



Taranganba State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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 excellent range of both curricula and extra curricula activities delivered by a highly experienced teaching and support staff. Our curriculum program caters for students from Prep through to Year 7 and align with the Australian National 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 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.

The core values of the school are **Integrity, Learning and Growth**.

A 'C&K' Kindergarten operates in partnership with the school with a newly constructed facility located on school grounds.

The Performing Arts department within the school has built a solid reputation for excellence. Instrumental music, choir and school musical performances offer numerous opportunities for students to excel.

Our school actively engages with the wider community offering students the opportunity to participate in both cultural, environmental and sporting events. Students have the opportunity to participate in representative sport at both local and regional levels.

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.

Principal's Foreword

Introduction

This report details Taranganba State School's progress in 2017 and future outlook for 2018. Our school profile, curriculum offerings and programs for students is included along with key student outcomes in attendance. This report details parent, student and staff overall satisfaction with the school.

Our reading, writing, spelling, grammar and punctuation, and numeracy results are available on the My School website at <http://www.myschool.edu.au>. To access our school NAPLAN results search for our school by name.

School Progress towards its goals in 2017

School improvement agenda priorities	School Progress for 2017	Progress towards actions 2017
Consistency in Teaching Practices <i>Curriculum</i>	Consistent whole school curriculum, assessment and reporting plan	In progress
	Build teacher knowledge and understanding of Australian Curriculum with particular focus of the standards and embed in planning, teaching and assessment	In progress
	Build consistency of teacher judgement through construction of assessment tasks aligned to the Australian Curriculum Standards and authentic moderation processes	In progress
	Embed school developed documents for Reading, Writing and Spelling with regular routines of data collection	Completed
Consistency in Teaching Practices <i>Pedagogy</i>	Continue to embed High Reliability Literacy Practices in all year levels with Guided Reading and reading across all curriculum areas	Completed
	Continue to develop and trial units of work aligned with the AC - Digital Technologies across all year levels with a pedagogical focus of inquiry to lead to collaborative empowerment of students	In progress
	Develop school wide pedagogical approaches for the whole school teaching of mathematical thinking and reasoning	In progress
	High impact teacher feedback cycles based on assessment guides aligned to the Australian Curriculum	In progress
High Teams Performing	Refine and extend weekly team meetings to all year levels with a focus on improving student outcomes through collegial teaching and learning experiences	Continues annually
	Build collegial empowerment through high performing teams with clear roles and responsibilities	Completed

Future Outlook

In 2017 the School Improvement Unit completed a school review in July. The Executive Summary of this report can be found on our school website. The review detailed key improvement strategies which prioritise future direction for improvement. The Strategic Plan 2018-2021 was developed in consultation with the School Council. The Annual Implementation Plan for 2018 details these future strategies:

Priority Area	Targets	Timelines
Successful Learners	Increase the overall attendance of the school to 94% in 2018	Monitor weekly Report in newsletter weekly
	Decrease the number of students attending less than 85% from 13.3 to 10% in 2018	Monitor and review with parents and carers each term Each term with School Council
	Increase the number of students achieving a C or above to 85% in Maths, English and Science in all year levels	End Term 2 and 4 Review Term 3
Teaching Quality	To match National percentage scores in NAPLAN in the Upper 2 bands in all 5 areas	Term 3 and 4 review reports Report to School Council Term 3 and 4
	To consistently achieve 45% of students achieving A or B in English, Mathematics and Science in Semesters 1 and 2	End Term 2 and 4 Review Term 3
School Performance	Match national percentage of students in NAPLAN in the Upper 2 bands in all 5 areas	Term 3 and 4 review reports Report to School Council Term 3 and 4
	Increase the overall attendance of students to 94% in 2018	Monitor weekly Report in newsletter weekly
	Increase all staff indicators of the staff to over 90%	Review in Term 4

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	670	313	357	45	92%
2016	675	317	358	51	92%
2017	684	324	360	62	93%

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>).

Characteristics of the Student Body

Overview

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. 5.3% of our student enrolment have a disability. 9.1% of the student body identify as being of Aboriginal and/or Islander descent.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	24
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Teaching and learning at Taranganba State School in 2017 incorporated:

- English, Mathematics, 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.
- Boot camps 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 One School 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	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	89%	98%	94%
this is a good school (S2035)	94%	96%	92%
their child likes being at this school* (S2001)	91%	98%	100%
their child feels safe at this school* (S2002)	94%	100%	96%
their child's learning needs are being met at this school* (S2003)	89%	96%	94%
their child is making good progress at this school* (S2004)	86%	89%	94%
teachers at this school expect their child to do his or her best* (S2005)	94%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	96%	94%
teachers at this school motivate their child to learn* (S2007)	86%	91%	92%
teachers at this school treat students fairly* (S2008)	83%	94%	88%
they can talk to their child's teachers about their concerns* (S2009)	97%	96%	94%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	89%	91%	94%
this school takes parents' opinions seriously* (S2011)	90%	88%	92%
student behaviour is well managed at this school* (S2012)	80%	83%	80%
this school looks for ways to improve* (S2013)	94%	95%	92%
this school is well maintained* (S2014)	94%	91%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	97%	97%
they like being at their school* (S2036)	96%	96%	96%
they feel safe at their school* (S2037)	96%	97%	95%
their teachers motivate them to learn* (S2038)	99%	98%	99%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	99%
teachers treat students fairly at their school* (S2041)	95%	92%	95%
they can talk to their teachers about their concerns* (S2042)	96%	92%	93%
their school takes students' opinions seriously* (S2043)	91%	90%	95%
student behaviour is well managed at their school* (S2044)	91%	88%	93%
their school looks for ways to improve* (S2045)	97%	99%	98%
their school is well maintained* (S2046)	97%	96%	95%
their school gives them opportunities to do interesting things* (S2047)	100%	97%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	97%	96%
they feel that their school is a safe place in which to work (S2070)	96%	97%	93%
they receive useful feedback about their work at their school (S2071)	89%	91%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	89%	97%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	96%	91%	98%
student behaviour is well managed at their school (S2074)	89%	82%	91%
staff are well supported at their school (S2075)	93%	92%	91%
their school takes staff opinions seriously (S2076)	89%	92%	93%
their school looks for ways to improve (S2077)	96%	98%	98%
their school is well maintained (S2078)	100%	91%	100%
their school gives them opportunities to do interesting	93%	94%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
things (S2079)			

* 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.

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	44	53	27
Long Suspensions – 11 to 20 days	1	2	0
Exclusions	1	1	0
Cancellations of Enrolment	0	0	0

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 Tuck-shop

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



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2016-2017	89,567	7,214

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	52	36	<5
Full-time Equivalent	44	23	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	9
Bachelor degree	38
Diploma	5
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 \$71 482

The major professional development initiatives are as follows:

- Schools Officer and Cleaners training
- IPS Alliance and Conferences
- QELI Teacher Leaders
- Growth Mindset
- Positive Behaviour Seminar
- Insight Coaching
- Principal Leadership Forums
- Teacher aide training
- Robotics/ Beyond Basics EV3/ STEM
- Age Appropriate Pedagogies/ Early Childhood Teachers Association
- High Performance Teams – Pete Stebbins
- Women in Leadership
- State Principal's Conference
- Pupil Free Day training
- Visual Impairment Training/ HOSSES Meetings and Conference
- Maths Association of Queensland
- TRS
- Professional Reading Materials

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.	94%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% 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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	92%

*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 Primary schools was 93%.

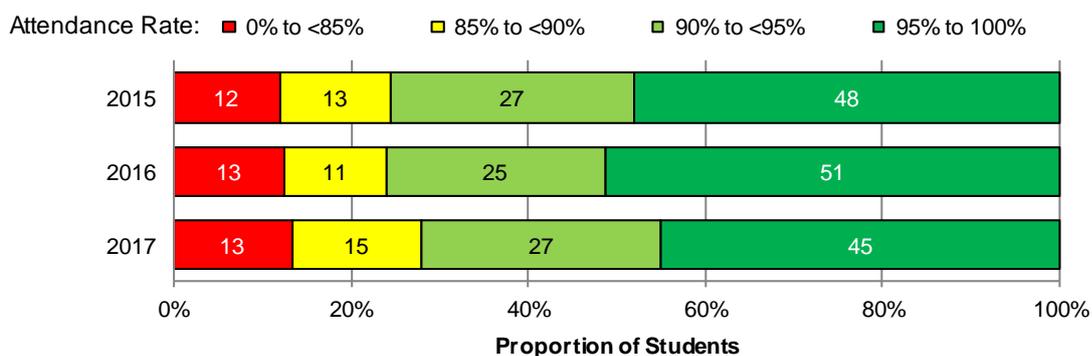
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	93%	93%	94%	92%	91%	93%						
2016	94%	93%	94%	92%	92%	92%	92%						
2017	94%	94%	93%	93%	92%	92%	92%						

*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 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.

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.

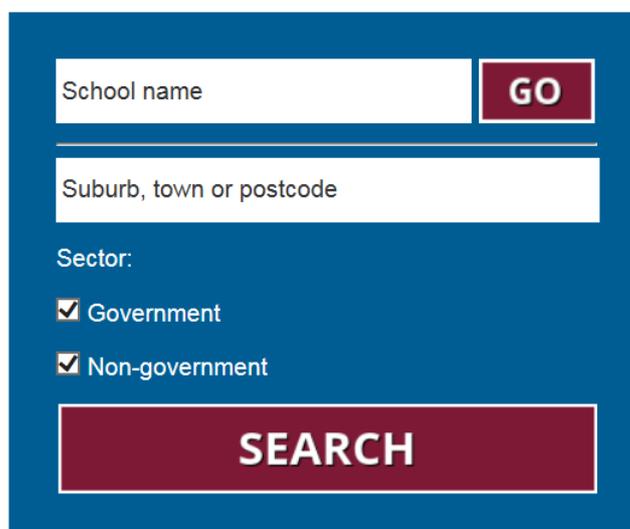
Absences are recorded on One School and updates are regularly run to ensure accuracy. In addition, phone calls are made if there are 3 consecutive unexplained absences. At the conclusion of each semester, absences of greater than 10 days are examined and letters generated to remind parents of attendance 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/>.

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School name

Suburb, town or postcode

Sector:

Government

Non-government

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