



Tolga State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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. Education Queensland's essential learnings direct the development of curriculum with a central focus on high attainment of literacy and numeracy for all students. All Key Learning Areas 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.

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 2018

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	
			<ul style="list-style-type: none"> the progress made on these priorities/goals what went well, issues identified goals and priorities that may have been partially completed/implemented in 2018 with an expectation of completion in 2019
Reading	Developing a consistent school wide reading framework.	Term 4 2018	A school wide reading framework was completed in Term 4 2018. This will be implemented and embedded into the school in 2019
Inclusivity	Refine the implementation of pedagogical differentiation strategies in all classes especially for the high achieving students	Term 2 2019	The process of pedagogical differentiation strategies continues to be part of the planning process for all teachers. The STL&N and SWD teachers continue to guide and assist teachers to ensure that all children have the ability to engage with the curriculum in an individual manner that allows progress and achievement. This is an ongoing piece of work that is being embedded into the practices of the school into 2019.
Behaviour	Managing behaviour and supporting students' behavioural needs is consistent across the school.	Ongoing	The development of a number of documents/policies to guide the work around positive behaviour of learning have been completed and are being implemented and embedded into the school practice. This work will continue into 2019 with identification of monitoring and analysing data to continue embedding positive behaviour for learning rather than a punitive model.

Future outlook

Agenda for 2019		
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		
	Targets	Timelines
Inclusivity	Parent forums Progressing differentiation with learning for students	One in each term of 2019 Throughout the year in all planning for student outcomes
Behaviour	Positive Behaviour Learning to be embedded	Term 3 2019
Reading	Reading policy to be implemented and embedded	Term 4 2019

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	366	353	328
Girls	180	168	163
Boys	186	185	165
Indigenous	40	38	28
Enrolment continuity (Feb. – Nov.)	93%	94%	97%

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

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 8% 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 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	23
Year 4 – Year 6	27	21	24
Year 7 – Year 10			
Year 11 – Year 12			

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

•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 & 3
- The students are involved in various sports across the area – netball, hockey, horse riding, BMX, cricket, soccer, rugby league and Australian football codes.
- Students are involved with Tinaroo Environmental Education Centre for extension work and leadership camp.

- Students are involved in the annual Atherton Tablelands Maize festival
- 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/camps.
- GLOBAL Tropics – computer based activity program for extension with higher achieving students supported by the Smithfield State High School and James Cook University in Cairns.

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 and is embedding 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, end of term parades and with Bronze, Silver or Gold parties for the students who have attained these levels.

Inclusive education means that all students can access and fully participate in learning alongside their similar-aged peers. Teaching and learning strategies are adjusted to meet students' individual needs. Inclusive education encompasses all aspects of school life and is supported by culture, policies, programs and practices.

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)	96%	93%	85%
• this is a good school (S2035)	93%	83%	89%
• their child likes being at this school* (S2001)	98%	96%	91%
• their child feels safe at this school* (S2002)	96%	93%	94%
• their child's learning needs are being met at this school* (S2003)	91%	93%	85%
• their child is making good progress at this school* (S2004)	91%	93%	87%
• teachers at this school expect their child to do his or her best* (S2005)	96%	93%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	89%	91%
• teachers at this school motivate their child to learn* (S2007)	89%	91%	91%
• teachers at this school treat students fairly* (S2008)	84%	89%	89%
• they can talk to their child's teachers about their concerns* (S2009)	93%	100%	94%
• this school works with them to support their child's learning* (S2010)	93%	98%	91%
• this school takes parents' opinions seriously* (S2011)	84%	75%	82%
• student behaviour is well managed at this school* (S2012)	83%	62%	65%
• this school looks for ways to improve* (S2013)	91%	74%	81%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	89%	93%	83%

* 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)	98%	90%	89%
• they like being at their school* (S2036)	95%	91%	85%
• they feel safe at their school* (S2037)	98%	90%	81%
• their teachers motivate them to learn* (S2038)	97%	96%	93%
• their teachers expect them to do their best* (S2039)	96%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	87%	88%
• teachers treat students fairly at their school* (S2041)	93%	84%	80%
• they can talk to their teachers about their concerns* (S2042)	95%	84%	81%
• their school takes students' opinions seriously* (S2043)	90%	84%	81%
• student behaviour is well managed at their school* (S2044)	89%	81%	70%
• their school looks for ways to improve* (S2045)	95%	91%	93%
• their school is well maintained* (S2046)	93%	85%	89%
• their school gives them opportunities to do interesting things* (S2047)	92%	88%	89%

* 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)	74%	78%	94%
• they feel that their school is a safe place in which to work (S2070)	88%	81%	97%
• they receive useful feedback about their work at their school (S2071)	62%	56%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	94%	90%	94%
• students are treated fairly at their school (S2073)	88%	83%	94%
• student behaviour is well managed at their school (S2074)	65%	52%	78%
• staff are well supported at their school (S2075)	61%	47%	69%
• their school takes staff opinions seriously (S2076)	53%	44%	78%
• their school looks for ways to improve (S2077)	75%	77%	91%
• their school is well maintained (S2078)	76%	78%	91%
• their school gives them opportunities to do interesting things (S2079)	73%	69%	82%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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 education programs

Inclusive education means that all students can access and fully participate in learning alongside their similar-aged peers. Teaching and learning strategies are adjusted to meet students' individual needs. Inclusive education encompasses all aspects of school life and is supported by culture, policies, programs and practices.

Positive Behaviour for Learning is a program that is being embedded into the classrooms and the playground to enable students to have strategies that are learnt to assist with better life choices. PBL has been implemented to develop students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

Guidance officer assists students when more desirable outcomes are needed to be reached if other strategies from staff have not been as successful as required.

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	22	13	3
Long suspensions – 11 to 20 days	0	0	0
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	102,411	88,832	
Water (kL)	2,462	1,751	76

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.

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

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

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	25	16	<5
Full-time equivalents	20	10	<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	1
Masters	0
Graduate Diploma etc.*	1
Bachelor degree	22
Diploma	1
Certificate	0

*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 \$40761.81.

The major professional development initiatives are as follows:

- Curriculum Learning Areas
- Workplace Health and Safety
- Behaviour Management
- First Aid for all members of staff
- Management

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.	96%	95%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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	94%	94%	94%
Attendance rate for Indigenous** students at this school	92%	93%	92%

* 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

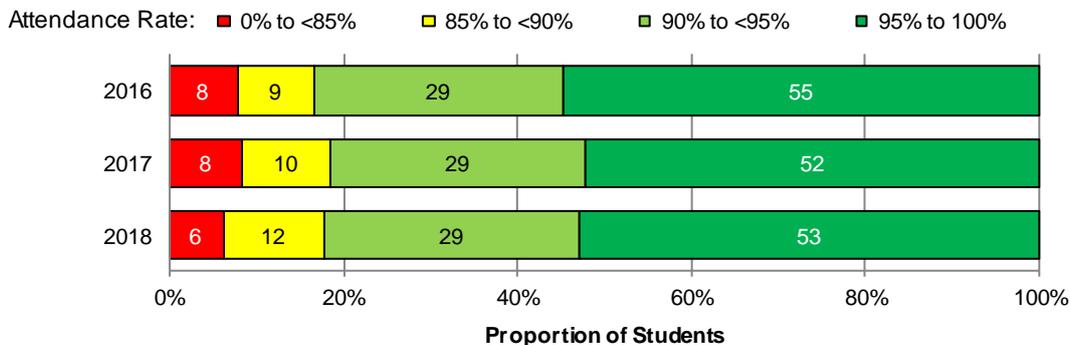
Year level	2016	2017	2018
Prep	94%	94%	93%
Year 1	94%	94%	94%
Year 2	93%	94%	95%
Year 3	95%	93%	94%
Year 4	94%	95%	94%
Year 5	95%	93%	95%
Year 6	95%	94%	93%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

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.

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.

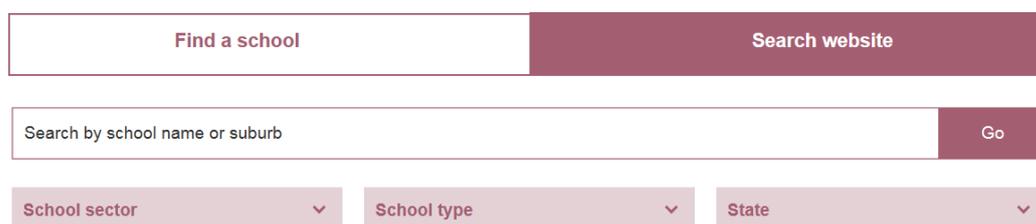
Attendance information for each class is printed in the newsletter or flyer each week for the school community to be aware. A reminder to parents about what it means to miss school by looking at time away is also advertised on a regular basis in the information sheets sent home to parents/ carers.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.



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



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



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.