

Tara Shire State College

Queensland State School Reporting

2014 School Annual Report



Postal address	22 Binnie Street Tara 4421
Phone	(07) 4678 7333
Fax	(07) 4678 7300
Email	the.principal@tarashiresc.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	Mr Patric A Brady - Principal

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".

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.

The School Annual Report presents a summary of school operations and achievements at Tara Shire State College P-12 for the 2014 year.

School progress towards its goals in 2014

Tara Shire State College identified the following priorities as part of the final year of 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

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

The progress on the above areas can be found in the final report on the National Partnership program on the college's website.

Future outlook

2015 School Priorities are as follows

- Implement strong curriculum programs across the whole college
- Embed a consistent Pedagogical Framework from Prep to Year 12
- Establish a common consistent language that links to Tara Shire State College's Responsible Behaviour Plan for Students
- Realign Social and Emotional Wellbeing Programs to meet the college's needs
- Galvanise Parent & Community partnerships
- Supercharge Tara Shire State College's Professional Learning Community

Our school at a glance**School Profile**

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	351	167	184	83%
2013	366	173	193	87%
2014	391	196	195	89%

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).

24% of the student population identify as Aboriginal and/or Torres Strait Islander.

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		
	2012	2013	2014
Prep – Year 3	17	17	18
Year 4 – Year 7 Primary	18	20	22
Year 7 Secondary – Year 10	15	15	14
Year 11 – Year 12	10	13	9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	171	197	144
Long Suspensions - 6 to 20 days	38	27	9
Exclusions [#]	1	4	2
Cancellations of Enrolment	0	3	6

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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

The following Enhancement and Enrichment Programs are offered to our students throughout the school year.

- ANZAC Day (Town Parade and School Service)
- College Musical
- Student Leadership Program
- University of NSW Competitions for schools
- Representative Sporting Teams
- Instrumental Music Program
- Work Experience Program
- NAIDOC Week Cultural Immersion Program
- Active After School Care
- Pathways
- Premier's Reading Challenge
- OpiMinds
- Outdoor Education Program
- Titans for Tomorrow Program
- Transition programs

How Information and Communication Technologies are used to assist learning

Technology is a significant factor for learning across the college. In 2014, 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	82%	75%
this is a good school (S2035)	88%	86%	83%
their child likes being at this school* (S2001)	85%	91%	92%
their child feels safe at this school* (S2002)	89%	95%	75%
their child's learning needs are being met at this school* (S2003)	93%	86%	75%
their child is making good progress at this school* (S2004)	96%	82%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	92%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	86%	73%
teachers at this school motivate their child to learn* (S2007)	93%	91%	82%
teachers at this school treat students fairly* (S2008)	81%	76%	75%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	91%
this school works with them to support their child's learning* (S2010)	89%	95%	75%
this school takes parents' opinions seriously* (S2011)	81%	77%	67%
student behaviour is well managed at this school* (S2012)	70%	57%	42%
this school looks for ways to improve* (S2013)	89%	82%	92%
this school is well maintained* (S2014)	93%	91%	83%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	80%	80%	88%
they like being at their school* (S2036)	79%	71%	73%
they feel safe at their school* (S2037)	79%	69%	84%
their teachers motivate them to learn* (S2038)	84%	81%	86%
their teachers expect them to do their best* (S2039)	91%	94%	93%
their teachers provide them with useful feedback about their school work* (S2040)	81%	88%	83%
teachers treat students fairly at their school* (S2041)	76%	62%	72%
they can talk to their teachers about their concerns* (S2042)	64%	66%	72%
their school takes students' opinions seriously* (S2043)	69%	64%	75%
student behaviour is well managed at their school* (S2044)	52%	44%	63%
their school looks for ways to improve* (S2045)	76%	89%	87%
their school is well maintained* (S2046)	72%	72%	80%
their school gives them opportunities to do interesting things* (S2047)	78%	82%	80%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	100%
they feel that their school is a safe place in which to work (S2070)		91%	98%
they receive useful feedback about their work at their school (S2071)		85%	84%
students are encouraged to do their best at their school (S2072)		92%	93%
students are treated fairly at their school (S2073)		92%	98%
student behaviour is well managed at their school (S2074)		62%	70%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
staff are well supported at their school (S2075)		83%	84%
their school takes staff opinions seriously (S2076)		85%	84%
their school looks for ways to improve (S2077)		94%	98%
their school is well maintained (S2078)		94%	96%
their school gives them opportunities to do interesting things (S2079)		94%	89%

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

'Agree' represents the 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.

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:

- 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°.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	275,850	2,921
2012-2013	258,534	6,691
2013-2014	232,078	5,863

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

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	39	34	<5

Full-time equivalents

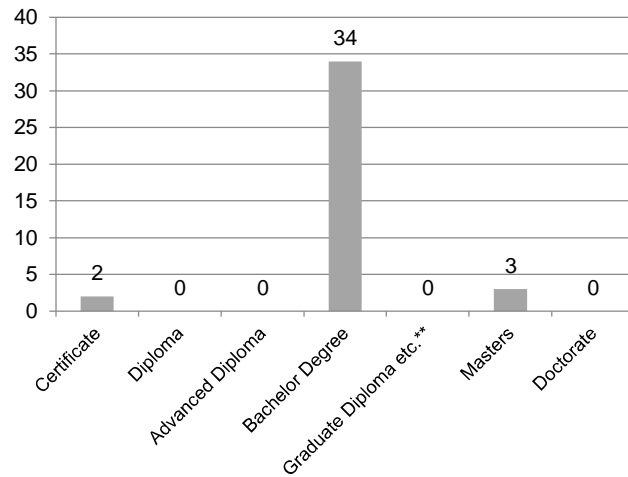
35

21

<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	0
Advanced Diploma	0
Bachelor Degree	34
Graduate Diploma etc.**	0
Masters	3
Doctorate	0
Total	39



*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 2014 were \$20,667.28

The major professional development initiatives are as follows:

- Code of Conduct
- Student Protection
- Right to Information
- Asbestos Awareness Training
- Curriculum Activity Risk Assessment
- Senior First Aid
- OneSchool Applications
- Internal Controls
- Coaching and Inter School Visits
- ICT Digital Pedagogies
- Quality Teaching and Learning – Explicit Instruction
- QSIL Training
- Junior Secondary Transition Professional Development
- More Support for Students with a disability

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 68% of staff was retained by the school for the entire 2014 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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	85%	87%

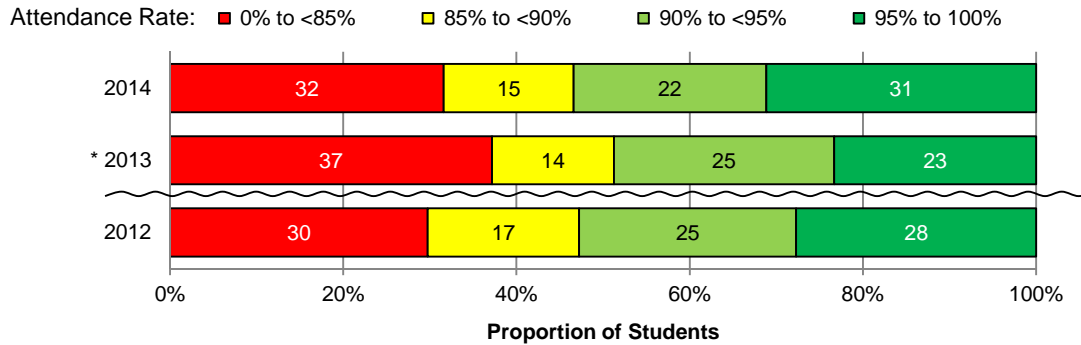
The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

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
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%
2014	89%	91%	88%	86%	87%	86%	91%	90%	82%	85%	85%	86%

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 after 2012 to that of previous years.

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.

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.

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	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	66%	53%	63%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	22	18	24
Number of students awarded a Queensland Certificate of Individual Achievement.	3	1	1
Number of students receiving an Overall Position (OP)	5	3	9
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	8	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	20	18	24
Number of students awarded an Australian Qualification Framework Certificate II or above.	9	11	16
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	10	13	17
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.	80%	67%	11%

Outcomes for our Year 12 cohorts	2012	2013	2014
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.	91%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	75%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	0	2	2	1	0
2013	0	0	2	1	0
2014	0	0	1	7	1

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	20	8	3
2013	18	7	7
2014	23	14	7

As at 19 February 2015. The above values exclude VISA students.

In 2014 100% of our Year 12 students received a minimum of one Certificate 1 qualification, Work Education, Information, Digital Media and Technology, Business or Agrifoods. Students were also offered Cert II in Agriculture and Horticulture and Business. 25% completed Cert II in Ag and Hort while another 25% completed Cert II in Business. 4 students completed a Cert III through SBT.

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 school 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.