



Tarampa State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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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 90 students. Our distinctive curriculum offerings focus on the development of essential literacy and numeracy skills for all students with particular focus on ways of working. 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 and interschool sport program conducted through the active involvement with the Brisbane Valley Small Schools Sporting Association,. 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.

Principal's Forward

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 in all key learning areas and provide rigorous explicit teaching particularly in numeracy and literacy.

- Increase the number of students in the top two bands in numeracy and literacy in NAPLAN testing.

School Progress towards its goals in 2016

Annual Implementation priorities for 2016 were to:

- Review and refine the whole School Curriculum Plan which is continuing.
- Refine the whole school reading program..
- Fine tune THRASS phonetics program across the school.
- Fine tune Explicit Instruction in all classrooms which is ongoing.
- Increase standards in numeracy and literacy which is ongoing.

A summary of 2016 NAPLAN results indicate that:

In Year 3:

- Reading: Data remained the same with the number of students above the national minimum standards at 100%. Students in the upper two bands increased from 44% to 66%.
- Writing: Data remained the same with the number of students above the national minimum standards at 100%. Students in the upper two bands increased from 38% to 44%.
- Spelling: 100% of student were above the National Minimum Standards. Students in the upper two bands decreased slightly from 61% to 44%.
- Grammar and Punctuation: All students were above the national minimum standards. Students in the upper two bands increased from 44% to 55%.
- Numeracy: There was a increase in the number of students above the national minimum standards from 94% to 100%. Students in the upper two bands decreased slightly from 42% to 38%.

In Year 5:

- Reading: There was an increase in the number of students above the national minimum standards from 90% to 100%. Students in the upper two bands increased from 0% to 34%.
- Writing: There was an increase in the number of students above the national minimum standards from 88% to 100% Students in the upper two bands increased from 0% to 11%.
- Spelling: Data remained the same with the number of students above the national minimum standards at 100%. Students in the upper two bands increased slightly from 30%to 33%
- Grammar and Punctuation: There was an increase in the number of students above the national minimum standards from to 100% to 100%. Students in the upper two bands decreased slightly from 40% to 33%.
- Numeracy: There was an increase in the number of students above the national minimum standards from 100% to 100%. Students in the upper two bands increased slightly from 10%to 22%.
- From 2008 to 2016 improvement in NAPLAN has been above the national average in all ten testing areas.

Future Outlook

Our commitment at Tarampa State School is to the core learning priorities of:

Reading

- Continue to embed a balanced reading program as per the TSS Reading Program
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.
- Embed all comprehension strategies as per the TSS Reading Program
- Follow the embedded THRASS program within the school.
- Complete a thorough interrogation of NAPLAN data - 2015/2016/ 2017 in preparation for 2018 NAPLAN.
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in reading.
- Follow the pedagogical framework in the teaching of reading

Writing, including spelling, grammar and punctuation

- Attend professional development in Seven Steps to Writing
- Continue to implement VCOP writing program and use marking criteria from program to monitor progress and moderate across year levels.
- Complete a thorough interrogation of NAPLAN data - 2015/2016/ 2017 in preparation for 2018 NAPLAN.
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus writing workouts and program focus.
- Follow the pedagogical framework in the teaching of writing

Numeracy

- Continue to develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics. Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Practice and deepen number facts
- Complete a thorough interrogation of NAPLAN data - 2015/2016/ 2017 in preparation for 2018 NAPLAN.
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities in numeracy
- Follow the pedagogical framework in the teaching of numeracy

Attendance

- Regularly analyse trends in attendance data at the whole school, class and individual student level
- Provide feedback to the school community and provide incentives/rewards for high attendance rates.
- Communicate and promote student attendance rates in the wider community
- Continue to provide highly engaging classrooms and pedagogy that best suits each individual child
- Implement both proactive and reactive strategies to increase student attendance

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	88	38	50	4	94%
2015*	89	37	52	2	98%
2016	95	38	57	2	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Tarampa State School has had a stable population of students for over 12 months of around 89 students.

The year Prep -1 class has 19 students, Year 1- 2 class has 21, Year 3-4 class has 26 and the Year 4-6 class has 25.

There are currently no students that have English as their second language including the 5% 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.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	21	24
Year 4 – Year 7	15	23	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Focus on Explicit Instruction as the main tool in the delivery of the curriculum.
- Using formative assessment tools to inform teaching practice.
- Focus on THRASS as the Whole School Phonetics Program.
- Teaching 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.

Co-curricular 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 student's toolboxes regularly to supplement activities in all key learning areas that are carried out in the classroom.

All students along with students who require extra learning support and gifted and talented students have online access to purchased programs including Mathletics, Maths-builder and Literacy Planet.

Social Climate

Overview

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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	90%
their child likes being at this school* (S2001)	100%	100%	90%
their child feels safe at this school* (S2002)	100%	100%	90%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
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)	100%	100%	90%
teachers at this school motivate their child to learn* (S2007)	89%	100%	90%
teachers at this school treat students fairly* (S2008)	100%	100%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	80%
this school works with them to support their child's learning* (S2010)	100%	100%	90%
this school takes parents' opinions seriously* (S2011)	100%	100%	78%
student behaviour is well managed at this school* (S2012)	89%	100%	80%
this school looks for ways to improve* (S2013)	100%	100%	90%
this school is well maintained* (S2014)	89%	89%	70%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	96%	100%
they like being at their school* (S2036)	88%	96%	100%
they feel safe at their school* (S2037)	90%	96%	100%
their teachers motivate them to learn* (S2038)	90%	92%	97%
their teachers expect them to do their best* (S2039)	95%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	94%
teachers treat students fairly at their school* (S2041)	95%	88%	97%
they can talk to their teachers about their concerns* (S2042)	85%	80%	94%
their school takes students' opinions seriously* (S2043)	89%	100%	91%
student behaviour is well managed at their school* (S2044)	89%	92%	97%
their school looks for ways to improve* (S2045)	90%	92%	100%
their school is well maintained* (S2046)	95%	84%	100%
their school gives them opportunities to do interesting things* (S2047)	79%	88%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	90%	100%
they receive useful feedback about their work at their school (S2071)	89%	90%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	89%	100%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	78%	90%	88%
staff are well supported at their school (S2075)	89%	90%	75%
their school takes staff opinions seriously (S2076)	89%	100%	100%
their school looks for ways to improve (S2077)	89%	100%	88%
their school is well maintained (S2078)	78%	80%	75%
their school gives them opportunities to do interesting things (S2079)	89%	90%	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 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 such as "Under 8's Day" 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 P and C 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.

All students have individual goals set from our comprehensive assessments. Students with learning difficulties, disabilities or gifted and talented students are provided with an Individual Curriculum Plan that is discussed and negotiated with parents.

Respectful relationships programs

Tarampa State School has developed and implemented a program that focus on appropriate, respectful and healthy relationships. Our program is called the "Bounce Back" program which as well as focusing on building positive relationships also contains elements of building resilience and having confidence in building friendships with others.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	8	3	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from the 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. Many water leaks were fixed during 2014 and 2015 which has halved the water consumption rate from earlier years but recent leaks were discovered due to old piping again in the beginning of 2016.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	33,248	230
2014-2015	19,324	85
2015-2016	32,519	115

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.

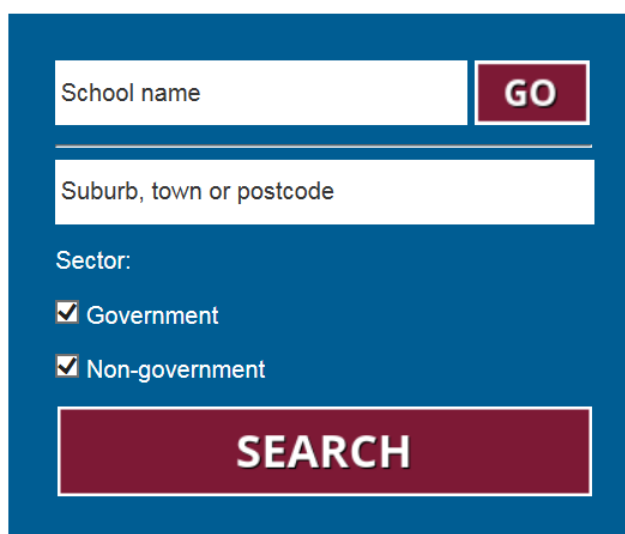
School Funding

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* 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



Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	7	0
Full-time Equivalents	5	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	7
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 2318.00

The major professional development initiatives are as follows:

- Explicit Instruction manuals
- First Aide Training.
- Students with Disabilities.
- The teaching of Reading.
- Principal Forums.
- Student Protection Training.
- Code of Conduct Training.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	97%	96%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

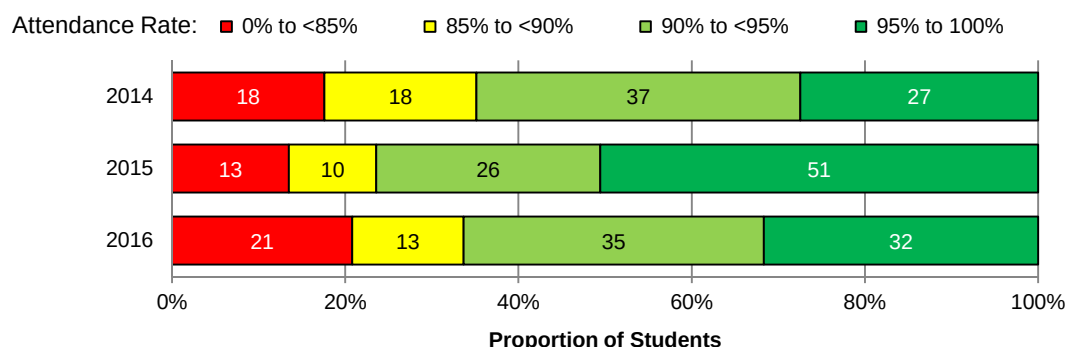
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	88%	91%	92%	91%	90%	92%	93%					
2015	92%	93%	92%	94%	91%	92%	95%						
2016	92%	89%	89%	89%	93%	92%	89%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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.

We now have an automated messaging system delivered to parents on a daily basis in relation to any unexplained absences. The System is called "MGM Wireless".

NAPLAN

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

Sector:

☒ Government

☒ Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.