



# Taranganba State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



## Contact Information

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Contact Person:	Katrina Jones – Principal (acting)

## School Overview

Taranganba State School is located on the Capricorn Coast and has been serving the Yeppoon community since 1993. Taranganba is currently the largest primary school on the Capricorn Coast and is able to offer students an extensive range of both curricula and extra curricula activities delivered by a highly experienced teaching and support staff. Our students are given the opportunity to experience success in a wide range of academic pursuits. Our aim is to produce well-rounded citizens, well equipped to take on the challenges of their future education. In 2016, we continued to grow our innovative work in the digital technologies space, extending our one-to-one iPad program, embracing technologies through personalised learning devices. In addition, Taranganba is an Entrepreneurial School of Tomorrow, encouraging students to design new innovations and to work in teams, building collaborative empowerment in our students.

The core values of the school are Integrity, Learning and Growth. We place a strong, united emphasis on nurturing traditional values alongside 21st century pedagogy. Our curriculum program caters for students from Prep through to Year 6 and aligns with the Australian Curriculum. Our teaching and support staff work as teams allowing the school to deliver teaching programs that respond to the academic needs of our students.

Our school actively engages with the wider community offering students the opportunity to participate in both cultural, environmental and sporting events. Parental participation in the life of the school is encouraged. Our very active Parents and Citizens Association contributes both additional resources and operational advice and welcomes the contributions of all of its members. The School Council works with the leadership team to advise and monitor strategic direction.

Even though we are a large school of 700 students, we pride ourselves on maintaining the family atmosphere within our school and this is amplified through our four school rules of caring. Our students are friendly, encouraging and proud of the school they attend.

# Principal's Forward

## Introduction

Queensland state schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2016. I am very proud of the work of students and staff at Taranganba State School and have pleasure in providing this report to you. The document can be accessed on the school website ([www.taranganbass.eq.edu.au](http://www.taranganbass.eq.edu.au)) or in a hard copy version at the office.

### School Progress towards its goals in 2016

Goal	Progress
Consistency of practice across the High Reliability Literacy Procedures with reading, spelling and writing.	Positive achievements in data sets for Years Three and Five in 2016 were evident. All five mean score areas (reading, writing, spelling, grammar & punctuation and numeracy) in Year Three were at National level. Similar results were achieved in Year Three upper two band results in all areas apart from grammar and punctuation. Year Five performance achieved similar scores to the nation in mean scale score in four of the five areas. Further work is needed in Year Five spelling.  The school was acknowledged for its work with reading by being awarded a State Finalist nomination in the Showcase Awards.
Building Team Capability	Taranganba staff collaboratively plan and work on the school's improvement agendas to improve the learning of all students through expert teaching teams. All staff worked in the feedback framework of planning, teaching, observing and giving and receiving feedback especially in the areas of reading and writing. Taranganba continued to work collaboratively with a number of schools to share best practice in teaching in the reading area.

### Future Outlook

- Consistency in Teaching Practices – Curriculum – alignment to the Australian curriculum with authentic assessment tasks, clear standards of achievement and marking guides combined with a rigorous moderation processes.
- Consistency in Teaching Practices – Pedagogy – high impact pedagogy in literacy and numeracy across the school and inquiry based learning to deliver the Digital Technologies Curriculum
- High Performing Teams

### Key Strategies to address these goals include:

- Further refinement of professional learning teams
- Release time for planning and alignment to the Australian Curriculum in teaching teams
- Continuation of school based moderation processes
- Collegial observation, teaching, feedback loops for all staff

# 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>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	806	379	427	64	93%
<b>2015*</b>	670	313	357	45	92%
<b>2016</b>	675	317	358	51	92%

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

- 8% of the student body identify as being of Aboriginal and/or Islander descent.
- There are generally four classes of each year level at Taranganba State School. The school has a stable enrolment pattern.
- A broad range of socio-economic backgrounds is represented in Taranganba's population.
- 7% of our student enrolment has a disability.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	24	24
Year 4 – Year 7	25	26	26
Year 8 – Year 10			
Year 11 – Year 12			

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

## Curriculum Delivery



## Our Approach to Curriculum Delivery

Teaching and learning at Taranganba State School in 2016 incorporated:

- English, Maths, Science, History and Geography taught as separate subject areas following the Australian Curriculum.
- Related tasks incorporating The Arts and Technology.
- Specialist lessons taught by specialist staff in Physical Education, Music and LOTE (Japanese).

There is a strong commitment to year level moderation processes to ensure consistency of teacher judgement across the cohorts. Work continues on revising the school curriculum plan and delivery to align to national curriculum requirements.

### Co-curricular Activities

Taranganba is very proud to offer a broad range of extra curricula activities across cultural and sporting domains including inter-school sports, participation in a range of competitions, choirs and instrumental music programs, Book Week, Reader's Cup and drama performances. Discos and other regular fundraising events such as the fun run and spell-a-thon are exciting events for students.

Our camp program is another highlight for students with the Year 5 students involved in a number of activities on North Keppel Island Environmental Education Centre and our senior students travelling to Canberra. The school is involved heavily with the other Capricorn coast schools offering a wealth of sporting activities.

## How Information and Communication Technologies are used to Assist Learning

At Taranganba we embed technologies across all areas of the curriculum. Features of our approach include:

- A computer lab equipped with desktop computers and interactive whiteboard to teach specific ICT skills, research and publishing opportunities for students.
- Computers and an interactive whiteboard in every classroom with connected printers in each teaching block.
- 1 – 1 iPad classrooms in the Year 3 cohort.
- XO's in three classrooms and a 1-1 laptop classroom in the Year Four block.
- Banks of iPad for use across the school in literacy and numeracy time to support small group learning.
- Bootcamps in Robotics and Animation in Years Four to Six.
- A teaching staff member who provides pedagogical and curriculum support with the Digital Technologies Curriculum.

## Social Climate

### Overview

Taranganba's school motto 'Learning, Integrity and Growth' underpins all of our actions. We have four school rules based around caring. Classroom rules are developed from these rules with positive and negative consequences discussed with the class and communicated to parents. Appropriate learning and social behaviours are taught every week in a school wide program to promote positive learning and values. School Opinion Survey data consistently reports high levels of satisfaction from students and parents and are above 'like' schools.

Through our Positive Behaviour Program, students are explicitly taught anti-bullying lessons. Incidences of bullying are taken seriously and are referred to the leadership team. Different strategies may be employed according to the incident and students involved from mediation, contracts, referrals to the Guidance Officer or the Chaplain. All incidents are recorded on the OneSchool data base.

Taranganba has strong links with the local community and engages with community organisations and businesses to support the curriculum. We have strong traditions and our ANZAC Day school service is respected and attended by local prominent personnel.

Our school is a calm, engaging place where we encourage full participation and engagement in many different areas to cater for the diverse interests and abilities of every child. Our senior leadership program is based around volunteering and community service across the school. This builds commitment to our school and instills a sense of ongoing volunteering and community engagement.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	90%	89%	98%
this is a good school (S2035)	98%	94%	96%
their child likes being at this school* (S2001)	95%	91%	98%
their child feels safe at this school* (S2002)	98%	94%	100%
their child's learning needs are being met at this school* (S2003)	93%	89%	96%
their child is making good progress at this school* (S2004)	86%	86%	89%
teachers at this school expect their child to do his or her best* (S2005)	98%	94%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	89%	96%
teachers at this school motivate their child to learn* (S2007)	97%	86%	91%
teachers at this school treat students fairly* (S2008)	86%	83%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	97%	96%
this school works with them to support their child's learning* (S2010)	91%	89%	91%
this school takes parents' opinions seriously* (S2011)	89%	90%	88%
student behaviour is well managed at this school* (S2012)	80%	80%	83%
this school looks for ways to improve* (S2013)	95%	94%	95%
this school is well maintained* (S2014)	92%	94%	91%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	100%	97%
they like being at their school* (S2036)	98%	96%	96%
they feel safe at their school* (S2037)	95%	96%	97%
their teachers motivate them to learn* (S2038)	96%	99%	98%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	97%
teachers treat students fairly at their school* (S2041)	92%	95%	92%
they can talk to their teachers about their concerns* (S2042)	88%	96%	92%
their school takes students' opinions seriously* (S2043)	91%	91%	90%
student behaviour is well managed at their school* (S2044)	77%	91%	88%
their school looks for ways to improve* (S2045)	98%	97%	99%
their school is well maintained* (S2046)	99%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	95%	100%	97%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	97%
they feel that their school is a safe place in which to work (S2070)	91%	96%	97%
they receive useful feedback about their work at their school (S2071)	86%	89%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	89%
students are encouraged to do their best at their school (S2072)	97%	100%	97%
students are treated fairly at their school (S2073)	94%	96%	91%
student behaviour is well managed at their school (S2074)	77%	89%	82%
staff are well supported at their school (S2075)	83%	93%	92%
their school takes staff opinions seriously (S2076)	80%	89%	92%
their school looks for ways to improve (S2077)	94%	96%	98%
their school is well maintained (S2078)	89%	100%	91%
their school gives them opportunities to do interesting things (S2079)	91%	93%	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

Parents and families are an integral part in their child's education at Taranganba State School and we foster the positive partnerships developed between teacher, student and parents. We value community engagement and deliberately and purposefully incorporate a number of strategies and activities to promote these partnerships. We promote regular and open communication through a weekly newsletter, facebook site and monthly P & C Meetings.

Every term there is a School Council meeting where members advise and monitor the strategic direction of the school. Parents are also regularly invited to school events from regular Friday parades, Awards parades, ANZAC service and other events and activities. Parents are also kept up to date with classroom happening and curriculum news through regular classroom newsletters and emails. Classroom Meetings are held at the commencement of the year. Parent teacher interviews are formally held at the end of Term 1 and informally at the request of teacher or parents.

Our supportive P&C actively fundraises to build school facilities and enhance school resourcing. Many Taranganba parents involve themselves in school life through volunteering in the classroom, through P & C activities with fundraising and attendance at school functions and events.

We regularly seek parental feedback from parents of students with a disability and actively involve them in the development of support plans and curriculum adjustments. Our Special Education support staff work productively together to support all students who have additional needs.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our four school rules are based around caring and we work proactively with our students on social skills and positive engagement with others. Our Responsible Behaviour Plan clearly articulates the rules and responsibilities students have to maintain a safe, respectful school environment. We actively engage performances targeting social skills that promote a harmonious and respectful environment.

## 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	75	44	53
Long Suspensions – 6 to 20 days	0	1	2
Exclusions	0	1	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.

## Environmental Footprint

### Reducing the school's environmental footprint

We are very proud of the work of our Junior Landcare group. This group works around the school to beautify the gardens, learn about sustainable practices, recycle aluminum cans and has a productive vegetable garden. The Chicken Club also recycles all scrap food waste from the lunch areas and the eggs are used in cooking groups and at the school's tuckshop.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	235,387	17,237
2014-2015	224,807	13,232
2015-2016	222,640	8,492

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	50	34	<5
Full-time Equivalents	42	22	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	46
Diploma	9
Certificate	

\*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 \$ 62 903.51

The major professional development initiatives are as follows:

- Peer Coaching course with Yvana Jones for middle leadership
- Cognitive Coaching course
- Developing High Performing Teams with Dr Pete Stebbins
- Developing Leaders Workshop with Lynne Foley
- High Reliability Literacy Procedures – intensive course with John Munro
- Age Appropriate Pedagogies workshops and collaborative work in conjunction with Griffith University
- Collegial visits, feedback and observations
- Collegial planning with all year level teams
- Annual Performance planning processes
- First Aid

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.	95%	94%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	91%

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

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

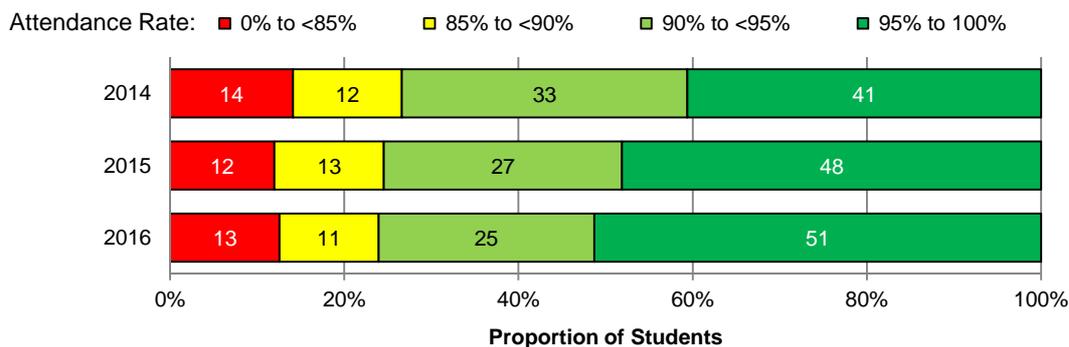
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	92%	91%	93%	93%	92%	91%					
2015	94%	93%	93%	94%	92%	91%	93%						
2016	94%	93%	94%	92%	92%	92%	92%						

\*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.

Taranganba parents are regularly reminded in our newsletter about the link between attendance and student outcomes. Attendance data trends are published for all classes and certificates are awarded on Friday parades with particular attention to highest attendance rates. Certificates for attendance over 95% for a semester are also awarded to individual students at the Semester Academic Awards parade.

Where teachers notice a pattern of non-attendance, contact is made with the parent to determine particular concerns or issues. If further support is needed or attendance continues to be a concern, administration members are notified.

Absences are recorded on OneSchool and updates are regularly run to ensure accuracy. In addition, phone calls are made if there are 3 consecutive unexplained absences. At the conclusion of each semester, absences of greater than 10 days are examined and letters generated to remind parents of attendance obligations. Formal absence letters are sent to parents as required, if proactive strategies have not been successful in reducing student absenteeism.

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

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

## Conclusion

2016 was a very successful year for Taranganba State School. We were recognised at a state level for our innovative work around reading as a State Finalist for Showcase. We had engaging school camps, professional and collegial teams constantly involved in improving their learning and performance, an enthusiastic and hard working Parents and Citizens committee and improved student results in NAPLAN.

We are very proud of our efforts and our school and are excited for the opportunities to continue this great work in 2017.