

# Tolga State School (0629)

## Queensland State School Reporting

### 2012 School Annual Report



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#### Principal's foreword

### Introduction

Effective school reporting provides parents, staff, students and the community with meaningful information about schools. All Queensland schools are required to publish a minimum set of information for parents and the community. The Annual Reporting Policy for all Queensland Schools will ensure that all schools report similar information that complies with Government requirements in a clear and comprehensive manner.

### School progress towards its goals in 2012

In all schools in the FNQ Region in 2012 school improvement planning focussed:

- 1.Improving teaching
- 2.Refining and embedding data based decision making
- 3.Regining and embedding Planning and Accountability Systems at all leadership levels
- 4.Connecting parents and caregivers with their children's learning.

### Future outlook

In all schools in the FNQ Region in 2013 school improvement planning will focus on:

1. Improving teaching:
  - a. Explicit teaching practices in all classrooms :
  - b. The teaching of reading, writing and numeracy
  - c. Teachers refining and embedding the C2C curriculum and foundational learning programs
  - d. Leaders coaching and supervising teachers
2. Refining and embedding data based decision making:
  - a. Using data to set school benchmarks, targets and short term individual student goals
  - b. Measuring and monitoring school and student improvement
3. Refining and embedding Planning & Accountability Systems at all leadership levels.
4. Connecting parents and caregivers with their children's learning.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	281	133	148	91%
2011	320	141	179	97%
2012	336	146	190	93%

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

### Characteristics of the student body:

Tolga State School students have a variety of socio-economic characteristics. The students have varying ethnicity and cultural backgrounds for example Indigenous, Phillipino, Italian, American, Chinese and Canadian. The students come from both rural and urban environments as a number of students access the school from another nearby town. Many of the parents are in full time work or are stay at home parents.

Tolga State School's current enrolment has grown quickly over the last 12 months and continues to be forecasted to gain more additional enrolments over the ins and outs that normally occur over the next couple of years.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	24	23
Year 4 – Year 10	24	24	26
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	2	2	4
Long Suspensions - 6 to 20 days	0	2	1
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

- Curriculum at Tolga State school is developed from the Australian Curriculum in English, mathematics, science and history from P-7; as well as the EYCG in Prep, and the Essential Learnings in Technology, The Arts, SOSE, HPE from years 1-7 and LOTE in years 5-7.

- At Tolga State School we are committed to improving curriculum implementation, pedagogy and assessment through a proactive approach to planning and teaching. Regular formal and informal professional discussions focus on the development of rigorous units, use of ICT and the incorporation of a variety of productive pedagogies within quality programs.

- Implementation of the Tolga State School Assessment and Reporting Plan 2013 is aimed at further enhancing teacher proficiency in assessment, moderation and reporting practices and developing a common understanding of quality assessment.

- Tolga State School's Curriculum Plan is updated annually to reflect the current direction of curriculum, pedagogy, assessment and reporting. For example: in 2013 we have deeply engaged in two areas of teaching and learning in an explicit and focussed way: numeracy and spelling. These focus areas have been identified through data analysis (i.e. 2012 NAPLAN results) and teacher feedback as being areas of need within the school.

- The Tolga Support Team is made up of the Learning Support Teacher (L&N), Student with Disability Teacher, Principal, Curriculum Head of Curriculum and Guidance Officer. The Support Team oversee the school wide process for identifying specific student needs. In 2013 the Support Team responded to the strategic goal to increase the Upper two NAPLAN bands by implementing the Tolga State School Enhancement Plan. Resources were allocated to provide extra targeted teaching time and monitoring of identified students. Teachers differentiate for the range of students in their classrooms.

- The Tolga State School Honours Program provides students who are consistently receiving A-level achievement in Year 6 and 7, the opportunity to complete extended tasks in English and Maths. Identified students attend year level honour classes once a week during regular Literacy and Numeracy teaching blocks.

- At Tolga State School our focus is on English, Mathematics, Science and History. Other learning areas, while essential for the development of the whole child, take up significantly less time and are being reworked to focus on developing deep understandings rather than a cursory coverage of multiple Essential Learnings.

- In 2013 and beyond all teachers at Tolga State School will become familiar with the The Dimensions of Teaching and Learning (DoTL) as published by Education Queensland in 2010. It represents a synthesis of research around improving student learning (including Elmore 2007, 2010; Hattie 2008, 2009; Marzano 2007, 2009; Timperley 2008, 2009). The dimensions are.. The model unpacks the dimensions of curriculum intent, assessment; sequencing teaching and learning; making judgments; and feedback.

The model unpacks the components of effective pedagogy that are articulated through the following aspects of student learning:

- What do my students already know ?
- What do they need to learn?
- How do I teach it?
- How will they demonstrate their learning?
- How will I know how well my students have learned it?
- Where to next?

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### Extra curricula activities

- School Choir – 40 students rehearse weekly and perform at community Anzac and Christmas services; elderly Care centres and

# Our school at a glance

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many other community events as requested

- School Rock Band – targeted at instrumental students who perform as a full band at our end of year concerts, students rehearse weekly;
- Biannual School Musical – in term 3 students P-7 audition for places in a modified 30 minute Disney musical. Hal Leonard provides a full support package including advertising, parent information, scripts and CD backing. Students perform 4 shows at the auditorium at Atherton State high school. This is a P & C fundraising event.
- Choric speakers – weekly rehearsal of a speaking and dramatic choir who perform at many school and community events throughout the year
- Creative Generation – is an audition process for a showcase of QLD state school talents; students selected are involved in weekly after school rehearsals and travel to Brisbane for final rehearsal and performance.
- Easter Hat Parade – all students from Prep to year 3 and their families create an Easter Hat under three categories and parade around to music in front of their peers and parents. This is an iconic event in the Tolga State School Calendar and is heavily supported by the community.
- Fancy Dress Ball – all students learn an own choice dance in their class and rehearse to perform at the Community Ball. This is a long standing tradition at Tolga State School and eagerly anticipated event by the community. It is also a P & C fundraiser.
- Student Council – 2 students from each class in years 4-7 meet weekly and represent their class in a forum to develop fundraising opportunities that support various charities and school projects.
- Interschool Sport- Students in Year 5 – 7 compete in a variety of sports against 6 local schools in Terms 1 and 2.
- Tolga SS Inter-house Athletics day – all students Prep to year 7 participate over this two day event. Parent volunteers and teachers are organised to facilitate this whole school event.
- Readers Cup
- ICAS tests
- Atherton District Athletics day
- Rugby League Gala Day (upper students-district competition)
- Super 8's cricket Day (last Day of term 3-upper students only)

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## How Information and Communication Technologies are used to assist learning

- IPads have been used to solve some problems of students' 'motivation' for academic work and competence with literacy, particularly students with specific learning needs;
  - Most classrooms are fitted with Interactive Whiteboards which are used to improve students' understandings, assimilation and creation of new knowledge;
  - All classrooms have WiFi.
  - Every classroom has a document camera enabling the sharing of texts, student work and manipulate objects;
  - ICTs provide students and teachers with access to data bases, websites and discussions that were previously unavailable. For example students in year 5-7 participated in a weekly web conference lessons as part of their science extension; teachers regularly use web conferencing to access professional development sessions.
  - ICTs are used to assist in the development of independent learning and research skills. Our Resource Centre offers support and training for students in these areas where students develop skills to inquire and become critical information consumers.
  - Students participate in cyber awareness lessons where they learn about online identity, communicating appropriately and maintaining safety and privacy.
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## Social climate

Tolga State School has a school environment which is positive and supportive and in which effective learning occurs.

Our school supportive practices encourage children to develop our three basic rules:

- Be safe
- Be responsible
- Be respectful

Our school uses the National Values Framework to help students develop the skills for life.

Values have been organised into 5 main points:

1. Doing your best
2. Care and compassion
3. Honesty and trustworthiness
4. Responsibility
5. Respect.

In 2012 Tolga State School received a highly commended for the Education Queensland Health and Wellbeing Award. This means Tolga State School came second out of 1300 State schools.

In 2013 staff received 2 days of professional development in the "Mind Up" program. Teachers are using this social awareness program to teach lessons in social, emotional and self-regulatory strategies.

In 2013 Tolga State School introduced the Gr8 People program by Steve Francis. This information is distributed to staff, students and parents.

The above programs contribute to the whole of school approach towards fostering the development of a Supportive School Environment which targets four key areas:

- Positive Learning and Social Environment
- Human Relationships Education.
- Skilful Problem Solving.
- Corrective Procedures.

# Our school at a glance

## Parent, student and staff satisfaction with the school

Parents, student and staff are very satisfied with the school. 85.9% of students have the view that behaviour is well managed at the school and that 87.5% are satisfied about being at the school, all other areas are above 90% and in some incidences 100% agreement has occurred.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	97.5%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	97.5%
their child's learning needs are being met at this school*	97.5%
their child is making good progress at this school*	97.5%
teachers at this school expect their child to do his or her best*	97.3%
teachers at this school provide their child with useful feedback about his or her school work*	97.5%
teachers at this school motivate their child to learn*	97.5%
teachers at this school treat students fairly*	97.4%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	97.4%
this school takes parents' opinions seriously*	97.3%
student behaviour is well managed at this school*	95.0%
this school looks for ways to improve*	97.3%
this school is well maintained*	97.4%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	98.5%
they like being at their school*	87.5%
they feel safe at their school*	96.9%
their teachers motivate them to learn*	98.4%
their teachers expect them to do their best*	98.5%

## Our school at a glance

their teachers provide them with useful feedback about their school work*	98.4%
teachers treat students fairly at their school*	96.9%
they can talk to their teachers about their concerns*	98.5%
their school takes students' opinions seriously*	95.4%
student behaviour is well managed at their school*	85.9%
their school looks for ways to improve*	95.2%
their school is well maintained*	98.5%
their school gives them opportunities to do interesting things*	92.3%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	88.2%
with the individual staff morale items	99.5%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

Strategies used to build strong parent

- Parent Information evening sessions are held in each class at partnerships include: the beginning of the year providing parents information about the year ahead and classroom routines and expectations.
- Regular displays of student work in classrooms and the Resource Centre.
- Regular parent communication through school newsletters, class newsletters, communication books, interviews.
- Volunteer parent liaison position for each class. Their role is to disseminate information throughout the year from the class teacher to other parents in the class.
- Parents are invited to participate in planned student learning activities, culminating activities or Expos.
- Parent volunteers working in classrooms and the resource centre
- Triple P Positive Parenting workshops are held for the school cluster and are very well attended each year.
- Parent workshops and information sessions provided throughout the year.
- Parent involvement with home reading, homework tasks and school projects.

• Involving parents in school projects – Book Club, Premier's Reading Challenge, Reader's Cup, Extra-curricular and Sporting Events, Literacy and Numeracy workshops.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During 2012 water was reduced as the school oval had been established and required less. The electricity usage continues to climb due to increased enrolments, more air conditioners being fitted and more electronic white boards being fitted and used. The school continues to change electricity bulbs to more environmentally friendly kinds.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	51,653	2,917
2010-2011	71,842	3,624
2011-2012	84,642	3,495

In 2012 Tolga S.S. was environmentally responsible in many ways.

The Year 7 student leadership team (in conjunction with Tinaroo Environmental Education Centre) monitored the use of power at school. They collected data on how many rooms / classrooms left lights and computers on when not in use such as lunch times and weekends.

The whole school recycling program was again facilitated by Year 7 and Year 2. The year 7 students issued recycling bins to every room / classroom and put the recycling bins out for council collection each fortnight. The year 2 class provided rinsing buckets for second lunch and then compared the number of products sold at the tuckshop with the number of products placed into recycling. The percentage of recycling was announced each week at the school parade. 2012 saw the introduction of the compost bin so organic scraps could also be sorted.

Years 4 & 5 studied reef guardianship in 2012. The students celebrated World Turtle Day with a range of whole school activities and educated the school about how the chemicals from paints and detergents that flush down our school drains and rubbish in our school storm water drains wash down the waterways into the Great Barrier Reef. The school newsletter spread the reef guardianship message to families.



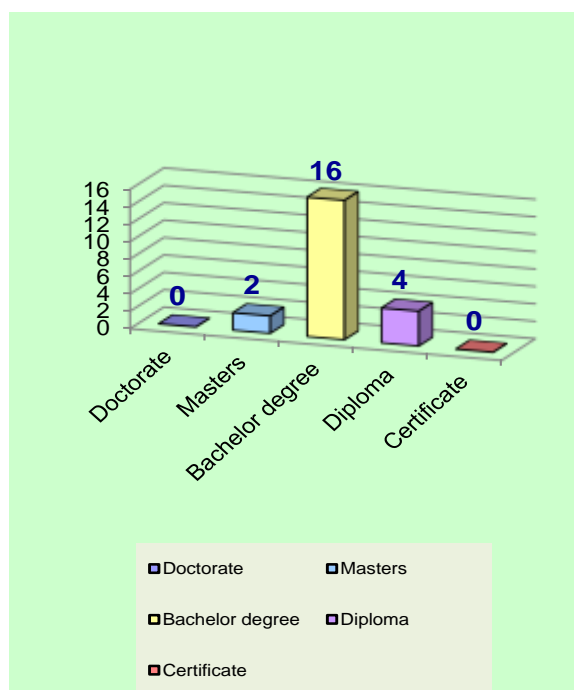
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	22	12	0
Full-time equivalents	19.8	8.2	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	16
Diploma	4
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$7949.00.

The major professional development initiatives are as follows:

- Music Conference
- Janitor & Groundsmen networking

## Our staff profile

- Differentiation
- CPR training
- Principal's conference
- A number of professional development activities involving technology
- English

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders .	96.8%	96.5%	95.6%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 school year.

### School income broken down by funding source

School income 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' textbox.

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government  
☐ Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

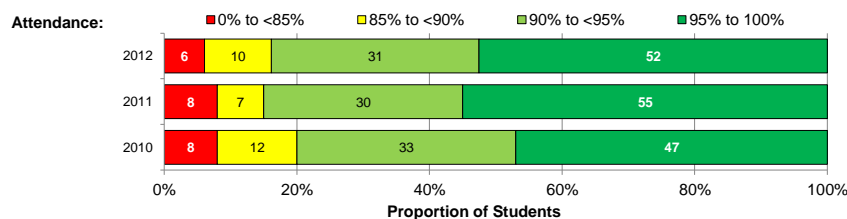
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	93%	93%	93%	94%	94%	94%	92%
2011	94%	94%	96%	95%	95%	95%	93%
2012	94%	95%	94%	94%	93%	95%	93%

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Teachers mark rolls twice a day – morning and afternoon. Late attenders receive a late slip and early exiters also receive a leave slip. The school follows up non-attendees through telephone calls to the parents initially by teachers connecting with families and if this is not satisfactory then through the administration.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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' textbox.

# Performance of our students

**Find a school**

**Search by school name**

GO

**Search by suburb, town or postcode**

Sector ☐ Government ☐ Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

## Achievement – Closing the Gap

### Attainment

In 2012 Year 7 gap in all areas was closed with the indigenous mean being above the non-indigenous mean at Tolga State School.

Year 5 gap was still closed in reading and numeracy and had reopened in writing, spelling and grammar and punctuation.

Year 3 gap has remained closed for spelling and has reopened in writing, reading, grammar and punctuation, and numeracy.

### Attendance

In 2012 indigenous student attendance showed that 54% of the children were attending from 90 – 100 % of the time with 11% of these children attending 100%. 36% of the students attended from 80 – 90% of the time allocated. The overall percentage of indigenous students attending school in Semester 1 was 92.2% with a decline in attendance to 86.6% in Semester 2 – 2012.