



Tolga State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

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School Overview

Tolga State Primary School, situated 6 kms from Atherton, Far North Queensland, was established in 1895. It is part of the Atherton Cluster of Educators and is actively involved in developing curriculum and teaching practices, and student and staff development activities which assist our students' education. EQ's essential learnings direct the development of curriculum with a central focus on high attainment of literacy and numeracy for all students. All KLAs are valued and taught. Extra-curricular activities such as choir, choric speaking, eisteddfod, school and district sport, Instrumental Music, and community activities (ANZAC, show, environmental activities) enhance student development. Student learning outcomes are steadily improving through our staff's focus on the needs of each individual, flexibility to maximise student support and close working relationships with families. Student development is enriched by the philosophies and support of our values program, gifted and talented programs, early intervention strategies and learning and special needs support. P and C and parent / volunteer assistance strengthen the school learning environment and help maximise school / communities partnerships.

Principal's Foreword

Introduction

Vision

"Dedicated to enabling every child to succeed and realise their potential"

Goal 1 : Progression for every student over 12 months.

Goal 2 : Our community is central to our decision making and united in the pursuit of excellence

Values

Learners who are Safe, Responsible and show Respect

-Hardworking, Good Communicators, Caring, Problem Solving and Fair are our school values.

School Progress towards its goals in 2017

Goal 1: Progression for every student over 12 months.		
2017 School Improvement	Targets	Action outcomes

School achievement for all students	Each child has demonstrated progress	Progress over 12 months demonstrated through NAPLAN results, A-E report data and internal school data.
Differentiated teaching and learning	Individual curriculum plans developed and implemented when required	Review every 5 weeks for identified students of goals and new goals set.
Developing individual student goals	Development and implementation has begun	Continued actioning into 2018.
Goal 2 : Our community is central to our decision making and united in the pursuit of excellence		
Communication	they can talk to their child's teachers about their concerns* (S2009) Use a wide range of communication tools ie texting for attendance, messages, newsletters	School Opinion Survey :100% embedded
Learning Partnerships	Building relationships with local early years services	Teachers visited for transition information
Community Collaboration	Generate and maintain contact with relevant health professionals to support referrals	Contact continues to be strengthened through support mechanisms of the school for students' needs.
Decision Making	Improve student voice at school level	Student voice active through student council and student leaders.

Future Outlook

Agenda for 2018		
Goal 1 : Progression for every student over 12 months.		
Goal 2 : Our community is central to our decision making and united in the pursuit of excellence		
Explicit Improvement Agenda	Targets	Timelines
Reading	Developing a consistent school wide reading framework.	Term 4 2018
Inclusivity	Refine the implementation of pedagogical differentiation strategies in all classes especially for the high achieving students	Term 2 2019
Behaviour	Managing behaviour and supporting students' behavioural needs is consistent across the school.	Ongoing

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	365	170	195	42	91%
2016	366	180	186	40	93%
2017	353	168	185	38	94%

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

Tolga State School students come from broad demographic/socio-economic backgrounds and majority of the school's population comes directly from the Tolga catchment area. There is a mixture of rural/urban families with a very small percentage of students having English as an Additional Language or Dialect. Tolga State School has an enrolment of Indigenous children who make up approximately 12% of the school population. The family occupations range from stay at home parents, farmers, doctors, police personnel, labourers, mechanics, retail and a myriad of other occupations.

Enrolment continuity is very high with students commencing and concluding their primary schooling at Tolga. There is a very small number of transient families departing to undertake job opportunities.

Every year we have a number of highly competitive students in the sports curriculum who attend regional competitions and state competitions with support from the school, their parents and the P&C committee.

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	25	22	22
Year 4 – Year 6	25	27	21
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- Tolga State School implements the Australian Curriculum using C2C resources (curriculum into the classroom) as the tool to assist with curriculum guidance for teachers.

Co-curricular Activities



- Hosting and participating in a sports program on Friday afternoon with other schools in Term 1 & 4,
- The students are involved in various sports across the area – netball, hockey, horse riding,
- Students are involved with Tinaroo Environmental Education Centre for extension work and leadership camp.
- Students march at community ANZAC parade in Atherton,
- Students are involved with the community through Choric and Choral activity work outside school hours.
- Students have opportunities to participate in writing and reading competitions.
- IMPACT – computer based activity program for extension with higher achieving students supported by the School of Distance Education in Brisbane.

How Information and Communication Technologies are used to Assist Learning

Teachers plan for the use of digital pedagogies in their classrooms. The students use digital technologies in a variety of curriculum areas throughout their school week. The school resource center houses our technology hub with new systems for the children and staff to utilize the technologies available. The school resource center also is a venue for new technologies to be demonstrated.

Social Climate

Overview

Tolga State School has implemented Positive Behaviour for Learning. This involves analysing behaviour data from the classroom and the playground to implement weekly teaching strategies. We keep parents informed by advertising the focus strategy in the newsletter and on parade.

Students are identified in the classroom and playground, using "Gotchas" (demonstrating Safe, Respect and Responsible). These are then celebrated on weekly and end of term parades.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	96%	93%
this is a good school (S2035)	98%	93%	83%
their child likes being at this school* (S2001)	100%	98%	96%
their child feels safe at this school* (S2002)	98%	96%	93%
their child's learning needs are being met at this school* (S2003)	95%	91%	93%
their child is making good progress at this school* (S2004)	93%	91%	93%
teachers at this school expect their child to do his or her best* (S2005)	98%	96%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	96%	89%
teachers at this school motivate their child to learn* (S2007)	93%	89%	91%
teachers at this school treat students fairly* (S2008)	95%	84%	89%
they can talk to their child's teachers about their concerns* (S2009)	98%	93%	100%
this school works with them to support their child's learning* (S2010)	95%	93%	98%
this school takes parents' opinions seriously* (S2011)	95%	84%	75%
student behaviour is well managed at this school* (S2012)	93%	83%	62%
this school looks for ways to improve* (S2013)	88%	91%	74%
this school is well maintained* (S2014)	89%	89%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	98%	90%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they like being at their school* (S2036)	92%	95%	91%
they feel safe at their school* (S2037)	93%	98%	90%
their teachers motivate them to learn* (S2038)	96%	97%	96%
their teachers expect them to do their best* (S2039)	97%	96%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	87%
teachers treat students fairly at their school* (S2041)	92%	93%	84%
they can talk to their teachers about their concerns* (S2042)	90%	95%	84%
their school takes students' opinions seriously* (S2043)	90%	90%	84%
student behaviour is well managed at their school* (S2044)	83%	89%	81%
their school looks for ways to improve* (S2045)	97%	95%	91%
their school is well maintained* (S2046)	88%	93%	85%
their school gives them opportunities to do interesting things* (S2047)	97%	92%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	80%	74%	78%
they feel that their school is a safe place in which to work (S2070)	80%	88%	81%
they receive useful feedback about their work at their school (S2071)	74%	62%	56%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	100%
students are encouraged to do their best at their school (S2072)	91%	94%	90%
students are treated fairly at their school (S2073)	83%	88%	83%
student behaviour is well managed at their school (S2074)	69%	65%	52%
staff are well supported at their school (S2075)	44%	61%	47%
their school takes staff opinions seriously (S2076)	74%	53%	44%
their school looks for ways to improve (S2077)	91%	75%	77%
their school is well maintained (S2078)	80%	76%	78%
their school gives them opportunities to do interesting things (S2079)	71%	73%	69%

* 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

- Parent and community engagement is an important aspect of school life at Tolga. Parents volunteer to work within the school at varying times – classroom assistance, garden reformation, tuckshop volunteers and involvement with the P&C when events are occurring. Parents attend the weekly school assembly to see their children accept awards and rewards for attendance and behaviour. Community members from services such as Fire, Police and Ambulance assist with information and visit students in their classrooms. Guest speakers are invited to talk at assembly when important events are being promoted.

- Consultation processes are embedded into the school protocols to assist students with diverse needs to access and participate fully at school through discussions with parents and appropriate plans to be implemented and reviewed on a continual basis. Adjustments that are required for students are discussed with parents, students and teachers and then implemented for the wellbeing of the students and continued progressive learning.

Respectful relationships programs

The school uses the Responsible Behavior Plan to assist students with making good choices for their personal health and safety. The WITTS program is our main teaching tool to ensure that students know what to do if they are involved in situations that are negative. Positive Behaviour for Learning is the process of identifying areas for improvement and developing lesson plans for teachers to be able to implement into their classrooms. These lessons are available for all teachers and non-teachers.

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	11	22	13
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school water consumption has started to decrease due to the new septic system and upgrade of the toilet blocks. Taps have been modified to reduce the excess water usage. Electricity has started to decrease with the efficiency of the new air/conditioners in classrooms. More care has been taken with turning lights, fans etc off when leaving the classrooms.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	91,242	2,426
2015-2016	102,411	2,462
2016-2017	88,832	1,751

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

GO

Sector:

Government

Non-government

SEARCH

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	25	16	0
Full-time Equivalent	20	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	
Bachelor degree	22
Diploma	
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 2017 were \$11922

The major professional development initiatives are as follows:

Literacy convention	Autism Aspergers Workshop
Primary PE networking	First Aid - CPR
Lego Education workshop	Wellbeing conference
Dyslexic (Learning support)	Restorative Practices Prof.Dev.
Principal Conference	Team professional development
Learning Difficulties Conference	
Online festival for early phase educators	
Scratch Programming	

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.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	93%

*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%.

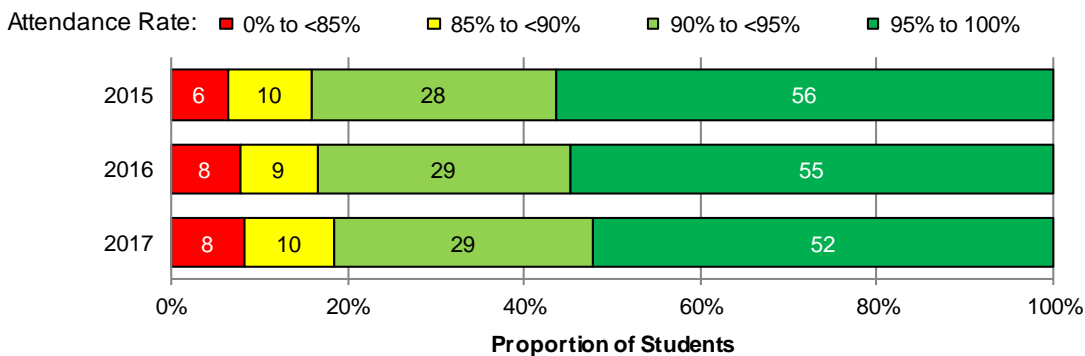
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	96%	94%	94%	94%	94%	95%	93%						
2016	94%	94%	93%	95%	94%	95%	95%						
2017	94%	94%	94%	93%	95%	93%	94%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

In addition, list key strategies that are being used to increase attendance.

Roll marking is completed twice a day with the absences managed by the administration. Student absence is followed up daily and information entered into the system. Students absence is then texted out to parents with request for information. If insufficient contact has been made by parents/carers at the end of a 3 day period then Principal follows up with telephone calls and letters. This is very rare at Tolga State School.

Currently to increase attendance we identify classes each week who reach the benchmark percentage and celebrate during a parade with whole school in attendance. The top classes are recognized publically and those classes who reach the benchmark are presented with a certificate. Students with 100% attendance are recognized at the end of each term and presented with a certificate and a tuck-shop voucher during the parade.

Attendance information for each class is printed in the newsletter or flyer each week for the school community to be aware. A reminder to parents about what it means to miss school by looking at time away is also advertised on a regular basis in the information sheets sent home to parents/ carers.

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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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.

