Mount Tarampa State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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 classrooms are composed of Prep and Year 1, 2 and 3, while the other classroom is comprised of Year 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.

School progress towards its goals in 2018

In the Year 2018 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 and HASS. The school maintained its focus on the teaching of reading and writing 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 2019 are centred around continuing to embed a whole school approach to the teaching of reading and writing.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	44	43	60
Girls	14	17	21
Boys	30	26	39
Indigenous	9	6	16
Enrolment continuity (Feb. – Nov.)	90%	90%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 20% of the school population.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	20	17
Year 4 – Year 6			26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Computer technology is integrated into all classrooms and classroom learning with every classroom having an interactive whiteboard as well as access to laptops and iPads to assist teaching and learning.
- Students actively participate in BVSSSA sports events.
- Instrumental music is offered to students in years 4 through 6.
- Technology specialist conducts technology and robotics skills lessons four times a week with each class.
- Mathematics, Reading, HASS, Technology and Science classes are conducted in small groups.

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
- Reader's Cup competition
- Musical performance at local high 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. 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, iPads 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 characterized 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 2018 showed a consistently high level of satisfaction across the areas of school climate for both parents and students.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	91%	100%
• this is a good school (S2035)	100%	91%	100%
• their child likes being at this school* (S2001)	100%	91%	100%
• their child feels safe at this school* (S2002)	100%	91%	100%
• their child's learning needs are being met at this school* (S2003)	100%	91%	100%
• their child is making good progress at this school* (S2004)	100%	91%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	91%	100%

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	82%	90%
• teachers at this school motivate their child to learn* (S2007)	100%	91%	100%
• teachers at this school treat students fairly* (S2008)	100%	91%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	91%	91%
• this school works with them to support their child's learning* (S2010)	86%	91%	91%
• this school takes parents' opinions seriously* (S2011)	100%	91%	91%
• student behaviour is well managed at this school* (S2012)	100%	91%	91%
• this school looks for ways to improve* (S2013)	100%	91%	91%
• this school is well maintained* (S2014)	100%	91%	91%

* 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.

Table 4: Student opinion survey

Percentage of students who agree[#] that:	2016	2017	2018
• 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%	96%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	96%
• their school takes students' opinions seriously* (S2043)	94%	100%	100%
• 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%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree[#] that:	2016	2017	2018
• 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)	100%	DW	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%

Percentage of school staff who agree[#] that:	2016	2017	2018
• 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 education programs

The school has developed and implemented 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. Children participate in awareness raising days such as 'Say No to Bullying'.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	7	3	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

In 2018, 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	35,650	19,247	15,732
Water (kL)	132	369	191

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the Internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	7	0
Full-time equivalents	4	4	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	

*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 2018 were $4200.

The major professional development initiatives are as follows:

- Professional Learning Circles
- Student Protection
- Asbestos Awareness
- Code of Conduct
- First Aid
- Student Support – Speech
- Workplace Health and Safety
- Writing
- NAPLAN Online
- School reviews
- Beginning Teacher's Conference
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	92%
Attendance rate for Indigenous** students at this school	88%	88%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	97%	92%	88%	Year 7			
Year 1	90%	96%	92%	Year 8			
Year 2	89%	95%	96%	Year 9			
Year 3	91%	91%	98%	Year 10			
Year 4	94%	92%	91%	Year 11			
Year 5	93%	96%	91%	Year 12			
Year 6	96%	91%	94%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	20	9	23	48
2017	14	2	27	57
2018	13	8	30	49

Proportion of Students (0% to 100%)
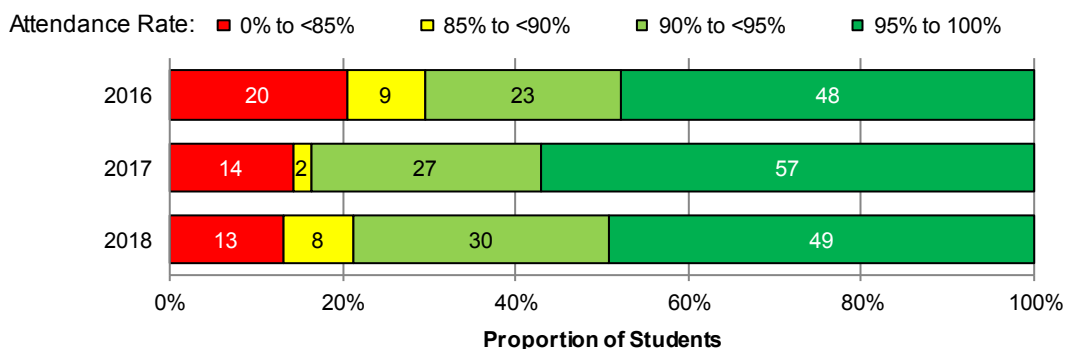
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the Internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.