

Tolga State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 100 Tolga 4882
Phone	(07) 4089 5111
Fax	(07) 4095 4518
Email	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	Principal – Kayleen Wright

Principal's foreword

Introduction

Tolga State Primary School, is situated on the Atherton Tablelands (Cairns Hinterland), Far North Queensland, and 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, which in turn enhances the educational opportunities for our students'.

Tolga State Primary School's approach to the Australian Curriculum focuses on high achievement of literacy and numeracy for all students. All Key learning areas (KLAs) are valued, explicitly taught and planned for from the Australian Curriculum. Extra-Curricular activities such as choir, choric speaking, Eisteddfod competitions, school and district sport, instrumental music, and community activities (ANZAC day, Atherton show, environmental activities) are engaged with to extend student development and community relationships.

Student learning outcomes are steadily improving with our staff focussing on the needs of each individual, and having the flexibility to maximise student support -through close working relationships with families. Student development is enriched by early intervention strategies, learning support and special needs services.

The Parents and Community Association, and parent/volunteer assistance, strengthen the schools learning environment and helps to maximise school community partnerships through fundraising events and participation in daily school activities and functions.

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

School progress towards its goals in 2015

1. Improving teaching	Progress: Continued satisfactory progress has been made in 2015 and will continue into 2016.
2. Refining and embedding data based decision making	Continued satisfactory progress has been made in 2015 and will continue into 2016.
3. Implementing SLT models and tools at all leadership levels:	Limited work achieved in this area, restarted in 2016 and making steady progress.
4. Connecting parents and caregivers with their children's learning.	Continued satisfactory progress has been made in 2015 and will continue into 2016.
5. Focussed Curriculum Improvement. Guided Reading	Continued satisfactory progress has been made in 2015 and will be reviewed in 2016.

Future outlook

2016 School Improvement Agenda	Targets	Timelines
Problem Solving in Mathematics with a focus improvement on the upper two bands of the student population.	All teachers will have worked with Administration on implementing strategies into their class planning and teaching.	To be implemented and actioned by the end of Term 4 2016 and continue actioning in 2017.
Reading Comprehension from Prep to Year 6.	To create a high standard consistent schoolwide framework for reading comprehension.	To be completed by the end of 2016. With implementation beginning in term 4 2016 and continuing into 2017.
Health/Wellbeing Policy for all members of the Tolga State School community.	Developed and Implementation of Policy.	To be completed by the end of 2016.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	377	174	203	44	94%
2014	385	178	207	43	94%
2015	365	170	195	42	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

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 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 15% of the school population. The family occupations range from stay at home parents, farmers, doctors, police personnel, labourers, mechanics 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	24	24
Year 4 – Year 7 Primary	27	24	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	15	20	11
Long Suspensions - 6 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Tolga State School implements:

- The Australian Curriculum with C2C resources being used.
- Teachers are able to engage with a variety of pedagogical practices with a strong emphasis on Explicit Teaching to enhance student learning outcomes.
- The school implements a number of foundational programs eg: Emms & Jemms, Spelling Mastery, Cars & Stars.
- IMPACT - Imagine, Model, Practice, Apply, Connect, Transform – is an extension program initiated in 2015 and implemented in 2016 for students who have demonstrated excellence in the classroom. This program is delivered through the Brisbane School of Distance Education.
- Head of Curriculum and Master Teacher provide classroom learning opportunities for teachers to improve their skills in Guided Reading and Writing.
- Head of Curriculum works with all teachers to assist classroom planning to improve their understanding of the vertical curriculum.
- Support Teacher of Literacy and Numeracy and Students With Disabilities teacher provide experience and knowledge for teacher to continue the improvement of differentiation for all students in the school, meeting the target of one years growth for every student every 12 month.
- Guidance Officer provides expertise and knowledge to teachers assisting with improving student outcomes in the classroom.

Extra curricula activities

- Choir
- Choric speaking
- District, Regional and State Athletics meets
- ANZAC parade
- Leadership camp and development for the school leaders
- P&C Fancy Dress Dance from Prep to Year 6
- Student camps from Year 4 to Year 6
- Excursions from Prep to Year 6

How Information and Communication Technologies are used to improve learning

The students use a variety of devices to support their learning at school. The Resource centre houses our main computer hub and ipads are moved from classroom to classroom to support the teaching and learning needs of students. All classrooms include electronic whiteboards and have access to desktop computers providing opportunities to extend the teaching and learning practices. The teachers include planned ICT experiences in their everyday teaching using technologies available at the school.

IMPACT - Imagine, Model, Practice, Apply, Connect, Transform – is an extension program that was initiated in 2015 and implemented in 2016 for students who have demonstrated excellence in the classroom. This program is delivered through the Brisbane School of Distance Education and supervised in 2016 by the Deputy Principal.

Social Climate

Tolga State School has engaged with and implemented the School Wide Positive Behaviour for Learning processes. 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 with “Gotchas” (demonstrating Safety, Respect and Responsibility). These are then celebrated on parades both weekly and at the end of term.

The Tolga State School support team works closely with parents individualising the learning of our students through adjusted programs that consider the diverse range of students and differentiate the curriculum to support these needs.

The school opinion survey for parents, reports that being ‘safe at school’, ‘treated fairly’, ‘behaviour and discipline’ and ‘like being at this school’ is valued in the high 90% . The students survey reports that being ‘safe at school’, ‘behaviour and discipline’ and ‘like being at this school’ is valued in the low to mid 90% range.

Tolga State School is currently investigating Health and Wellbeing for all members of the school community to improve support for all.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	96%	95%
this is a good school (S2035)	100%	100%	98%
their child likes being at this school (S2001)	92%	100%	100%
their child feels safe at this school (S2002)	100%	100%	98%
their child's learning needs are being met at this school (S2003)	95%	98%	95%
their child is making good progress at this school (S2004)	95%	96%	93%
teachers at this school expect their child to do his or her best (S2005)	97%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	91%	91%
teachers at this school motivate their child to learn (S2007)	95%	91%	93%
teachers at this school treat students fairly (S2008)	97%	95%	95%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	98%
this school works with them to support their child's learning (S2010)	97%	91%	95%
this school takes parents' opinions seriously (S2011)	97%	91%	95%
student behaviour is well managed at this school (S2012)	89%	86%	93%
this school looks for ways to improve (S2013)	94%	95%	88%
this school is well maintained (S2014)	97%	98%	89%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	97%	97%
they like being at their school (S2036)	88%	92%	92%
they feel safe at their school (S2037)	97%	95%	93%
their teachers motivate them to learn (S2038)	95%	96%	96%
their teachers expect them to do their best (S2039)	98%	96%	97%
their teachers provide them with useful feedback about their school work (S2040)	92%	95%	92%
teachers treat students fairly at their school (S2041)	86%	93%	92%
they can talk to their teachers about their concerns (S2042)	84%	89%	90%
their school takes students' opinions seriously (S2043)	71%	91%	90%
student behaviour is well managed at their school (S2044)	74%	87%	83%
their school looks for ways to improve (S2045)	94%	96%	97%
their school is well maintained (S2046)	92%	92%	88%
their school gives them opportunities to do interesting things (S2047)	90%	92%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	97%	80%
they feel that their school is a safe place in which to work (S2070)	97%	100%	80%
they receive useful feedback about their work at their school (S2071)	76%	89%	74%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	90%
students are encouraged to do their best at their school (S2072)	100%	97%	91%
students are treated fairly at their school (S2073)	94%	100%	83%
student behaviour is well managed at their school (S2074)	70%	89%	69%
staff are well supported at their school (S2075)	73%	89%	44%
their school takes staff opinions seriously (S2076)	71%	81%	74%
their school looks for ways to improve (S2077)	97%	94%	91%
their school is well maintained (S2078)	94%	97%	80%
their school gives them opportunities to do interesting things (S2079)	87%	89%	71%

'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

Parents are encouraged to be active members in their child's school life by attending parades, class events, school events, parent/teacher meetings, P&C meetings and volunteering for tuckshop. The students connect to the wider community through competitions for the Fire Brigade which are initiated by the CWA, Eisteddfods led by classroom teachers and community celebrations in Cairns, Atherton and Tolga.

In 2015 the students competed in and attended the inaugural Scarecrow carnival held for the first time here in Tolga.

Tolga State School Support Team assists students who identify as requiring extra assistance by developing and implementing strategies provided by a variety of internal and external experts. Adjustments are made and planned for with the involvement of parents, teachers and students. These adjustments are reviewed as required to continue the improvement of quality learning outcomes for students.

Reducing the school's environmental footprint

Electricity has increased due to more airconditioners being placed into classrooms. The water use is higher than the previous year due to less rainfall in the catchment area and the a new septic system which required excess water in the initial set up of the system.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	99,025	2,742
2013-2014	88,721	1,734
2014-2015	91,242	2,426

*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.

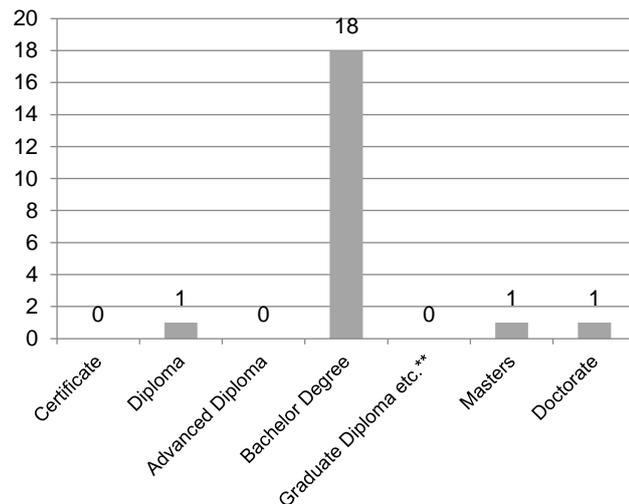
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	15	0
Full-time equivalents	21	10	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	18
Graduate Diploma etc.**	0
Masters	1
Doctorate	1
Total	21



*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 2015 were \$46 000.00.

The major professional development initiatives are as follows:

- Learning Difficulties conference
- Michael Fullan conference
- Instrumental/Music conferences
- Principal workshops/conferences
- Anita Archer conference
- Workshops on Numeracy, Literacy, Action Research, One-School, student support, technology, consolidations
- Library webinar workshops
- Regional PE workshop/conference
- Cleaners and Grounds officer workshops
- WPH&S workshop
- Advanced Leadership workshops
- First Aid Course
- Mentoring beginning teachers
- Planning with Head of Curriculum Workshops
- Planning and coaching with Master Teacher Workshops
- Office Administration workshops
- Teacher aide workshops

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 81% of staff were retained by the school for the 2015 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/>.

For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source will be attached.

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 says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
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).	91%	91%	92%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

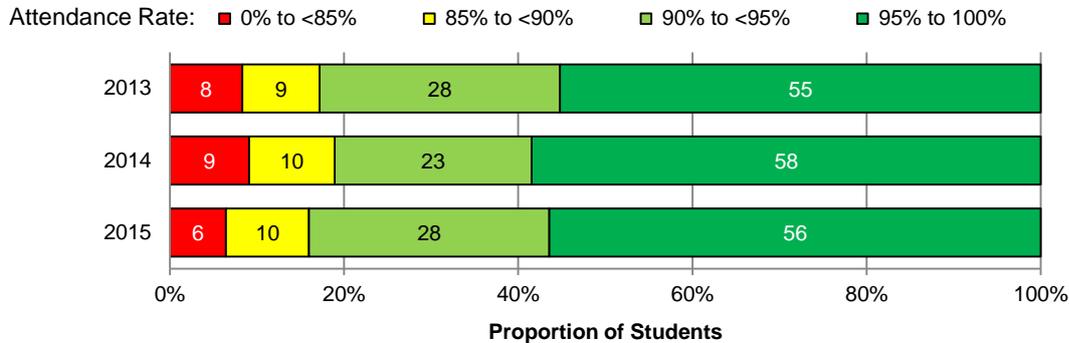
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	94%	94%	94%	94%	95%	93%	94%					
2014	95%	93%	94%	93%	94%	94%	94%	92%					
2015	96%	94%	94%	94%	94%	95%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.

Tolga State School follows up on students who haven't attended through telephone calls and letters. The roll is marked twice a day once in the morning and again in the afternoon. Students are encouraged to come to school each day and classes are recognised weekly for their attendance. All classes receive a weekly attendance certificate identifying if they are working toward or have achieved the school's attendance goal of 95%. These certificates are displayed in classrooms. The weekly attendance is placed in the newsletter each week. At the end of the term the highest achieving classes are recognised and rewarded, this is advertised on the roadside newsboard.

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.

Parents requiring a printed School Annual Report then NAPLAN results will be attached.

Find a school

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '**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 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.