

Tara Shire State College

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Established in 1912, Tara Shire State College offers a seamless education from Prep to Year 12 in a co-educational setting located in the Darling Downs South West Region. A Low-socio Economic National Partnership School since 2011, the college curriculum framework offers a diverse and rich education to students in the primary, junior secondary and senior secondary phases of learning. The college provides a PIPPAS program (Parents in Pre-school Program at School), a range of traineeships and the Tara Alternative Learning Centre (TALC) for students in Years 10, 11 and 12, ensuring that students in the local community are catered for "from crayon to career".

Destroying the myth that demography determines success, Social Ventures Australia has identified Tara Shire State College as one of six Queensland "Bright Spots" schools. The college was awarded the 2013 DDSW Regional Showcase Awards for Excellence in both the Early Years and Leadership – evidence that the college is making positive changes for a brighter future for Tara students.

A serious commitment to the collection, presentation and celebration of data drives the success of explicit teaching. Through innovative curriculum programs and a dedicated commitment to rigour, relevance and relationships, the college vision "believe, achieve, succeed" is reinforced by students and staff every day.

Thanks to local community support, approximately one-third of senior students undertake a school-based apprenticeship or traineeship across a broad range of industries with every Year 12 student achieving an OP and/or a VET Certificate in 2012.

The school has embraced the ethos of School-wide Positive Behaviour Support and emphasises values with a weekly focus which is taught in every primary, junior secondary and senior secondary classroom. All students benefit from a range of extra-curricular activities, including sport, instrumental music, agriculture, camps and eisteddfods.

Throughout 2012 and 2013, all students from Prep to Year 12 participated in song writing workshops with former student, Josh Arnold.

In sport students participate in school events and represent the college at district, regional and state levels across the following sports in 2012 - swimming, athletics, cross country, cricket, touch football, rugby league, soccer, basketball, softball and netball.

Students participate in camps and show their community spirit by helping out with Meals on Wheels and marching in the local Anzac Day parade. Students also organise special events for International Women's Day, Harmony Day and NAIDOC celebrations.

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School progress towards its goals in 2013

- Tara Shire State College commenced a four year **Smarter Schools National Partnership** program in 2011. The aims of the program are to support the implementation of reforms to better support student learning needs and wellbeing and foster a successful transition to further education, work and active participation in the community.
- Strong Leadership team in place – Principal, Deputy Principal (P-12), Head of Special Education Services (P-12), Head of Department (Senior Secondary), Head of Department (Junior Secondary), Head of Curriculum (P-6), Guidance Officer and Business Services Manager.
- Significant improvements in reading in all year levels but particularly in the early years (Prep to Year 3).
- Individual students have shown great improvement and nearly every student improved their reading results in this year's NAPLAN tests.
- Literacy and Numeracy short courses in Year 10, 11 & 12
- Coordinated approach to student support including Student Intervention Action Plans (SIAP) and Cohort Differentiation Plans.
- Continuation of PIPPAS – Parents in pre-school Program at School.
- Successful relationship with local businesses – 19 employers working with 39 students in School based Apprenticeships or Traineeships.
- Continuation of TALC – Tara Alternative Learning Centre for students at risk of not completing their senior education.
- Continuation of Maximising Achievement Program for students in the Special Education Program.
- Breakfast Club operating every day.
- Two Year 11 students completed the first year of the University of Queensland Young Achievers' Program and two Year 10 students were selected to commence the program in 2014.
- Early Childhood Development Program received the 2013 Early Childhood Intervention Australia Award for the quality of our service delivery through an innovative curriculum program for Tara's preschool aged children.
- Six students graduated from the TALC (Tara Alternative Learning Centre) with three students completing School-based Traineeships and all students completing a range of certificates.
- At the Regional Showcase Awards, we proudly received the Queensland University of Technology Showcase Award for Excellence in Leadership and the Network Ten Showcase Award for Excellence in the Early and Primary Years.
- The Mayor and Councillors visited our primary showcase day to see staff and students celebrating their achievements with their families. Classrooms were buzzing with excitement, and visitors were delighted to participate in a range of activities from gardening and jewellery craft to literacy games and hand massages. In the evening, the Deputy Mayor and local community members joined students and their families at the Secondary Showcase. Secondary teachers staged a magnificent display. We also proudly presented the 'world premiere' of our video clip, Tara Shines, produced by filmmaker and former local resident, Lindsay McAuley and our student Production Company, Whole in Won. The short documentary, Starky, which was originally screened at Awards Night last year was shown to the audience again as it is such a wonderful tribute to one of our local identities, plumber, Darren Stark. Both Tara Shines and Starky received rave reviews!
- Our Book Week Parade was again a huge success with community members reading to our students after the parade. Students in Year 2 and Year 4/5 also visited Tarcoola and delighted the residents in their costumes
- Students in our Maximising Achievement Program have been running their own businesses, including a coffee shop, souper soups and selling freshly picked vegetables.
- Hospitality students have catered for International Teachers' Day, a teachers' lunch and supper this evening.

Future outlook

Implementation of the Junior Secondary agenda with a particular focus on the transition of Year 7 to secondary and the implementation of a quality curriculum program which caters for the specific needs of adolescent learners.

School and student performance in the 5 key areas identified as the school priorities for the National Partnership Four Year Plan:

Improving learning outcomes in literacy & numeracy

- Focus on reading.
- Home Readers.
- Scheduled daily literacy blocks with 1 teachers and 2 teacher aides in every class.
- Scheduled daily numeracy blocks,
- Teacher accountability for student outcomes.
- Individual Learning Profiles for students

Transition from home to school

- PIPPAS – Parents in Preschool Program at School
- Oral Language
- Health checks

Coming ready to learn...everyday (attendance)

- Attendance/Parent Liaison Officer
- Coordinated approach to student support
- ID attend
- Absence/truancy processes in place

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Pathways for students

- Tailored and more flexible learning opportunities
- TALC – Tara Alternative Learning Centre
- SET Planning and career education
- Subject choice for students in Year 11/12

Community Partnerships

- School-based apprenticeships and traineeships
- Work experience
- Community and school projects
- Local business project to support school attendance
- Liaise with police and other agencies

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	399	187	212	88%
2012	351	167	184	83%
2013	366	173	193	87%

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

Characteristics of the student body:

- Tara Shire State College is located in a small rural area two hours from Toowoomba. Students live in town, on rural properties or on small "lifestyle estates" some of which have limited or no access to amenities such as water, sewerage and/or power.
- For many students at the College, their home lifestyle and the social factors have a significant impact on their schooling with some students unprepared to commence schooling in their prep year and/or not coming to school ready to learn every day. Regular attendance is an issue for a number of students.
- Over half of the student population travel to school by bus which limits opportunities for before and after school programs and extra-curricular opportunities.
- The College has a Special Education Program known as the Maximising Achievement Program (MAP) with 10% of the population currently enrolled in MAP including a number of students in the Early Childhood Development Program (ECDP).
- 88 students (23% of the student population) identify as Aboriginal and/or Torres Strait Islander.
- Significantly, approximately one-third of senior students undertake a school-based apprenticeship or traineeship across a broad range of industries however there are limited prospects for continuing employment at the conclusion of their school-based apprenticeship or traineeship.
- A number of students have been identified as being at risk of not completing their schooling so an alternative program, TALC (Tara Alternative Learning Centre) was developed to support all students to exit at the end of Year 12 with a QCE/QCIA and/or a VET qualification.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	19	17	17
Year 4 – Year 7 Primary	21	18	20
Year 7 Secondary – Year 10	18	15	15
Year 11 – Year 12	13	10	13

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	218	171	197
Long Suspensions - 6 to 20 days	35	38	27
Exclusions	1	1	4
Cancellations of Enrolment	1	0	3

Curriculum offerings

Our distinctive curriculum offerings

- Each student has the opportunity to complete their 13 years of schooling at the one school.
- Significant opportunities in VET and School-based Apprenticeships and Traineeships.
- PIPPAS – Parents in Pre-school Program at School.
- TALC – Tara Alternative Learning Campus for students in Year 10, 11 and 12 who at risk of not completing Year 12.
- Strong commitment to Learning Support.
- Strong Agriculture program.

Extra curricula activities

- Student involvement in community activities including, the Tara Show, Festival of Culture and Camel Races, Meals on Wheels, Crimestoppers, Apex, Lionesses, the Local Ambulance Committee, the Tara Futures Group, Swimming Club, Social Netball and Tennis, Rugby League (as players, coaches, referees and volunteers).
- Three year 8 students chosen to represent the college at the Annual state-wide Mathematics Quiz in Chinchilla. The students were awarded 1st or 2nd in four out of five areas and achieved fourth position overall.
- Future Visions project continued for students in Year 11 (commenced in 2011) – focus on building aspirations.
- Students in Years 8, 9 and MAP attended camps at Columboola Environmental Education Centre and in Toowoomba. Our primary students participated in leadership activities at school and have now taken on a leadership role in the playground.
- First musical staged after many years. *Cinderella Rockefeller* was a huge success! Students and staff excelled on stage and behind the scenes and audiences were thrilled with the high standard of the performance.
- Josh Arnold returned to work with primary students and each class wrote their own song with Josh. We were highly entertained at the concert in September with the Year 2's travelling "Around the World", MAP 1 performed "Just us boys and Jess", the Year 3's were "Shining like Disco Balls" and the Year 4/5s hit us all with the unforgettable "Zombie Re-mix"!
- In conjunction with Landcare, Year 7 and secondary Agriculture students worked very hard to plant 3000 trees on a property outside of Tara. This earned the college \$20 000 which enabled us to purchase a brand new Dong Feng tractor which will be used to support the Ag program.
- In sport, students have participated in school events and represented the college at district, regional and state levels across the following sports - swimming, athletics, cross country, cricket, touch football, rugby league, soccer and netball. Teachers have provided Active-after School Activities in swimming, aquatic games, netball and athletics.

How Information and Communication Technologies are used to assist learning

Technology is a significant factor for learning across the college. In 2013, the college continued to utilise information technology to support students' learning. All classrooms have smart board technology. Students have access to two functional computer labs and all primary classrooms have a number of computers. Every teacher has an iPad and students have access to class sets of iPads. Some students in Years 10, 11 and 12 access subjects externally through the School of Distance Education. Students in Years 9 and 10 also participated in the one-to-one laptop program.

Social climate

Tara SSC is committed to providing a safe and supportive environment in which all students can strive to reach their full potential. The social climate of the school is characterised by a wide variety of school support processes for students. Our college climate is continually improving with the development of more intentionally inviting classrooms and learning environments. The staff of the college recognises the need to have high expectations, engaged learning and focused teaching in their classrooms and with this comes a dynamic curriculum that caters for the wide variety of students that attend our college.

Parent, student and staff satisfaction with the school

Tara Shire State College enjoys good support from parents and the community. Staff work hard at Tara SSC and they always seek opportunities to improve their learning.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	82%
this is a good school (S2035)	88%	86%
their child likes being at this school* (S2001)	85%	91%
their child feels safe at this school* (S2002)	89%	95%
their child's learning needs are being met at this school* (S2003)	93%	86%
their child is making good progress at this school* (S2004)	96%	82%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	86%
teachers at this school motivate their child to learn* (S2007)	93%	91%
teachers at this school treat students fairly* (S2008)	81%	76%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%
this school works with them to support their child's learning* (S2010)	89%	95%
this school takes parents' opinions seriously* (S2011)	81%	77%
student behaviour is well managed at this school* (S2012)	70%	57%
this school looks for ways to improve* (S2013)	89%	82%
this school is well maintained* (S2014)	93%	91%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	80%	80%
they like being at their school* (S2036)	79%	71%
they feel safe at their school* (S2037)	79%	69%
their teachers motivate them to learn* (S2038)	84%	81%
their teachers expect them to do their best* (S2039)	91%	94%

Our school at a glance

their teachers provide them with useful feedback about their school work* (S2040)	81%	88%
teachers treat students fairly at their school* (S2041)	76%	62%
they can talk to their teachers about their concerns* (S2042)	64%	66%
their school takes students' opinions seriously* (S2043)	69%	64%
student behaviour is well managed at their school* (S2044)	52%	44%
their school looks for ways to improve* (S2045)	76%	89%
their school is well maintained* (S2046)	72%	72%
their school gives them opportunities to do interesting things* (S2047)	78%	82%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	93%
they feel that their school is a safe place in which to work (S2070)	91%
they receive useful feedback about their work at their school (S2071)	85%
students are encouraged to do their best at their school (S2072)	92%
students are treated fairly at their school (S2073)	92%
student behaviour is well managed at their school (S2074)	62%
staff are well supported at their school (S2075)	83%
their school takes staff opinions seriously (S2076)	85%
their school looks for ways to improve (S2077)	94%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	94%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Tara SSC has an active and supportive Parents and Citizens Association. The P&C meets monthly on the second Tuesday of each month. The P&C has a number of active sub-committees including, Tuckshop, Oval, Instrumental Music and Gwen Adams Trust. Parents are encouraged to play an active and supporting role in the life of the school. These groups provide opportunities for parents to be involved with the college and their child's education and personal development.

Reducing the school's environmental footprint

Tara Shire State College is committed to reducing its environmental footprint and, consequently, has taken the following action:

- Developed a water management plan with the Western Downs Regional Council.
- Installed two large and one smaller tank at the new sports complex.
- Installed solar panels.
- Changing to tank water for toilets.
- Regularly reinforcing with staff the need to switch appliances off when not in use and keep windows closed when using air conditioning.
- Ensuring that air conditioners are kept at 24°.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	2,816	18
2011-2012	275,850	2,921
2012-2013	258,534	6,691

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

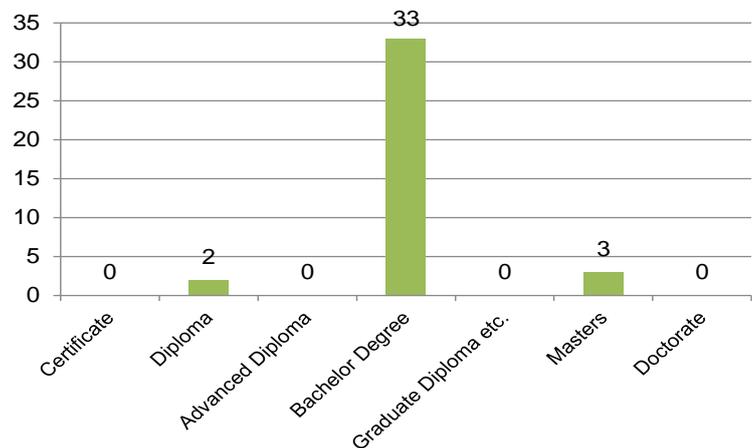
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	38	32	<5
Full-time equivalents	35	21	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.	0
Masters	3
Doctorate	0
Total	38



* 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 2012 were **\$26 507.44**.

The major professional development initiatives are as follows:

- Understanding Poverty Framework
- Coaching
- Feedback
- Team Building
- Explicit Instruction (Anita Archer)
- Seven Steps to Writing Success
- VET Network forums
- Certificate IV (Training & Assessment)
- QTAC
- Curriculum Support for Teachers and Teacher Aides
- School-wide Positive Behaviour Support
- NAPLAN
- QSA workshops
- Inclusive Education
- Early Years Conference
- Spirit of Learning for Beginning Teachers
- First Aid and CPR
- Bronze Medallion

The proportion of the teaching staff involved in professional development activities during 2012 was **100%**.

Our staff profile

Average staff attendance

	2011	2012	2013
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, 89% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	85%	87%	85%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

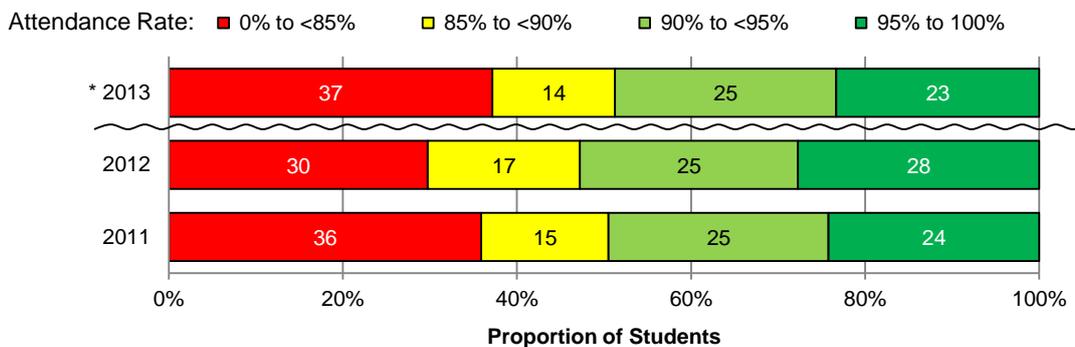
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	90%	87%	89%	92%	88%	89%	85%	84%	77%	77%	78%
2012	88%	90%	93%	88%	91%	90%	91%	86%	82%	84%	76%	84%
2013	89%	85%	87%	90%	91%	92%	89%	84%	81%	79%	79%	80%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET policies, 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.

Rolls are marked in the morning and afternoon in the primary school and in the morning and each lesson in the secondary school.

The school uses OneSchool to mark the rolls electronically.

Teachers and office staff monitor student attendance.

An Attendance Officer is employed every morning to contact parents regarding unexplained absences and to ensure that rolls are marked accurately and appropriate procedures regarding extended absences are followed. This includes advising parents, by phone or in writing, of their legal obligations regarding school attendance.

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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Support for students in Literacy and Numeracy has been addressed through intensive Teacher Aide support for students, Homework Club. Students who have inconsistent attendance are followed up with phone calls and face to face interviews. The school is working very closely with Coal Seam Gas Companies to provide students with vocational education opportunities.

TITANS FOR TOMORROW PROGRAMS:

I CAN is a school-based program delivered by Titans 4 Tomorrow. The program has been proudly supported by Origin Energy, and has the following aims:

- encourage Indigenous students to complete Year 12
- Support Indigenous students in the transition from school to further education and training or employment
- encourage improved school attendance for students who participate in the program.

GIRLS ACADEMY

- extra assistance in-class for indigenous girls. This involves an Academy Liaison Officer to be in classrooms with the girls to help them achieve their goals.
- the ALO also provides extra assistance by offering a High Performance Centre.

BEYOND TOMORROW

- assistance given to our Year 12 Indigenous students to support them on their chosen pathway for the last six months of school and the first six months after school. This assistance comes in providing them guidance with their chosen pathway, courses that may be on offer and job opportunities available to them.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	60%	66%	53%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	26	22	18
Number of students awarded a Queensland Certificate Individual Achievement.	4	3	1
Number of students receiving an Overall Position (OP).	3	5	3
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12	8	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	24	20	18
Number of students awarded an Australian Qualification Framework Certificate II or above.	10	9	11
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	9	10	13
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	0%	80%	67%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	92%	91%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	50%	100%	100%

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	0	0	0	3	0
2012	0	2	2	1	0
2013	0	0	2	1	0

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	23	10	1
2012	20	8	3
2013	18	7	7

As at 5 May 2014. The above values exclude VISA students.

Students undertake Certificate 1 in Agrifood Operations, Business, Hospitality, Work Education and Information, Digital Media and Technology.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students who are at risk of not completing Year 12 may enrol in the Tara Alternative Learning Centre. This provides students with additional support to complete their studies. However, students who leave school early generally seek work or other opportunities such as TAFE.