

Queensland State School Reporting – 2011

Tinana State School (0216)



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|----------------|--|
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Principal's foreword

Introduction

It is my pleasure to present the 2011 School Annual Report to the Tinana State School community. 2011 was a successful year for our school with our students achieving well in a range of areas. This report outlines those achievements and presents a snapshot of our important work as a school over the course of 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 provides a window into progress towards those improvement goals. In the year of sustainability, the annual report provides information on the range of strategies deployed by the school in reducing our environmental footprint especially in the area of energy usage. The 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 2011

Tinana State School seeks to provide a high quality education program within a safe and supportive school environment for every child. Our focus is for every child, every day in every classroom learning and achieving. Our key areas for improvement are literacy and numeracy development for every child. Our focus has been on providing quality teaching and learning in specific areas of reading and numeracy with considerable school resource committed to staff professional development and ambitious targets set for improvement. Student monitoring demonstrates considerable improvement for individual students and gains across year level classes. In 2011, the school set up a Data Team to collate and analyse data in order to provide advice to inform school improvement planning. The data analysis process was able to identify improvement from 2009-2011 across all areas of the National Assessment Program Literacy and Numeracy. Our data showed that we were able to close the gap between the school mean score and the national mean score by an average of almost 15 points across all areas. Our goal in the short term is to perform at the National average with the long term goal of exceeding that average. A continued focus on improved pedagogy, systematic monitoring of student performance and attention to detail will ensure we give ourselves every opportunity to meet these goals.

In 2012, the National Curriculum will be trialled in all Queensland State Schools. A key focus for Tinana teachers in 2011 is the readiness of our teachers for this implementation. A great deal of teacher planning time has been devoted to exploring the new Curriculum to Classroom materials with a specific focus on the 5 week units of work, the curriculum intention of the units and the changed pedagogy for delivering the curriculum. We were able to utilise the expertise within the school from our Curriculum team as well as external people such as the Principal Advisers Literacy and Numeracy, the Regional Science Manager and Science Sparks Coordinator and through professional networks. A great deal of time was invested by our curriculum coordinator in developing teacher capability in accessing on-line resources and the use of the electronic teaching and learning collection in readiness for the implementation. We are confident that our teachers are well placed to deliver the C2C materials to our students in an effective and productive way.

Our students are born to an information rich world where new economies rely on our ability to harness the information and computer technologies in order to access future life opportunities. Tinana State School is investing significantly in the improvement of skills and



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infrastructure to deliver high quality experiences for our students to develop ICT skills. Our teaching staff has access to a laptop computer from which they can access and deliver quality learning materials to students on a daily basis. We have invested in professional development experiences to skill teachers on quality practices with ICT in classrooms and tools to action this with their students. Our school community determined to invest in a data projector for every classroom to enhance teacher capability and student access to the new C2C resources from the beginning of 2012. This outcome would not have been possible without the support and investment from our Parents and Citizens' Association. The school has a large number of aging computers that will be replaced as a priority and has employed a systems technician (shared over three school sites) to ensure our significant school ICT infrastructure is serviceable for students and teachers on a daily basis.

Within the context of growing community diversity and a demanding curriculum, our school is committed to a safe and supported learning environment. Our school continues to deliver the social emotional program "You Can Do It" for our students. The keys to success of confidence, organisation, persistence, resilience and getting along are developed in every classroom every term to build a school-wide platform for success in learning. This program works hand in hand with our anti-bullying program and school responsible behaviour plan to deliver the safe and supported learning environment expected by every parent and required by every student.

In 2011, our school embarked on the school environmental management program (SEMP) in order to address our school's sustainability. The plan, developed in partnership with Sue Gibson from the Barambah Environmental education Centre, sets aspirational targets and details key actions to be taken by the school in order to reduce our environmental footprint. This is the first time such a plan has been developed for our school and is the first step in achieving a sustainable school. The school has implemented waste management processes, installed solar panels to offset power usage and has aspirations to install rainwater tanks to harvest water from the schools expansive roof network.

Future outlook

In 2012, the school implementation Plan outlines the focus areas for improvement.

The development of Literacy and Numeracy continues to be a focus, particularly in the areas of Reading and Numeracy. Teachers will engage in a range of professional development activities to support their understandings in monitoring reading improvement, enhancing student learning based on indicators from reading data and the use of Question Answer Response (QAR) Strategy as a school-wide approach to developing reading comprehension. In the numeracy area, the continued development of pedagogies that develop concepts and build understanding through engagement, discussion and hands-on manipulation of materials is proposed. Professional development will also build on teacher understanding of stages of concept development and the nexus between developmental stage and pedagogy to consolidate and progress learning.

Teachers will implement the National Curriculum through the trial implementation of the Curriculum to Classroom Materials in the key learning areas of English, Mathematics and Science. Teachers will teach the trial units in five week blocks and engaging in moderation of student work samples at the completion of work units. Teachers will utilise their laptop computer and data projector to engage students with the digital technologies embedded within the C2C resources.

Our school will conduct a review of the School Responsible Behaviour Plan with a specific focus on anti-bullying (including cyber-bullying) and social emotional learning frameworks. The review will gather data from parents, students and teachers and be informed by the latest research into these key issues. The new plan will be drafted and presented to the Parents and citizens association for consultation endorsement.

The development of Information Computer Technology will continue to be a priority with teacher professional capacity and a strong ICT infrastructure platform the basis for improvement. The replacement of aging infrastructure will be a priority over the next three years.

The school will build upon existing sustainability planning in order to reduce energy and water consumption and to reduce waste production particularly in the use of paper. The school will implement an electronic newsletter in 2012 as a first step to this process. The school will investigate and implement a communication strategy that inclusive, effective and sustainable.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2011 – Nov 2011) |
|-----------------|-------|------|--|
| 530 | 265 | 265 | 93% |

Characteristics of the student body:

Tinana State School maintained an enrolment of 530 students during 2011. Due to the geographic location of the school on the southern outskirts of Maryborough, students enrolled from a range of backgrounds including regional urban, rural residential and rural. Students bussed to school from as far South as Bauple/ Tiaro and North to Aldershot. Almost 6% of the enrolment had a diagnosed disability. The special education program is integrated with the majority of students attending regular classroom settings and supported by special education staff in their classroom where possible. The special education enrolment is a growing group of students within the school. Approximately 6% of our students identify as Aboriginal and or Torres Strait Islander. Our level of student transience is relatively low and families tend to remain with us once enrolled. Where students move schools, parents generally quote employment or change of geographic location of residence as reasons. We had no English as a Second Language enrolment through 2011.

Class sizes – Proportion of school classes achieving class size targets in 2011

| Phase | Average Class Size |
|------------------|--------------------|
| Prep – Year 3 | 23.2 |
| Year 4 – Year 10 | 25 |
| All Classes | 24 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 32 |
| Long Suspensions - 6 to 20 days | 0 |
| Exclusions | 0 |
| Cancellations of Enrolment | 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 years 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 in years two to five are engaged in a swimming program which took place in term 1. Students engaged with the Maryborough Cluster Schools swimming program with a focus on teaching survival skills. Students engaged in ten sessions with teachers delivering the program.

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 has a choir and singing club which totalled around seventy students in 2011.

Students are encouraged and coached towards a range of sport teams which represent the school throughout the year in selection trials and carnivals by Maryborough Zone primary school sport with numerous students achieving representation at the district and regional levels. 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 in years 6 and 7 entered a team in the Regional Opti-MINDS Challenge. Participants in this challenge present their best and most creative solution to an intellectually stimulating, open-ended "Creative Sustainability" challenge. Our 2011 team received the "Spirit of Opti-MINDS" award.

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 2011 was the supply of bench seating outside the newly opened school library. This fundraising goal was achieved and the seating purchased by the end of 2011.

There are a range of lunch-time clubs operating for students who are interested including a 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 ICTs to the future opportunities of our students. Teachers are actively seeking ways to embed the use of ICTs in their classroom daily practice. Every teacher has a laptop computer with on-board teaching tools which they are using with students. 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. 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.

Social climate

Tinana State School is a safe and friendly environment for learning. Students are encouraged to follow the school responsible behaviour plan which clearly articulates the four pillars of Safety, Effort, Respect and Self-responsibility. Students are also skilled and encouraged to develop the five keys to success as articulated in the "You Can Do It" Program. The school Chaplain engages students experiencing relationship problems in games and activities to further build skills during recess periods. Pavement games, board games and Lego activities all contribute to a supported environment. The school's anti-bullying program requires teachers to deliver in-class lessons and to be the first point of referral for bullying incidents. Other responses include education of parents and students through assembly and newsletters, pamphlets and the offering of parent education sessions. Parents and students are encouraged to report incidents of bullying to the principal. Parent Opinion surveys in 2011 indicated almost 70% satisfaction with school climate.

Parent, student and teacher satisfaction with the school

Parents have indicated that they are satisfied with the overall performance of the school with over 80% satisfaction and no one indicating dissatisfaction. Parents are satisfied that their child receives a good education at Tinana State School. Students likewise have indicated that they believe the school provides them with a quality education. Staff feedback indicates that they are happy to come to work and that colleagues put a great deal of energy into their work. While they indicated that more could be done to support their learning and development, staff generally felt they received the professional development required to allow them to do their job effectively.

| Performance measure | Result 2011 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school | 89% |
| Percentage of students satisfied that they are getting a good education at school | 84% |
| Percentage of parents/caregivers satisfied with their child's school | 86% |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 74% |
| Percentage of staff members satisfied with morale in the school | 78% |

Involving parents in their child's education

Parents are encouraged to be active in their child's education. When enrolling in the school, parents are reminded of the importance of their involvement in their child's success through the work they do with their child to support learning at home, their assistance at school and their contribution to the overall school community events. Parents are encouraged to be helpers in the classroom contributing on a regular basis to classroom programs. Opportunities arise from time to time for parents to assist on excursions and school camps.

Parents are encouraged to take part in parent education programs where training and education is available in how to support your child at home and school. Parents are also strongly encouraged to take part in school training programs such as Queensland ready readers, Support a Talker programs and Supporting Your Child with Reading.

Tinana State School enjoys the support of an active Parents & Citizens' Association which contributes to school planning and decision making. Representatives of the P&C contribute to various school steering committees. The P&C operates the school tuckshop and coordinates fundraising opportunities. The P&C contributed approximately \$20000 to the school in 2011 assisting with resource provision, ICT support, behaviour management rewards and facilities infrastructure.

Reducing the school's environmental footprint

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

The school has an Environmental Management Plan which lists a range of strategies aimed at reducing our environmental footprint. School water usage was identified as being higher than necessary. Damaged water infrastructure, building programs, inefficient facilities infrastructure such as leaking and single flush toilets were all identified as contributing to our high water consumption. A water awareness program was instigated where community members were encouraged to identify inefficiencies and repairs and upgrades were occurred to infrastructure. Students undertook waste audits to identify opportunities to reduce, re-use and recycle used materials within the school. A recycling program was initiated where classroom waste products are sorted and delivered to the school recycle bins. The school community were encouraged to switch of unnecessary power appliances in order to address the use of electricity. Higher school usage for facilities such as hall and tennis facilities has extended the school usage hours into evenings which accounts for the extra usage despite efforts to reduce during school contact hours. More exciting projects are planned for 2012 including an energy audit.

Environmental footprint indicators, 2010-2011

| | Electricity KwH | Water KL |
|------------------|--------------------|-------------|
| 2011 | 111,411 | 2,995 |
| 2010 | 101,756 | 33,986 |
| % change 10 - 11 | 9% | -91% |

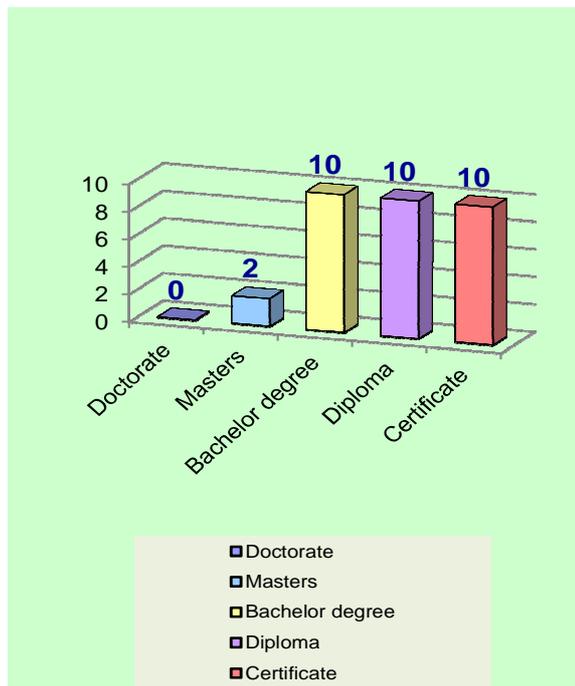
Our staff profile

Staff composition, including Indigenous staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 43 | 21 | 0 |
| Full-time equivalents | 35 | 14 | 0 |

Qualifications of all teachers Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on your records, enter the numbers for your school for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below are examples only, not your school's actual figures. The Department of Education, Training and Employment does not collect a teacher qualifications record on an annual basis).

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 2 |
| Bachelor degree | 10 |
| Diploma | 10 |
| Certificate | 10 |



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$25 874.81. **This information can be calculated from SMS / One School data (refer *Policy Guidelines: Annual Reporting by Queensland Schools*).**

The major professional development initiatives are as follows:

During 2012, staff engaged with the development of reading, mathematics and ICTs as priority areas. These programs were supported by the involvement of regional support staff including the Principal Advisers Maths and English National Curriculum and the Science Sparks Coordinator. Accredited Facilitators conducted regular professional development in the school throughout the year both in staff meetings and through voluntary sessions available on request. Teacher teams met each term to plan cooperatively and to moderate student work samples. Staff completed mandatory update training on Workplace Health and Safety, Student Protection and Crossing Cultures.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 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

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

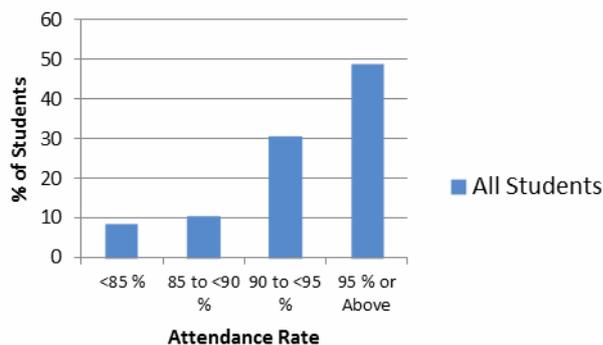
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|--------|--------|--------|--------|--------|--------|--------|
| 93% | 94% | 94% | 92% | 95% | 92% | 93% |

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.

Tinana State School recognises that there is a direct correlation between attendance and achievement. Our school target is for students to attend greater than 95% of the time. The school employs a range of proactive strategies to optimise student attendance including regular newsletter articles highlighting research and procedures, school signage, awards and incentives. Student attendance is recorded using electronic roll marking from the one school application. Student rolls are marked twice daily with late arrivals and early departures managed from the school administration. Students with unexplained absences are contacted by telephone and letters requesting explanation are mailed to parents. Parents of students with extensive absenteeism are contacted to discuss plans for improvement and managed formally according to the DET Managing Student Absences policy. In some cases, the school's Adopted Police Officer has made home visits to discuss attendance issues with parents and students with positive results.

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

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 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

Aboriginal and Torres Strait Islander students at Tinana State School are engaged and attend well with all students attending over 80% of the time, and 72% of student attending over 90%. Due to the small numbers of students, and 50% those students with a disability, the indication of an excessively large gap in performance as measured by Yr 3 NAPLAN results is misrepresented. Students are engaged in literacy and numeracy support delivered within the classroom setting on a daily basis with every student working from an individual education plan. An indigenous education worker is delivering the intervention program to these students.