

# Tara Shire State College (1357)

## Queensland State School Reporting

### 2012 School Annual Report



Believe. Achieve. Succeed.

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## Principal's foreword

### Introduction

Tara Shire State College celebrated one hundred years of educating students in the Tara district in 2012. It is one of the few state schools in the Darling Downs that offers a seamless education from Prep to Year 12 in a co-educational setting.

The college has been a National Partnership school since the commencement of the 2011 school year; this program bringing a significant injection of funding to the school to enhance the school improvement agenda. There are three key philosophies that underpin this journey – high expectations, early intervention and individual student support.

These three philosophies are evident in programs such as:

- Parents in Pre-school Program at School (PIPPAS)
- Maximising Achievement Program (MAP)
- Tara Alternative Learning Centre (TALC)

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, all students from Prep to Year 12 participated in song writing workshops with former student, Josh Arnold. The songs were then recorded to produce a CD and DVD, Tara Shines! which was officially launched at the centenary celebrations by the Minister for Education, Training and Employment, John-Paul Langbroek.

Students have opportunities to show off their creative talents on film with our very own Production Company, "Whole in Won". The "Whole in Won" production company have worked with Lyndsey McAuley to produce two excellent videos – Who We Are and Starkey.

The college is one of only six schools in Queensland selected to be a part of a research project called, Bright Spots which showcases strategies and positive changes that have taken place since becoming a National Partnership school.

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 2012

- 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.
- Very successful Centenary Celebrations held in August. Minister for Education and Training, Honourable, John-Paul Langbroek officially launched the CD, Tara Shines which featured students from every year level performing their own compositions with Toowoomba based singer-songwriter, Josh Arnold.
- Significant improvements in reading in all year levels but particularly in the early years (Prep to Year 3), Home Readers, *Best Start* trial in Prep, Scheduled daily literacy blocks with 1 teacher and 2 teacher aides in every class.
- Literacy and Numeracy short courses introduced in Year 10, 11 & 12
- Coordinated approach to student support including introduction of Student Intervention Action Plans (SIAP) and Cohort Differentiation Plans.
- Future Visions project continued for students in Year 10 (commenced in 2011) – focus on building aspirations. Camp at Emu Gully for all year 10 students as a National Partnership program.
- 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.
- Focus on improving student attendance with improved procedures.
- All teaching staff participated in a Team Building exercise on the Student Free Days.
- Student involvement in community activities including, the Tara Show, Tara Camel Races and Meals on Wheels.

### 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

#### 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 2012:** Prep - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	369	175	194	85%
2011	399	187	212	88%
2012	351	167	184	83%

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		
	2010	2011	2012
Prep – Year 3	20	19	17
Year 4 – Year 10	20	18	15
Year 11 – Year 12	8	13	10

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	207	218	171
Long Suspensions - 6 to 20 days	51	35	38
Exclusions	0	1	1
Cancellations of Enrolment	2	1	0

## 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.

### How Information and Communication Technologies are used to assist learning

Technology plays a large across the college. In 2012, 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.

# Our school at a glance

## 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 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	88.5%
their child likes being at this school*	85.2%
their child feels safe at this school*	88.9%
their child's learning needs are being met at this school*	92.6%
their child is making good progress at this school*	96.3%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	85.2%
teachers at this school motivate their child to learn*	92.6%
teachers at this school treat students fairly*	81.5%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	88.9%
this school takes parents' opinions seriously*	81.5%
student behaviour is well managed at this school*	70.4%
this school looks for ways to improve*	88.9%
this school is well maintained*	92.6%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	80.0%
they like being at their school*	79.5%
they feel safe at their school*	78.7%
their teachers motivate them to learn*	84.2%
their teachers expect them to do their best*	90.8%
their teachers provide them with useful feedback about their school work*	80.8%
teachers treat students fairly at their school*	76.0%
they can talk to their teachers about their concerns*	64.0%
their school takes students' opinions seriously*	69.3%
student behaviour is well managed at their school*	52.1%
their school looks for ways to improve*	76.0%
their school is well maintained*	72.0%
their school gives them opportunities to do interesting things*	77.6%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	83.8%
with the individual staff morale items	84.5%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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

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 24°.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	234,573	228
2010-2011	2,816	18
2011-2012	275,850	2,921

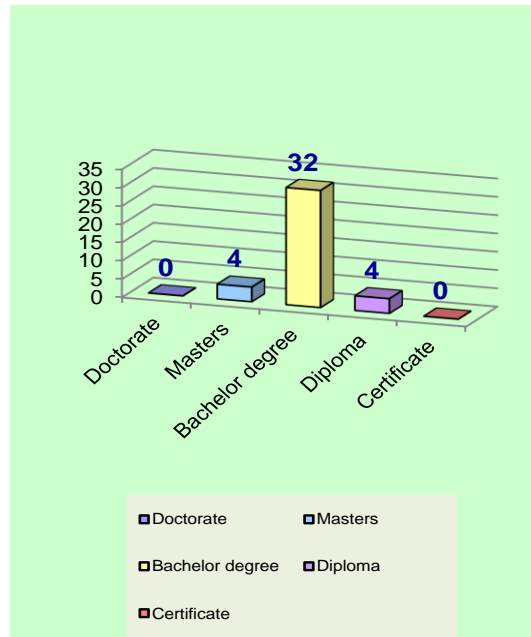
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	32	<5
Full-time equivalents	36.8	21.3	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	32
Diploma	4
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were **\$33 234.52**.

The major professional development initiatives are as follows:

- Best Start (Literacy Screening)
- Team Building
- Myers Briggs Type Indicator
- Explicit Instruction (Anita Archer)
- Seven Steps to Writing Success
- Fountas and Pinnell
- Lem Phonics
- Curriculum Support for Teachers and Teacher Aides
- School-wide Positive Behaviour Support,
- NAPLAN
- VET Network forums
- 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%**.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.1%	97.4%	97.2%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 84.8% of staff was retained by the school for the entire 2012 school year.

# Our staff profile

## 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	84%	85%	87%
The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.			

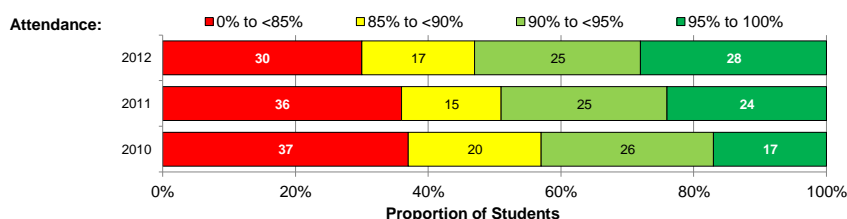
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	89%	88%	90%	90%	85%	90%	85%	86%	77%	77%	75%	83%
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%

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 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.

# Performance of our students

## 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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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.

<b>Apparent retention rates Year 10 to Year 12</b>	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%	60%	66%

<b>Outcomes for our Year 12 cohorts</b>	2010	2011	2012
Number of students receiving a Senior Statement.	24	26	22
Number of students awarded a Queensland Certificate Individual Achievement.	0	4	3
Number of students receiving an Overall Position (OP).	6	3	5
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	12	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	20	24	20
Number of students awarded an Australian Qualification Framework Certificate II or above.	14	10	9
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	10	9	10
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.	17%	0%	80%
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.	88%	92%	91%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	67%	50%	100%

As at 2 May 2013. The above values exclude VISA 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
2010	0	0	1	5	0
2011	0	0	0	3	0
2012	0	2	2	1	0

As at 2 May 2013. The above values exclude VISA students.

# Performance of our 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
2010	15	10	4
2011	23	10	1
2012	20	8	3

As at 2 May 2013. The above values exclude VISA students.

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

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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.