Tamborine Mountain State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Queensland
Government

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School overview

Tamborine Mountain State School (Independent Public School) was awarded the prestigious Australian Education Award for Australian Primary School of the Year - 2018 (Govt). TMSS is also an award winning 'School of Excellence for the Early and Primary Years of Education' and 'Inclusive Education'. Our objective is to promote the academic, cultural, physical and social development of each child. Students are encouraged and taught to become self-motivated learners who can work independently, co-operatively and happily to gain the skills they need to make choices about their lives, now, and in the future.

At Tamborine Mountain State School, we place an emphasis on every student's creativity and achievement. We give students many opportunities to participate in many extra-curricular activities. Tamborine Mountain State School has a whole school focus on achievement and success in academic, sporting, arts and cultural programs, which can only be achieved by students attending school every day and our school and broader communities working with us to ensure we are continually Striving for the Highest!

TMSS is proud to be a member of the Happy School program. We value our staff and believe that the work we do is important. Staff morale and well-being have a HUGE impact on student achievement, relationships within our school and the successful implementation of change. High stress levels have a negative impact and increase staff absence. A happier staff leads to better results!

School progress towards its goals in 2018

- Writing and Spelling

Action groups and plans established. 6+1 Writing traits embedded across the school. Currently working towards developing a new whole school Numeracy framework (for 2020).

- Numeracy

Action group and plan established. Currently working towards reshaping our whole school Numeracy framework.

- Differentiation

Action group and plan established. Extensive progress made in whole school differentiation teaching and learning.

Acknowledge: Curriculum Leaders: Rosie Wolff (HOC), Alisha Richardson (HOC-Differentiation), Susan Rowe (STLaN)

Awards:

Australian Education Awards:	Winner	Primary School of the Year (2018)
Queensland Reconciliation Awards:	Finalist	
NAIDOC SER Awards	Winner	

Future outlook : 2019

Continue to develop and deliver innovative and diverse student-centered learning experiences.

Continue to increase community engagement and partnership projects.

Continue to review and reflect on practice and outcomes against our 4 year Strategic Plan.

Priority areas: Writing & Spelling, Numeracy, Differentiation (Higher Order Thinking)

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	587	565	581
Girls	284	275	281
Boys	303	290	300
Indigenous	12	12	14
Enrolment continuity (Feb. – Nov.)	94%	96%	94%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The Tamborine Mountain State School Catchment covers a large geographical area and in 2018 we retained a 94% enrolment continuity. Out of our total school enrolment of 581, we have 14 students identified as Indigenous and 34 as Students with Disabilities. We have a very small number of students who identify as with English as a Second Language. In 2018, our class sizes were within target.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	21	22
Year 4 – Year 6	26	28	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Curriculum Shaping @ TMSS

- Teachers design and shape a Guaranteed and Viable curriculum that is – Taught in every classroom, every child will learn and taught in the time available for understanding.
- Journey commenced in 2016. Using the Art and Science of Teaching Framework as a reference point, teachers deconstructed the Australian Curriculum and reconstructed to align vertically and horizontally.
- Resulted in a flexible scope and sequence in all learning areas that cohorts use to plan engaging, student centered units of work.
- Cohorts receive one full day of planning each school term. Teachers and HOCs from neighbouring schools and early childhood providers are invited to participate in the planning and moderation cycle.
- Cohorts received comprehensive pre-planning documents prior to planning days to forefront the curriculum demands of the next teaching and learning cycle.
- The planning cycle follows a process to allow for teacher and student voice to drive the outcome:
  - Reflect – Review – Update
  - High yield questioning (How could this be improved? Which part engaged students the most? How do you know? Did you learn enough about what your students know, understand and can do to make a judgement against the Achievement Standards? Was the teaching and learning powerful?)
  - Feedback from students about the learning.
  - Unpack the curriculum intent, demands and priorities of the next learning cycle.
  - Backward map the teaching sequence from planned assessment.
  - Sharing of effective practices and resourcing.
- Ensure alignment with the Australian Curriculum
- Curriculum team checks in regularly to monitor:
  - Pace
  - Student engagement
  - Learning intentions
  - Differentiation strategies implemented
  - Maintenance of high expectations
- Assessment tasks and marking guides are written in student language. Marking guides also contain the achievement standards being assed and the associated elements of the Literacy Continuum.
- Professional Learning Team conversations are directly linked to student learning within the planned teaching cycle. PLTs are:
  - Job embedded
  - Attended by the entire cohort of teachers and a curriculum team member
  - Minutes are taken to be used as a resource to inform of the Tier 2 strategies employed for students who are above and below

One School One Plan- our school 'map' which shows how we implement (teach, assess and report) each learning area.

Co-curricular activities

Our school offers a wide range of Extra curricula activities to support students' holistic development. These include:
- Pre-Prep Program (6 months)
- Interschool Sport and Sport opportunities including: athletics, swimming, cross country, soccer, rugby league, rugby
- union
- Year 3-6 Interschool Sport with St Bernard and Canungra State School 3 times/year
- Instrumental Music Program featuring our Junior and Senior Band
- Dance including Tap, Contemporary and a Dance Excellence program
- Choral programs including our Prep Choir, Thunderbird Choir and Lyrebird Chorale
- Student Discos (P&C)
- Robotics Club
- Green Thumbs Club
- Waste Warriors Club

- Performing Arts Showcase evenings such as 'Small Night Out' and 'Big Night Out'
- School Camp opportunities for our Year 4, 5 (Leadership focus) and 6 (Canberra tour) students.
- Extension opportunities including Mega minds day, ICAS competitions, STEM Cup and Challenge
- After school private tennis coaching, AFL and Little Athletics Club
- After school Learning Lounge classes for Years 1-6 with Teacher Aides, Curriculum Leaders and Principal
- Public Speaking opportunities

How information and communication technologies are used to assist learning

Our school is working towards embedding the Information and Communication Technology skills vital to being successful in the 21st century. As a General Capability in the Australian Curriculum, our school embeds the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century.

To engage with Information and Communication Technologies, our school offers:
- A STEM Lab with 20 desktop computers, an Interactive 65 inch LCD screen with HDD player and recorder
- Each classroom has a data projector and interactive whiteboard or LCS interactive screen
- Specialist ICT (Prep-2) and Digital Technologies (Yr3-6) Teachers
- Each classroom has computers available for individual and small group work learning.
- Our Learning Hub has a mobile Computer Lab of 42 wireless enabled Laptops and 60 iPads for use throughout the
- school.
- The Year 5 & 6 classes have access to 12 wireless laptops and 30 iPads
- Our Science Lab has 30 iPads
- Our Learning Hub features FOXTEL educational channels which can be used for small or large group presentations.
- Our Special Education Program has a suite of 20 iPads
- Our Hub includes a Green Screen room and multi-media suite with 6 HDD Video Cameras, 15 Digital Cameras and
- 60 eReaders.
- All teachers have been provided with new iPads to access educational apps to support the school's teaching and learning improvement agenda.
- Our students engage with Flipped Learning through Blackboard and access Ed Studios on The Learning Place to provide online learning opportunities and we also participate in online academic courses.

Social climate

Overview

The school community is extremely confident that the school provides a safe, supportive and productive learning environment with key elements such as student behaviour, feeling safe and providing students with useful feedback to improve as highlights in our School Opinion Survey data.

This has been achieved through our adoption of high level of expectations consistently implemented across the school in our whole school approach to:
- The development of our 2018-2020 Responsible Behaviour Plan for Students which details our expectations and procedures for consistency across the school
- The Hi5 Anti-bullying strategy which supports students to proactively address bullying, including cyber-bullying
- Character development and student support (including our whole school social skills program and whole school e-Smart programs) both academically and socially, which is managed through the school's Support and Welfare Action Team.
- Specific proactive and intervention programs as supported by the school's Guidance Officer, Behaviour Advisory Coordinator, Support Teacher Literacy and Numeracy, Special Needs Teachers, the School Chaplain, School Administration and teachers, working as a team with the parent, to help the child become an independent and self-disciplined learner and enable them to be the best they can be.
- Development of student leadership programs including: Student Council, Year 4, 5 and 6 Buddies, whole school Student Council and lunchtime Learning Hub and Sports Leaders
- Close monitoring of student attendance to proactively address any student whose attendance drops below 85%
- In 2018 this whole school social skills program was enhanced through a partnership with Swinburne University to create explicit opportunities to teach emotional intelligence.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	98%
• this is a good school (S2035)	100%	97%	100%
• their child likes being at this school* (S2001)	100%	97%	98%
• their child feels safe at this school* (S2002)	100%	100%	96%
• their child's learning needs are being met at this school* (S2003)	96%	97%	98%
• their child is making good progress at this school* (S2004)	96%	100%	98%
• teachers at this school expect their child to do his or her best* (S2005)	96%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	98%
• teachers at this school treat students fairly* (S2008)	96%	90%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
• this school works with them to support their child's learning* (S2010)	100%	90%	96%
• this school takes parents' opinions seriously* (S2011)	93%	93%	98%
• student behaviour is well managed at this school* (S2012)	96%	90%	98%
• this school looks for ways to improve* (S2013)	100%	93%	100%
• this school is well maintained* (S2014)	100%	97%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	98%	98%
• they like being at their school* (S2036)	98%	98%	99%
• they feel safe at their school* (S2037)	96%	99%	99%
• their teachers motivate them to learn* (S2038)	99%	99%	98%
• their teachers expect them to do their best* (S2039)	99%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	97%
• teachers treat students fairly at their school* (S2041)	96%	91%	93%
• they can talk to their teachers about their concerns* (S2042)	96%	93%	92%
• their school takes students' opinions seriously* (S2043)	96%	91%	93%
• student behaviour is well managed at their school* (S2044)	95%	94%	95%
• their school looks for ways to improve* (S2045)	98%	100%	99%
• their school is well maintained* (S2046)	98%	97%	99%
• their school gives them opportunities to do interesting things* (S2047)	98%	98%	98%

Percentage of students who agree# that:	2016	2017	2018

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	96%	95%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	96%	95%
• students are encouraged to do their best at their school (S2072)	96%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	97%
• student behaviour is well managed at their school (S2074)	100%	98%	100%
• staff are well supported at their school (S2075)	96%	100%	98%
• their school takes staff opinions seriously (S2076)	96%	98%	94%
• their school looks for ways to improve (S2077)	96%	100%	100%
• their school is well maintained (S2078)	96%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	96%	95%	91%

* 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 culture resonating through our school is the sense of pride and the sense of community – within our students, staff, parents and the wider community. We are all committed to ensuring a quality education that recognizes the individual talents and needs of our students.

Parents are very welcome at our school and considered partners in their child's education. Through working together, we are able to achieve our vision of ensuring we "Strive for the Highest". To support strong parent and community engagement with our school, we offer:

- A very strong volunteer program to support learning in classrooms providing support and training (92 Volunteers)
- A highly supportive and active Parents and Citizens Association who organises fundraising opportunities for the School
- A strategic and pro-active School Council
- A Meet and Greet BBQ at the beginning of the year to provide all parents with an opportunity to meet their child's teacher and our support staff
- Parent Information sessions / forums / workshops
- An award winning Pre-Prep Program
- Lunch on the Lawn each term which invites parents/caregivers to join their child for lunch on our school oval
- Under 8's Day which includes members of our community to celebrate early childhood
- NAIDOC & Reconciliation Week activities which support our students developing their understanding of Indigenous culture
- Education Week community activities celebrating the learning being achieved in our classrooms
- Japan Day
- STEM Expo Day
- Parent Teacher Student Meetings (twice / year)
- Formal Student Report Cards (Terms 2 & 4)
- Parent volunteer support for excursions and events
- Weekly whole school assemblies featuring student performances and celebrating student achievements
- Annual survey asking for parent feedback and input to various school programs

Respectful relationships education programs

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

The Respectful relationships education program is a primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence. This is done through challenging attitudes about violence and gender construction known to lead to violence while also supporting students to develop pro-social behaviours that lead to equitable and respectful relationships. A strengths-based approach underpins the development of respectful relationships knowledge and skills.

The content and approaches in the Respectful relationships education program are based on domestic and family violence research and best-practice educational approaches. The program has been developed in consultation with teachers, school communities, domestic and family violence organisations and external experts.

A growing body of evidence shows that social and emotional learning of this nature leads to:
- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

The Respectful relationships education program is aligned to the Australian Values Education and Australian Curriculum and is delivered by the Chaplain or Guidance Officer

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	27	34	51
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Our school has a strong focus on sustainability, ensuring our students learn the importance of sustainable living practices that they can use throughout their lives. We actively seek ways to reduce our environmental footprint through monitoring usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	138,330	136,506	143,899
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
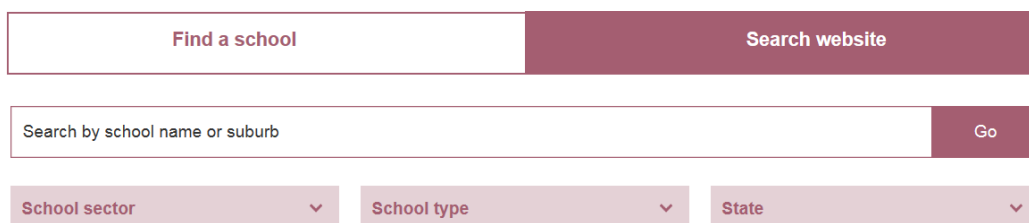
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	47	26	<5
Full-time equivalents	41	17	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	47
Diploma	10
Certificate	16

*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 2018 was $ 19,170.08

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:
- Curriculum planning to create high quality units of work drawing on the Australian Curriculum
- STEM
- The Teaching of Writing
- The Teaching of Number (Numeracy)
- Quality Teaching – Pedagogical Framework (The New Art and Science of Teaching)
- Students with Disabilities and the National Consistent Data Collection process
- Differentiation including Higher Order Thinking & enrichment
- Health and wellbeing

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	93%
Attendance rate for Indigenous** students at this school	85%	94%	95%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	92%	94%	92%	Year 7			
Year 1	93%	92%	91%	Year 8			
Year 2	93%	93%	93%	Year 9			
Year 3	93%	93%	93%	Year 10			
Year 4	93%	94%	93%	Year 11			
Year 5	92%	93%	93%	Year 12			
Year 6	90%	92%	93%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	14	12	30	44
2017	12	10	30	47
2018	13	12	25	50

Proportion of Students (0% to 100%)
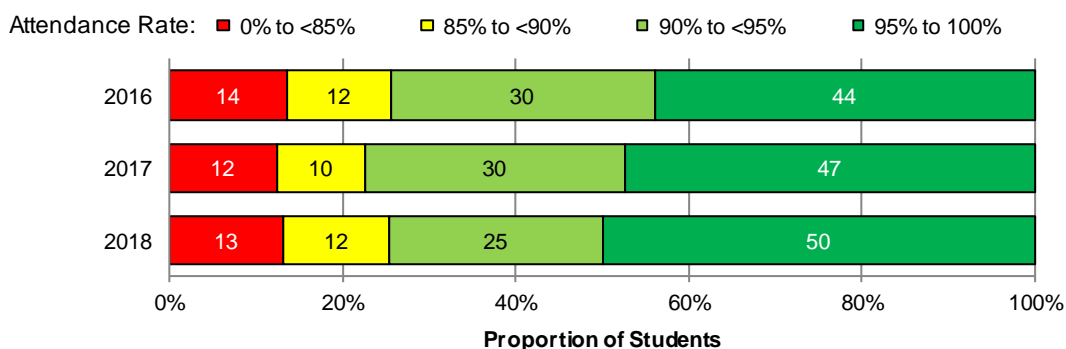
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Our school uses a case management approach to monitoring student attendance for any student with less than 90% attendance. Attendance is monitored weekly and Student Target Charts are on every classroom door to actively promote our attendance across the school. Our school uses OneSchool to record student attendance including for marking classroom rolls.

Parents are able to leave a message on our Student Absence Line or email the school to notify if their child is going to be absent from school. Students with excellence attendance are celebrated across the school. TMSS has a SMS for all unexplained absences that is sent out before 9:30am each day.

DP tracks any unexplained absences for 3 days or more and makes phone calls to parents and invites them for a meeting.

House visits are made for special circumstances.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.