



# Tamborine Mountain State School

# ANNUAL REPORT 2016

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

*Every student succeeding. State Schools Strategy 2016-2020*  
Department of Education and Training



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# School Overview

Tamborine Mountain State School (Independent Public School) is an award winning 'School of Excellence for the Early and Primary Years of Education'. Our objective is to promote the academic, cultural, physical and social development of each child. Students are encouraged and taught to become self-motivated learners who can work independently, co-operatively and happily to gain the skills they need to make choices about their lives, now, and in the future.

At Tamborine Mountain State School, we place an emphasis on every student's creativity and achievement. We give students many opportunities to participate in many extra-curricular activities. Tamborine Mountain State School has a whole school focus on achievement and success in academic, sporting, arts and cultural programs.

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As Principal I am extremely passionate about celebrating the successes of our young people and our staff. My expectations as principal are clear:

My teachers will be explicit with their teaching and I will ensure every child in every classroom feels safe and is learning every day. I have an unrelenting focus on student improvement. My staff and I are committed to know each student as an individual. Where they've come from, where they are today and where or what they want to be in the future. We pride ourselves on knowing the whole child, rather than just the student. I believe every child is unique and has something to contribute to our school and community. For some students their skill or talent is immediately apparent, for others it takes a little time to be revealed. I look forward to working with staff and parents to nurture and showcase their talents. Personal and professional values are extremely important to me. Tamborine Mountain State School staff acknowledge that education is as much about building character as it is about equipping students with specific skills to be a well-rounded citizen.

Parental support is a vital element of any school's identity, and we are fortunate to enjoy a strong and close working relationship with the community. Parent assistance and involvement is welcomed in many ways – ready readers program, changing reading books, support in the tuckshop, library or classroom is always appreciated. We have an active Parents & Citizens' Association which aims to forge links between parents and the school, with consequent benefits to Tamborine Mountain State School students. All parents are urged to support the P&C.

This is our school – exceptional staff, wonderful students, dedicated parents and a supportive community.

Mr Smith

PRINCIPAL

# Principal's Forward

## Introduction

### School Progress towards its goals in 2016

**Achieved**      **Working Towards**

School Wide Curriculum Development and Delivery Expectations	Expand whole school framework - unpack the purpose of learning intentions and success criteria Formative and summative assessment including short, mid and long term data cycles	Student Profiles:  Internal moderation processes are cyclic. KIT books (weekly reports) are sent home weekly. Feedback is regular and takes many forms ie: written, verbal, formal, informal, online etc.	100% better in Eng Maths & Science  100% better in Eng Maths or Science	Sem 1 & 2, 2016	HOC	One School:One Plan
School Improvement Targets – Yr3 NAPLAN	Align SITs and GRG targets with cohort and class goals	NMS in Yr 3 NAPLAN, Reading, Writing and Numeracy.	100%	May 2016	HOC STs LaN	Differentiated Learning model Great Results



	Publicise the targets	% Yr 3 U2B in Reading, Writing and Numeracy	R = 40% W = 40% N = 40%		Yr 3 Cohort Leader Mater Teacher	Guarantee funding Professional data conversations Master Teacher funding
Data Action Plan	Expand TMSS's One School:One Plan to include data source links to Data Dashboard  Align data sources to give a clear picture of the student, class, cohort and school – progress measured in distance travelled vs time taken	Informed Teaching Model (ITM) - Data wall / Classroom Dashboard / School Profile / SunLanda and One School data sets used by all teaching teams to review, reflect and plan.	100% teaching teams using the ITM	2015	HOC	One School:One Plan Data sources
Differentiation	Improve NAPLAN Achievement/Improvement results in short and long term comparisons – MSS, L3B & NMS Improve Student Relative Gain results in all strands >/>22%  Blooms HOT strategies embedded across the school and in daily teaching practices  Increase number of G&T intensive programs from 1 to 2 per term.  G.A.T.E program established and implemented across the school  Conduct a Masterclass Excellence Day (Pop Up Science)	Teachers to be maintaining progress reports of all students across all KLAs which is reflective of pre-testing results and prior knowledge.  G&T programs – Masterclasses (English, STEM, The Arts), Higher Order Thinking Programs, Extension programs (KLAs), Online and external accelerated learning programs  Individual Curriculum Plans created for all SWD (IEPs), Indigenous, ESL, Children in Care and Students working outside of their current cohort in each KLA	100%  <10% cohort  <5% eligible cohort	Sem 1 & 2, 2016  Sem 1 & 2, 2016  Sem 2, 2016	Teachers STs LaN Guidance Officer HOSES  Master Teacher	Data sources Professional Development
Digital Technologies and Pedagogies	Establish a Digital Technologies curriculum including Coding and Robotics	Employ a DT teacher to teach Digital Technologies to Yr2-6 <ul style="list-style-type: none"> <li>30 mins p/w Yr2-4</li> <li>60 mins p/w Yr5&amp;6</li> </ul> ICT teacher to teach DT to Yr1 <ul style="list-style-type: none"> <li>30 mins p/w</li> </ul> Prep teacher to teach DT to Prep students		2016	Principal DT Teacher Master Teacher ICT Support CR Teachers HOC	Scratch program (Coding) Sem 1 Lego robots (Robotics) Sem 2 Desktop & laptop computers iPad Minis

	<p>Develop classroom teachers skills and confidence with Embedding Digital Technologies across all K-6A</p> <p>Review STEM Masterclasses to align with DTT program</p>	<ul style="list-style-type: none"> <li>Incorporate to lessons where and when appropriate</li> </ul> <p>30 minute work shadowing with each c/r teacher in Yr5 &amp; 6 once a week, during DT teaching time.</p> <p>Offer DTT (Dig Tech Teacher) mentoring times each week – DTT builds teacher capacity with DT / ICT devices, software etc by visiting classrooms on a booking system. Feedback loop to be established and maintained – Discussion, Modelling, Team Teaching, Observing, Feedback.</p> <p>Build on current STEM Masterclass practices to include Junior school students – establish an extracurricular timetable to cater for Yr3-6 students throughout the year.</p>	<p>100%</p> <p>&gt;30% c/r teachers</p> <p>&gt;75% c/r teachers</p> <p>15-20 students per term</p>	<p>Ongoing</p> <p>Sem 1, 2016</p> <p>Sem 2, 2016</p> <p>2016</p>		
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School strategies	Actions	Performance Measures			Responsible Officer(s)	Resources
		Description	Target	Date		
Instructional Leadership model	Develop a tiered Instructional Leadership Model	Depth of Leadership to be established to build staff capacity and embed across the school – Exec-Teachers-Students  All leaders are enablers of Instructional Leadership.	Staff SOS responses >95% satisfactory +  \$2069,71,75,76,77,95,96,109	Sem 2, 2016	Principal	Marzano School Leadership Evaluation Model
Professional Learning Teams	Initiate Professional Learning Team Meetings	All teachers are clear about their roles and responsibilities in alignment with	Improve NAPLAN Achievement/Improvement results in short and long term comparisons – MSS, U2B & NMS. Improve Student Relative Gain	Sem 1, 2016	Principal Curriculum Leaders	Professional Development

		<p>goal success.</p> <p>All teachers are engaging in data cycle conversations (cohort) which are regular, structured, collaborative and focussed.</p>	<p>results in all strands =/&gt;22%</p> <p>Staff SOS responses &gt;95% satisfactory +</p> <p>\$2081,82,87,88,98,99,101,102,103</p>			
Teacher Performance Culture	<p>Embed a Teacher Performance Culture into school strategic planning processes</p>	<p>Effective Professional Development is aligned with school priorities. Developing Performance Plans are reviewed and updated every 6 months.</p> <p>Teachers are part of action teams to trial, implement, evaluate and modify teaching procedures which align with the school's strategic priorities.</p>	<p>100% of staff have current DPPs which are reviewed each semester</p> <p>Staff SOS Responses &gt;95% satisfactory +</p> <p>\$2085,86,100</p>	On-going	Principal Deputy Principal HOC	Professional development opportunities are targeted to school strategic plan
Pedagogical Framework	<p>Regularly review TMSS's Pedagogical Framework to ensure best practice is maintained and delivered.</p>	<p>Pedagogical Framework is centred around every child, in every classroom, every day is learning and achieving.</p> <p>All teachers to engage and understand the school's approach and key pedagogical suite to gain high yield student outcomes across the school.</p>	<p>Parent SOS Responses</p> <p>\$2016 &gt;95% satisfactory +</p> <p>Student SOS Responses</p> <p>\$2048 &gt;95% satisfactory +</p> <p>Staff SOS Responses &gt;95%</p> <p>\$2072,83 satisfactory +</p>	On-going	Principal	Professional data-based conversations
Marketing and Promotion	<p>Expand promotional opportunities</p>	<p>TMSS promotions to extend past the Scenic Rim catchment</p>	<p>Increase awareness of TMSS' high performing results</p>	On-going	Principal Showcase Award Leaders	Data sources

	<p>Enter in Showcase 2017</p> <p>Category: Indigenous Culture</p>	<p>Strategic marketing packages designed to showcase TMSS's high performing results and increase enrolments</p> <p>Develop new school prospectus and interactive website</p>	<p>Maintain high level of student enrolments Yr1-6 within EMP catchment area</p> <p>Expand Prep enrolments</p> <p>&gt;75 Preps</p>			
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## OTHER REQUIREMENTS

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Health and Well-Being Framework	Continue to expand TMSS's school-based H&WB Framework to include staff. Align with DETE's Strategic Plan 2013-2017 "Empowering minds. Empowering futures."	<p>Continue to ensure our workforce is skilled and focussed on high quality care and student learning and achievement</p> <p>Empower staff through relationships based on trust, respect and valuing diversity</p> <p>Continue to promote a safe, healthy and inclusive work environment</p> <p>Promote and model healthy work-life balance strategies</p>	<p>Improve SOS S2080</p> <p>&gt;75% satisfactory +</p>	<p>ongoing</p> <p>Sem 2, 2016</p>	<p>Principal</p> <p>GO</p> <p>H&amp;WB Leader (Teacher)</p>	<p>DETE Framework</p> <p>Research</p> <p>Local medical professionals and practitioners</p>

### Future Outlook - 2017

To implement programs to improve the percentage of students in U2B Writing			
Actions	Targets	Timelines	Responsible Officer
Design the timetable to allow a major focus on writing, including streamed fluid Literacy lessons (determined by a student's learning ability) to address gaps in learning and concentrated on a mastery of skills – Individualised Student Learning	100% of teachers	Sem 1	Principal Deputy Principal
Develop, implement and monitor a consistent whole school approach to classroom writing practices. (6+1 Traits of Writing)	100% of teachers	Term 1: Develop On-going: PD/ Implement/monitor	Head of Literacy Classroom Teacher
Identify high performing and cusp students through data-set reviews and writing samples to offer increased complex writing opportunities and small group literacy support for L2B students	Yr 3 U2B 45% Yr 5 U2B 51%  NMS 100% of eligible students	Term 1 & 2 PD – whole school and small groups	Classroom Teacher Head of Literacy
Develop a Gradual Release of Responsibility framework for teachers - Explicit Writing Pathways – to align with TMSS Action Plans – AIP (Through-Line)	100% of teachers	Develop: Term 1 Implement: Term 2 On-going PD	Head of Literacy



To implement programs to improve the percentage of students in U2B Numeracy			
Actions	Targets	Timelines	Responsible
Design the timetable to allow a major focus on number, including streamed fluid Numeracy lessons (determined by a student's learning ability) to address gaps in learning and concentrated on a mastery of skills – Individualised Student Learning	100% of teachers	Sem 1	Principal Deputy Principal
Develop, implement and monitor a consistent whole school approach to classroom mathematics practices. Develop an annual whole school GVC Math scope and sequence	100% of class teachers using agreed & consistent approach	Term 1: Develop On-going: PD/ Implement/monitor	Head of Numeracy
Identify through data and extend high performing students and teach strategies to engage with problem solving and reasoning.	100% of identified students Yr 3 U2B 40% Yr 5 U2B 30%	Term 1 & 2	Classroom Teacher Head of Numeracy
Develop a Gradual Release of Responsibility framework for teachers - Explicit Numeracy Pathways – to align with TMSS Action Plans – AIP (Through-Line)	100% of teachers	Develop: Term 1 Implement: Term 2 On-going PD	Head of Numeracy

To implement a strategic plan and reward system to increase student attendance			
Actions	Targets	Timelines	Responsible Officer
<p><b>Strategic plan:</b> Students with 30+ days absent in 2016 - individual case management meetings with parent/student at the beginning of the school year with DP DP to conduct weekly meetings with admin officer in charge of attendance to check students are not slipping through the net (weekly attendance audit) Create priority list of high flyers (&lt;85%) – 1st absence SMS; 2nd absence DP phone call More than 5 days unexplained absence – face to face parent/student meeting arranged</p>	<p>&gt;93% student attendance</p> <p>Reduce <i>unexplained</i> absences</p> <p>Headline Indicator Report: (Attendance) Move from red to green &gt; 93% and from orange to green &lt;85%</p>	<p>Term 1 On-going</p>	<p>Admin officer Deputy Principal Class Teacher</p>
<p><b>Introduce student attendance reward system:</b> Introduction of attendance Gotcha per term above 93% Gold gotcha for year attendance rate above 93% Class with highest average attendance over 93% for term gets principal's lunch Mid-term postcards sent out for attendance above 93%</p>	<p>&gt;93% student attendance</p> <p>Improved Student pride and Parent responsibility</p>	<p>Term 1 &amp; on-going</p>	<p>Deputy Principal</p>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	595	282	313	11	97%
<b>2015*</b>	576	270	306	10	95%
<b>2016</b>	587	284	303	12	94%

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 2016, 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

### Overview

The Tamborine Mountain State School Catchment covers a large geographical area and in 2015 we retained a 95% enrolment continuity. Out of our total school enrolment of 576, we have 10 students identified as Indigenous and 31 as Students with Disabilities. We have a very small number of students who identify as with English as a Second Language. In 2015, our class sizes were within target.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	23	24
Year 4 – Year 7	22	25	26
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our Whole School Curriculum Framework covers all required Key Learning Areas including: English, Mathematics, Science, History, The Arts, Studies of Society and the Environment, Technology, Health and Physical Education and Languages Other Than English (Japanese). The Australian Curriculum sets the expectations for what all young Australians should be taught, regardless of where they live in Australia or their background. Our units of work draw on the Australian Curriculum, Year Level Achievement Standards to ensure our students are working towards national expectations.

Teachers work in Year Level Teams to deliver quality teaching and learning cycles targeted to the individual needs of the students and aligned to the Australian Curriculum.

Year Level Teams prioritise the Australian Curriculum Achievement Standards and Content descriptors in English and Mathematics. Tracking of priorities and Pedagogical check-ins are undertaken by the Curriculum Team to review horizontal and vertical alignment of the Curriculum.

### Co-curricular Activities

Our school offers a wide range of Extra curricula activities to support students' holistic development. These include:

- Pre-Prep Program (6 months)
- Interschool Sport and Sport opportunities including: athletics, swimming, cross country, soccer, rugby league, rugby union
- Year 3-6 Interschool Sport with St Bernard and Canungra State School 3 times/year
- Instrumental Music Program featuring our Junior and Senior Band
- Dance including Tap, Contemporary and a Dance Excellence program
- Choral programs including our Prep Choir, Thunderbird Choir and Lyrebird Chorale
- Student Discos (P&C)
- Robotics Club
- Green Thumbs Club
- Waste Warriors Club
- Performing Arts Showcase evenings such as 'Small Night Out' and 'Big Night Out'
- School Camp opportunities for our Year 4, 5 (Leadership focus) and 6 (Canberra tour) students.
- Extension opportunities including Mega minds day, ICAS competitions, STEM Cup and Challenge
- After school private tennis coaching, AFL and Little Athletics Club
- After school Learning Lounge classes for Years 1-6 with Teacher Aides, Curriculum Leaders and Principal
- Public Speaking opportunities

### How Information and Communication Technologies are used to Assist Learning

Our school is working towards embedding the Information and Communication Technology skills vital to being successful in the 21st century. As a General Capability in the Australian Curriculum, our school embeds the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century.

To engage with Information and Communication Technologies, our school offers:

- A STEM Lab with 20 desktop computers, an Interactive 65 inch LCD screen with HDD player and recorder
- Each classroom has a data projector and interactive whiteboard
- Specialist ICT (Prep-2) and Digital Technologies (Yr3-6) Teachers
- Each classroom has computers available for individual and small group work learning.
- Our Learning Hub has a mobile Computer Lab of 42 wireless enabled Laptops and 36 iPads for use throughout the school.
- The Year 5 & 6 classes have access to 12 wireless laptops and 18 iPads
- Our Science Lab has 18 iPads
- Our Learning Hub features FOXTEL educational channels which can be used for small or large group presentations.
- Our Special Education Program has a suite of 11 iPads
- Our Hub includes a Green Screen room and multi-media suite with 6 HDD Video Cameras, 15 Digital Cameras and 60 eReaders.
- All teachers have been provided with mini-iPads to access educational apps to support the school's teaching and learning improvement agenda.

Our students engage with Ed Studios on The Learning Place to provide online learning opportunities and we also participate in online academic courses.

## Social Climate

### Overview

The school community is extremely confident that the school provides a safe, supportive and productive learning environment with key elements such as student behavior, feeling safe and providing students with useful feedback to improve as highlights in our School Opinion Survey data. This has been achieved through our adoption of high level of expectations consistently implemented across the school in our whole school approach to:

- The development of our School Behaviour Code which details our expectations and procedures for consistency across the school
- The Hi5 Anti-bullying strategy which supports students to proactively address bullying
- Character development and student support (including our whole school social skills program and whole school esmart programs) both academically and socially, which is managed through the school's Support and Welfare Action Team.
- Specific proactive and intervention programs as supported by the school's Guidance Officer, Behaviour Advisory Coordinator, Support Teacher Literacy and Numeracy, Special Needs Teachers, the School Chaplain, School Administration and teachers, working as a team with the parent, to help the child become an independent and self-disciplined learner and enable them to be the best they can be.
- Development of student leadership programs including: Year 4, 5 and 6 Buddies, whole school Student Council and lunchtime Learning Hub and Sports Leaders
- Close monitoring of student attendance to proactively address any student whose attendance drops below 85%

In 2017 this whole school social skills program will be enhanced through a partnership with Swinburne University to create explicit opportunities to teach emotional intelligence.



## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	92%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	97%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	97%	95%	96%
their child is making good progress at this school* (S2004)	97%	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)	94%	92%	100%
teachers at this school motivate their child to learn* (S2007)	97%	95%	100%
teachers at this school treat students fairly* (S2008)	97%	97%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
this school works with them to support their child's learning* (S2010)	97%	97%	100%
this school takes parents' opinions seriously* (S2011)	100%	95%	93%
student behaviour is well managed at this school* (S2012)	97%	95%	96%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	99%
they like being at their school* (S2036)	93%	100%	98%
they feel safe at their school* (S2037)	97%	100%	96%
their teachers motivate them to learn* (S2038)	100%	98%	99%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	98%
teachers treat students fairly at their school* (S2041)	97%	99%	96%
they can talk to their teachers about their concerns* (S2042)	90%	99%	96%
their school takes students' opinions seriously* (S2043)	97%	100%	96%
student behaviour is well managed at their school* (S2044)	95%	100%	95%
their school looks for ways to improve* (S2045)	100%	100%	98%
their school is well maintained* (S2046)	100%	100%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	100%	98%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	97%	97%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	96%
their school takes staff opinions seriously (S2076)	100%	100%	96%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	100%	100%	96%
their school gives them opportunities to do interesting things (S2079)	100%	100%	96%

\* 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

The culture resonating through our school is the sense of pride and the sense of community – within our students, staff, parents and the wider community. We are all committed to ensuring a quality education that recognizes the individual talents and needs of our students.

Parents are very welcome at our school and considered partners in their child's education. Through working together, we are able to achieve our vision of ensuring we "Strive for the Highest". To support strong parent and community engagement with our school, we offer:

- A very strong volunteer program to support learning in classrooms providing support and training
- A highly supportive and active Parents and Citizens Association who organises fundraising opportunities for the school
- A Meet and Greet BBQ at the beginning of the year to provide all parents with an opportunity to meet their child's teacher and our support staff
- Parent Information sessions / forums / workshops
- An award winning Pre-Prep Program
- Lunch on the Lawn each term which invites parents/caregivers to join their child for lunch on our school oval
- Under 8's Day which includes members of our community to celebrate early childhood
- NAIDOC Week activities which support our students developing their understanding of Indigenous culture
- Education Week community activities celebrating the learning being achieved in our classrooms
- Parent Teacher Meetings (twice / year)
- Formal Student Report Cards (Terms 2 & 4)
- KIT (Keep In Touch) Books sent home weekly providing updates on learning and behaviour
- Parent volunteer support for excursions and events
- Whole School Assemblies featuring student performances and celebrating student achievements

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The Respectful relationships education program is a primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence. This is done through challenging attitudes about violence and gender construction known to lead to violence while also supporting students to develop pro-social behaviours that lead to equitable and respectful relationships. A strengths-based approach underpins the development of respectful relationships knowledge and skills.



The content and approaches in the Respectful relationships education program are based on domestic and family violence research and best-practice educational approaches. The program has been developed in consultation with teachers, school communities, domestic and family violence organisations and external experts.

A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

The Respectful relationships education program are aligned to the Australian Curriculum: Health and Physical Education and are delivered by the Chaplain or Guidance Officer throughout the year (5 hours instruction).

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	51	28	27
Long Suspensions – 6 to 20 days	0	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.

## Environmental Footprint

### Reducing the school's environmental footprint

Our school has a strong focus on sustainability, ensuring our students learn the importance of sustainable living practices that they can use throughout their lives. We actively seek ways to reduce our environmental footprint through monitoring usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	134,318	0
2014-2015	139,599	
2015-2016	138,330	

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.

## 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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	23	<5
Full-time Equivalent	38	15	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	45
Diploma	
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

The total funds expended on teacher professional development in 2016 were \$20 491

### Expenditure On and Teacher Participation in Professional Development

The major professional development initiatives are as follows:

- Curriculum planning to create high quality units of work drawing on the Australian Curriculum
- STEM
- The Teaching of Reading
- The Teaching of Number (Numeracy)
- Quality Teaching – Pedagogical Framework (The Art and Science of Teaching)
- Students with Disabilities and the National Consistent Data Collection process
- Differentiation including Higher Order Thinking & enrichment
- Health and wellbeing

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

### 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 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	85%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.



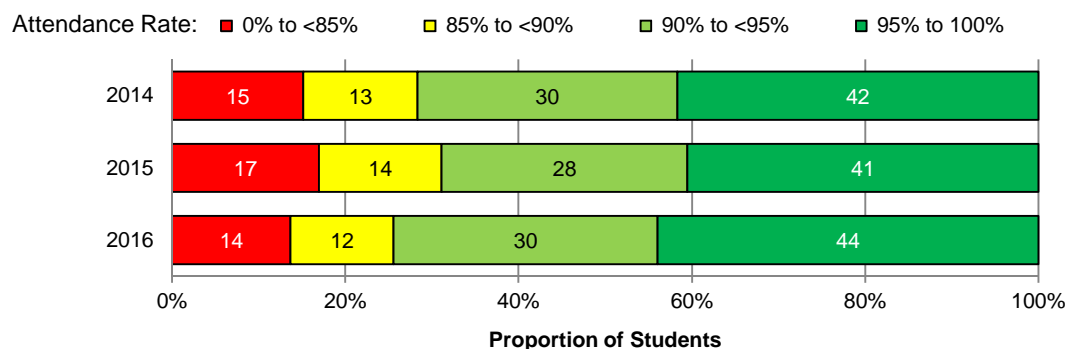
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	92%	92%	92%	90%	92%	91%	94%					
2015	92%	92%	93%	92%	93%	89%	91%						
2016	92%	93%	93%	93%	93%	92%	90%						

\*Attendance rates effectively count 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.

Our school uses a case management approach to monitoring student attendance for any student with less than 85% attendance. Attendance is monitored weekly and Student Target Charts are on every classroom door to actively promote our attendance across the school. Our school uses OneSchool to record student attendance including for marking classroom rolls. Parents are able to leave a message on our Student Absence Line or email the school to notify if their child is going to be absent from school. Students with excellence attendance are celebrated across the school. TMSS has a SMS for all unexplained absences that is sent out before 9:30am each day.

## NAPLAN

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**.

## Find a school

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Sector:

Government

Non-government

Where it states '**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.