

# Queensland State School Reporting – 2011

## Tara Shire State College (1357)



Believe. Achieve. Succeed.

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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 Western Downs Region. The College curriculum framework offers a diverse and rich education to students in the Early, Middle and Senior phases of learning. The College's Maximising Achievement Program (Special Education Program) supports Students with a Disability by providing individualised education plans which address academic needs and lifeskills. Embracing the ethos of School-wide Positive Behaviour Support (SWPBS), the College emphasises values education through Social and Emotional Learning programs. 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.

### School progress towards its goals in 2011

- 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 (both primary and secondary), Head of Special Education Services, Head of Department (Senior Phase of Learning), Guidance Officer, Head of Curriculum.
- Participation in second Curriculum, Teaching and Learning Audit – significant improvements in a number of areas including - "An explicit improvement agenda"; "Analysis and discussion of data" and "An expert teaching team". The feedback from the auditors indicated that we were also very close to high in "Analysis and discussion of data" and "Targeted use of school resources".
- Significant improvements in reading in all year levels but particularly in the early years (Prep to Year 3).
- Future Visions project commenced for students in Year 9 – focus on building aspirations. Camp at Emu Gully for all year 9 students as a National Partnership program.
- Introduction 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.
- Commenced TALC – Tara Alternative Learning Centre for students at risk of not completing their senior education.
- Introduction of Maximising Achievement Program for students in the Special Education Program.
- Breakfast Club operating every day.
- Focus on improving student attendance with improved procedures and the installation of IDAttend.
- College mascot – Tara Tigers.
- New college vision – Believe. Achieve. Succeed.
- Nearly all teaching staff attended two full days of the Symphony of Teaching and Learning professional development program.
- Teacher, Joel Batson awarded Smart Classrooms Regional Teacher Award.
- Expert support teams have engaged with administration and teaching staff from the College throughout 2010. This has included the Turnaround Team and district Behaviour Support Team. Involvement has been purposeful and consistent, with plans for future support also in place.
- Increased student involvement in community activities including, the Tara Show, Tara Camel Races and Meals on Wheels.
- Introduction of an electronic newsletter.



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### Future outlook

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

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

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
399	187	212	86%

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 with 16% of the population currently enrolled in the SEP, including a number of students in the Early Intervention Program.
- 73 students (20% 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	19.4
Year 4 – Year 10	17.8
Year 11 – Year 12	12.9
All Classes	16.1

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	218
Long Suspensions - 6 to 20 days	35
Exclusions	1
Cancellations of Enrolment	1

## 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.
- Very strong Agriculture program.

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Extra curricula activities:

- Range of sporting activities.
- Instrumental Music.
- Choir.
- Enrichment Camp.
- Leadership Camp.
- Book Week parade and activities.
- Work Experience.
- Curricular and Co-curricular competitions
- Student Council.
- Youth Council.
- Agricultural activities (eg. Shows)

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How Information and Communication Technologies are used to assist learning:

Technology plays a large role in the across the college. In 2011, the college continued to expand IT infrastructure for smart classroom technology and aid in the development of streaming media and the establishment of learning forums for students. Most classrooms also have smart board technology to support teaching and learning. Additionally, the college also has four functional computer labs and expanded virtual schooling access through a learning centre with the establishment of 15 additional computers for the students who study subjects externally through the School of Distance Education.

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## 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 recognise 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.

# Our school at a glance

## Parent, student and teacher 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	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	87%
Percentage of students satisfied that they are getting a good education at school	54%
Percentage of parents/caregivers satisfied with their child's school	65%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	71%
Percentage of staff members satisfied with morale in the school	71%

## 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 Wednesday of each month. The P&C has a number of active sub-committees including, Tuckshop, Oval, Events, 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. Communication processes are important in assisting the development of the partnership between parents and the school.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 25°.

Environmental footprint indicators, 2010-2011

	Electricity Kwh	Water KL
2011	2,816	18
2010	234,573	228
% change 10 - 11	-99%	-92%

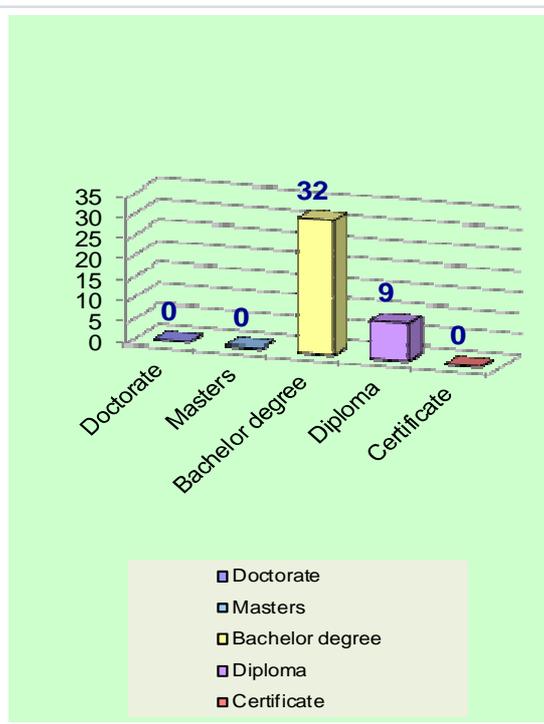
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	41	35	<5
Full-time equivalents	39	21	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	32
Diploma	9
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was **\$38 828**

The major professional development initiatives are as follows:

- School-wide Positive Behaviour Support,
- Curriculum Support for Teachers and Teacher Aides
- NAPLAN
- VET Network forums
- QSA workshops
- Social and Emotional Learning
- Science Spark
- Symphony of Teaching and Learning
- ICT Digital Pedagogy
- Inclusive Education
- Early Years Conference
- Spirit of Learning for Beginning Teachers

## Our staff profile

The proportion of the teaching staff involved in professional development activities during 2011 was **100%**.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 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

# Performance of our students

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 85%.

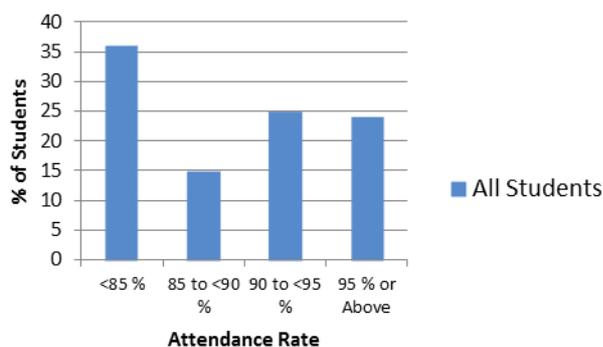
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91%	90%	87%	89%	92%	88%	89%	85%	84%	77%	77%	78%

### 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 DETE policies, Managing Student Absences and Enforcing Enrolment and Attendance at 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 has installed IDAttend so that roll marking can be completed electronically.

Teachers and office staff monitor student 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/>.

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## Performance of our students

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# 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, Ollie Up. 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.

## Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 69%

## Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	26			
Number of students awarded a Queensland Certificate Individual Achievement.	4			
Number of students receiving an Overall Position (OP).	3			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	12			
Number of students awarded one or more Vocational Educational Training qualifications.	24			
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	10			
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	9			
Number of students awarded an International Baccalaureate Diploma (IBD).	0			
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	0%			
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%			
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	50%			
<b>Overall Position Bands (OP)</b>				
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
0	0	0	3	0
<b>Vocational Educational Training qualification (VET)</b>				
Number of students awarded certificates under the Australian Qualification Framework (AQF).				
Certificate I	Certificate II	Certificate III or above		
23	10	1		
Students undertake Certificate 1 in Information Technology and Work Education.				

# Performance of our students

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report 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 leave school early generally seek work or other opportunities such as TAFE.