



Mount Tarampa State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Queensland

Contact Information

Postal address:	9 Profkes Road Mount Tarampa 4311
Phone:	(07) 5427 9208
Fax:	(07) 5427 9400
Email:	principal@mttarampss.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

School Overview

Established in 1906, Mt Tarampa State School is a multi-grade co-educational state school situated 30km from Gatton and 11km from the township of Lowood. Our early education classroom is composed of Prep and Year 1, 2 and 3, while the other classroom is comprised of Year 3, 4, 5 and 6. Our successful curriculum has a central focus on high levels of literacy and numeracy, with the levels of the remaining syllabuses delivered primarily as integrated units of study. The distinctive features within this design include knowing and understanding each student to develop optimal techniques to challenge and extend each student in a caring, supportive classroom, constructing individualised learning plans to maximise the talents and future opportunities for our students and mapping, recording and reporting every student's progress against outcome statements relating to what a student should know and be able to do. A large majority of parents are satisfied that their child is happy to go to this school and are satisfied that their child is treated fairly. Our open-door policy encourages parents to spend time in their children's classrooms.

Principal's Forward

Introduction

Welcome to Mt Tarampa State School's Annual Report for the school year of 2015. This report is designed to give some key information about the teaching and learning at the school. You will find data relating to enrolment figures, behaviour, curriculum offered at the school, teachers at the school and attendance, as well as information on how to access the MySchool website for student achievement data.

School Progress towards its goals in 2016

In the Year 2016 there were many goals set for Mt Tarampa State School. One of the main goals was to continue the implementation of the Australian Curriculum. This was successfully achieved for English, Mathematics, Science, History and Geography. The school maintained its focus on the teaching of literacy and numeracy and continued to embed the use of ICTs as an integral component of curriculum, planning, teaching and learning.

Future Outlook

The main priorities for 2017 are:

- Embed whole school approach to the teaching of reading and management of data.
- Develop and implement an evidence-based and consistent school approach to the explicit teaching of Writing including Spelling, Punctuation and Grammar.
- Develop whole school approach to the teaching of mathematics.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	46	16	30	5	92%
2015*	46	17	29	7	89%
2016	44	14	30	9	90%

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 student body is fairly stable at Mt Tarampa with only a small number of students either moving in or out of the school during the year. Mt Tarampa State School draws most of its population from a fairly well defined geographical area. The community consists of some older established families and a number of newer members who live on 5 - 10 acre rural blocks. Only a very small percentage of families draw their principal income from a family farm. Indigenous students make up about 15% of the school population.

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	21
Year 4 – Year 7	21		
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

- Computer technology is integrated into all classrooms and classroom learning with every classroom having an electronic whiteboard as well as access to laptops to assist teaching and learning.
- Students actively participate in BVSSSA sports events.
- Instrumental music is offered to students in years 5 through 7.
- Science specialist teacher conducts 3 x 30 minute science lessons per class each week.



- Technology specialist conducts technology and robotics skills lessons four times a week with each class

Co-curricular Activities

Children have the opportunity to participate in a number of interschool activities:

- Instrumental music camps and workshops
- Cluster sporting competitions including swimming and athletics
- Gala sports days with other local schools
- Students are given the opportunity to try out for representative sporting teams

How Information and Communication Technologies are used to Assist Learning

ICTs are integrated throughout the curriculum and used for delivery of lessons, research and presentation of work. The majority of student assessments are submitted to the teacher via email or uploaded to an edstudio via a drop box. Children participate in a robotics program, which helps to develop programming and problem solving skills. Students participate in regular technology skill development sessions. Technologies that the children and staff use as part of their teaching and learning include laptops, digital cameras, digital video cameras, ipad and interactive whiteboards. Children in the upper school participate in online LOTE lessons with a teacher from the Brisbane School of Distance Education.

Social Climate

Overview

Mt Tarampa State School is committed to providing a positive school environment characterised by respect, responsibility, honesty, compassion and resilience. We believe that modeling and promoting these values by all in our school community will empower our students and our school. All students are expected to take ownership of their behaviour through reflection of our Responsible Behaviour Plan.

Students at-risk are being supported by a Guidance Officer, AVT staff and Speech Language Pathologist if/when required. The school opinion survey for 2016 showed a consistently high level of satisfaction across the areas of school climate with parents rating the school above the state mean in all areas. Student results showed 100% satisfaction with all areas.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree[#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	86%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%



Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
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%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	94%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
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%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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



Mt Tarampa State School expects and encourages parents/family members to be involved in the education of their children. Numerous opportunities are available for families to be a part of the Mt Tarampa School community. Some examples of these avenues include involvement through the Parent and Citizens Association, Home Reading, Camp/Excursions program, Sport Days, fundraising activities, parent-teacher interviews, open days at the end of each term, end of year school awards night and social activities each term (disco, movie night etc). Weekly reports are sent home so parents are informed of their child's progress and what is happening in their child's classroom.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Children participate in whole school activities where they learn about and practice the tools needed for good social skills and personal safety.

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	0	1	7
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

In 2016, the school continued to make a conscious effort to improve its environmental footprint by way of closely monitoring electricity (and in particular use of air conditioning) and water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	15,642	84
2014-2015	29,765	34
2015-2016	35,650	132

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

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 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	4	6	0
Full-time Equivalent	3	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	2
Diploma	
Certificate	

*Teaching staff includes School Leaders

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



Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$3300.

The major professional development initiatives are as follows:

- Student Protection
- Asbestos Awareness
- Code of Conduct
- OneSchool functionality
- First Aid
- Leadership
- Student Support – Speech, Language and Communication
- Writing
- Workplace Health and Safety
- Digital Practice
- Teaching and learning

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%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 60% 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).	96%	90%	88%

*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%.



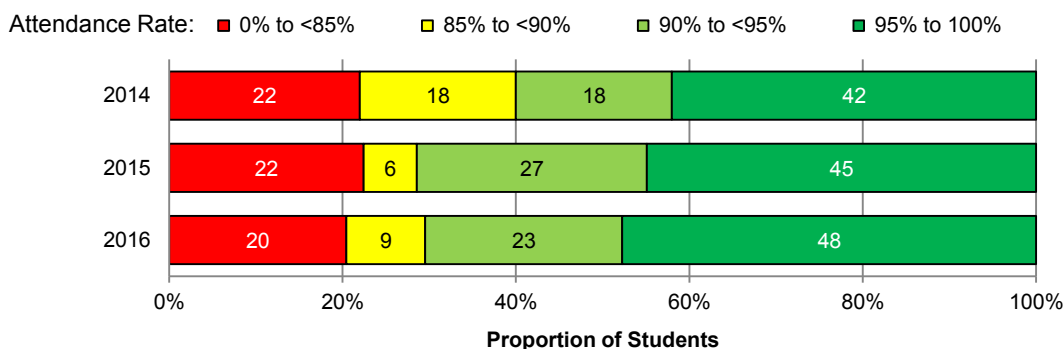
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%	89%	95%	97%	93%	91%	91%	92%					
2015	87%	93%	92%	96%	93%	97%	91%						
2016	97%	90%	89%	91%	94%	93%	96%						

*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.

Class rolls are marked twice a day. Reminders are published via the school newsletter about how to contact the school in the event of student absence. Parents can either call, write a note, email or text the school if their child will be absent for any length of time. Parents may collect work for students who will be absent for a prolonged period of time. Follow up texts, phone calls or messages are made to parents who have not notified the school of their child's absence.

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.

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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.

