

Tara Shire State College

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Established in 1912, Tara Shire State College offers a seamless education from Prep to Year 12 in a co-educational setting located in the Western Downs Region. The College curriculum framework offers a diverse and rich education to students in the early, middle and senior phases of learning.

Based on the 2009 NAPLAN results, students have demonstrated significant progress. The College has been acknowledged as one of Queensland's 60 'top improvers'. A special education program supports students with a disability by providing individualised education plans which address academic needs and lifeskills. Embracing the ethos of positive behaviour, the college emphasises values education through weekly social skilling lessons. Thanks to local community support, approximately one-third of senior students undertake a school-based apprenticeship or traineeship across a broad range of industries. All students benefit from a range of extra-curricular activities, including sport, instrumental music, agriculture, camps and eisteddfods.

Principal's Foreword

Introduction

Tara Shire State College provides a high quality co-education from Prep through to Year 12. Our College is a proud state school nurturing the development of the individual through all phases of learning.

The College consists of two phases for learning, Primary (Prep-Yr 6) and Secondary (Year 7-12). It is the mission of the College to offer a caring and supportive approach to individual learning coupled with high expectations in performance and behaviour to provide the educational pathways families are seeking for their children.

Our College Values – 'Believe, Achieve and Succeed' embodies the desire to nurture the spirit and life-long learning within each student, complemented by instilling the skill and determination to succeed at all we set our minds to.

Our staff support all students throughout their years at the College. They have high expectations and recognise that every student can achieve academic success. We share the responsibility with families and students for assisting each student in attaining his/her educational goals.

The 2016 Tara Shire State College Annual Report provides families and the broader community with a snapshot of the achievements of the College over the past year, and plans for the future for 2017 and beyond.

School Progress towards its goals in 2016

The college was able to show growth in all areas identified in the 2016 Annual Implementation Plan.

Attendance:

- Ensure the college has established appropriate policies that support a safe and caring environment
- Encourage positive, respectful relationships between staff and students

High Academic Achievement:

- Implement Australian Curriculum and QCAA subject across the college
- Embed consistent pedagogical practices across the college

Teachers employing high quality, evidence based teaching practices focused on success for every student
Improve students services for all students

Learning engagement:

Students engaging and learning, achieving and successfully transitioning
Teachers employing high quality, evidence based teaching practices focused on success for every student

Positive Parent and Community Engagement:

All school staff work proactively with the school community to support improved student learning opportunities
Develop a positive culture where as the community believes in the college

Future Outlook

As part of the Priority School Support Review Process, the 2017 explicit improvement agenda is focused Positive Behaviour for Learning. The following is the narrow and sharp explicit improvement agenda.

Continue to reinvigorate the Tara SSC **Positive Behaviour for Learning (Tier 1)** program through an explicit focus on:

- Use of data to inform practices
- Consistent behaviour and learning practices across the college
- Teaching of expected behaviours
- Positive Rewards System
- Student Mental Health

Develop a **feedback culture** through Instructional Leadership through the following drivers:

- Class Profiling
- Coaching/Mentoring
- Teach the Teacher

Engage QELI to deliver a tailored professional development program to enhance staff personal and team capabilities.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	391	196	195	90	89%
2015*	393	184	209	85	86%
2016	398	200	198	81	82%

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

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 acreage.

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 17% of the population currently enrolled in MAP including a number of students in the Early Childhood Development Program (ECDP).

23% of the student population identify as Aboriginal and/or Torres Strait Islander.

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	18	20	17
Year 4 – Year 7	22	23	16
Year 8 – Year 10	14	18	15
Year 11 – Year 12	9	12	15

*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

Each student has the opportunity to complete their 13 years of schooling at the one school.

- Australian Curriculum
- QCAA Authority Subjects
- Significant opportunities in VET and School-based Apprenticeships and Traineeships.
- PIPPAS – Parents in Pre-school Program at School.
- Strong commitment to Learning Support.
- Strong Agriculture program.
- On-line Virtual Schooling provision for Yr 11 & 12 Authority Subjects (School of Distance Education)
- Systemic and School Based Standardised Assessment Programs
- School based programs to support Pastoral Care

Co-curricular Activities

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

- Instrumental Music
- Impact Writing- BSDE
- Optiminds
- Camps and Excursions
- Student Leadership
- Premiers Reading Challenge
- Readers Cup
- Dynamic Deadly
- Robotics
- Art Club
- Careers Counselling
- ICAS
- Tara SSC, Tara and District and South West School Sport
- Book Week Parade
- Wonder of Science
- STEM
- Agricultural Shows-Cattle
- Agricultural Show- School Work, Art, Craft and Cooking
- School Musical

How Information and Communication Technologies are used to Assist Learning

2016 at Tara Shire State College saw the college invest heavily in ICTs and a year when students and teachers dramatically increased their engagement with technology. With the improvements with internet bandwidth, wireless connectivity, iPads for classrooms, desktops in upper primary classrooms and renewing the fleet of secondary laptops, ICTs was a focus to ensure students were accessing that latest technology to support their learning.

Students and teachers were able to engage with a number of online software programs to support literacy and numeracy development. The college also moved to using the PAT online testing program, thus allowing teachers to gain data on their students much sooner and develop learning programs for students.

Other successes with ICTs assisting learning included:

Teachers continued to use their classroom Interactive Whiteboards that are installed in all teaching spaces across the college

An increase was seen in teachers using digital learning spaces including eLearn Blackboard and EdStudios

Teachers across the school implemented classroom communities that opened communication channels with parents in online environments

Teachers were supported with Professional Development

Social Climate

Overview

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

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)	75%	100%	46%
this is a good school (S2035)	83%	100%	38%
their child likes being at this school* (S2001)	92%	100%	69%
their child feels safe at this school* (S2002)	75%	100%	69%
their child's learning needs are being met at this school* (S2003)	75%	100%	54%
their child is making good progress at this school* (S2004)	92%	100%	62%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	85%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	73%	83%	50%
teachers at this school motivate their child to learn* (S2007)	82%	83%	69%
teachers at this school treat students fairly* (S2008)	75%	100%	46%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	85%
this school works with them to support their child's learning* (S2010)	75%	83%	69%
this school takes parents' opinions seriously* (S2011)	67%	83%	54%
student behaviour is well managed at this school* (S2012)	42%	50%	23%
this school looks for ways to improve* (S2013)	92%	100%	46%
this school is well maintained* (S2014)	83%	83%	62%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	88%	85%	83%
they like being at their school* (S2036)	73%	84%	85%
they feel safe at their school* (S2037)	84%	75%	82%
their teachers motivate them to learn* (S2038)	86%	88%	90%
their teachers expect them to do their best* (S2039)	93%	95%	93%
their teachers provide them with useful feedback about their school work* (S2040)	83%	86%	81%
teachers treat students fairly at their school* (S2041)	72%	80%	78%
they can talk to their teachers about their concerns* (S2042)	72%	74%	76%
their school takes students' opinions seriously* (S2043)	75%	80%	77%
student behaviour is well managed at their school* (S2044)	63%	60%	51%
their school looks for ways to improve* (S2045)	87%	87%	91%
their school is well maintained* (S2046)	80%	83%	79%
their school gives them opportunities to do interesting things* (S2047)	80%	85%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	88%	92%
they feel that their school is a safe place in which to work (S2070)	98%	70%	79%
they receive useful feedback about their work at their school (S2071)	84%	73%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	80%	75%
students are encouraged to do their best at their school (S2072)	93%	91%	90%
students are treated fairly at their school (S2073)	98%	76%	80%
student behaviour is well managed at their school (S2074)	70%	50%	37%
staff are well supported at their school (S2075)	84%	70%	65%
their school takes staff opinions seriously (S2076)	84%	69%	77%
their school looks for ways to improve (S2077)	98%	88%	90%
their school is well maintained (S2078)	96%	91%	88%
their school gives them opportunities to do interesting things (S2079)	89%	85%	88%

* 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 importance of parents and teachers working together is strongly supported throughout the College. We believe that when parents express confidence and are involved in the College, their children are more likely to be happier and perform better in the classroom. The college staff have worked hard to maintain and create many positive relationships with parents and community members.

The QParents App was set up and implemented at the start of 2016, with parents using this app most frequently to register absences, change details and pay invoices.



The following are some of the ways that parents are invited to be active participants in their child's education:

- Parent/Teacher meetings
- Classroom/College volunteer programs
- College Introduction meetings
- P&C Meetings
- P&C social functions
- Assemblies
- Parent Education sessions
- Class celebrations of learning
- Guest Speaker evenings
- Communication – newsletters, website.

Respectful relationships programs

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

The college used a number of staff and local support agencies to reinforce respectful relationships programs in across the college.

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	144	114	151
Long Suspensions – 6 to 20 days	9	12	15
Exclusions	2	0	5
Cancellations of Enrolment	6	4	7

* 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

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°

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	232,078	5,863
2014-2015	233,147	33,114

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	180,885	5,487

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	40	32	<5
Full-time Equivalent	38	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	0
Bachelor degree	37
Diploma	0
Certificate	0

*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 \$45, 068

The college also invested \$51804 to support Mentoring Beginning Teachers.

The major professional development initiatives are as follows:

- Principal Professional Learning Communities and Conferences
- Reading
- Explicit Instruction
- Positive Behaviour for Learning
- Classroom profiling training
- Essential Skills for Classroom Management
- QSA Curriculum Workshops – in areas including English, IT, Hospitality and HPE
- QCE Regional PD
- VET-updated industry currency
- PD supporting the embedding of the Pedagogical Framework – specifically around Differentiation, Teaching of Reading and Providing Quality Feedback to students
- First Aid training
- OneSchool Finance training

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, 81% 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).	87%	85%	85%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	80%	81%

*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 P-10/P-12 schools was 90%.

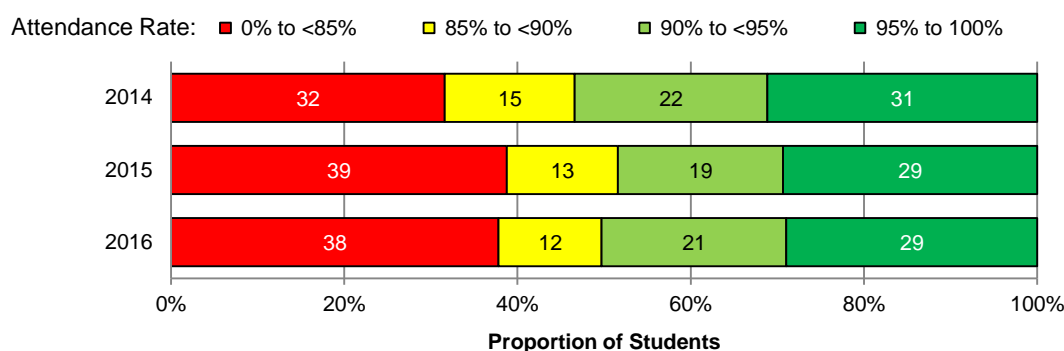
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	89%	91%	88%	86%	87%	86%	91%	90%	82%	85%	85%	86%
2015	88%	87%	83%	87%	81%	84%	90%	86%	83%	85%	81%	81%	84%
2016	85%	85%	87%	81%	86%	92%	89%	90%	84%	81%	83%	80%	85%

*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.

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.

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

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 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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	24	18	28
Number of students awarded a Queensland Certificate of Individual Achievement.	1	6	1
Number of students receiving an Overall Position (OP)	9	2	10
Percentage of Indigenous students receiving an Overall Position (OP)	38%	0%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	5	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	24	18	27

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded an Australian Qualification Framework Certificate II or above.	16	9	15
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	17	11	24
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75%	100%	100%
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.	11%	50%	40%
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.	100%	100%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	75%	100%	83%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	0	1	7	1
2015	0	0	1	1	0
2016	0	1	3	6	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	23	14	7
2015	18	7	4
2016	26	15	1

As at 3rd February 2017. The above values exclude VISA students.

In 2016, Tara Shire State College offered several Vocational Education and Training courses as the Registered Training Organisation. These courses were BSB10115 Certificate I in Business, BSB20215 Certificate II in Business, ICT0115 Certificate I Information Digital Media Technology and AHC10210 Certificate I in Agrifood. Tara Shire State College has achieved 100% completion rate for all students enrolled in a certificate courses.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	63%	61%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	60%	83%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.tarashiresc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

Students who are at risk of not completing Year 12 are supported by the college's Student Services Team, which consists of the Guidance Officer, Transition & Attainment Officer, Youth Support Worker and Senior Secondary HOD. Some students find alternate pathways in employment, particularly in trade based fields. Other students leave to continue with further options in the workforce.

