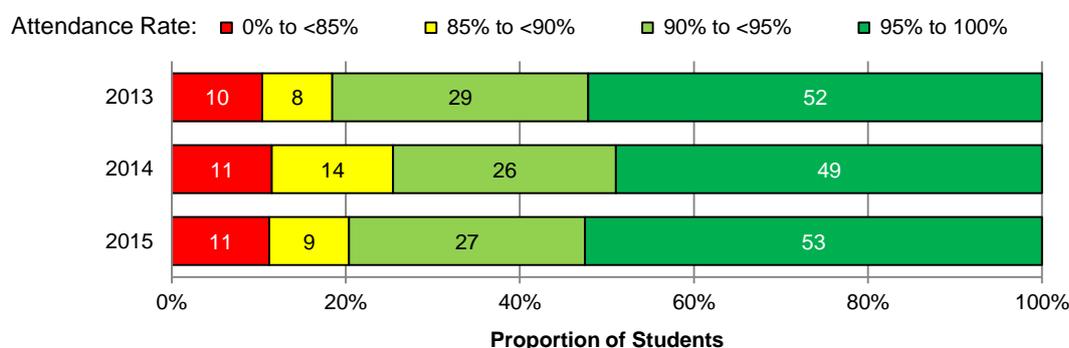
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	95%	94%	95%	94%	94%	92%	95%					
2014	92%	91%	93%	94%	95%	94%	93%	91%					
2015	93%	93%	93%	94%	94%	94%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Student attendance is monitored on a daily basis with the marking of roles twice daily. Roles are marked electronically using the ID Attend roll marking solution. A school absence hotline is allowing parents to phone and leave a message explaining their child's absence. Parents of students who are absent from school and the absence has not been explained, are sent an SMS message notifying them of the absence and requesting a reason. Students who have unexplained absences and who have not been to school for a period of three days are contacted to enquire as to the reason. A letter requesting a reason for absences is mailed to parents and followed up.

The school promotes the importance of regular and uninterrupted attendance for students using the Every Day Counts messaging. These messages are regularly related to parents using school media including assemblies, newsletters and school sign. Class attendance data is tracked and regularly communicated to parents. Students are encouraged to attend every day unless illness prevents attendance. Awards are presented for attendance over 95% with an excellence award given by the principal for 100% attendance each semester.

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.

Find a school

Sector:

Government

Non-government

Where it says '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 NAPLAN information is available by selecting 'NAPLAN' 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 our school's NAPLAN results.