

Tambo State School Queensland State School Reporting 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Welcome to the 2015 Tambo State School Annual Report.

Tambo State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Tambo State School serves its local community by endeavouring to prepare its students to become responsible, self-reliant lifelong learners who have the potential to become positive and worthwhile contributors to their own future and that of the community where they reside.

School progress towards its goals in 2015

During 2015 the school priorities were:

Reading - focusing on teaching reading in classrooms including a whole school approach to reading and comprehension; professional development targeting reading for staff; embedding explicit instruction, and target setting for individual students.

Writing – focusing on providing professional development for teachers on improving student writing.

Numeracy – focusing on providing professional development to staff on using data to inform teaching practice.

Student attainment – focusing on the use of data; using Cogmed to improve student performance; and ensuring curriculum offerings suit the needs of our students.

Student retention – promotion of Tambo State School as a suitable schooling option for students to Year 10.

Science – develop teaching strategies with teachers to best utilise their skills for the delivery of science in the classroom.

Transition – engaging Pre-Prep students in a transition program in to Prep; and ensuring that there was a seamless transition from Year 7 to Year 8 for Junior Secondary implementation.

Attendance – raise profile of need for attendance through publication of articles in the newsletter.

Closing the Gap between attendance and outcomes of indigenous and non-indigenous students – promotion of attendance and implementation of attendance strategies to improve attendance.

Parent and Community Education – implement a professional development strategy for parents; provide opportunities for parents to attend professional development activities; track parent-teacher communications.

Pre-Prep – strategically staff to ensure a teacher is available to offer support to Pre-prep classes at childcare centre.

Teacher Professional Development – provide timely professional development activities to support teachers to do their job in the school; teachers trained in providing feedback.

Progress towards achieving these priorities has been substantial.

Reading – Teachers set reading targets for every student each term and there is a monitoring system in place to track student achievement. Reading progress is monitored carefully and teacher/teacher aide conversations take place on a weekly basis to discuss progress of readers.

Writing – teachers have been able to access professional development to support writing within the school.

Numeracy – numeracy data is discussed on a regular basis with teachers. Standardised testing within the school collects and collates numeracy data for analysis at the end of each year.

Student Attainment – Student attainment is closely monitored throughout the school with teachers discussing results with the principal on a regular basis. Teachers are also involved heavily in moderation of work samples where all teachers moderate the same pieces of work and have consultative conversations to ensure that the marking of pieces of work is consistent.

Student retention – Tambo has been keeping a high profile in the community regarding quality teachers and smaller class sizes.

Science – Opportunities have been provided for teachers to promote science within the school and to access professional development to improve their teaching strategies.

Transition – Parent information sessions were held throughout the year and parents have been provided with opportunities to ask questions. Staff have been engaged in a number of training sessions and have taken ownership of the transition process for Junior Secondary. Staff have also elected to transition from the Primary sector with students into the Junior Secondary setting providing consistency of teaching staff throughout the school and year levels.

Attendance – attendance has been supported by an intensive advertising campaign within the school newsletter, fliers and the use of the digital sign.

Closing the Gap between attendance and outcomes of indigenous and non-indigenous students – the school data profile has been used by staff to track this data and to develop a plan of attack to address concerns as they arise.

Parent and Community Education – professional development opportunities are offered to parents throughout the year.

Pre-prep – a teacher worked closely with the daycare centre to ensure that pre-Prep students were on track to have suitable skills to start Prep in 2016.

Teacher Professional Development – various professional development opportunities were offered to all staff throughout the year.

Future outlook

Priorities 2016	Priorities 2016
Reading – professional development for new and beginning staff; focused teaching episodes in all classrooms; Investing For Success strategies implemented throughout school; school wide spelling program; individual target setting for all students in reading.	Attainment – Cogmed training for staff and program implementation for identified students; using data to identify student needs; professional development for staff on how to use data.
Numeracy – professional development to all staff around use of data to inform teaching practice	Retention – promotion of Tambo State School as a suitable option for schooling to Year 10

Science – develop teaching strategies with teachers that focus on science strands	Writing – professional development for teachers to ensure consistent teaching practice.
Transition – engage Pre-Prep students in a school based transition program	Attendance – raise profile of need for improved attendance through newsletter, digital sign and parade.
Closing The Gap - promote attendance as being essential to learning through public media such as sign and newsletter	Parent and Community Education – offer professional development to parents as identified for their needs

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	70	37	33	10	91%
2014	67	31	36	8	96%
2015	75	35	40	14	97%

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 2015, 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:

The student body for 2015 was generally made up of 35 girls and 40 boys. 14 of these children identified as Aboriginal and Torres Strait Islander origin. School enrolment had a slight increase due to the arrival of a new family. One third of the school population travels to school on buses. These students live on large cattle and sheep properties.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	14	17	15
Year 4 – Year 7 Primary	11	8	14
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	0

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.

Curriculum delivery

Our approach to curriculum delivery

Tambo State School provides students with opportunities to participate in the core learning areas listed below across the curriculum from Prep to Year 10.

English

Maths

Science

History/Geography

H&PE

The Arts

ICT

LOTE

IT & D

Home Economics

Primary classrooms operate on a composite year level basis. These levels being for 2015: Prep; 1/2; 3/4; and 5/6. Changes around classroom structure depend upon enrolments and staffing expertise.

The secondary classrooms operate from a home room based on Years 7,8,9,10. Classes are grouped according to key subject areas, student needs and staff expertise. Staffing is arranged to support student needs.

P10 – 12 Solutions program is offered for students in Years 11 & 12 who enrol in schools of distance education and use the school as a base of support where they have a specialised learning area complete with computers and internet access; teacher aide allocation and access to high school teacher support. 3 students were enrolled in this program in 2015.

Extra curricula activities

Extra curricula activities are offered by experienced teachers and coaches throughout the school.

Choir

Homework Club

Active After School Activities

Soccer Coaching

School camps and excursions

Guitar Club

School Equestrian Team

Students are also able to access many sports and other cultural pursuits through the school, through AASC and through some external sporting clubs, such as:

Football

Netball

Tennis

Swimming

Pony Club

Dancing

Soccer

Opportunities to represent the school in age groups for sports are done through selection trials throughout the district. Students travel through subsidised travel organised by the school to attend trials.

How Information and Communication Technologies are used to improve learning

Computers are used throughout the school in whole class activities; group activities; and individual access through computer rooms; classroom computers and computer lab access through the library. Students complete classroom work such as story writing, report writing, involvement in online reading schemes and research using the internet. iPads are accessed by all students throughout the school to support their school curriculum studies. All secondary students were issued with laptops for school use. The use of computers is embedded into the KLAs and classroom teaching with students accessing technology on a daily basis. In the primary school all students are issued with XO Laptops which have basic computer functions that allow them to word process; graph; chat; share applications; complete group work and use programs to consolidate in class learning experiences. Year 7-10 students are all issued with a windows laptop for use throughout all subjects.

Year 11-12 students use data conferencing and blackboard to access lessons throughout the school.

Teachers use technology to moderate with other similar schools and to improve professional development opportunities due to distance.

Social Climate

During 2015 all teachers used the Friends program with their students in classrooms. Trained staff supported classroom teachers and this allowed teachers to address bullying in the classrooms and playground and provide pastoral care for students. This was supplemented by pastoral care meetings with high school students as a whole group. Parents continued to be a valued part of the school offering assistance in classrooms as parent helpers and attendance at meetings and fundraising events. Teachers supported parents by being involved in their fundraising events where possible. Results from the School Opinion Survey indicated that 100% of parents felt their children were safe in the the school. 94% of students thought that behaviour and discipline were well managed in the school and that they were treated fairly. Staff were unanimous in their opinions of the school being a safe place to work; students were treated fairly and that behaviour was well managed.

Parent, student and staff satisfaction with the school

Performance measure

Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	85%	86%	88%
this is a good school (S2035)	85%	93%	94%
their child likes being at this school (S2001)	96%	93%	94%
their child feels safe at this school (S2002)	89%	100%	100%
their child's learning needs are being met at this school (S2003)	85%	86%	94%
their child is making good progress at this school (S2004)	81%	86%	94%
teachers at this school expect their child to do his or her best (S2005)	88%	92%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	84%	86%	100%
teachers at this school motivate their child to learn (S2007)	81%	93%	88%
teachers at this school treat students fairly (S2008)	78%	93%	88%
they can talk to their child's teachers about their concerns (S2009)	92%	93%	94%
this school works with them to support their child's learning (S2010)	85%	86%	94%
this school takes parents' opinions seriously (S2011)	78%	86%	81%
student behaviour is well managed at this school (S2012)	85%	93%	81%
this school looks for ways to improve (S2013)	92%	86%	75%
this school is well maintained (S2014)	96%	92%	94%

Performance measure

Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	94%	94%
they like being at their school (S2036)	79%	82%	88%
they feel safe at their school (S2037)	94%	97%	94%
their teachers motivate them to learn (S2038)	88%	100%	94%
their teachers expect them to do their best (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work (S2040)	94%	94%	94%
teachers treat students fairly at their school (S2041)	85%	94%	94%
they can talk to their teachers about their concerns (S2042)	94%	100%	94%
their school takes students' opinions seriously (S2043)	88%	91%	91%
student behaviour is well managed at their school (S2044)	91%	94%	94%
their school looks for ways to improve (S2045)	97%	100%	97%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	88%	85%	83%

Performance measure

Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	86%	87%	100%
they feel that their school is a safe place in which to work (S2070)	93%	93%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	86%	93%	100%
students are treated fairly at their school (S2073)	86%	87%	100%
student behaviour is well managed at their school (S2074)	93%	93%	100%
staff are well supported at their school (S2075)	93%	93%	100%
their school takes staff opinions seriously (S2076)	93%	87%	100%
their school looks for ways to improve (S2077)	93%	93%	100%
their school is well maintained (S2078)	93%	93%	100%
their school gives them opportunities to do interesting things (S2079)	93%	93%	100%

'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

Tambo State School has an active P&C. This parent group regularly attends school to become engaged in school activities. They work as classroom helpers for literacy rotations; some take a motor skills program in the younger age groups; they attend swimming lessons to help with classes; Friday on parade is seen as an open day for parents with many attending regularly to see acknowledgement of student progress and presentation of various awards. They attend sporting carnivals and trials in other towns with students.

Reducing the school's environmental footprint

Tambo State School has faced an increase in power bills since the installation of reverse cycle air conditioning over the old evaporative systems. Whilst every effort is made to close doors and windows when air conditioners are running, the style of the buildings and its fittings do not lend to energy conservation.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	68,089	24
2013-2014	68,810	36
2014-2015	73,124	

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	11	11	0

Full-time equivalents

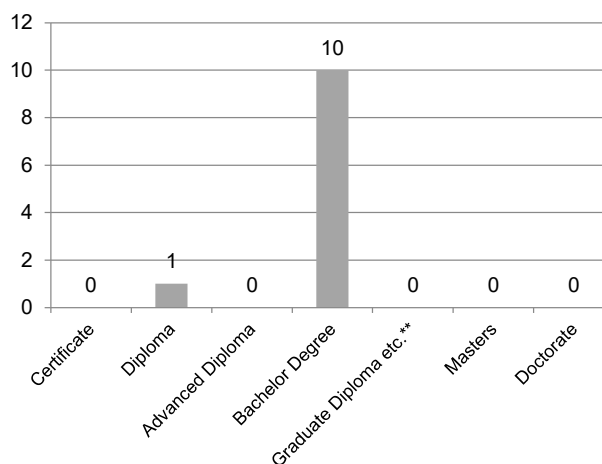
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Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	11



*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 2015 were \$ 19629.00

The major professional development initiatives are as follows:

Activities included:

- First aid
- Maximising Achievement Program
- Manual Arts
- Junior Secondary Professional Development
- State Principals' Conference
- Principals' Business Meetings
- Finance workshops
- Cleaners workshops
- Corporate Services workshops
- Core Module 4 training
- Seven Steps to Writing
- CLH Prep professional development
- A02 workshops

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 58% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding sourceSchool 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

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	94%	94%

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 attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

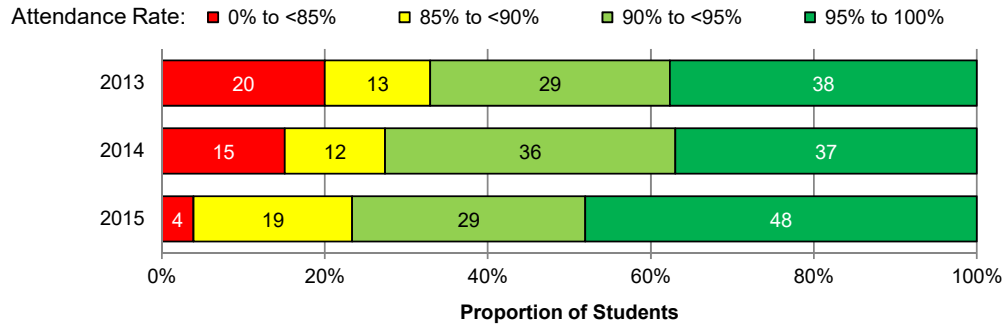
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	87%	91%	92%	93%	89%	90%	92%	87%	84%	93%	87%		
2014	94%	90%	97%	91%	92%	87%	93%	89%	90%	98%	89%		
2015	93%	93%	94%	95%	97%	92%	93%	94%	96%	87%	94%		

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

Teachers used Oneschool to mark their rolls twice per day. As parents notified teachers or administration of reasons for absence, the data was then entered in to Oneschool to update attendances and absences. Teachers notified the administration team if students were absent for more than 2 days without a notification from parents and the administration team contacted parents to follow this up. Parents were reminded weekly through the school newsletter to contact the school regarding student illness or absence and regular articles were placed in the newsletter to encourage attendance or to point out the long term effects of absenteeism. In some cases conferences were sought with parents to address the absenteeism of some students. Weekly attendance percentages were celebrated through the newsletter and on the digital sign. 100% attendance and awesome attendance per month was acknowledged on parade with all eligible students being awarded certificates.

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

Sector:

Government

Non-government

Where it says '**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.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

At the end of 2015 we had 1 Year 10 student leave the school. This student moved on to other high schools within the state to undertake studies in Year 11.