

Tolga State School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 100 Tolga 4882
Phone	(07) 4089 5111
Fax	(07) 4095 4518
Email	the.principal@tolgass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Kayleen Wright

Principal's foreword

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. Queensland State School 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, musicals, 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.

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.

The school annual report outlines the progress of the school in a variety of areas from academic to environmental. The report outlines the goals and progress made throughout the 2013 school year.

Queensland State School Reporting 2013 School Annual Report



School progress towards its goals in 2013

- 1. Improving teaching:

The improving teaching agenda is being embedded into classrooms with the assistance of Lead coaches and supervising teachers. The teachers have undertaken professional development in delivering the Australian curriculum and foundational learning programs that enable students to continue their learning with their counter-parts across Australia. The teaching of reading, writing and numeracy are fundamental to the curriculum being taught at Tolga State School in 2013.

- 2. Refining and embedding data based decision making:

The use of data to inform our teachers of the direction required for each student to continue improvement is an important aspect of all planning and decision making at Tolga State School. The data used also informs the differentiation required to ensure that each child, where necessary, is achieving at a good standard across the school.

- 3. Refining and embedding Planning & Accountability Systems at all leadership levels.

Systems and Tools used complement the management of the school to enable an open process and understanding for all.

- 4. Connecting parents and caregivers with their children's learning.

Tolga State School continues to encourage parents and caregivers to be involved in all levels of their children's education. Parents and Caregivers are encouraged to assist teachers in classrooms as well as part of the Parents and Citizens association.

- 5. Future outlook

Tolga State School have defined, in the Quadrennial review, that the key areas for focus will be Supporting students academically and behaviourally, E-Learning, Indigenous Education, Curriculum and Resource Centre as outlined in the School Implementation plan.

Our school at a glance

School Profile

- Coeducational or single sex: Coeducational
- Year levels offered in 2013: Prep Year - Year 7
- Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	320	141	179	97%
2012	336	146	190	93%
2013	377	174	203	94%

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

- Characteristics of the student body:

The students at Tolga State School tend to enrol for all of their primary education ie from Prep to Year 7. The cultural backgrounds vary from European, Asian and Aboriginal. A number of our students come from other towns to access the offerings of Tolga State School as well as rural backgrounds.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	23	23
Year 4 – Year 7 Primary	24	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	2	4	15
Long Suspensions - 6 to 20 days	2	1	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

- Our distinctive curriculum offerings
- Student camps for years 5/6/7
- Choric Speaking
- Choral singing
- Instrumental music
- Inter school sports program throughout the year
- Student involvement in the Peninsula sporting events

-
- Extra curricula activities
 - Writers camp at Daradagee Environmental centre
 - Readers Cup competition
 - Anzac March through Atherton
 - Choric Speaking
 - Choral singing
 - Students participate in outside activities under the flag of Tolga eg Horse sports
 - Stage performance in Brisbane – Creative Generation

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

The students use a computer lab regularly to enhance their learning in the classroom. Classrooms have some computers in their classrooms. Some classrooms are outfitted with electronic whiteboards – all classrooms in 2014 will be fitted with electronic whiteboards.

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

Tolga State School staff, parents and students work hard to ensure the social climate of the school continues to progress. With a rapidly growing school in a short space of time, procedures and protocols need to be adjusted for everybody's well-being as the school begins to cater for children from many places and backgrounds. The values and the school rules are discussed regularly both in the classroom and on parade. The school rules are followed through within the playground with the adults on supervision. Tolga State School generally enjoys strong relationships with the parents and understanding of the expectations of the school are discussed through different avenues eg Newsletter, conversations with school staff, information given to parents at different points of time.

Our school at a glance

Parent, student and staff satisfaction with the school

Parent/student/staff satisfaction is generally on a very high percentage. With a growing enrolment at the school a change has occurred amongst the understandings of the school community and has required some adjustments. Improvements are occurring all of the time to improve the satisfaction at the school amongst all of the participants.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	98%	95%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	92%
their child feels safe at this school* (S2002)	98%	100%
their child's learning needs are being met at this school* (S2003)	98%	95%
their child is making good progress at this school* (S2004)	98%	95%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	95%
teachers at this school motivate their child to learn* (S2007)	98%	95%
teachers at this school treat students fairly* (S2008)	97%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	97%	97%
this school takes parents' opinions seriously* (S2011)	97%	97%
student behaviour is well managed at this school* (S2012)	95%	89%
this school looks for ways to improve* (S2013)	97%	94%
this school is well maintained* (S2014)	97%	97%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	97%
they like being at their school* (S2036)	88%	88%
they feel safe at their school* (S2037)	97%	97%
their teachers motivate them to learn* (S2038)	98%	95%
their teachers expect them to do their best* (S2039)	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	92%
teachers treat students fairly at their school* (S2041)	97%	86%
they can talk to their teachers about their concerns* (S2042)	98%	84%
their school takes students' opinions seriously* (S2043)	95%	71%
student behaviour is well managed at their school* (S2044)	86%	74%
their school looks for ways to improve* (S2045)	95%	94%

Our school at a glance

their school is well maintained* (S2046)	98%	92%
their school gives them opportunities to do interesting things* (S2047)	92%	90%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	97%
they receive useful feedback about their work at their school (S2071)	76%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	94%
student behaviour is well managed at their school (S2074)	70%
staff are well supported at their school (S2075)	73%
their school takes staff opinions seriously (S2076)	71%
their school looks for ways to improve (S2077)	97%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	87%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Tolga State School teachers welcome parents to assist in classrooms as a method of understanding the changes that occurs with school work and how school operates generally. Parents are requested to participate in a variety of activities with their children throughout the year. Parents are invited regularly to have both formal and informal conversations about the progress of their child. Parents are informed of any changes to the everyday aspects of schooling, as timely as possible, through liason officers for each classroom, newsletters and school flyers. Parents & Citizens Group is a pro-active group of people always looking for interesting ways to improve the environment and the facilities of the school. The P&C support the teachers with extra funding for Arts and Crafts projects.

Reducing the school's environmental footprint

Tolga State School has endured a number of incidences over the years where water has been needed to rectify the grounds for the use of the students eg sporting grounds etc. Refurbishment of the toilet system has been responsible for lowering of the water usage. As there has not been extra water required the usage has declined for 2012/13. The electricity usage is on the increase due to improved technological resources being allocated and used by the teachers and students which has increased the electricity consumption.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	71,842	3,624
2011-2012	84,642	3,495
2012-2013	99,025	2,742

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

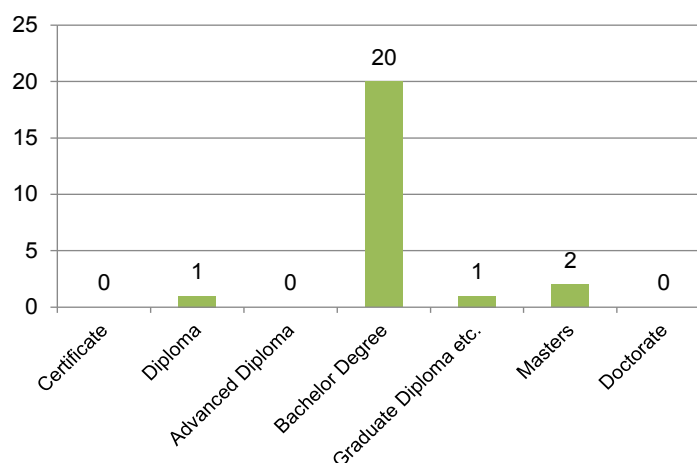
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	24	14	0
Full-time equivalents	21	9	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.	1
Masters	2
Doctorate	0
Total	24



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 27041.00 .

The major professional development initiatives are as follows:

- Supporting students academically and socially/emotionally
- First Aid courses
- Rehabilitation and Return to work
- ICT's /e-Learning
- Leadership
- Explicit Teaching and including mentoring and coaching.

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 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' text box.

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

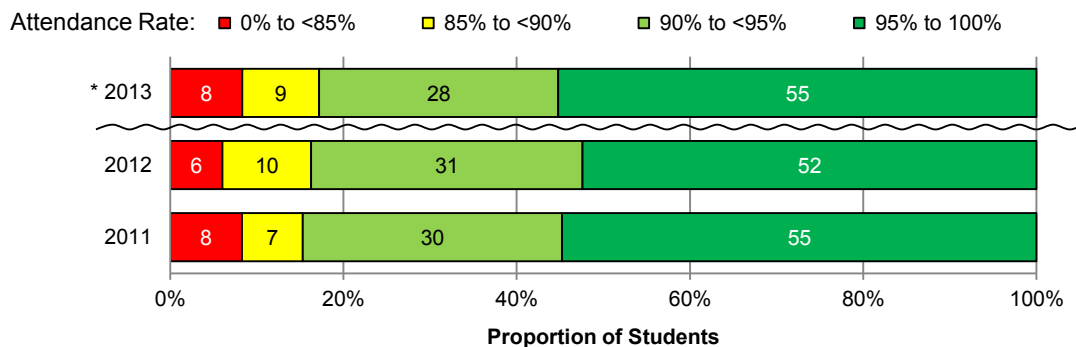
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	94%	96%	95%	95%	95%	93%					
2012	94%	95%	94%	94%	93%	95%	93%					
2013	94%	94%	94%	94%	95%	93%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

Rolls are marked twice a day and collected once a week for the data to be placed onto the collection tool. Parents are able to send a message to school through their child's sibling, telephone in to leave a message, telephone the office and/or classroom teacher to inform of any absences. Parents who do not follow this procedure will receive, at the end of the month, a written request to explain the absence unless they have rectified this before the letter is sent. Parents who do not inform the school of absence of 3 days and greater are telephoned by the teacher, then the administration in the office and then the Principal before any other action takes place. The administration takes all necessary steps to achieve knowledge about any absences for attendance.

Tolga State School enjoys a high attendance rate and are always working on ways to remind students about their responsibility in attending school. Each year level, twice a term, are officially awarded a certificate with the percentage of attendance during that term. This is then displayed in the classroom.

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' text box.

The screenshot shows a search interface titled "Find a school" in orange. It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and an orange "SEARCH" button.

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

Attendance for Indigenous students for 2013 is 90.9% with non-indigenous students attendance being 94%.

Attainment

In 2013 Year 7 gap in Reading and Writing was closed with the indigenous mean meeting National Minimum standards as were their non –indigenous classmates at Tolga State School. The gap had slightly opened with Numeracy but most students were above the Qld State Schools mean.

Year 5 gap has opened in Reading, Writing and Numeracy for Indigenous students

Year 3 gap has widened since 2012 in Reading. Writing gap has slightly opened but students are meeting the 2013 Qld State Schools mean . Although the gap for Numeracy has widened the bottom of the mean has improved significantly from 2012.