

Tinana State School

Queensland State School Reporting
2014 School Annual Report



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Principal's foreword

Introduction

It is with pleasure that we outline the achievements of our school during the 2014 year in this Annual School Report. Tinana State School provides quality education to the students of South Maryborough within a supported and disciplined environment. We utilize the Art and Science of Teaching (ASOT) as the Research basis for our school wide Pedagogy. All teachers have engaged in professional development with ASOT and continue to refine our teaching practice to deliver engaging and effective instruction to our students. Our primary improvement agenda has been in the teaching of reading.

Tinana State School delivers a well-rounded curriculum providing cultural and sporting opportunities in addition to our academic program. In 2014, we offered students the opportunity to engage with the Instrumental Music Program including a String Ensemble, Concert Band and Choir. Students were offered a full range of sporting opportunities including both individual and team sports and a recreational sport program. An aquatics program incorporating learn to swim and water survival was reintroduced to the school.

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

Tinana State School has an active and vibrant 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 2014

During 2014, our school community has worked to improve the outcomes for our students. A range of school improvement goals have been progressed through a specific annual improvement plan.

Successful Learners

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 including the 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 North Coast Region Success Team Project. Our 2014 NAPLAN Achievement Data indicated a significant improvement in Reading and Numeracy for Year 3.

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. The development of regular moderation processes provides an opportunity for our teachers 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 teams 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 2014, we continued our refinement of three key design questions.

2013 Focus - Design Question 1 - What will I do to establish learning goals, success criteria and provide feedback?

2013 Focus - Design Question 6 - What will I do to establish routines and procedures for learning?

2014 Focus – Design Question 3 – What will I do to Introduce new knowledge – Vocabulary

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, identify areas of strength and to identify and develop areas as less strong. Teachers worked in year level teaching teams to develop action plans and to work with support staff to develop staff capability.

Engaged Partners

The Flying Start initiative was realized in at the beginning of 2015 with the movement of Year Seven to secondary school and the transfer of the double cohort (year six and year seven) to secondary school. Significant planning, established over the previous two years was enacted during 2014 with a range of programs and strategies delivered at Tinana State School, Maryborough State High School and Aldridge State High School. Significant partnerships were established between the schools and continue to be developed into the future. Staffing and school resourcing continue to be risk managed following the movement of year 7 to secondary.

A range of parent engagement strategies have been explored and 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, P&C Meetings, tuckshop, classroom volunteers all offer opportunities for parents to interact with their child in their school environment.

High Standards

Our school is committed to continuous school improvement. During 2014, the school engaged in a school discipline audit where the school's discipline processes were independently reviewed by a principal auditor. The audit report identified key strengths of the school processes and recommendations for future improvement.

An internal school review panel conducted a Quadrennial School Review with the findings contributing to the establishment of the new strategic direction as articulated in the Strategic Plan 2015-2018.

Future outlook

During 2015, we will continue to build our capability as a high performing school. A number of key improvement strategies frame our improvement work.

The school will continue to embed quality teaching practices with a focus on Literacy and Numeracy development for every student. Reading pedagogy with a focusing on the Gradual Release of Responsibility model, will continue to form the basis for this strategy. Strategies for differentiating learning for every student will also be a driver. The area of writing development will be explored using the gradual release model and the work of Sheena Cameron and Louise Dempsey.

Opportunities for students who perform well above the average will be explored and enhanced to ensure adequate extension exists to extend their learning.

The acknowledgement that regular attendance is a key contributor to achievement is an impetus for improving attendance processes within the school. The review of policies and procedures to maximize attendance for every student will be a priority in 2015.

The Australian Curriculum will continue to be embedded as the guaranteed curriculum of the school with consolidation of the four curriculum areas already introduced and exploration of the new areas being introduced.

The continued refinement of the Developing Performance protocols within the school is a priority. Support structures including coaching, instructional rounds, personal reflection, peer review and observation / feedback will be embedded within performance cycles. Principal performance and development will provide a lead example for all staff to follow. A Professional Learning Team culture will continue to be embedded.

The Art and Science of Teaching will be further unpacked with a focus on Design Question 5 – What will I do to engage learners?

The development of a robust data culture continues to be the basis for school performance and improvement. Decision making that has a strong evidence base will continue to drive strong action to improve learning for all students.

Partnerships with parents, community and other schools will continue to build a strong public education presence with a focus on excellence in education. A key focus will be on parent engagement in the learning place and the use of technologies to connect students and parents to the classroom both physically and remotely.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	510	264	246	92%
2013	544	274	270	94%
2014	548	264	284	96%

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

Characteristics of the student body:

The student body is representative of all community groups. During 2014, 7% of our students identified as Aboriginal and Torres Strait Islander. There were 6% 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 a Second Language were less than 1% of the enrolment of the school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	21	20
Year 4 – Year 7 Primary	22	22	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	17	22	37
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Curriculum offerings

Our distinctive curriculum offerings

Our 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 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 school based 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. Both team and individual sports are offered.

In addition to the sports offered, a range of sports is 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 year five, six and seven students.

During 2014, we were pleased to be able to reintroduce the “learn to swim” program 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 five, six and seven. As 2014 was the final year of year seven in the primary school and the final year of primary school for year six and seven students, a combined senior camp was offered to year six and seven students. 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 six and seven students engaged with studies about World War One and 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 compose and share poetry about the war.

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 and about strategy
- Readers’ Cup affords students the opportunity to develop higher level reading skills in a competitive environment
- Sustainability Squad provides the opportunity to learn about environment sustainability and 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 Titans compete in the Maryborough Technology Challenge racing smiley push carts
- Senior Theatre Restaurant Performance
- Student Council Leadership Program

How Information and Communication Technologies are used to assist 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 aps are used in a range of settings including special education, small group and individual programs. A range of devices are available to students to support learning including beebots and easy-speak microphones. Technologies to support sound application in classes are deployed on a priority to classes of students with hearing impairments. 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.

Social Climate

Tinana State School prides itself on being a friendly and supportive school environment. The school is supported by a vibrant Chaplaincy program and boasts the longest continuously serving Chaplain in the city. Chappy runs a range of individual and group pastoral care programs focusing on the well-being of the students. These programs are not religious in nature.

Our school has a focus on respect and inclusiveness. 98% of parents indicated that their children like being at this school and 96% indicated that they feel safe at Tnana. Programs such as the You Can Do It Program, our anti-bullying approaches and the school Responsible Behaviour Plan all work seamlessly to provide a supported and safe environment for learning. 93% of students indicated that they believed that student behavior is well-managed within the school.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	97%	94%
this is a good school (S2035)	94%	97%	92%
their child likes being at this school* (S2001)	88%	97%	98%
their child feels safe at this school* (S2002)	91%	97%	96%
their child's learning needs are being met at this school* (S2003)	94%	94%	92%
their child is making good progress at this school* (S2004)	94%	88%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	90%
teachers at this school motivate their child to learn* (S2007)	91%	97%	92%
teachers at this school treat students fairly* (S2008)	82%	87%	90%
they can talk to their child's teachers about their concerns* (S2009)	94%	94%	94%
this school works with them to support their child's learning* (S2010)	97%	97%	96%
this school takes parents' opinions seriously* (S2011)	85%	97%	89%
student behaviour is well managed at this school* (S2012)	85%	81%	81%
this school looks for ways to improve* (S2013)	85%	97%	98%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
this school is well maintained* (S2014)	97%	97%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	87%	96%	97%
they like being at their school* (S2036)	69%	92%	87%
they feel safe at their school* (S2037)	84%	95%	92%
their teachers motivate them to learn* (S2038)	93%	99%	96%
their teachers expect them to do their best* (S2039)	95%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	80%	94%	95%
teachers treat students fairly at their school* (S2041)	82%	93%	93%
they can talk to their teachers about their concerns* (S2042)	78%	96%	86%
their school takes students' opinions seriously* (S2043)	76%	88%	85%
student behaviour is well managed at their school* (S2044)	64%	86%	93%
their school looks for ways to improve* (S2045)	95%	94%	97%
their school is well maintained* (S2046)	90%	96%	100%
their school gives them opportunities to do interesting things* (S2047)	86%	95%	92%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	100%
they feel that their school is a safe place in which to work (S2070)		94%	97%
they receive useful feedback about their work at their school (S2071)		94%	91%
students are encouraged to do their best at their school (S2072)		97%	100%
students are treated fairly at their school (S2073)		100%	97%
student behaviour is well managed at their school (S2074)		97%	97%
staff are well supported at their school (S2075)		94%	89%
their school takes staff opinions seriously (S2076)		100%	89%
their school looks for ways to improve (S2077)		100%	95%
their school is well maintained (S2078)		97%	97%
their school gives them opportunities to do interesting things (S2079)		97%	97%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are a child's first educators and are valued as a continuing contributor to their child's education at school. Parents are encouraged to become involved in the daily program of the school through a range of parent engagement strategies.

An extensive orientation program is offered for future prep students and parents through Prep Orientation Program. Parents visit the school to meet with the Principal for a guided tour and general information session. At a later visit, parents engage with the prep teachers, and key members of the school community including representatives from the P&C.

At the beginning of every school year, parents are invited to attend a classroom meeting with their child's classroom teacher. At this meeting, routines, procedures and expectations are discussed with parents and this is an ideal opportunity for parents to meet their teacher and ask questions.

Reporting occurs officially four times each year with Parent Teacher interviews offered twice each year and Formal Progress Reports issued in semester one and two. Parents are encouraged to request a meeting with their child's teacher to discuss progress or any emergent issues at any time.

Parents are encouraged to assist in the school through the school week. There are opportunities to assist with the delivery of the program in classrooms assisting with group work, reading, coordination of home readers and expert presentations to classes on topics of specialty. Parent volunteers have progressed to further study in the area of childcare and learning and completed their practicums within the school setting.

The school P&C provides a range of opportunities for parents to become involved in the decision-making and support of the school. Parents volunteer their time to assist on tuckshop, during fundraising events and at school activities such as sports days and school discos.

Our annual Family Fun Day is held in August each year when the school opens its doors to the community to celebrate the school community. Students and parents work closely with the teachers to provide stalls, rides, food and stage performances for the enjoyment of the school community and friends.

Parents have access to a range of communication structures to maintain an interest within the school. The school website gives access to forms and information about the school. Parents are given regular updates about school occurrences via the P&C Facebook page, the school sign and a fortnightly electronic newsletter is emailed to parents who have supplied a contact. Paper copies of this documentation is available on request from the school office.

Reducing the school's environmental footprint

Tinana State School is committed to reducing our environmental footprint. This is an ongoing challenge for our community as we continue to grow in enrolment. Our sustainability squad works tirelessly to promote key environmental sustainability messages for students, staff and parents. A range of action research projects have been conducted with the latest an education campaign about saving electricity. 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 responsible use of water 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 has begun. 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 a scrap recycling bins has all contributed to a reduction in waste.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	78,380	9,447
2012-2013	104,583	2,872
2013-2014	101,837	1,595

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

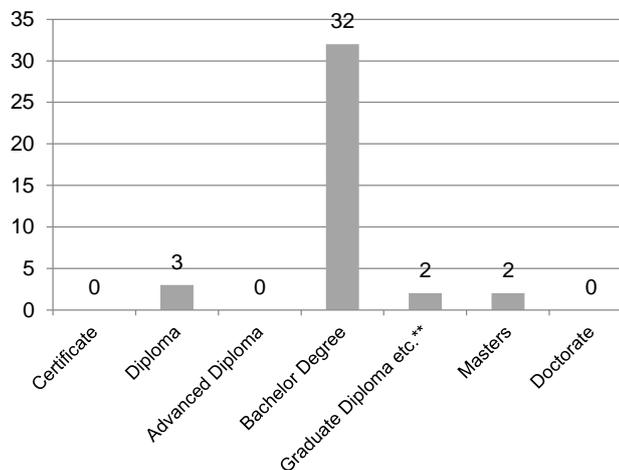
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	39	22	0
Full-time equivalents	33	13	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.**	2
Masters	2
Doctorate	0
Total	39



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$25 595.

The major professional development initiatives are as follows:

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, Seven Steps to Writing, 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 and High Reliability Schools.

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 2014 was 100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%

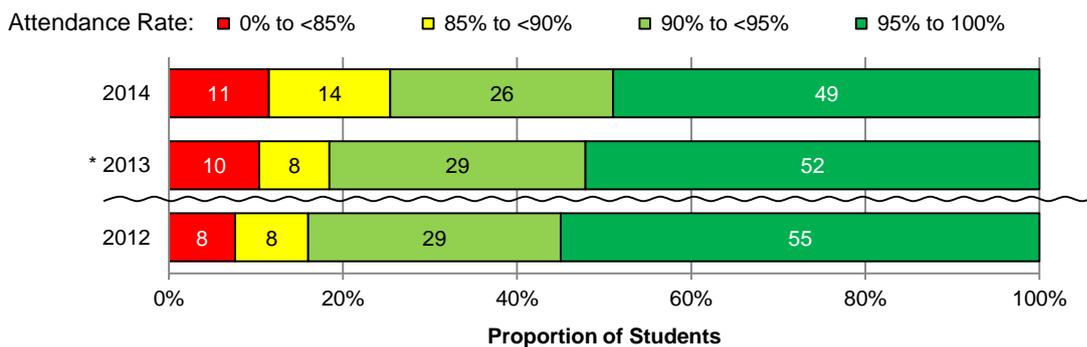
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	95%	95%	94%	93%	94%	93%					
2013	95%	94%	95%	94%	94%	92%	95%					
2014	91%	93%	94%	95%	94%	93%	91%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student attendance is monitored on a daily basis with the marking of roles twice daily. Roles are marked electronically using the Oneschool roll marking solution. Students who are absent are required to explain their absence on return to school by supplying a note for their parents to explain the absence. A school absence hotline is also promoted for parents allowing parents to phone and leave a message explaining their child's absence. Students whose absence is unexplained 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. Students are encouraged to attend every day unless they are unwell. Awards are presented for high attendance.

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

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

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

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Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

During 2014, 40 aboriginal and Torres Strait Island students attended Tinana State School. Our students' attendance was at 89%, just below the state average for all students and below the attendance rate of non-indigenous students. While this attendance rate is high, it is below the attendance of previous three years. Within this group, there are students with attendance at the highest levels of all students in the school. There are three times the number of indigenous students with less than 85% attendance when compared to on-indigenous students. Individual students within this group have unacceptable levels of attendance and close monitoring of these students is occurring.

Due to small numbers of students, there are difficulties in identifying trends regarding performance. Due to privacy, it is inappropriate to make comment regarding student performance. A range of

strategies are in place for students who are performing below and above expectation in Reading and Numeracy. Aboriginal and Torres Strait Islander students receive support from a supplementary teacher aide who focus on literacy and numeracy support.