Principal’s foreword

Introduction

This report is designed to provide information about the achievements and directions of Tarampa State School. Our goals are to:

Provide life-long learning for our students through the inclusion of all key learning areas and associated essential learnings and ways of working.

Increase the number of students who rate above the national mean in Literacy and Numeracy.

Increase the number of students in the top two bands in numeracy and literacy in 3, 5 and 7 NAPLAN tests.

School progress towards its goals in 2011

Increased Literacy & Numeracy Standards

A summary of 2011 NAPLAN results indicates that:

Due to the small cohort of students in year 3 a detailed analysis cannot be reported. However all students achieved scores above the national minimum standards in all areas who sat the tests.

In Year 5 100% of students were above the national minimum standards in all areas who were not exempt from testing. 28% of students were in the top two bands for Grammar and punctuation and 14% for Numeracy.
In Year 7 100% of students were above the national minimum standards for Reading and Numeracy. The mean score for Writing and Spelling was above the National Cohort and in grammar and punctuation it was similar to the Queensland. 16% of students scored in the top two bands for reading, 33% for writing and 33% for spelling.

School Curriculum Framework Development

Tarampa State School is a member of the Lowood Small Schools Cluster. The cluster is continuing to develop a cluster curriculum framework with emphasis on common unit planning to be shared across the cluster.

Enhance ICT Practice

Students have been immersed into Information and Communications Technology over 2011. Over the year access has increased and students are very competent and confident with the use of online programs such as Mathletics, Literacy Planet and Reading Eggs.

Positive Behaviour Standards

Improvement in general behaviour has been a focus for 2011 and it has been recognized by staff and parents that as the year has progressed there has been a substantial improvement in the behaviour of students at Tarampa State School.

Future outlook

Students at Tarampa State School are given intense support in numeracy and literacy if required. The focus for outcomes in 2011 will be:

Curriculum plan incorporating essential learnings, ways of working and standards across all key learning areas in LOTE, Technology, the Arts, Physical Education, SOSE and with the Australian Curriculum in Maths, English and Science.

The continuation of the productive, collaborative and co-operative relationship between the school and its stakeholders.

Improving individual student results and outcomes achieved in the area of Literacy and Numeracy so that more students are achieving results above the national mean rather than the national minimum standards for year 3, 5 and 7. The implementation of Functional as well as Traditional grammar with established internal targets for each year level in grammar, spelling and reading and writing.

Incorporating ICT’s into the learning experiences of students to enhance and further develop their ICT proficiencies through purchasing more computers for general classroom use and to create a computer lab in the new library upon completion.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>31</td>
<td>37</td>
<td>95%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Tarampa State School has had a stable population of students for over 12 months of around 60 students but has grown to over 70 students at the end of 2011.

The year Prep -1 class has 16 students. Year 1-3 has 18 and the year 4-7 class has 22.

There are currently no students that have English as their second language including the 6% of Aboriginal and Torres Strait Islander students. Around 20% of families are of German background. Family occupations vary from business owners including farmers to workers in retail with a number of families self-employed. Most students live within five kilometres of the school and most families have 2 to 3 children.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>18.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>0</td>
</tr>
<tr>
<td>All Classes</td>
<td>20.7</td>
</tr>
</tbody>
</table>
## Our school at a glance

### School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>8</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- Focus on development of functional grammar as well as Traditional grammar.
- Teaching occurs in a Multiage Setting where the focus is on meeting the educational needs of the individual student.
- Computers and ICT’s are a focus of learning for students at Tarampa State School and ICT’s are incorporated into learning experiences with the use of Interactive Whiteboards, a bank of class laptops and general classroom desktop computers. Our ratio of computers to students across the school is better than 2 students to one computer.

Development of appropriate “social responsibility skills” in learning context in line with our Responsible Behaviour Plan.

Extra curricula activities

- Instrumental Music Program
- Interschool sport is conducted through the active involvement with the Brisbane Valley Small Schools Sporting Association
- Readers Cup
- Writers Workshop

How Information and Communication Technologies are used to assist learning

Computers and ICT’s are integrated into the learning experiences students participate in each day. The school has a bank of class laptops which are utilized through a wireless network. Each teacher has access to their own laptop which is usually connected to the interactive whiteboards in the classrooms. The children are enrolled in the learning place and learning objects are downloaded into the students toolboxes to regularly to supplement activities in all key learning areas that are carried out in the classroom.

All students plus students who require extra learning support and gifted and talented students have online access to purchased programs including Imaths, Mathletics, Maths online year 4-6, ABC Reading Eggs and Reading Lexile Program.
Social climate

At Tarampa State School, there is a strong sense of community, as it is a small rural school. At the school we promote a caring, supportive school environment through recognition of student differences and abilities and providing positive rewards on regular occasions. All students take ownership of their behaviour through reflection of our Responsible Behaviour Plan. Students have access to the Guidance Officer and Principal and teachers for personal pastoral care intervention where necessary. Students are encouraged to ignore low level bullying and to inform a teacher or the Principal immediately if continued physical or verbal harassment occurs from another student. 93% of students feel that they are in a safe environment at school and continued physical or verbal harassment is rare.

Parent, student and teacher satisfaction with the school

Parents: Overall parents are satisfied that their children are being provided with adequate curriculum opportunities at Tarampa State school. Likewise they are happy with the school climate at Tarampa State School. In both aspects the satisfaction rating has increased considerably from 2010.

Students: Overall students are happy with the learning climate provided at Tarampa State School. They are happy that they are getting a good education at school. This rating has improved from 85% in 2010 to 95% in 2011.

Staff: All staff are satisfied with access to professional development that relate to school, district and regional initiatives.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>91%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

Tarampa State School offers face to face interviews twice yearly in accordance with our reporting schedule. Aside from this the parents are encouraged to speak to their child’s teacher regularly or when concerns arise. Information evenings and celebration days are held so that parents and other family members have the opportunity to be part of their child’s education. Decisions regarding the school policies, procedures and curriculum are discussed and decided upon collaboratively at Parent meetings.

We have a number of parents who regularly help children in reading groups throughout the week.

The Tarampa community is supportive of our school as we run raffles through the P and C at the local hotel on a weekly basis. The P and C provide financial support for the purchase of resources in all of the classrooms and school surrounds.

Reducing the school’s environmental footprint

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

All efforts are made to reduce the schools environmental footprint including running air conditioners at 24 degrees and opening windows up as much as possible. The increase in water and electricity is as a result of the addition of the new Resource Centre.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>25,712</td>
<td>145</td>
</tr>
<tr>
<td>2010</td>
<td>22,014</td>
<td>95</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>17%</td>
<td>53%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>4</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were $4860.53. The major professional development initiatives are as follows:

- One school Training
- School finance and SMS workshop
- Leadership workshop
- Principal forums
- First Aide
- First Steps Maths
- Functional Grammar Workshop
- One portal training.
- Student protection training

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, 100% 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.
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.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 97%.

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

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>97%</td>
<td>95%</td>
<td>98%</td>
<td>98%</td>
<td>99%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.
Performance of our students

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.

Rolls are marked twice daily. Firstly at 9.00am and then again in the afternoon. Unexplained absences of more than 5 days are followed up with parents via a telephone call. Where there is consistent lateness or absence, discussions are held with families to attempt to support them in resolving the issue. If non-attendance persists, the standard Education Queensland letters (appendices to the policy) are issued as appropriate.

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 and 7 are available via the My School website at [http://www.myschool.edu.au/](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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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**

- It is inappropriate to report on the closing the Gap data as the cohort is too small.