

Taranganba State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 1109 Yeppoon 4703
Phone	(07) 4925 1888
Fax	(07) 4925 1800
Email	principal@taranganbass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mrs Katrina Jones (Acting Principal)

Principal's foreword

Introduction

The annual school report outlines how the school is progressing in relation to its improvement agenda. This report also provides a valuable insight into the various operations of the school during the 2015 school year. Taranganba State School continues a strong tradition of academic, sporting and cultural excellence. Our school community is a strong and vibrant learning community that has again been able to offer our students a range of excellent educational services. I'm proud to present this report as it maps out the achievements of the school and the opportunities that have been provided as well as presenting an additional insight into the school's operations.

Copies of this report are available on the school website www.taranganbass.eq.edu.au and from the school administration if you are unable to access the internet.

School progress towards its goals in 2015

Priority	Progress
Reading Reading Comprehension improvement through school wide guided reading processes.	The greater Results Guarantee funding supported the training and implementation of highly skilled adults working with students four times a week in every classroom on reading comprehension. Significant gains have been made in the student's ability to comprehend a variety of texts.
Writing Improvement of student outcomes in writing and spelling.	A whole school writing strategy was implemented in all classrooms with a focus on sentence structure, building into powerful paragraphs. Structured daily spelling and grammar lessons occur in every classroom from year 1 – 6.
Professional Practice	Literacy Leaders work across every classroom building staff capability in literacy areas. Communities of practice have evolve where teacher analyse student work, teaching practices and plan to drive further improvements.

Future outlook

Key 2016 focus areas based on school data sets and departmental priorities include

- Continued improvement in literacy outcomes at all junctures – with results comparable to the nation in year three and five and adequate yearly progress.

- Building team capability and collaboration with other schools to build practice.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

- **Student enrolments for this school:**

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

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	789	372	417	76	95%
2014	806	379	427	64	93%
2015	670	313	357	45	92%

*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:

- 7% of the student population identify as being of Aboriginal and/or Torres Strait Islander descent.
- 6% of the student population have a disability
- There are generally 4 classes of each year level at Taranganba State School. The school has a stable enrolment pattern.

Average class sizes

*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.

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	19	19
Year 4 – Year 7 Primary	22	25	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	47	75	44
Long Suspensions - 6 to 20 days	2	0	1
Exclusions	0	0	1
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

Taranganba State School has an established vision of “Every Child, Every Day, and Every Opportunity” and this is enacted through our 3 principals of Integrity, Learning and Growth. As well as using the National Curriculum, C2C documents and Essential Learnings and Standards from the Queensland Studies Authority, we develop curriculum and school programs to meet our school needs.

Teaching and learning at Taranganba State School in 2015 incorporated

- English, Mathematics, Science, History and Geography delivered as distinct learning area following the National Curriculum and school programs.
- Related tasks incorporating Technology and The Arts
- Lessons taught by specialist staff in Music, Physical Education and LOTE (Japanese).

There is a strong commitment to regular year level moderation to compare student work samples to ensure assessment consistency. On a yearly basis all Capricorn Coast state school moderate writing samples to ensure consistency across school sites.

Extra curricula activities

Taranganba is very proud to offer a range of extra curriculum offerings to broaden the experiences of our students and provided opportunities for successes.

- Instrumental music program – students are offered lessons in woodwind, brass, percussion or strings and have the opportunity to perform at school and community functions.
- Performing Arts – The school regularly holds a musical or smaller drama performances to develop our student in singing, acting, stage craft, production and management. In 2015 Musicville and The Grunch were performed to the student and community body.
- Junior Landcare - The school operates a Junior Landcare group who maintains the school’s recycling programs and the school nursery. A student “Chook Club” take responsibility for the school’s hen house. Many classes maintain a vegie garden and this provide a variety of cooking opportunities.
- Senior Leadership Program – Students in Year 6 are actively encouraged to take on leadership positions in the school. There are formal leadership positions and an active involvement in community service within the school. Students are publicly acknowledged for their commitment to tasks and roles around the school.
- School Camp Program – Students from Year 5 can participate in the school camp program. In Year 5, the classes head to the North Keppel Island Environmental Centre. Year 6 students travelled to Canberra and the snow. All learning areas are enriched by participation in these camps.

- Enrichment Programs – Reader’s Cup Challenge, Taranganba Speaks, Animation Program, Robotics Club, Eddie Rice social development camps and lunchtime social learning groups.
- Sport – Participation in representative sport is actively encouraged for our students. Sporting opportunities exist at the local cluster level with a number of students again gaining positions in both district and regional sporting teams. An ‘Active After-School Sports Program’ was also provided at the school.
- Visual Arts Program – A strong visual arts program operates throughout the school. Taranganba exhibits student art from Prep to Year 6 every year at a local art gallery as part of this school wide program.

How Information and Communication Technologies are used to improve learning

A range of ICT devices are used at Taranganba across all year levels and on a daily basis. The devices are used as an enhancement to the school’s pedagogical framework. At Taranganba we embed the use of ICTs into all classrooms so that the devices themselves are part of everyday learning and experiences. Taranganba is a leader in the use of ICT in the curriculum. The devices currently in use have been provided with the deliberate intention of fostering a range of 21st century instructional models that engage students and optimize learning outcomes for all students. In 2015 the school continued to expand the number of wireless spaces. The school extended its 1 to 1 iPad classroom with two year 3 classes using the devices to enhance student’s problem solving skills and facilitating high levels of student engagement. Three year 4 classes have access to XO’s – a wireless portable device that facilitates collaborative learning.

To support our commitment to 21st century learning we have access to:

- A computer lab in ‘The Hub’ with enough computers for every child in their class to have access.
- An expanding number of wireless teaching spaces available to maximize student’s accessibility to mobile technologies.
- Computers in every classroom and laser printers in every block. These computers are used in literacy and numeracy activities.
- Interactive Whiteboards in every classroom with the introduction of portable rather than fixed devices.
- Increased access to Banks of iPads for classroom use to support literacy and numeracy.

The Hub is a flexible wireless space and classes make optimal use of this space to complete tasks and learning from the curriculum from word processing skills, researching and accessing websites, engaging in Edstudios, to creating movies, animations etc to present their work. Work spaces are provided that enable students to use a range of ICT devices in cooperative learning situations.

Social Climate

Students at Taranganba have many opportunities for positive recognition in reply to responsible participation in the school’s programs. There are formal programs that identify students of the week, academic excellence or outstanding attendance. Or they may be programs targeted at excellent writing and reading efforts or recognising the actions of students that ‘Stamp out Bullying’ in the school. At Taranganba State School we have only 4 rules that are explicitly taught to students at the commencement of each year and constantly reinforced and recognised throughout the school year.

We care for our school. We care for our learning. We care for others. We care for ourselves.

Our positive awards are also based on these 4 rules and students are recognised for their behaviour through the school through short and long term awards. Our behaviour data is frequently reviewed and our Positive Behaviour Committee develops action plans to be proactive in the teaching of acceptable behaviours to lessen incidents and monitor a supportive learning environment.

Long term behaviour goals are recognised through our Bronze, Silver, Gold reward system. These awards recognise positive behaviour across the term and semesters.

Students are explicitly taught anti-bullying messages at the start of each year. The school ‘Stamp Out Bullying’ program actively encourages students to be proactive and develop skills and confidence and the school acknowledges ‘Taranganba Heroes’ during the National Day Against Bullying.

Incidences of bullying are taken seriously and referred to the admin team for investigation. Referrals to our Guidance Officer and Chaplain may be instigated, as well as friendship skill building, behaviour logs and mediation sessions as appropriate. All incidents are recorded and tracked in the ‘One School’ Database.

In 2015 the school again provided a ‘Breakfast Program’ that offers an opportunity for students to enjoy a healthy breakfast while connecting with support staff at the start of the school day. This program has been supported by the local Woolworths store and The Fruit Barn.

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)	97%	90%	89%
this is a good school (S2035)	97%	98%	94%
their child likes being at this school (S2001)	97%	95%	91%
their child feels safe at this school (S2002)	97%	98%	94%
their child's learning needs are being met at this school (S2003)	93%	93%	89%
their child is making good progress at this school (S2004)	93%	86%	86%
teachers at this school expect their child to do his or her best (S2005)	97%	98%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	93%	89%
teachers at this school motivate their child to learn (S2007)	93%	97%	86%
teachers at this school treat students fairly (S2008)	97%	86%	83%
they can talk to their child's teachers about their concerns (S2009)	97%	93%	97%
this school works with them to support their child's learning (S2010)	93%	91%	89%
this school takes parents' opinions seriously (S2011)	96%	89%	90%
student behaviour is well managed at this school (S2012)	93%	80%	80%
this school looks for ways to improve (S2013)	96%	95%	94%
this school is well maintained (S2014)	93%	92%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	98%	100%
they like being at their school (S2036)	94%	98%	96%
they feel safe at their school (S2037)	91%	95%	96%
their teachers motivate them to learn (S2038)	97%	96%	99%
their teachers expect them to do their best (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	95%	97%
teachers treat students fairly at their school (S2041)	86%	92%	95%
they can talk to their teachers about their concerns (S2042)	90%	88%	96%
their school takes students' opinions seriously (S2043)	91%	91%	91%
student behaviour is well managed at their school (S2044)	82%	77%	91%
their school looks for ways to improve (S2045)	98%	98%	97%
their school is well maintained (S2046)	96%	99%	97%
their school gives them opportunities to do interesting things (S2047)	97%	95%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	94%	91%	96%
they receive useful feedback about their work at their school (S2071)	91%	86%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	96%	100%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	97%	94%	96%
student behaviour is well managed at their school (S2074)	88%	77%	89%
staff are well supported at their school (S2075)	97%	83%	93%
their school takes staff opinions seriously (S2076)	91%	80%	89%
their school looks for ways to improve (S2077)	97%	94%	96%
their school is well maintained (S2078)	82%	89%	100%
their school gives them opportunities to do interesting things (S2079)	94%	91%	93%

'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

Parents, carers, families and the broader community play a vital role in supporting successful learning outcomes for students at Taranganba. At Taranganba we value community partnerships and deliberately and purposefully incorporate a number of strategies and activities which promote community engagement. Parents and the community are regularly invited to attend special events such as our ANZAC service, awards assemblies, the Art Exhibition and other smaller events.

A weekly electronic newsletter aims to keep all families informed about events occurring in and about the school. The 'Q School's App' and school's Facebook site also enhance these communication systems. Many classrooms also support this with more personalised communication systems –i.e. Term updates and email contacts. Parents are invited into all classrooms at the start of the school year for classroom meetings which provides an opportunity for parents to meet their child's teacher and familiarise themselves with classroom expectations.

Taranganba acknowledges and appreciates the involvement of parents and the community in the school to enrich the learning of all students. Volunteers are acknowledged at an annual Volunteer's morning tea.

Our small but active P & C association meets monthly to offer advice on school programs as well as providing financial support to a range of projects that support the educational programs and wellbeing of students. The School Council also meets every term and reviews school policies, current agendas and initiatives and helps to develop future plans. Both the P&C and School Council provide valuable input into school operational matters. Parents regularly assist in the classrooms on a daily basis and at other large events.

Parent reporting occurs on two formal occasions during the school year. The first opportunity occurs at the end of term 1 and provides a chance for parents to discuss what learning goals have been established for students and how are they progressing against these goals. The second opportunity occurs at a parent's request and can be provided at any time throughout the school year. Regular consultation occurs with our students with disability to monitor their learning and wellbeing through their Individual Curriculum Plan.

Reducing the school's environmental footprint

The school continues to monitor its energy use and water consumption. Garden mulch is used throughout the school in an attempt to reduce water consumption. Air conditioning systems are being shut down in term 2 & 3

in an attempt to reduce the school's energy consumption. The Junior Landcare organises recycling of aluminium cans and grows plants from seeds and cuttings to enhance the school gardens.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	205,992	11,317
2013-2014	235,387	17,237
2014-2015	224,807	13,232

*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.

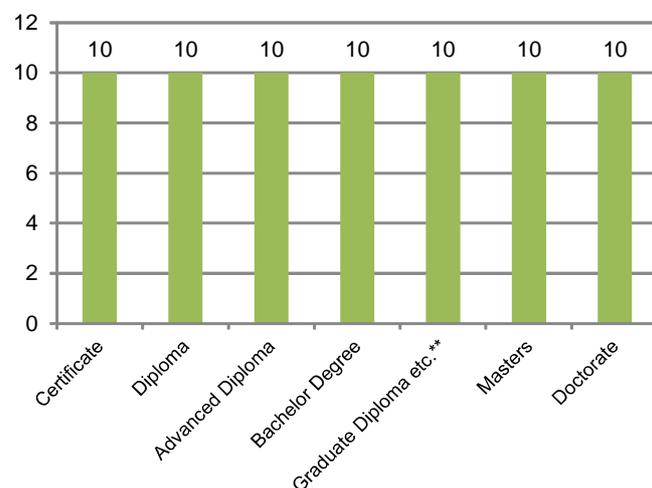
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	51	35	<5
Full-time equivalents	42	21	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	70



*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 \$

The major professional development initiatives are as follows

- Explicit instruction – coaching and feedback
- Classroom Profiling – Regional Trainer
- Regional Principal's Conference
- Cognitive Coaching

- Literacy Leader Training and Development with Dr John Munro
- HPE conference
- First Aid training
- Collegial visits, peer coaching and feedback
- Asbestos Training
- Teacher Aide Training – Literacy
- Code of Conduct, Student Protection, Ethical Decision Making

:

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.	95%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School 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

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).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

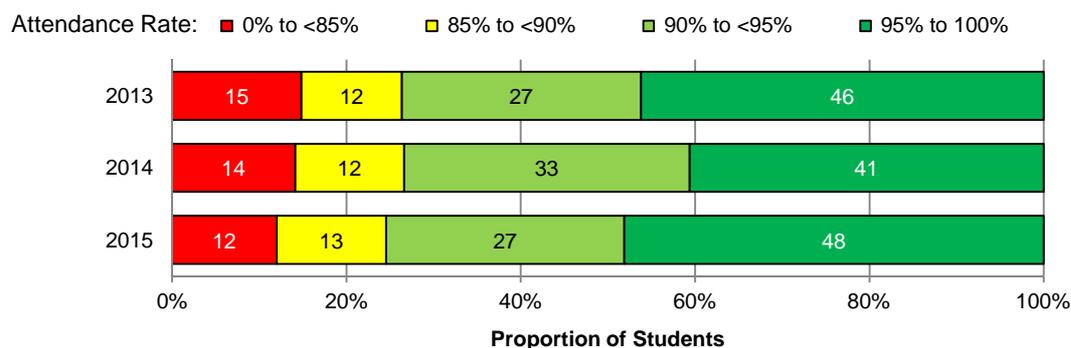
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	92%	92%	92%	93%	92%	92%	92%	92%				
2014	93%	92%	92%	91%	93%	93%	92%	91%					
2015	94%	93%	93%	94%	92%	91%	93%						

*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.

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.

Taranganba parents are reminded regularly in our newsletter about the link between attendance and student outcomes. Attendance data trends are published in our newsletter to share any concerns with the community. Where teachers notice absence patterns emerging, contact is made with the parent to determine any particular reasons or concerns. If further support is needed, the absenteeism is referred to the admin and guidance officer. Support plans to assist with the needs of individuals are made with parents, school and external support staff to promote the return to regular attendance. Absences, based on the classroom attendance rolls, are recorded in a school database and a query is completed at the end of the term to determine any long term patterns. In addition, weekly calls are made to parents in an attempt to reduce unexplained absences. Formal absence letters are sent to parents as the need arises and if proactive strategies have not been successful in reducing student absenteeism. Home visits are also undertaken in an effort to build good communication with parents and to develop effective strategies to reduce school reluctance. Rolls were marked twice daily by teacher at 9:30 and at midday.

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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.