

Tolga State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome to Tolga State School's annual report.

Tolga State Primary School, is situated on the Atherton Tablelands (Cairns Hinterland), 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.

Tolga State Primary School'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 (KLAs) are valued and taught. Extra-curricular activities such as choir, musicals, choric speaking, eisteddfod, school and district sport, instrumental music, and community activities (ANZAC day, 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 maximize student support and close working relationships with families. Student development is enriched by the philosophies and support of our values program, early intervention strategies, learning and special needs support.

The Parents and Community Association and parent/volunteer assistance strengthen the school learning environment and help maximize school/communities partnerships.

Effective school reporting provides parents, staff, students and the community with meaningful information about schools and the children. The following report outlines the many facets of the Tolga State School environment including the goals for teaching and learning, school opinion results and staff profile.

School progress towards its goals in 2014

Tolga State School

1. 2014 Annual Implementation Plan (AIP) - Was a successful implementation in to the school. Options for further discussion were identified by the staff as part of the AIP 2014 Review.

- Priority 1: Improving teaching.
 - ❖ Teachers implementing the C2C curriculum and foundational learning programs - will continue.
 - ❖ Ongoing implementation and review of C2C units – further discussion in Sem 1 2015
 - ❖ Spelling mastery from year 1 – 6 - response: as per foundational learning above..
 - ❖ Consolidation of jolly phonics, jems & emms - this will continue and be reviewed early next year.
 - ❖ Maintain Staff capability development in the teaching of reading, writing and numeracy

❖	Ensure that all students are appropriately connected, challenged and extended including those at the top of the levels -through differentiation strategies in planning –
❖	Priority 2: Refining and embedding data based decision making.
❖	Teacher professional data conversation - Use feedback on student learning to mentor the effectiveness of teaching practices from individualized learning plans - inform intervention – Implemented but needs to be embedded
❖	Implement Greater Results Guarantee for Prep – 3 <ul style="list-style-type: none"> ○ Guarantee that every student will either: <ul style="list-style-type: none"> ○ <input type="checkbox"/> Achieve NMS in literacy and numeracy for their year level or ○ <input type="checkbox"/> Have an evidence based learning plan in place to address their specific learning needs. <ul style="list-style-type: none"> • Increase the % of Year 3 students meeting NMS in reading from 95% to 98% by 2014. Although this was not achieved the % for Reading in Year 3 was 93.8% • Increase the % of Year 3 students in the U2B in reading from 35% to 40% for 2014 using Tolga State School data from 2013. Increased % from 35% to 60.4% • Increase the % of Year 2 students achieving PM Level 23 from 58% to 90% in 2014. Achievement 59% • Increase the % of Year 1 students achieving PM Level 19 from 45% to 90% in 2014. Achievement 52% • Increase the % of Prep students achieving PM Level 9 in reading from 48% to 90% by 2014. Achievement 80%
❖	• Develop an individual learning plan for every student from Prep to year 3 who will not reach FNQ benchmark for reading by the end of 2014. Every student who has not reached the FNQ benchmark by the end of 2014 will have an individual learning plan in place.
	Priority 3: Refining and embedding Planning & Accountability Systems at all leadership levels – implemented in all strategies
	Priority 4: Connecting parents and caregivers with their children's learning.
❖	Implement new - Behaviour Management Plan for 2014. New plan implemented with the next step taken towards school wide positive behavior learning (swpbl).
❖	Improved Public relations through the newsletter and local papers to celebrate students learning. We need to continue and persist with our advertising.
❖	Celebrate academic achievement within school and through the community & school website. This needs a person in charge of this and other advertising to continue to inform and celebrate our students' achievements.
	Indigenous student education
❖	With a school team working towards improving education for indigenous students the focus for teachers has been illuminating and a more concentrated effort has been implemented.
❖	Using the audit process from 2013 – 2014 results from audit show that in all areas progress has either been maintained or improved. Most of the improvements are measured at about level 3 which is engaged to level 4 mobilized.
❖	Team will be reformed for next year and using the audit tool to plan for improvement.
	Review of Supporting Students
❖	School fraction allocations will remain constant
❖	Funding continues for More Support For SWD
❖	Continued support from experts to call on
❖	HOC position changes to DP – may reduce degree of input
	Resource Centre/E-Learning
❖	Resources boxes for C2C
❖	Investigation of e-books for student use
❖	Ongoing maintenance of hardware items.
❖	TL role in relation to computer usage/ Cyber safety

Future outlook

In 2013 the school reviewed its school improvement plan with particular areas being identified as important to the continued learning for students. These areas are still being reviewed and planned around to effect good continued outcomes.

The areas are:

- Resource Centre
- Supporting students
- Curriculum
- E-Learning
- Indigenous Education

Explicit Teaching continues to be embedded in classrooms and continued differentiation for students, to attain the best outcome for each student is still our highest level of expectation.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	336	146	190	93%
2013	377	174	203	94%
2014	385	178	207	94%

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

Characteristics of the student body:

Tolga State School students come from a broad demographic/socio-economic backgrounds. There is a mixture of rural/urban families with a very small percentage of ESL. Tolga state school has an enrolment of indigenous children who make up about 15% of the school population. The family occupations range from stay at home parents, farmers, doctors,, police personnel, labourers, mechanics and myriad of other occupations.

Enrolment continuity is very high with students often starting in Prep and finishing their primary school at the highest level at Tolga. There is a very small number of moving families who are going to new beginnings 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 their parents and the P&C committee.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	23	24
Year 4 – Year 7 Primary	26	27	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	4	15	20
Long Suspensions - 6 to 20 days	1	2	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings.

- Choir – music
- Musical
- Choric speakers
- Visiting other schools for Friday afternoon sports throughout the year.

Extra curricula activities

- Netball for juniors offered by external parent/teacher.
- Gymkhanas for students with horses
- Cricket for boys and girls
- Fancy Dress Dance organized in conjunction with the P&C committee.
- Choric speakers and choir involved with ANZAC day and visiting senior citizens at aged centers a couple of times in the year.
- Representatives of the school in BMX trail riding

How Information and Communication Technologies are used to assist learning

All classrooms are fitted with electronic whiteboards which are used to enhance curriculum offerings in the classroom. Students have access to a bank of computers in the resource center and there are computers in classrooms across the school. Classroom teachers have access to a limited supply of i-pads for their classrooms. Teachers and parents use email to communicate with each other about students and the liaison officer for the classrooms will also email to parents with current important news from the teachers.

Social Climate

Tolga State School has entered the second year of being an enrolled managed school with tighter controls on students enrolling who do not live in the catchment area. The school uses GR8 people values care program and School Wide Positive Behaviour learning as the strategies to guide the school with maintaining and actions for behavior management. There are discrepancies between Students, Parents and staff perceptions on the satisfaction rating for behavior but all are slowly improving. Student support mechanisms are becoming more established and the communication with parents is improving.

Parents and Citizens Association supports the school through ensuring that students have refrigerators in their classrooms for their lunches. Support is given to the teachers through an Arts/Craft funding program each semester. P&C continues to find ways to help improve the life of the students while at school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	98%	95%	96%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	92%	100%
their child feels safe at this school* (S2002)	98%	100%	100%
their child's learning needs are being met at this school* (S2003)	98%	95%	98%
their child is making good progress at this school* (S2004)	98%	95%	96%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	95%	91%
teachers at this school motivate their child to learn* (S2007)	98%	95%	91%
teachers at this school treat students fairly* (S2008)	97%	97%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	97%	97%	91%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school takes parents' opinions seriously* (S2011)	97%	97%	91%
student behaviour is well managed at this school* (S2012)	95%	89%	86%
this school looks for ways to improve* (S2013)	97%	94%	95%
this school is well maintained* (S2014)	97%	97%	98%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	97%	97%
they like being at their school* (S2036)	88%	88%	92%
they feel safe at their school* (S2037)	97%	97%	95%
their teachers motivate them to learn* (S2038)	98%	95%	96%
their teachers expect them to do their best* (S2039)	98%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	98%	92%	95%
teachers treat students fairly at their school* (S2041)	97%	86%	93%
they can talk to their teachers about their concerns* (S2042)	98%	84%	89%
their school takes students' opinions seriously* (S2043)	95%	71%	91%
student behaviour is well managed at their school* (S2044)	86%	74%	87%
their school looks for ways to improve* (S2045)	95%	94%	96%
their school is well maintained* (S2046)	98%	92%	92%
their school gives them opportunities to do interesting things* (S2047)	92%	90%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	97%
they feel that their school is a safe place in which to work (S2070)		97%	100%
they receive useful feedback about their work at their school (S2071)		76%	89%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		94%	100%
student behaviour is well managed at their school (S2074)		70%	89%
staff are well supported at their school (S2075)		73%	89%
their school takes staff opinions seriously (S2076)		71%	81%
their school looks for ways to improve (S2077)		97%	94%
their school is well maintained (S2078)		94%	97%
their school gives them opportunities to do interesting things (S2079)		87%	89%

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

'Agree' represents the 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.

Involving parents in their child's education

Parents are involved in their child's education from a variety of vantage points. Parents are given the opportunity to talk to the teachers all year round but with specific oral interviews twice a year and formal report cards twice a year as well. Parents are invited to participate in classroom activities and/or on a regular basis for listening to reading. The school also places pictures and small articles in the newsletters when appropriate. The school also regularly updates office television screen with photos from events that the children have been involved in during the school year.

Reducing the school's environmental footprint

Water usage continues to decrease in projects requiring a great quantity of water ie new oval top soil. The toilets have also been refurbished which has ensured a lower water usage has occurred. Electricity decrease demonstrates the understanding of turning air-conditioners off, fans off and lights off as people leave classrooms empty.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	84,642	3,495
2012-2013	99,025	2,742
2013-2014	88,721	1,734

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.

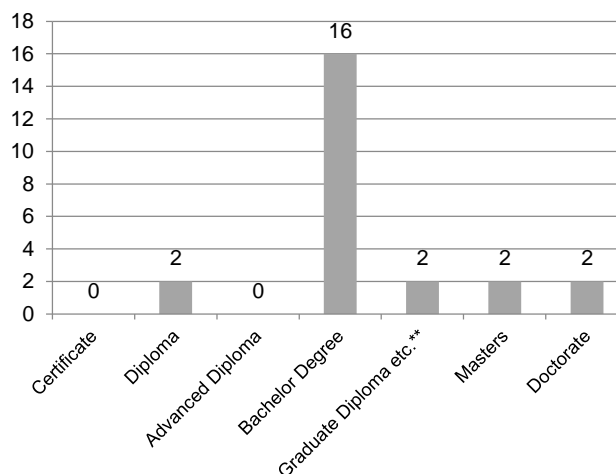
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	27	15	0
Full-time equivalents	23	9	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	16
Graduate Diploma etc.**	2
Masters	2
Doctorate	2
Total	24



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$15,520.00.

The major professional development initiatives are as follows:

- Music Conference
- Regional PE network day
- Beginning Teachers' workshop
- Mindfulness Curriculum Training
- Autism Australia
- NAPLAN workshops
- Cleaners Workshop
- Workplace Health and Safety Workshop
- Cybersmart workshop
- Anita Archer Conference/PD
- Classroom Profiling
- Leadership program
- CPR refresher course
- Curriculum refresher with C2C – inhouse
- Asthma, Diabetic and Anaphylaxis training offered - in house to all staff members.
- Code of Conduct
- Student Protection
- Asbestos training

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector ☒ Government
☒ Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%

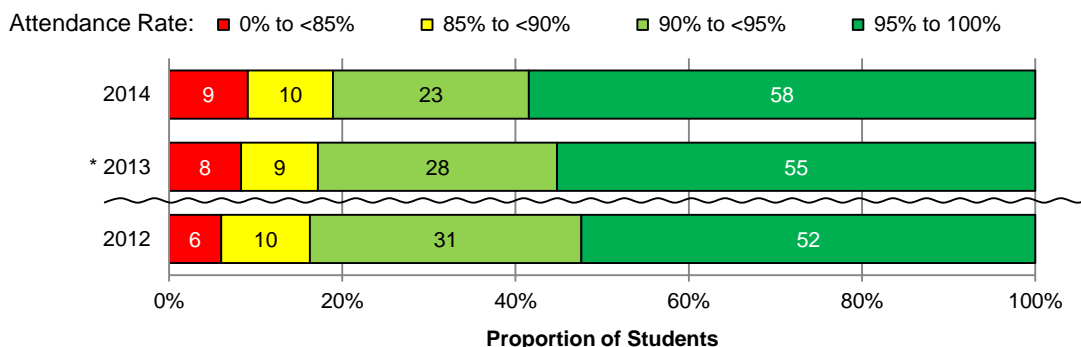
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	94%	95%	94%	94%	93%	95%	93%					
2013	94%	94%	94%	94%	95%	93%	94%					
2014	93%	94%	93%	94%	94%	94%	92%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

All students are monitored with the procedures that are in place at the school. Students are marked for attendance twice a day. Each student who leaves the school grounds with parents/carers are given early departure slips from the administration.

Students who are absent without notice to the school are followed up by the teachers and then through the office if previous actions unsuccessful. If difficulty still occurring in following up on information with students Principal then undertakes the role through telephoning and letters that are sent out.

Strategies to increase attendance: Every 5 weeks the school is informed on how year levels are achieving with attendance scores. These scores are entered onto certificates for each year level and displayed in classrooms. The scores periodically are also placed into newsletters for parents to be informed. At the end of the term a review of attendance is again given to the whole school and small celebratory rewards are given to classes.

The school also joined with another local school for a small competition on who could have the best attendance rates over the year. It was enjoyable and created a small rivalry which both schools enjoyed and a small lift to attendance occurred.

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**.

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Search by school name

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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

2014 - Students	Indigenous	Non-indigenous
Attendance	90.9%	94.2%
NAPLAN Attainment – Year 3	Reading – Band 3 Writing - Band 2/3 Numeracy- Band 3	Reading – Spread from Band 3 - 5 Writing - Spread to Band 4 Numeracy – Spread to Band 4
NAPLAN Attainment – Year 5	Reading- Gap closed Writing - Gap closed Numeracy- Gap closed	Reading – Gap closed Writing – Gap closed Numeracy - Gap closed
NAPLAN Attainment - Year 7	Reading – Band 6 Writing – Band 6 Numeracy – Band 6	Reading – Spread to Band 7 Writing – Band 6 Numeracy – Spread to Band 7

Indigenous students have maintained their attendance rates from 2013 with non-indigenous students having a slight improvement.

Year 3 Indigenous students are primarily working in the same banding as the non-indigenous students.

Year 5 Indigenous students have closed the gap in all three curriculum areas.

Year 7 indigenous students are working in the same banding as non-indigenous students with a small gap still noticeable in all areas.