



Tambo State School

ANNUAL REPORT



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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; Advisory Teacher Physical Impairment, Physiotherapist, and Occupational Therapist. LOTE (Japanese) is currently delivered by Charters Towers School of Distance Education to students in Years 5 to 9. The school has dedicated itself to improving literacy outcomes for students as a major focus. Programs are being implemented to support this initiative. The whole school spelling program works effectively with students allocated to ability groups for lessons each morning. All staff teach spelling and all use the same program throughout the school. 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.

During 2017 Tambo State School had a large influx of students in Semester 2 (18 students.) This resulted in a re-focus of priorities to address the needs of the new students to help them achieve benchmarks.

Introduction

During 2017 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.

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.

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

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

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

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

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

School Progress towards its goals in 2017

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 – 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. Moderation of numeracy occurs throughout the school.

Student Attainment – Student attainment is closely monitored throughout the school with teachers discussing results with the principal and staff on a regular basis. Teachers and teacher aides are also involved heavily in moderation of work samples where all teachers and teacher aides moderate the same pieces of work and have consultative conversations to ensure that the marking of pieces of work is consistent. Students identified in Top 2 bands accessed online programs such as IMPACT.

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.

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 is used for monitoring student absence. 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 such as 'Working with Ipads' and 'How to Support your child with Reading'.

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 2018. The school ran a transition program in Term 4 to assist in the settling in of students in the school as the Kindy program run by an external provider closed at the end of Term 2 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 2018	Priorities 2018
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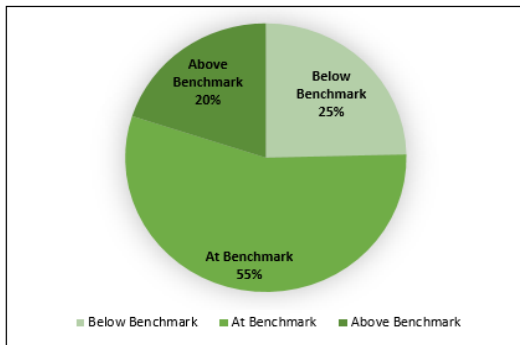


Reading – professional development for new and beginning staff; focused teaching episodes in all classrooms; Investing For Success strategies implemented throughout school; school wide spelling program; individual target setting for all students in reading.	Attainment – Cogmed training for staff and program implementation for identified students; using data to identify student needs; professional development for staff on how to use data. Use of computer based programs to improve success for identified students such as IMPACT programs.
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

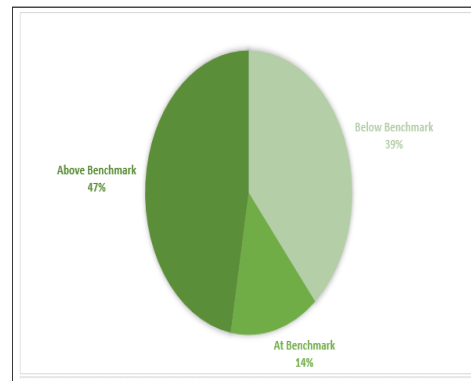
The 2018 priorities will be driven by the collated results of PAT testing at the end of 2017.

PAT R Spelling

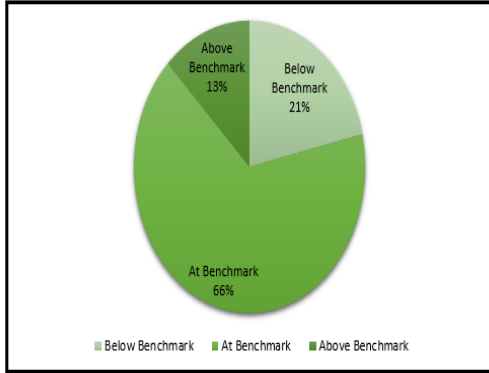
Whole School Snapshot



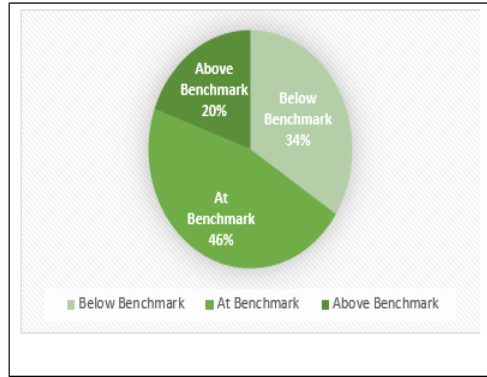
Sight words



PAT R Vocabulary

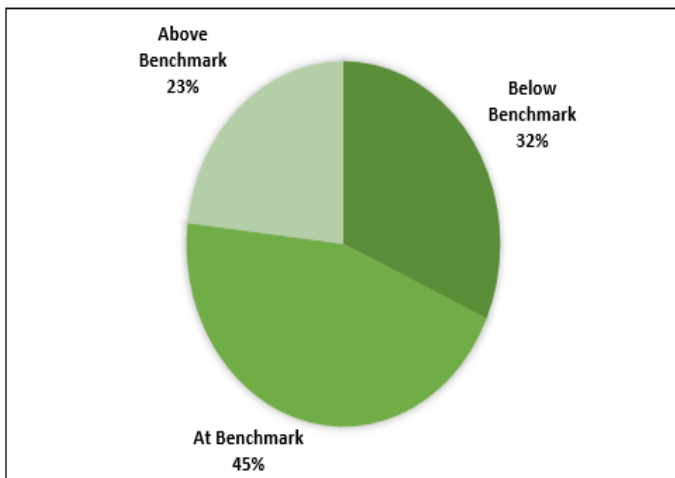


PAT MATHS and I Can Do Maths



PAT R COMPREHENSION

Whole School Snapshot



Great progress was made in Semester 2 with student achievement. Data has indicated that all students are making headway in all areas of the curriculum. Many of the new students have moved from low levels to just below or at benchmark in these areas.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 10
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	75	35	40	14	97%
2016	67	27	40	14	94%
2017	71	28	43	12	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

In 2017 there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

The student body for 2017 was generally made up of 28 girls and 43 boys. 12 of these children identified as Aboriginal and Torres Strait Islander origin. School enrolment had an unexpected increase with arrival of a number of families connected to the re-opened sawmill. These families all reside within the town. Approximately one third of the school population travels to school on one of the three bus runs. These students live on large sheep and cattle stations and some travel up to one hour each way to get to the school each day. The student body encompasses students from diverse backgrounds including Aboriginal and Torres Strait Islander descent; physical impairment, special needs and learning disabilities.

Average Class Sizes

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

Phase	AVERAGE CLASS SIZES		
	2015	2016	2017
Prep – Year 3	15	12	15
Year 4 – Year 6	14	16	12
Year 7 – Year 10	6	4	5
Year 11 – Year 12			

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 and 10. Classes are grouped according to key subject areas, student needs and staff expertise. Staffing is arranged to support student needs. All students participate in a school wide spelling program.

A 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. 1 student wasenrolled in this program in 2017.

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 are 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 2017 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. Teachers worked closely with the School Based Youth Nurse to address issues for teenagers throughout the high school. This resulted in students working towards a goal "I am Enough" which has been well received throughout the school. Students also engaged in a workshop with Musomagic which resulted in an updated school song that promotes the great things about their school and where they proudly say "All I am and all I know, I learned at Tambo." Parents continued to be a valued part of the school offering assistance in classrooms as parent helpers and attendance at meetings and fundraising events. The P&C ran a very successful fete throughout the year that was well attended by the community. 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. 95% of students thought that behaviour and discipline were well managed in the school (an increase of 4 % from 2016); 95% of students thought that they were treated fairly (an increase of 6% from 2016) and 100% of students thought that teachers motivated them to learn. Staff returned a mixed bag of results with 89% of staff saying students were treated fairly (down by 11% from 2016); 94% saying that the school was a safe place to work (down by 6% from 2016); and 94% saying that behaviour was well managed (down by 6% from 2016). However, the climate in the school is extremely positive with staff working well together and towards a united cause. Student behaviour is extremely good.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	88%	92%	100%
this is a good school (S2035)	94%	92%	100%
their child likes being at this school* (S2001)	94%	100%	91%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	92%	100%
their child is making good progress at this school* (S2004)	94%	100%	100%
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%	92%	100%
teachers at this school motivate their child to learn* (S2007)	88%	92%	91%
teachers at this school treat students fairly* (S2008)	88%	92%	100%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	92%	100%
this school takes parents' opinions seriously* (S2011)	81%	92%	91%
student behaviour is well managed at this school* (S2012)	81%	92%	100%
this school looks for ways to improve* (S2013)	75%	92%	91%
this school is well maintained* (S2014)	94%	100%	91%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	100%	95%
they like being at their school* (S2036)	88%	91%	89%
they feel safe at their school* (S2037)	94%	100%	97%
their teachers motivate them to learn* (S2038)	94%	97%	100%
their teachers expect them to do their best* (S2039)	97%	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)	94%	89%	95%
they can talk to their teachers about their concerns* (S2042)	94%	97%	95%
their school takes students' opinions seriously* (S2043)	91%	88%	92%
student behaviour is well managed at their school* (S2044)	94%	91%	95%
their school looks for ways to improve* (S2045)	97%	88%	97%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	83%	94%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	94%
they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
they receive useful feedback about their work at their school (S2071)	100%	100%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	94%
students are treated fairly at their school (S2073)	100%	100%	89%
student behaviour is well managed at their school (S2074)	100%	100%	94%
staff are well supported at their school (S2075)	100%	100%	94%
their school takes staff opinions seriously (S2076)	100%	100%	94%
their school looks for ways to improve (S2077)	100%	100%	94%
their school is well maintained (S2078)	100%	100%	94%
their school gives them opportunities to do interesting things (S2079)	100%	100%	94%

* 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.

All students verified with a disability have a support program in place. Parents are consulted with at all stages and are invited to regularly attend meetings with visiting therapists.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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
2014-2015	73,124	-
2015-2016	72,722	-
2016-2017	70,895	-

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

2017 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 2017 were \$10654.13

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. At times it is difficult to procure relief staff to teach classes so internal covers are used a majority of the time to release teachers.

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
- 1st/2nd year teacher programs
- Essential Skills Classroom Management workshops
- Age Appropriate Pedagogies training
- General First Aid
- Managing Diabetes training
- Managing Epilepsy training
- Cluster moderation
- Planning and Accountability workshop
- Corporate Services Training
- QELI workshop
- Groundsman Training
- Positive Schools Training
- Finance Training

- Principals Conference

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	99%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	90%	89%

*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 2017 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
2015	93%	93%	94%	95%	97%	92%	93%	94%	96%	87%	94%		
2016	89%	92%	90%	90%	90%	94%	86%	96%	DW	95%	82%		
2017	92%	90%	90%	95%	87%	91%	94%	88%	96%		94%		

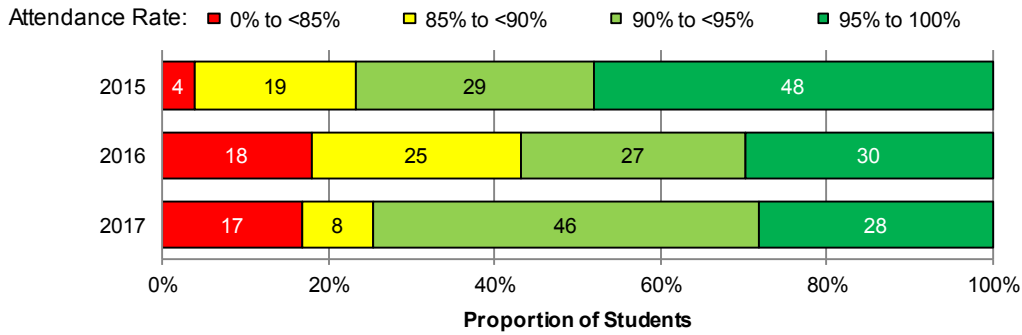
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

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.

Find a school

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Non-government

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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.

Student Destinations

Early leavers information

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

3 students exiting from Tambo State School in Year 10 in 2017 enrolled for 2018 at Roma State College to continue their secondary education.

2 other students entered the workforce for 2018.

Conclusion