Taranganba State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

Contact information

Postal address	PO Box 1109 Yeppoon 4703
Phone	(07) 4925 1888
Fax	(07) 4925 1800
Email	principal@taranganbass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Susan Beatty, Principal Taranganba State School .

School overview

Taranganba State School is located on the Capricorn Coast and has been serving the Yeppoon community since 1993. The school celebrated its 25 year anniversary in 2018.

Taranganba is currently the largest primary school on the Capricorn Coast and is a part of the Capricorn Coast cluster.

Our school vision articulates our core business of *Every Learner, Every Day, Every Opportunity.*

Our students are given the opportunity to experience success in a wide range of academic pursuits. Our priority is to ensure our learners are creative, connected and engaged for the future, with each child achieving growth in their learning in an environment where everyone is valued and their wellbeing nurtured.

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

Our curriculum program caters for students from Prep through to Year 6 through a clearly sequenced curriculum, assessment and reporting plan.

We deliver specialist programs in music, health and physical education, Global Languages – Japanese and Digital Technology.

Our teaching and support staff work as teams allowing the school to deliver teaching programs that respond to the academic needs of our students.

A 'C&K' Kindergarten operates in partnership with the school and is located on school grounds. Helping Hands operates the Outside School Care program in the school Hall, providing before and after school care and vacation programs.

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 participate and engage.

Digital Technologies is a key focus with students engaging in school based and external competitions and events to develop mindsets for the future.

Our school actively engages with the wider community offering students the opportunity to participate in both cultural, environmental and sporting events. As a Reef Guardian school we support the mission and values of this program.

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.

School progress towards its goals in 2018

School improvement agenda priorities	School Progress for 2018	Progress towards actions 2018
Consistency in Teaching Practices *Curriculum*	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
Consistency in Teaching Practices *Pedagogy*	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 Australian Curriculum - 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 Performing Teams	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

Future Outlook

Taranganba State School
Explicit Improvement Agenda 2019

School Values and Beliefs	*Learning*	*Growth*	*Integrity*
School Vision	*Every Learner, Every Day, Every Opportunity*		
Key Priorities	*Creative. Connected and engaged learners for the future*	*Each year students achieve growth in their learning*	*All students are valued and their wellbeing nurtured*
Targets	85% of students achieving a C or above in English, Mathematics and Science. All ICP students achieving C or above. 40% students achieving an A or B in English, Mathematics and Science in Year 1 - 3 50% students achieving an A or B in English, Mathematics and Science in Year 4 – 6 Increase the percentage of indigenous students achieving a C or above (based on 2018 achievement data) Monitor student reading data using year level and term benchmark targets reducing the students below benchmark to 15% in Prep, Year 1 and Year 2 Increase the % of Engaged learners in Year 3 to 100% by the end of 2019 Reduce the percentage of students identified through NCCD to below similar state schools Reduce the percentage of students attending less than 85% to 10% including Indigenous students		
Key Strategies and Actions	**IMPROVEMENT PRIORITIES 2019 - 2021**		
	Build capability with teachers to implement the **Australian Curriculum** through a **clear and sequenced** curriculum, assessment and reporting plan **Develop and build teacher capability in inclusive practices** **Collaboratively develop** with staff and school community a **Learning and Wellbeing Framework**		
	Focus on and build rigour in reasoning and thinking in the teaching of **mathematics**	Build and develop teacher capability to deliver feedback through the use of **Learning Walls**	Review and redevelop **PACE (Parent Community Engagement Plan)**
	Build knowledge and understanding of the teaching of **Science** through strong knowledge of the AC and assessable elements	Develop and deliver **early years programs ensuring early identification and intervention** for children	Refocus **transition programs** for Pre-Prep and Junior Secondary children to support strong learning pathways
	Develop a school mindset that promotes **preferred futures** for students	Build and embed a robust school based **moderation process**	Review school processes and practices through the implementation of **Positive Behaviour for Learning** (PBL)
	Implement **Universal Design for Learning** through the Inquiry Cycle to Lighthouse project in Year 3	Implement collection of **school** reading data and build capacity to plan for the teaching of reading	Implement case management structures focused on collaborative practices to make adjustments for students

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	675	684	694
Girls	317	324	325
Boys	358	360	369
Indigenous	51	62	75
Enrolment continuity (Feb. – Nov.)	92%	93%	94%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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, with some continued growth throughout 2018.

A broad range of socio-economic backgrounds makes up our school population.

5.3% of our student enrolment have a disability.

10.8% of the student body identify as being of Aboriginal and/or Islander descent.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	26	26	27

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Teaching and learning at Taranganba State School in 2018 incorporated:

- ✓ English, Mathematics, Science, HASS taught as separate subject areas following the Australian Curriculum

- ✓ Subject areas including The Arts – Media and Visual Arts; and Technology – ICT, Digital and Design Technology were embedded within core subject areas.

- ✓ Specialist lessons taught by specialist staff in Health and Physical Education, The Arts – Music, Dance and Drama; and Global Languages – 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 cultural and sporting.

The school musical provides opportunity for students each year to participate in a live production. In 2018, the performance was pantomime highlighting the talents of over 40 students for the school community.

Mystic Melodies the senior string ensemble won their section at both Rockhampton Eisteddfod and was Regional Finalist at Fanfare; travelling to Gladstone to participate in Regional Fanfare. Solo-fest held annually displays individual student's talents and abilities as part of their Instrumental Music assessment. Combined school concert held annually also provides opportunity for students to come together with local schools to perform and highlight instrumental music programs.

Students participated in Readers Cup in 2018 and were Regional Winners; travelling to Brisbane for the state finals.

Two teams of students participated in Robo-Cup in Rockhampton and a Lego Expo held in the Yeppoon Central Shopping Centre displayed Taranganba and Farnborough State Schools programs.

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.

Students attend excursions related to subject area offerings.

A range of special guests and visitors attending including Fire and Emergency Services, RSPCA and Braveheart's.

The school is involved heavily with the other Capricorn coast schools offering a wealth of sporting activities including Friday afternoon sport, Gala Days and Regional Shield.

How information and communication technologies are used to assist learning

At Taranganba we embed technologies across all areas of the curriculum.

The school has a computer lab equipped with desktop computers and interactive whiteboard to teach specific ICT skills, research and publishing opportunities for students.

All classrooms have interactive whiteboards for teacher use.

IPads are available as a bank for each year level to access for curriculum use. Laptop trolleys are also available in Year 4 – 6.

Boot camps are available for students in Robotics and Animation for students in year 4 – 6.

A teaching staff member provides pedagogical and curriculum support with the Digital Technologies Curriculum, for classroom teachers.

Social climate

Overview

Taranganba's school motto 'Learning, Integrity and Growth' underpins all of our actions.

Four school expectations of We Care for our School, We Care for Others, We Care for Ourselves, We Care for our Learning support weekly lessons and teaching for all students. Teachers have classroom reward processes to support these expectations.

We hold three parades each week for lower, middle and upper students. At these parades, student leaders who run these weekly parades give out awards - Student of the Week, Awesome Author and Gotchas.

Class attendance is encouraged positively through a class trophy and mascot announced at weekly parades.

Bronze, Silver and Gold certificates acknowledge students who have demonstrated exemplary behaviour and Gold students participate in a celebratory event at the end of each year.

A full school parade held each term provides acknowledgement for Year 6 students achieving their leadership badges and celebrate student achievement and success.

Academic parades held each semester to acknowledge students for their achievement.

Student Leadership within the school provides opportunity for Year 5 students to apply for leadership positions for the following school year along with the capacity to achieve a Student Leadership badge for voluntary work within the school.

Zones of Regulation is a signature practice in use within the school to support student's emotional regulation, teach skills to ensure that they have a toolbox of strategies in the classroom and the playground.

The School Chaplain provides welfare and support to students and families. A supply of sandwiches ensures that students have something for lunch if required. Chappy visits classrooms and is present in classrooms while also supporting the staff at our school.

The Guidance Officer works seven days per fortnight, supporting students and families within our school. The Guidance Officer acts as a link between school and community supporting families to engage with local providers when required.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	94%	98%
• this is a good school (S2035)	96%	92%	100%
• their child likes being at this school* (S2001)	98%	100%	100%
• their child feels safe at this school* (S2002)	100%	96%	98%
• their child's learning needs are being met at this school* (S2003)	96%	94%	95%
• their child is making good progress at this school* (S2004)	89%	94%	98%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	94%	98%
• teachers at this school motivate their child to learn* (S2007)	91%	92%	97%
• teachers at this school treat students fairly* (S2008)	94%	88%	98%
• they can talk to their child's teachers about their concerns* (S2009)	96%	94%	100%
• this school works with them to support their child's learning* (S2010)	91%	94%	97%
• this school takes parents' opinions seriously* (S2011)	88%	92%	95%
• student behaviour is well managed at this school* (S2012)	83%	80%	90%
• this school looks for ways to improve* (S2013)	95%	92%	97%
• this school is well maintained* (S2014)	91%	96%	97%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	97%	100%
• they like being at their school* (S2036)	96%	96%	97%
• they feel safe at their school* (S2037)	97%	95%	94%
• their teachers motivate them to learn* (S2038)	98%	99%	96%
• their teachers expect them to do their best* (S2039)	97%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	96%
• teachers treat students fairly at their school* (S2041)	92%	95%	88%
• they can talk to their teachers about their concerns* (S2042)	92%	93%	78%
• their school takes students' opinions seriously* (S2043)	90%	95%	93%
• student behaviour is well managed at their school* (S2044)	88%	93%	89%
• their school looks for ways to improve* (S2045)	99%	98%	97%
• their school is well maintained* (S2046)	96%	95%	94%
• their school gives them opportunities to do interesting things* (S2047)	97%	97%	99%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	96%	95%
• they feel that their school is a safe place in which to work (S2070)	97%	93%	93%
• they receive useful feedback about their work at their school (S2071)	91%	93%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	97%	92%
• students are encouraged to do their best at their school (S2072)	97%	100%	98%
• students are treated fairly at their school (S2073)	91%	98%	93%
• student behaviour is well managed at their school (S2074)	82%	91%	93%
• staff are well supported at their school (S2075)	92%	91%	86%
• their school takes staff opinions seriously (S2076)	92%	93%	86%
• their school looks for ways to improve (S2077)	98%	98%	93%
• their school is well maintained (S2078)	91%	100%	90%
• their school gives them opportunities to do interesting things (S2079)	94%	98%	95%

* 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 participate in regular Friday parades, Awards parades, ANZAC service and other events and activities. Parent updates through classroom and curriculum news occurs through classroom newsletters. Class Dojo used by some staff however is not an expected process within the school.

Classroom Meetings held at the commencement of the year are informal and an opportunity to welcome students and parents. 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.

Parent volunteers support classroom events, reading groups, sporting and cultural events and attend excursions and camps.

The school newsletter is emailed to parents weekly, providing information about upcoming events and school direction.

Respectful relationships education programs

Our Responsible Behaviour Plan clearly articulates the rules and responsibilities students have to maintain a safe, respectful school environment.

The Respectful relationships education program embedded within classroom teaching and used as a resource to support the Zones of Regulation program, Health curriculum and classroom expectations.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	53	27	42
Long suspensions – 11 to 20 days	2	0	1
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 aluminium cans and has a productive vegetable garden. Junior Landcare is involved in events outside the school.

The school participates in collection of scraps for composting and use in projects around the school.

As a Reef Guardian school, painted signs on drains around the school ensure a visual reminder of our responsibility to our waterways.

National Tree Planting day allows students to participate in planting trees around our school and in the community.

Class monitors are responsible for the reduction in energy outputs by turning off lights, fans and air conditioners. Air conditioners turned off during the winter months, reducing utility costs

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	222,640	89,567	152,624
Water (kL)	8,492	7,214	14,315

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	47	37	<5
Full-time equivalents	42	22	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	9
Bachelor degree	36
Diploma	5
Certificate	

*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 2018 were $64 375.89

You can calculate the amount above from OneSchool data.

The major professional development initiatives are as follows:

- Growth Mindset, Maths Mindsets, QMTA workshops, Number Sense and QCAA workshops
- QELI Coaching for Deputy Principal and Executive Coaching
- Business Manager conference
- Administration staff, cleaner and Schools Officer training and professional development
- HPT for Leadership team, HPT Masterclass for staff, Leadership masterclass and follow up day
- Professional development for teachers and teacher aides students with disabilities
- Rehabilitation and Workplace Health and Safety officer training
- Digital Technologies, iEducate and Robotics workshops
- Spelling PD at Yeppoon State High School

- DP and HOSES Network meetings, Cluster meetings and Leadership Forums
- Cluster Inclusive Practices October PFD
- Independent Public School professional learning days
- Books and Publications
- Subscriptions to QMTA, SBMAQ, IPS, PETA

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	93%
Attendance rate for Indigenous** students at this school	91%	92%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

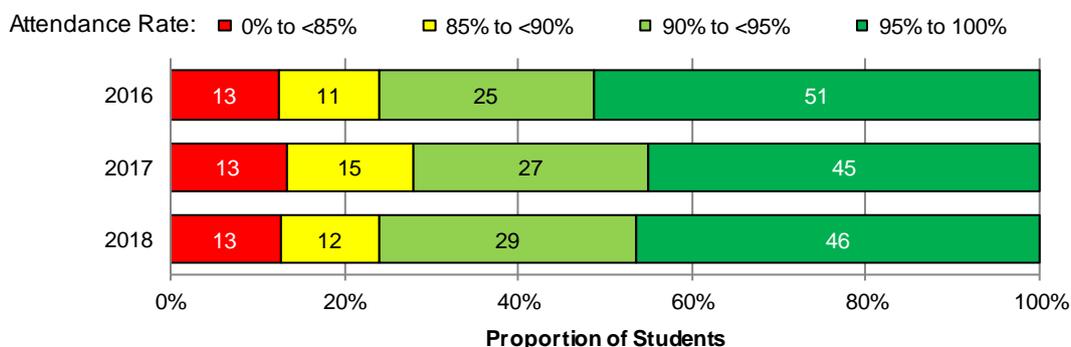Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	94%	93%
Year 1	93%	94%	93%
Year 2	94%	93%	93%
Year 3	92%	93%	94%
Year 4	92%	92%	94%
Year 5	92%	92%	93%
Year 6	92%	92%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	13	11	25	51
2017	13	15	27	45
2018	13	12	29	46

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

Non-attendance in state schools is managed 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.

A review of attendance flow chart and policy in 2018, provided for parents in newsletters, on our website and in enrolment packs provides consistent reminders of parental obligations.

Regular reminders in the school newsletter linking attendance and student outcomes gives parents and carers further information that every day counts. Weekly attendance data trends for all classes linked to highest overall class attendance at parades on Friday, celebrated with a trophy and mascot for winning class.

Where teachers notice a pattern of non-attendance, contact with the parent to determine particular concerns or issues. If further support due to non-attendance is required, leadership team member's action notification to parents.

Rolls are marked twice daily through idAttend and One School, with updates regularly run to ensure accuracy. Letters provided to classroom teachers weekly, provide opportunity for parent/s to explain reasons for absences.
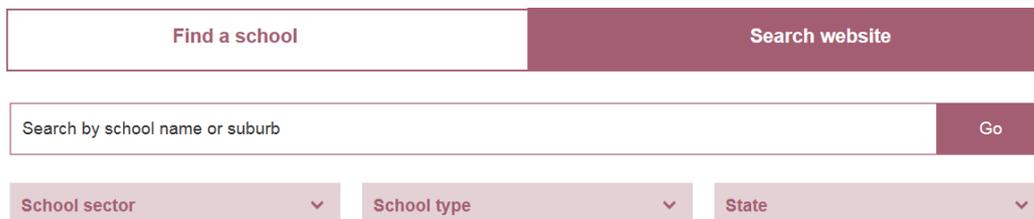
Classroom teachers, leadership team and Guidance Officer monitor individual student absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.