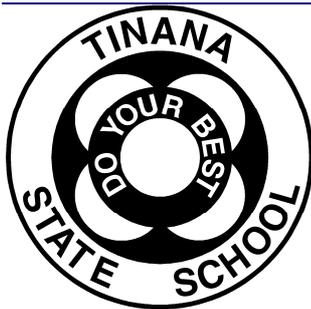


Tinana State School (0216)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

It is my pleasure to present the 2012 School Annual Report to the Tinana State School community. During the course of 2012, our students successfully engaged with a diverse range of program areas. Our school delivered a strong school improvement agenda targeting key performance areas. This report outlines our achievements and presents a snapshot of our work during the year.

Specifically, the report contains information on our school programs and how students engaged with those programs. It summarises the areas of identified school improvement and outlines progress towards those improvement goals. 2012 marked the implementation of the Australian Curriculum in Queensland Schools and the Tinana community embraced the implementation introducing Curriculum into the Classroom units of study in all year levels. This report contains summary information on our teaching staff, their skills and performance development progress. Most significantly, the report provides information on our student performance and our contribution to state wide improvement agendas.

I commend the Tinana State School Annual Report to you as a celebration of another successful year of education for the Tinana Community.

School progress towards its goals in 2012

The School Improvement Plan identified a number of key improvement agendas for 2012. They were the implementation of the Australian Curriculum, a focus on literacy and numeracy development, the review and update of the School Responsible Behaviour Plan, the enhancement of the use of ICT in learning, the embedding of sustainability practices within school operations and the continued focus on communication strategies.

The Australian Curriculum was implemented in all Queensland schools in 2012 in the areas of Mathematics, Science and English. At Tinana, we chose to use the Education Queensland Curriculum into the Classroom materials (C2C units) as the key vehicle to deliver the new curriculum. The Australian Curriculum was successfully taught, assessed and reported on across all year levels within the school. Teachers were released for two half days each term to plan as a year level team each unit of study. Additionally, year level teams met twice each term to moderate the assessment pieces to ensure consistency of delivery, teacher judgment and improvement. It is widely recognised that the new curriculum has provided greater demands on student learning and provided opportunities for our students to demonstrate a greater level of performance. Teachers engaged with professional development in History in readiness for the implementation in 2013.

Literacy and Numeracy development remain a focus of the Tinana school community. Our performance as measured on the National assessment Program Literacy and Numeracy (NAPLAN) remains below our preferred future as a school. Our NAPLAN and internal data showed improvement across all assessment strands. Our performance in reading showed a significant improvement indicating

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that we had closed the gap between our school mean and the national equivalent by 20 points. Across all areas, our school closed the gap between the school mean and the national mean. A number of improvement strategies were implemented across 2012 including the introduction of the QAR reading comprehension strategy, the introduction of the Progressive Achievement Test (PAT) in reading and mathematics, targeted teaching of skills during 5 week learning cycles and the introduction of the school data booklet outlining the target areas for instruction across a school-wide schedule.

During 2012, a review of the School-wide Responsible Behaviour Plan was undertaken with a new plan written. The new plan articulated key strategies and updates including the prohibition of knives and dangerous substances. The Plan also articulated the school's anti-bullying processes with the introduction of the e-schools website as an online storehouse of materials for teachers to use in the bullying education program at Tinana. The enhancement of the "You Can Do It" Social-Emotional Learning Program is seen as a key tool in developing strong, well-adjusted and successful students.

Over the last few years, our teachers have committed to the use of ICT in the learning process. We recognise that teacher expertise is critical to the provision of quality learning experiences for students. Our teachers have engaged with the Smart Classrooms Professional Development Framework to build their own capacity to deliver curriculum using pedagogies that are supported by ICT. A number of staff have been successful in attaining their Digital Pedagogy Licence through the DPL Accredited School process. Tinana has a number of DPL Accredited Facilitators working with our staff to coach, mentor and accredit. These skills are demonstrated and enhanced through their use of ICT in classrooms on a daily and weekly basis. The school continues to develop and enhance the infrastructure, devices and expertise to educate for a society of the future.

As the Tinana State School community continues to grow, our challenge is to do so with a reduced environmental impact. During 2012, a number of measures were put in place to develop sustainable practices for the future. The school introduced rainwater tanks on all toilet facilities to harvest rainwater from the extensive roof area of the school and to offset the cost and usage of utilities water. A toilet upgrade allowed for dual flush cisterns to be installed in three bathroom areas of the school. Another bank of solar panels enhanced the existing solar infrastructure within the school and our capacity to generate electricity from the sun and return it to the grid offsetting our significant energy usage. Our year six students worked with P&C and our indigenous students to redevelop an area of the school overgrown with noxious weeds and introduced species. The area was replanted with native bush tucker species which will be utilised in teaching about indigenous usage of plants for food and life. A continued awareness of our waste products and the sustainable use and disposal of materials from the school site continues. A strong recycling culture is building within the school with individuals and groups encouraged to sort and dispose of waste responsibly. Our students participated in the Kids teaching Kids Sustainability Symposium held at Gympie SHS.

The school continues to look to ways of enhancing communications systems within the school. The last paper-based school newsletter was delivered to parents in term two. During the second half of the year, the school newsletter became available only from the school website and directly via email. The school continues to use the large school sign to promote key dates, events and messages. The school website was updated and moved to the latest web management system allowing for greater capability into the future. While this has been a difficult transition, the end product and streamlined processes have been worth the effort. The school remains committed to providing effective communication to students, staff and parents.

Future outlook

During 2013, our improvement agenda will focus on the continued implementation of the Australian Curriculum with the introduction of History. We will continue to develop our practices around quality teaching and learning supported through the Art and Science of Teaching (ASOT) frameworks to guide teacher reflective practices. The focus in the first year of implementation will be on Establishing Rules and Routines and Learning Goals. The updated Responsible Behaviour Plan will be introduced and implemented to ensure a safe and supported environment for learning is a guarantee for our students.

In 2015, both our year six and year seven students will transition to secondary school. It is critical that consultation and planning occur to ensure the success of this important initiative. Planning will be undertaken across the areas of distinct identity, quality teaching, student well-being, parent and community involvement, leadership and local decision-making to ensure a comprehensive approach. Plans will need to take into account the leadership process which begins in the fourth term of 2013.

All staff will have a Performance development Plan in place. Staff will identify strengths and plan areas of performance development in which to undertake professional learning and development. Processes will be embedded into work teams where colleagues will support each other's development. Team leaders will oversee the process with team leader performance overseen by the principal. Principal performance development will be overseen by the Assistant Regional Director.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	549	281	268	96%
2011	530	265	265	93%
2012	510	264	246	92%

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

Characteristics of the student body:

Tinana State School is located on the southern boundary to the regional city of Maryborough. While traditionally a rural school servicing the southern agricultural localities, the school has grown into a large urban school drawing the majority of our 510 enrolments from urban and rural residential properties. The socio-economic diversity within the student body reflects the diversity of wealth within the community with all socio-economic circumstances represented. There are approximately 6% of the student population with a disability and approximately 6% identifying as Aboriginal and Torres Strait Islander. Fluctuations in enrolment are minimal with relatively low transience. Students at Tinana understand the importance of attending every day in order to achieve and this is reflected in the attendance data indicating 94% average attendance rate and rating above the state average of 93%.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	20	23	20
Year 4 – Year 10	25	25	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	30	32	17
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

The Curriculum offered at Tinana School includes all key learning areas. In addition to the regular curriculum, every student at Tinana is taught the five keys to success from the "You Can Do It" social emotional skills program. These keys assist students to relate well, to manage and to thrive in their learning. Lessons are scheduled in each term throughout the year, including lessons with the school chaplain with points of celebration on assembly for those who have excelled in that period of schooling.

Students in year five to seven participate in the recreational sport program on a Friday afternoon in terms two and three. Students experience a range of recreational activities that they might not ordinarily otherwise be exposed to. Activities include archery, dance, orienteering, table tennis, lawn bowls and tennis. We acknowledge the support of community organisations such as the Maryborough Tennis Association and local coach for the use of their facilities; Maryborough Bowls Club, and our local dance instructor.

Students from year two to five have traditionally engaged in a swimming program taking place in terms 1 and 4. This program was not offered in 2012 due to the redevelopment of the Maryborough Aquatic Centre. It is anticipated that the swimming program will be offered again in 2013.

Extra curricula activities

Students are able to engage with a range of programs within the school that are optional in nature. The school has a growing and vibrant instrumental music program. This program offers students the opportunity to learn to play wind and stringed instruments, and to learn to perform in the concert band and string ensemble. Both sections offer beginner and non-beginner groups. Students participated in a range of performance based activities including festivals, community concerts, school based concerts and inter-school workshops. The school offered a choir and singing club in 2012.

Students are encouraged and coached towards a range of sporting teams which represent the school throughout the year in selection trials and carnivals. Numerous students achieve representation at the district and regional level every year. Tinana participated in the full range of primary school sports offered by the district including interschool sport fixtures in term 1 and term 4.

Students are invited to elect a member of their class in years 5-7 to become a representative member of the student council. They join the school leaders in forming the student council body who meet regularly to discuss school development opportunities and to support those activities with fundraising efforts. The main goal for 2012 was the installation of bench seating outside the newly opened school library.

There is a range of lunch-time clubs operating for students who are interested including a You Can Do It club, Lego club, robotics club, art club and singing club.

How Information and Communication Technologies are used to assist learning

Tinana State School recognises the importance of ICT to the future opportunities of our students. Teachers are actively seeking ways to embed the use of ICT in their classroom daily practice. Every teacher has a laptop computer with on-board teaching tools which they are using with students. The school partnered with the P&C to purchase and install a data projector for every classroom in the school. This has enhanced the use of digital learning tools from the electronic learning collection associated with the Curriculum into the Classroom units of work and unique to education Queensland schools. A number of classrooms have interactive whiteboards which allows teachers to utilise the interactive learning objects to enhance classroom learning for students. A range of digital tools are in use in classrooms including digital cameras, digital recording microphones, iPods and iPads to ensure that digital pedagogies are actively being utilised in the learning process. On-line learning spaces including the learning place host a range of learning spaces including edStudio where teachers and students can interact in a flexible learning environment that is able to be accessed from school and home. Teachers are engaged in a range of professional development experiences to enhance their existing skills to ensure they keep abreast of this ever-changing environment. The school has trained a number of Accredited Facilitators to support teacher learning and Tinana is a Digital Pedagogy Licence Accredited School allowing us to provide accreditation to our teachers once they have reached the benchmark standard.

Social climate

Our school is supported by a Chaplaincy program which operates three full days each week. The Chaplain conducts regular classroom visits to focus on the "You Can Do It" key to success for that term. The chaplain has introduced a "You Can Do It" club which operates in the hall on Tuesdays. The club offers opportunities for students who are experiencing difficulties in the playground getting along and making friends. Games and activities are conducted assisted by trained student leaders with the focus on skilling within a fun environment. This program has been highly successful attracting scores of students on a regular basis. The chaplain coordinates the Kidshope program utilising volunteer members of the local church. The Kidshope program is a World Vision sponsored program affording students in need 1 hour each week from their Kidshope mentor. The hour is broken up into three twenty minute segments. One segment is dedicated to a school activity, one segment a joint project or activity and one segment, an opportunity for mentors and students to talk together.

Teachers conduct both You Can Do It program lessons throughout the year to develop the keys to success getting along,

Our school at a glance

organisation, resilience, persistence and confidence. Teachers are encouraged to nominate students for rewards when displaying the keys to success in their work and school life. Awards are presented at assembly to acknowledge the students achievements. Additional lessons are delivered educating about bullying and strategies to address bullying. Students are encouraged to take control in telling another student to "stop that, I don't like it". In the second instance they are encouraged to say "I asked you to stop and you haven't stopped" and then report the matter to a teacher or administration staff member.

Most parents are satisfied that their child feels safe at school and that their child is happy to attend. Student data also supports that most students feel safe at school. Of significance, students are less satisfied that behaviour is well managed at school. The students also are less satisfied that their opinions are listened to by the school and that they like being at their school.

Parent, student and staff satisfaction with the school

The School Opinion Survey is conducted each year providing indicative feedback on the perceptions of parents, students and staff on the performance of the school. A statistical sample of a random 40 parents is taken as well as each student and each staff member. Parents and students are satisfied that they are getting a good education at this school. There is a confidence that Tinana is a good school and that teachers are striving for students to do their best work. Staff satisfaction is high with respect to the general morale of the staff of the school and the access they have to professional development opportunities to enable them to do their job effectively.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	94.1%
this is a good school	94.1%
their child likes being at this school*	88.2%
their child feels safe at this school*	91.2%
their child's learning needs are being met at this school*	93.9%
their child is making good progress at this school*	94.1%
teachers at this school expect their child to do his or her best*	97.0%
teachers at this school provide their child with useful feedback about his or her school work*	91.2%
teachers at this school motivate their child to learn*	91.2%
teachers at this school treat students fairly*	82.4%
they can talk to their child's teachers about their concerns*	94.1%
this school works with them to support their child's learning*	97.0%
this school takes parents' opinions seriously*	84.8%
student behaviour is well managed at this school*	85.3%
this school looks for ways to improve*	84.8%
this school is well maintained*	97.1%

Performance measure (Nationally agreed items shown*)

Our school at a glance

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	87.2%
they like being at their school*	69.4%
they feel safe at their school*	83.8%
their teachers motivate them to learn*	92.7%
their teachers expect them to do their best*	94.6%
their teachers provide them with useful feedback about their school work*	80.2%
teachers treat students fairly at their school*	81.8%
they can talk to their teachers about their concerns*	78.2%
their school takes students' opinions seriously*	75.9%
student behaviour is well managed at their school*	63.6%
their school looks for ways to improve*	94.6%
their school is well maintained*	89.8%
their school gives them opportunities to do interesting things*	86.1%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	88.0%
with the individual staff morale items	98.4%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to participate in the education of their child through the provision of a range of opportunities and strategies. Tinana State school has a strong and vibrant Parents and Citizens Association where parents are encouraged to participate in school decision making, to contribute to school initiatives and to assist with fundraising. The P&C operates a tuckshop and a uniform shop twice each week providing a service to parents and operated mostly by volunteers.

Classroom teachers encourage parents to become classroom parent helpers. Parents regularly assist class teachers operating reading groups, lesson rotations, as guest speakers and with supervision on excursions. Training sessions are offered to parents who are willing to assist in the classroom and with school programs such as Parent Ready Readers, Support-a-talker and Support-a-reader. Parents are invited to attend information nights about teaching your child to read and other aspects of learning. The school website hosts a range of fact sheets that support the learning process. At the end of a unit of work, classes invite parents to attend to take part in an end of unit celebration of learning where the learning is shared with parents and other classes within the school.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Tinana State School has been endorsed as a Reef Guardian School. Students take part in a range of sustainability activities both at school and away at other locations to promote the importance of operating sustainably. Within the school, students and staff have introduced a range of measures that are aimed at lowering our environmental impact including the installation of water saving devices including rainwater tanks to store harvested water from rooves, dual flush toilets to reduce water usage and regular maintenance on taps to reduce wastage through leaks and inefficiencies. During the prolonged dry weather, increases in water usage are attributable to irrigation and steps are being taken to repair the oval irrigation system operating from underground water to reduce the use of mains water supply.

Another bank of solar electricity panels have been installed on the resource centre roof under the National Solar Schools Project allowing us to offset the electricity usage of the school. Students have promoted energy savings through earth hour promotions and awareness about turning off lights and power when not in use.

The year six waste warriors introduced a recycling program where classrooms were fitted with green recycling bins to capture clean waste paper for recycling rather than sending to landfill. A recycled printer cartridge receivable bin has been installed in the office foyer for staff and parents to bring used printer cartridges for recycling. Plans are underway for a next stage of recycling of scraps from lunches.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	101,756	33,986
2010-2011	111,411	2,995
2011-2012	78,380	9,447

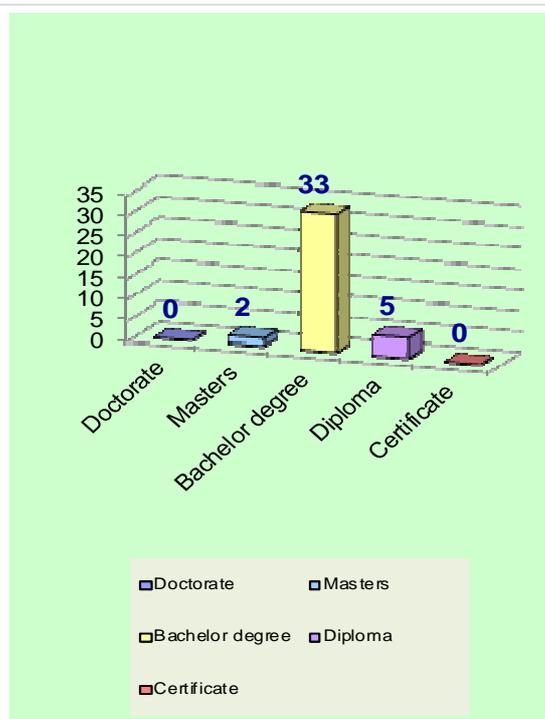
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	21	<5
Full-time equivalents	32.4	14.3	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	33
Diploma	5
Certificate	0



A number of staff members are enrolled in Masters courses and are currently working towards completing those studies.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$18000.

The major professional development initiatives are as follows:

The Art and Science Of Teaching – Instructional Leader Training

Question Answer Relationship Reading Comprehension Development

Stay out of the Jungle, Essential Behaviour Management Skills – Jenny Hughes and Ian Gott

Staff engaged with a range of professional learning during the course of 2012:-

Our staff profile

Australian Curriculum History – Greg Robinson, Principal Education Advisor Australian Curriculum (PEAAC)

Question Answer Relationship Workshop – Deb Lawrence, PEAAC

Teaching of Mathematics – Greg Robinson, PEAAC

ICT Learning Community, various staff presenters – Facilitator Robyn Yates

Monitoring Reading Progress using PM and Probe – Sandra Morris and Heather Roberson

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.5%	95.9%	95.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 79.9% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

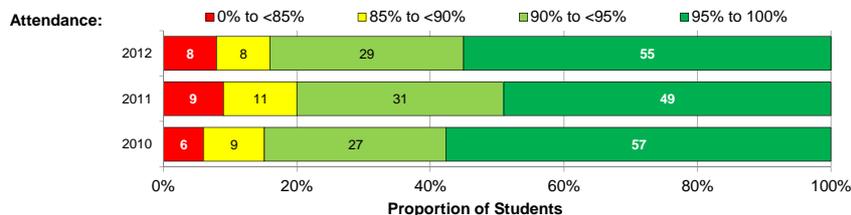
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	95%	95%	94%	96%	95%	94%	93%	NA	NA	NA	NA	NA
2011	93%	94%	94%	92%	95%	92%	93%	NA	NA	NA	NA	NA
2012	94%	95%	95%	94%	93%	94%	93%	NA	NA	NA	NA	NA

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 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.

Student attendance rolls are marked electronically twice each day, in the morning on arrival and before the start of lessons and in the afternoon following the return from the second break. A student who arrives after 9am, must enter through the administration building to have their attendance recorded and to receive their late arrival receipt. This is presented to the teacher on arrival at the classroom to acknowledge the recording of their attendance for the day. Parents of students who leave early are to also depart via the office to have their early departure recorded and to receive an early departure receipt. This is to be presented to the child's teacher when collecting the student. Student absences can be phoned in through the student absence line which is checked daily and student absences recorded against the child. A student absence will be recorded as unexplained unless notification is registered through the student absence line or in writing to the teacher.

In the event of unexplained absence, letters are sent home to parents requesting explanation for the absence. In an extended period of unexplained absence, the departmental protocols regarding absenteeism are initiated including formal written notifications to parents.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

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Search by suburb, town or postcode

Sector Government
 Non-government

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

Our Aboriginal and Torres Strait Islander students are supported through the provision of individual learning plans that state the students specific area of educational need and additional support provided with a dedicated teacher aide funded through the Closing the Gap funding. Our school data shows a gap between indigenous and non-indigenous students on performance. The small numbers of indigenous students makes reporting this measure problematic. While some individual students show significant achievement, others are below the expected level. There is no acknowledgement of disability in the data report. Our students attend regularly and there is little difference between indigenous attendance and non-indigenous attendance within our school.