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| Tarampa State School |
| ANNUAL REPORT |
| 2018 |
| Queensland State School Reporting |
| Every student succeeding State Schools Strategy Department of Education |

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| Contact information |
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| --- | --- |
| Postal address | 18 Manthey Road Tarampa 4311 |
| Phone | (07) 5427 8444 |
| Fax | (07) 5426 1701 |
| Email | principal@tarampass.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on:* the [*My School*](http://www.myschool.edu.au/) website
* the [Queensland Government data](http://data.qld.gov.au/) website
* the Queensland Government [schools directory](https://schoolsdirectory.eq.edu.au/) website.
 |
| Contact person | Chantelle Nilon, Principal |

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| From the Principal |
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School overview

Tarampa State School is a state co-educational facility located approximately 70km west of Brisbane. It offers schooling in a Prep to Year 6 setting and currently has an enrolment of around 97 students. Our distinctive curriculum offerings focus on the development of essential literacy and numeracy skills for all students with particular focus on Implementing version 8 of the Australian Curriculum. Teaching occurs in a multi-age setting where the focus is on meeting the educational needs of the individual student. Extra curricular activities include an instrumental music program, interschool sport program conducted through the active involvement with the Brisbane Valley Small Schools Sporting Association, and other affliated and connected sported associations. 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 the operation of our responsible behaviour plan.

School progress towards its goals in 2018

Tarampa State School’s improvement agenda for 2018 included:

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| Goals | Target | Traffic Light  |
| \*Revised whole school writing framework will be used to promote improved pedagogy in the teaching of writing  | Achieve up to 70% of students achieving upper 2 bands in writing in year 3 and 40% in year 5. |  |
| \*Focus on the explicit teaching of writing. |
| \*Provide regular feedback to teachers on agreed focus teaching strategies from "Explicit Instruction Effective and Efficient Teaching"  | Achieve 100% satisfaction in School Opinion survey and staff meeting discussions around sound to high teacher capabilities in data literacy. |  |
| \*Provide regular opportunities for teachers to collaborate for sharing of pedagogical practice |
| \*Staff will have increased their data literacy skills in order for them to more effectively select the teaching and learning strategies needed to extend and challenge students so that  | Achieve above 70% in the upper two bands in literacy and numeracy.  |  |
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Future outlook

Tarampa State School will be looking at for 2019:

* Improving data collection to inform teaching practices
* Improving problem solving in Numeracy
* Improving comprehension in Literacy
* Embed an oral literacy program for our Prep-1 students
* Internal moderation process and case and workforce management practices
* Build pride and culture through collaborative community work for our school

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| Our school at a glance |
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School profile

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| Coeducational or single sex | Coeducational |
| Independent public school | No |
| Year levels offered in 2018 | Prep Year - Year 6 |
| Student enrolments |  |
| Table 1: Student enrolments at this school |  |
| Enrolment category | 2016 | 2017 | 2018 | Notes: 1. Student counts are based on the Census (August) enrolment collection.2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.3. [pre-Prep](https://earlychildhood.qld.gov.au/early-years/kindergarten-programs/kindergarten-in-indigenous-communities) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school. |
| Total | 95 | 87 | 92 |
| Girls | 38 | 38 | 42 |
| Boys | 57 | 49 | 50 |
| Indigenous | 2 | 1 | 5 |
| Enrolment continuity (Feb. – Nov.) | 91% | 97% | 98% |

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Tarampa State School is a vibrant school community that draws upon families with working parents in local area.

Living and working in a rural community setting, parents draw from farmers, service providers and self-employed business owners. German was the LOTE option for students, with approximately 20% of students having some German ancestry. The student population is comprised of 5% Aboriginal and Torres Strait Islander students, and students from Anglo-Saxon cultural backgrounds. Most students lived within a five kilometre radius of the school, with some being transported by bus. Families are mainly comprised of two or three siblings.

Average class sizes

Table 2: Average class size information for each phase of schooling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phase of schooling | 2016 | 2017 | 2018 | Note:The [class size](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target. |
| Prep – Year 3 | 24 | 21 | 16 |
| Year 4 – Year 6 | 25 | 27 | 23 |
| Year 7 – Year 10 |  |  |  |
| Year 11 – Year 12 |  |  |  |

Curriculum delivery

Our approach to curriculum delivery

For the 2017 year, teaching and learning was delivered through:

* Explicit instruction
* THRASS as the whole school phonetics program
* Big Write and Cold Write as part of the teaching of writing
* C2C units of work for all curriculum areas
* A multi-age approach to the teaching and learning process
* Computer to student ratio of 1:2
* RBP (Responsible Behaviour Plan) that promotes – being Safe, Responsible and Respectful

Co-curricular activities

* Instrumental Music Program
* Interschool Sport through the Brisbane Valley Small Schools Sporting Association
* Readers Cup
* Writers workshop

How information and communication technologies are used to assist learning

Computers and ICT were integrated into the learning experiences each day. The school has computers in each classroom and a lab in the library. All classrooms have access to learning opportunities using their class Interactive Whiteboard. The students are enrolled in the learning place and learning objects are downloaded into the student’s toolboxes regularly to supplement activities in all key learning areas.

Students were provided with access to on-line learning programs, including Mathletics, Maths-builder and Literacy Planet.

Social climate

Overview

At Tarampa State School there was a strong sense of community as a small school. All staff promoted a caring, supportive school environment through recognition of student difference and abilities, and providing positive rewards. All students were expected to take ownership of their behavior through the school’s Responsible Behaviour Plan. Students were also provided with further support, where necessary, with the school’s Guidance Officer, Speech Therapist and ASD Advisory Visiting Teacher.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| * their child is getting a good education at school (S2016)
 | 100% | 100% | 82% |
| * this is a good school (S2035)
 | 90% | 92% | 82% |
| * their child likes being at this school\* (S2001)
 | 90% | 92% | 91% |
| * their child feels safe at this school\* (S2002)
 | 90% | 85% | 82% |
| * their child's learning needs are being met at this school\* (S2003)
 | 100% | 100% | 82% |
| * their child is making good progress at this school\* (S2004)
 | 100% | 100% | 82% |
| * teachers at this school expect their child to do his or her best\* (S2005)
 | 100% | 100% | 100% |
| * teachers at this school provide their child with useful feedback about his or her school work\* (S2006)
 | 90% | 100% | 100% |
| * teachers at this school motivate their child to learn\* (S2007)
 | 90% | 100% | 100% |
| * teachers at this school treat students fairly\* (S2008)
 | 80% | 85% | 73% |
| * they can talk to their child's teachers about their concerns\* (S2009)
 | 80% | 85% | 91% |
| * this school works with them to support their child's learning\* (S2010)
 | 90% | 100% | 100% |
| * this school takes parents' opinions seriously\* (S2011)
 | 78% | 92% | 55% |
| * student behaviour is well managed at this school\* (S2012)
 | 80% | 77% | 64% |
| * this school looks for ways to improve\* (S2013)
 | 90% | 100% | 82% |
| * this school is well maintained\* (S2014)
 | 70% | 92% | 73% |
| \* Nationally agreed student and parent/caregiver items.# ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.DW = Data withheld to ensure confidentiality. |

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| * they are getting a good education at school (S2048)
 | 100% | 97% | 100% |
| * they like being at their school\* (S2036)
 | 100% | 97% | 100% |
| * they feel safe at their school\* (S2037)
 | 100% | 100% | 100% |
| * their teachers motivate them to learn\* (S2038)
 | 97% | 97% | 97% |
| * their teachers expect them to do their best\* (S2039)
 | 100% | 100% | 100% |
| * their teachers provide them with useful feedback about their school work\* (S2040)
 | 94% | 97% | 100% |
| * teachers treat students fairly at their school\* (S2041)
 | 97% | 94% | 87% |
| * they can talk to their teachers about their concerns\* (S2042)
 | 94% | 100% | 94% |
| * their school takes students' opinions seriously\* (S2043)
 | 91% | 94% | 87% |
| * student behaviour is well managed at their school\* (S2044)
 | 97% | 88% | 77% |
| * their school looks for ways to improve\* (S2045)
 | 100% | 100% | 94% |
| * their school is well maintained\* (S2046)
 | 100% | 100% | 93% |
| * their school gives them opportunities to do interesting things\* (S2047)
 | 94% | 94% | 97% |
| \* Nationally agreed student and parent/caregiver items.# ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.DW = Data withheld to ensure confidentiality. |

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| * they enjoy working at their school (S2069)
 | 100% | 92% | 75% |
| * they feel that their school is a safe place in which to work (S2070)
 | 100% | 100% | 88% |
| * they receive useful feedback about their work at their school (S2071)
 | 75% | 92% | 63% |
| * they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)
 | 100% | 75% | 60% |
| * students are encouraged to do their best at their school (S2072)
 | 100% | 100% | 100% |
| * students are treated fairly at their school (S2073)
 | 88% | 92% | 71% |
| * student behaviour is well managed at their school (S2074)
 | 88% | 92% | 75% |
| * staff are well supported at their school (S2075)
 | 75% | 92% | 63% |
| * their school takes staff opinions seriously (S2076)
 | 100% | 83% | 57% |
| * their school looks for ways to improve (S2077)
 | 88% | 92% | 100% |
| * their school is well maintained (S2078)
 | 75% | 67% | 100% |
| * their school gives them opportunities to do interesting things (S2079)
 | 88% | 92% | 88% |
| \* Nationally agreed student and parent/caregiver items.# ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.DW = Data withheld to ensure confidentiality. |

Parent and community engagement

Tarampa State School offered face to face interviews twice yearly in accordance with Report Cards. Teachers meet with parents informally to discuss on-going interests and concerns regarding behavior, academic and general well-being of their students. Information evenings and celebration events were held throughout the year, with highlights being the Under 8’s Day and End of Year Concert. P & C meetings were also held throughout the year and addressed the on-going needs of the school community.

Respectful relationships education programs

The school developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships such as Bounce Back, as well as on-going teaching of Social and Emotional well-being during curriculum programs (HASS).

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of school disciplinary absence | 2016 | 2017 | 2018 | Note:School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school. |
| Short suspensions – 1 to 10 days | 1 | 1 | 1 |
| Long suspensions – 11 to 20days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Environmental footprint

Reducing this school’s environmental footprint

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 | Note:Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school’s environmental footprint.\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. |
| --- | --- | --- | --- | --- |
| Electricity (kWh) | 32,519 | 16,196 | 26,412 |
| Water (kL) | 115 | 657 |  |
|  |  |  |  |

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [*My School*](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘Finances’ and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school’s financial information.

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| Our staff profile |
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Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff\* | Non-teaching staff | Indigenous\*\* staff |
| --- | --- | --- | --- |
| Headcounts | 7 | 6 | 0 |
| Full-time equivalents | 5 | 4 | 0 |
| \*Teaching staff includes School Leaders.\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia. |

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications | \*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
| --- | --- | --- |
| Doctorate |  |
| Masters | 1 |
| Graduate Diploma etc.\* |  |
| Bachelor degree | 4 |
| Diploma |  |
| Certificate |  |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $2067.04.

The major professional development initiatives are as follows:

* Cleaners’ training
* Principal’s Training
* Big Write
* Anita Archer Module
* THRASS
* Growing great leaders-leadership
* Leadership and capability BSM

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

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Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 96% | 95% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% of staff were retained by the school for the entire 2018.

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| Performance of our students |
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Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

|  |  |  |  |
| --- | --- | --- | --- |
| Description | 2016 | 2017 | 2018 |
| Overall attendance rate\* for students at this school | 91% | 92% | 91% |
| Attendance rate for Indigenous\*\* students at this school | 96% | DW | 92% |
| \* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia. |

Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |  | Year level | 2016 | 2017 | 2018 | Notes:1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).3. DW = Data withheld to ensure confidentiality. |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep | 92% | 97% | 90% |  | Year 7 |  |  |  |
| Year 1 | 89% | 92% | 94% |  | Year 8 |  |  |  |
| Year 2 | 89% | 88% | 94% |  | Year 9 |  |  |  |
| Year 3 | 89% | 94% | 89% |  | Year 10 |  |  |  |
| Year 4 | 93% | 94% | 93% |  | Year 11 |  |  |  |
| Year 5 | 92% | 93% | 89% |  | Year 12 |  |  |  |
| Year 6 | 89% | 92% | 91% |  |  |  |  |  |

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [*Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx); and [*Roll Marking in State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Roll-Marking-in-State-Schools.aspx)*,* which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences* *and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

In 2018, rolls were marked electronically twice daily. Unexplained absences of more than 3 days were followed up with parents via telephone calls. Where there was consistent lateness or absence, discussions were held with families to support them in resolving the issue. If non-attendance persisted, the standard Education Queensland letters (appendices to the policy) were issued. The school also implemented the automated messaging system on a daily basis in relation to any unexplained absence through “MGM Wireless”.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [*My School*](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘NAPLAN’ to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school’s NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.nap.edu.au/naplan)) is an annual assessment for students in Years 3, 5, 7 and 9.