



Tambo State School

# ANNUAL REPORT

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

*Every student succeeding. State Schools Strategy 2016-2020*  
Department of Education and Training



## Contact Information

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Postal address:	20 Mitchell Street Tambo 4478
Phone:	(07) 4621 7333
Fax:	(07) 4621 7300
Email:	principal@tamboss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Sharon Mac Donnell, PRINCIPAL

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## School Overview

At Tambo State School we value ourselves, each other & our environment by promoting quality education; honesty & respect; a safe & supportive environment; open communication; accountability & positive attitudes. The school offers a learning place for students from Prep Year 10 & places for Year 11/12 students enrolled in Distance Education Schools. These programs are supported by a number of visiting professional staff including a guidance officer; SLP; LOTE teacher; Physiotherapist; Occupational Therapist and a AVT Physical Impairment. The school has dedicated itself to improving literacy outcomes for students as a major focus. Programs are being implemented to support this initiative. Smart Moves has also been embraced by the school with Physical Education being integrated through subjects on a daily basis. Extra curricula activities offered by experienced teachers & trainers include: technology club; guitar club; choir; active after school communities program; netball; football; tennis; swimming. The community has many active groups which support a range of cultural, sporting & educational interests. The school is regularly involved with the local council in projects that benefit both the school & the community.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

During 2016 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; engaging teachers in ownership of data through involvement in the Leading Learning project.

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 – Ensuring that there was a seamless transition from Year 6 to Year 7 for Junior Secondary.

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.

Attendance – raise profile of need for attendance through publication of articles in the newsletter; implement the same day notification system for school absence

**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. Students know what their reading target is and actively engage in strategies to achieve these targets.

Writing – teachers have been able to access professional development to support writing within the school. There is active moderation of writing pieces throughout 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 or at times when it is timely to provide intervention strategies.

Student Attainment – Student attainment is closely monitored throughout the school with teachers discussing results with the principal and staff 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. By securing a trained science teacher later in the year we have promoted science throughout the school.

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.

Attendance – attendance has been supported by an intensive advertising campaign within the school newsletter; fliers and the use of the digital sign. The Same Day notification system for monitoring student absence was implemented school wide in Term 4 which ensured that parents are contacted by 10 am of the morning of absence if they had not notified the school. This has seen a marked increase in notification for student absence.

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.

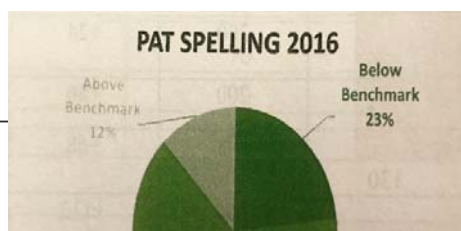
Parent and Community Education – professional development opportunities are offered to parents throughout the year.

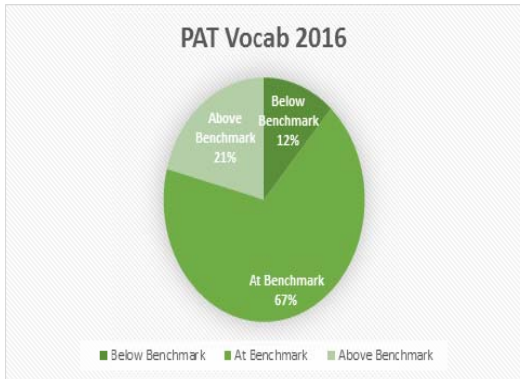
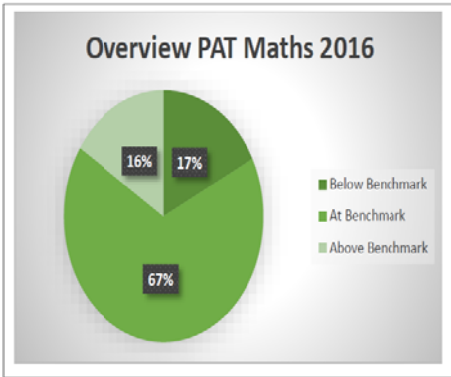
Pre-prep – a teacher liaised closely with the daycare centre to ensure that pre-Prep students were on track to have suitable skills to start Prep in 2017.

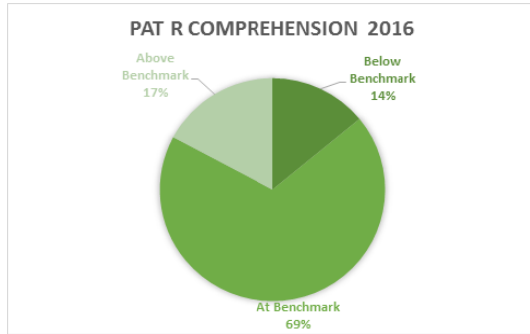
Teacher Professional Development – various professional development opportunities were offered to all staff throughout the year including specific training for literacy type activities.

## Future Outlook

Priorities 2017	Priorities 2017
<b>Reading</b> – 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.	<b>Attainment</b> – 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. Use of computer based programs to improve success for identified students such as IMPACT programs.
<b>Numeracy</b> – professional development to all staff around use of data to inform teaching practice	<b>Retention</b> – promotion of Tambo State School as a suitable option for schooling to Year 10
<b>Science</b> – develop teaching strategies with teachers that focus on science strands	<b>Writing</b> – professional development for teachers to ensure consistent teaching practice.
<b>Transition</b> – engage Pre-Prep students in a school based transition program	<b>Attendance</b> – raise profile of need for improved attendance through newsletter, digital sign and parade.
<b>Closing The Gap</b> - promote attendance as being essential to learning through public media such as sign and newsletter	<b>Parent and Community Education</b> – offer professional development to parents as identified for their needs







Collation of data has shown consistent results at the end of 2016 with 86% of students at or above school comprehension benchmarks; 77% of students at or above the school spelling benchmark; 78% of students at or above the vocabulary benchmark; 83% of students at or above the mathematics benchmark. Collated data was shared with all staff with identified focus areas for future teaching to ensure all students could move forward.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 10
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	67	31	36	8	96%
<b>2015*</b>	75	35	40	14	97%
<b>2016</b>	67	27	40	14	94%

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

The student body for 2016 was generally made up of 27 girls and 40 boys. 14 of these children identified as Aboriginal and Torres Strait Islander origin. School enrolment had a slight decrease due to the departure of a large family. One third of the school population travels to school on buses. These students live on large cattle and sheep properties.



## 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	17	15	12
Year 4 – Year 7	8	14	16
Year 8 – Year 10		6	4
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

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 2016: 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. 0 students were enrolled in this program in 2016.

## Co-curricular Activities

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

Homework Club

Active After School Activities

Soccer Coaching

School camps and excursions

Guitar/Ukulele 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 Assist 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

### Overview

During 2016 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 school. 91% of students thought that behaviour and discipline were well managed in the school; 89% of students thought that they were treated fairly and 100% of students thought that teachers had high expectations of them as learners. 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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	86%	88%	92%
this is a good school (S2035)	93%	94%	92%
their child likes being at this school* (S2001)	93%	94%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	86%	94%	92%
their child is making good progress at this school* (S2004)	86%	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	92%
teachers at this school motivate their child to learn* (S2007)	93%	88%	92%
teachers at this school treat students fairly* (S2008)	93%	88%	92%
they can talk to their child's teachers about their concerns* (S2009)	93%	94%	100%
this school works with them to support their child's learning* (S2010)	86%	94%	92%
this school takes parents' opinions seriously* (S2011)	86%	81%	92%
student behaviour is well managed at this school* (S2012)	93%	81%	92%
this school looks for ways to improve* (S2013)	86%	75%	92%
this school is well maintained* (S2014)	92%	94%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	94%	100%
they like being at their school* (S2036)	82%	88%	91%
they feel safe at their school* (S2037)	97%	94%	100%
their teachers motivate them to learn* (S2038)	100%	94%	97%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	94%	97%
teachers treat students fairly at their school* (S2041)	94%	94%	89%
they can talk to their teachers about their concerns* (S2042)	100%	94%	97%
their school takes students' opinions seriously* (S2043)	91%	91%	88%
student behaviour is well managed at their school* (S2044)	94%	94%	91%
their school looks for ways to improve* (S2045)	100%	97%	88%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	85%	83%	94%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	87%	100%	100%
they feel that their school is a safe place in which to work (S2070)	93%	100%	100%
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)	93%	100%	100%
students are treated fairly at their school (S2073)	87%	100%	100%
student behaviour is well managed at their school (S2074)	93%	100%	100%
staff are well supported at their school (S2075)	93%	100%	100%
their school takes staff opinions seriously (S2076)	87%	100%	100%
their school looks for ways to improve (S2077)	93%	100%	100%
their school is well maintained (S2078)	93%	100%	100%
their school gives them opportunities to do interesting things (S2079)	93%	100%	100%

\* 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

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. The school has established links with a number of organisations from within Education Queensland and externally i.e. Montrose, to support Students with Disabilities within the school. An open and transparent consultative process regarding all adjustments to the physical environment to suit students is used with great effect.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## 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	0	0	0
Long Suspensions – 6 to 20days	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



Tambo State School's power bills have remained high 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. Ongoing rising costs of electricity and with the option of only one provider means that the school must ensure that it manages the facilities allocation carefully.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	68,810	36
2014-2015	73,124	
2015-2016	72,722	

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

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 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	11	11	0
Full-time Equivalents	10	7	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	10
Diploma	1
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 \$8999.00

This is an indicative cost and does not take in to consideration cost saving measures used within the school such as the Principal teaching classes when teachers attend professional development activities.

The major professional development initiatives are as follows:

- Literacy Continua Training
- Early Years Literacy Training
- Manual Handling training
- Leading Learning Conferences and workshops within the school
- Austswim training
- Asbestos workshop
- Leading Where You Are course
- Cleaners Training
- Mentoring training
- Mentoring programs
- 1<sup>st</sup>/2<sup>nd</sup> year teacher programs
- Essential Skills Classroom Management workshops

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.	98%	98%	99%



## Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## 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).	92%	94%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	94%	90%

\*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 P-10/P-12 schools was 90%.

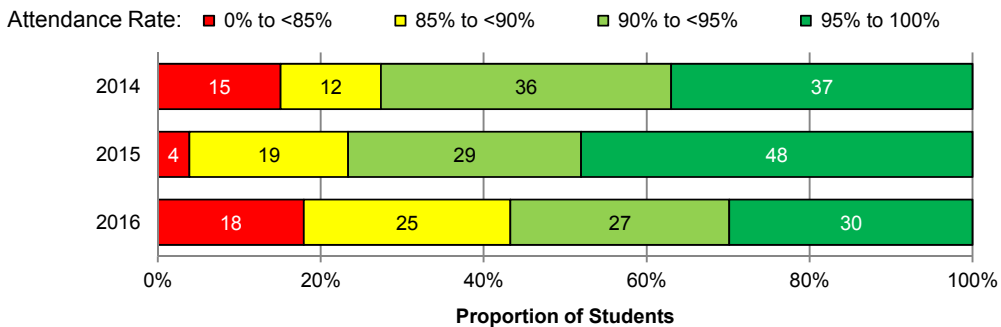
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	90%	97%	91%	92%	87%	93%	89%	90%	98%	89%		
2015	93%	93%	94%	95%	97%	92%	93%	94%	96%	87%	94%		
2016	89%	92%	90%	90%	90%	94%	86%	96%	DW	95%	82%		

\*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 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. As per the new non-attendance guidelines, all absent students are reported to the office by 9:10 and a follow up telephone call is made by the administration team to parents to ascertain reasons for absence. 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. 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.

## 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.

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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.

## Conclusion

