	PO address	PO Box 327
	Phone	(07) 4161 9111
	Fax	(07) 4164 9100
	Email	<a href="http://www.taabingass.eq.edu.au">www.taabingass.eq.edu.au</a>
	Website or Contact Person	<a href="http://www.taabingass.eq.edu.au/wcmss">www.taabingass.eq.edu.au/wcmss</a>

## Principal's foreword

### Introduction

Welcome to Taabinga State School. Our school vision is *Learning for Life, Learning Together, Creating our Future*. We live our vision by:

- Employing quality learning and teaching practices*
- Engaging in life long learning*
- Developing a positive and inclusive school environment*
- Being innovative, flexible and professional*
- Building a strong team ethic*
- Interacting and communicating effectively*

Taabinga State School offers our students a New Basics Curriculum which is a futures oriented curriculum, with high levels of intellectual rigour, is relevant and meaningful to our students and maximizes the use of electronic forms of communication within all units of work. The New Basics Curriculum provides our students with valuable skills to ensure that they become informed and active members of society. Our unique curriculum along with the Responsible Thinking Process, that is the driver for our Responsible Behaviour Plan for students, ensures that our students are respectful, responsive and reflective learners.

In 2007 the school undertook a Triennial School Review. This review provided us with valuable information about the achievements during the past 3 years and informed our strategic direction for the next three years. Our school priorities for 2007 were Literacy and Numeracy, Middle Schooling, Assessment & Reporting. A school based focus in Literacy was to improve spelling outcomes through the implementation of 'Soundwaves' program from Years 1-7. To implement a consistent mathematics program across all year levels, staff engaged in an audit of current practice exploring mathematical investigations, effective pedagogy, resourcing and current KLA Mathematical syllabus. This process is still continuing. Ongoing professional development activities in the teaching of Literacy and Numeracy are a priority for our school.

Recommendations from the Middle Schooling review focused on further development of our supportive school environment including changes to our RTP process; reviewing curriculum to ensure that middle school students are actively engaged; reviewing current pedagogy and

providing alternative activities for our students during break times.

Assessment and Reporting processes have changed to ensure that parents are reported to each Term. During Term One and Term Three parents are invited to the school to participate in a Three Way Reporting session. This is a student led conference whereby the student discusses with their parent their achievements throughout the Term and shows their parent work from their folio and books. The teacher talks to each parent during this process about their child's performance during the Term. At the end of second and fourth Term the students are provided with a Report Card. Parents are welcome to contact teachers for an interview to discuss their child's progress if they would like to.

To effectively cater for the curriculum intent in composite classes teachers implemented a variety of Blueprints for the first time during 2007 which complemented the current New basics Curriculum being offered at our school.

During 2007 Year 4 teachers and students continued their involvement in the QCAR trial. This ensured all staff throughout the school had an in-depth knowledge of QCAR intent and processes and allowed the school to feedback information regarding this trial to QSA.

As part of the Special Education HUB schools Taabinga, for the first time, has received a full-time Inclusion teacher to support the increasing number of identified special education students. This required processes and inclusive practices to be implemented and support staff to access additional professional development.

Throughout this year Taabinga State School has continued to be a light house school for the district and region. Staff and students have been leaders in curriculum, sport, music and best practice.

During the 2007 school year, Taabinga State School student enrolment growth has significantly increased from previous years. This has required the school to refine current practices and processes to ensure quality learning outcomes for all students. As a result of this enrolment growth, our goals for student improvement have needed to be modified in line with student diversity and individual needs.

## Future outlook

In 2008 our School's focus for improvement is in the areas of Literacy and Numeracy. We would like to see an overall increase in distance traveled with all students. This will be measured using school data and state wide data.

In 2008 percentage of Year 2 students not requiring additional support for each area of the Yr 2 Diagnostic Net: Reading, Writing, Number

Reading 80%

Writing 96%

Number 83%

In 2008 percentage of non-exempt students achieving national Yrs 3, 5 and 7 Reading, Writing and Numeracy benchmarks

Reading 100%

Writing 100%

*Number 100%*

*In 2008 all students in Year 3, 4, 5, 6 and 7 will implement a New Basics' Rich Task or Blueprint ensuring the entire suite of tasks is enacted.*

### School Profile

Total student enrolments for your school: 561 students

Year levels offered: Prep – Year 7

Coeducational or single sex: Co-educational

### Curriculum offerings

#### Our distinctive curriculum offerings

At Taabinga State School we offer the New Basics curriculum which is tailored for the 21<sup>st</sup> century allowing students to investigate in real life and life like contexts. For additional information [click here](#)

- New Basics Rich Tasks and Blueprints are enacted in Years 3, 4, 5, 6 and 7
- Early Year Curriculum offered to students in Prep-Year 1
- LOTE (German) offered to all students in Year 6 and 7
- Specialist PE and Music lessons for all students from Prep – Year 7
- Reading Recovery offered to Year 2 students who meet the criteria
- Instrumental Music program offered to students in Years 5-7

#### Extra curricula activities

- Choirs – Senior and Junior Choirs
- Participation in Eisteddfod
- Recorder Band
- Opti-Minds
- Instrumental Music and School Concert Band
- Football, Netball and opportunities to participate in all cluster and district sporting activities
- TAP Kids – Taabinga Active Players Kids (Lunchtime activities including Car Club, Lower and Upper Playrooms, Football, Library, Book Club, Chess Club and Craft)
- Active After School
- Academic Competitions
- Arts Council

#### How computers are used to assist learning

Computers are located in all classrooms and the use of this technology is integrated into all aspects of the curriculum (eg. English, mathematics, unit work etc) All educational units have a technological focus ensuring continuity of learning across year levels and exposure to a variety of computer programs and uses. The school has a ratio of 1:5 and all students have access to the school network, facilitating the use of appropriate software and where appropriate the internet and email. A classroom teacher is released one day per week to ensure that the

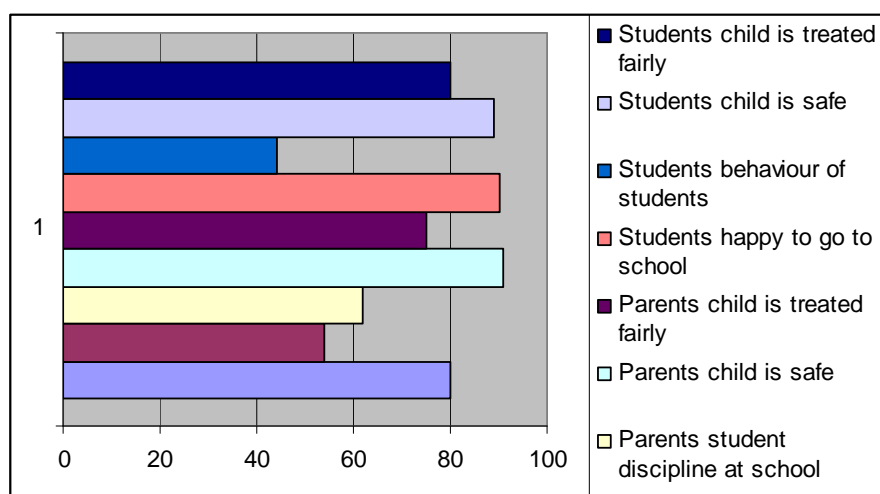
## Our school at a glance

network is working appropriately and to provide valuable technology skills to teachers and students. A teacher aide is employed to ensure that all computers are functioning efficiently to meet the daily needs of the teachers and students

### Social climate

Taabinga State School affirms the right of all school community members to feel safe at school within a supportive school environment which nurtures the individual and develops independence, interdependence and cooperation.

This is reflected in the 2007 School Opinion Survey



### Summary of 2007 Parents and Student Data

We encourage students to be responsible for their own behaviour and the consequences of their actions through the Responsible Thinking Process (RTP). Through the implementation of this process the social climate of our school is positive, which is reflected in this data.

### Involving parents in their child's education.

Parent's active involvement in their child's education is fostered and encouraged. Strategies throughout the school promoting parental involvement include;

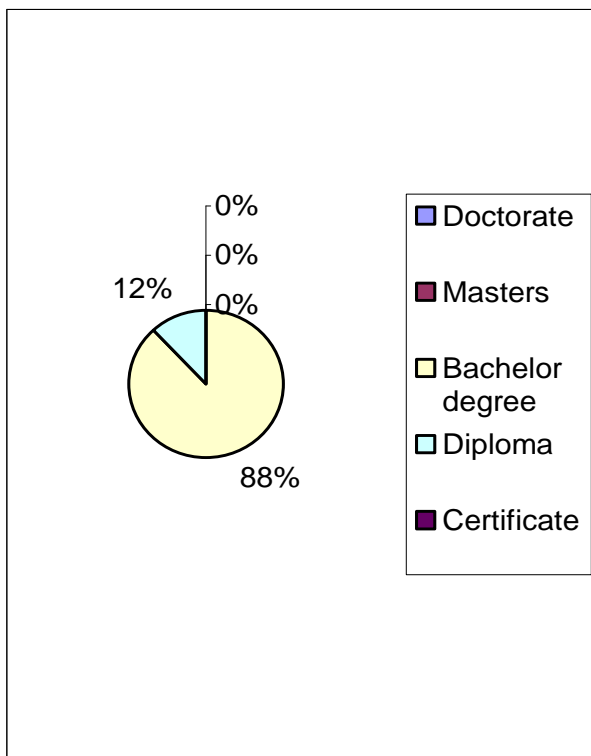
- \* Information sessions in all classrooms at the start of each school year to increase parental understandings of classroom practices and expectations
- \* Use of PST books (Parent, Student, Teacher books) for all students in Years 1-3 ensuring frequent and effective communication avenues
- \* Weekly School Newsletters and What's On to keep parents informed and up-to-date with school happenings
- \* Culminating activities conducted at the end of each unit of work
- \* School Sign (which is changed weekly) to inform parents of school and community activities
- \* Encouragement of parent helpers in all classrooms from Prep – Year 7
- \* Classroom newsletters sent home at regular intervals

## *Our school at a glance*

- \* *3 Weekly meeting with the Principal or Deputy Principal for all students new to the school*
- \* *3 Way Reporting sessions (twice a year) with parents, students and teacher*
- \* *Parent Body organizations including P&C, Music Group and Parents Auxiliary*
- \* *Parent information programs and sessions including Triple P, Early Literacy and Numeracy*
- \* *Parents and staff actively encouraged to contact one another when issues arise*

### Qualifications of all teachers

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	88
Diploma	12
Certificate	0



### Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2007 was \$7259.55.
- The major professional development initiatives are as follows:
  - Numeracy and Literacy Inservice including 'Soundwaves', the teaching of reading, grammar, maths investigations, mathematics syllabus
  - New Basics Inservice
  - Region Prep Reflection Day
  - P-3 Continuity Day – early Years Action plan
  - Prep Inservice
  - QCAR
  - Early Years Literacy Inservice
  - Technology syllabus – Design, Make Appraise
  - Primary Connections Science
  - Gifted and Talented
  - German, Music, Physical Ed Teachers' Professional Development

- *Dreamtime Personalities*
- *Workplace Rehab Coordinator Certification*
- *Creating Successful Classrooms for Downs Syndrome Students*
- *Joomla training*
- *7 Ways to Improve Boys Education*
- *RTRWC – Rehabilitation and Return to Work Coordinator*
- *Managing Staff Performance and Supervision*
- *Validation Contact Training Session*
- *ICT Pedagogical Licence*
- *Code of Conduct Training*
- *Student Protection Training*
- *Responsible Thinking Process*
- *The involvement of the teaching staff in professional development activities during 2007 was 92%.*

### Average staff attendance

- *For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2007.*

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

- *From the end of the 2006 school year, 87 % of staff were retained by the school for the entire 2007 school year.*

## Performance of our students

### Student attendance

The average attendance rate as a percentage in 2007 was 94 %.

### Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	74%
Writing	99%
Number	77%

### Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	494	587	659	
	Average score for Queensland	527	606	672	
	Percentage of students at the school above the national benchmark	2007	85 %	66 %	78 %
		2006	91 %	67 %	85 %
Writing	Average score for the school	517	579	647	
	Average score for Queensland	523	600	681	
	Percentage of students at the school above the national benchmark	2007	85 %	88 %	93 %
		2006	87 %	94 %	98 %
Numeracy	Average score for the school	505	559	634	
	Average score for Queensland	521	588	648	
	Percentage of students at the school above the national benchmark	2007	93 %	63 %	70 %
		2006	80 %	76 %	69 %

## Other Key Outcomes

### Value added

Our school undertakes standardized testing in the areas of reading comprehension, spelling and mathematics in all year levels. These standardized test are administered at the beginning and end of each school year. This information is used to accurately to track student's progress through each academic year ensuring that every child within the school is improving their learning outcomes. Results from this testing assist specialist staff to provide appropriate programs for our Learning Support, Gifted and Talented and special needs students.

Teachers throughout the school plan in teams to ensure the explicit teaching of literacy, numeracy and unit work is consistent and that assessment and reporting align. This approach ensures that each year level draft is exposed to the same content, key concepts and teaching strategies. Team Leaders meet with the Principal regularly to communicate team initiatives and progress.

Each time a new student is enrolled in our school, individual students are assessed by our Learning Support teachers to ascertain their developmental strengths and areas for further development.

Our school currently provides Reading Recovery for identified students in Year 2 students. This year 18 students exited the Reading recovery program at Level 16 or higher.

### Parent, student and teacher satisfaction with the school

Taabinga State School prides itself on parent, student and teacher satisfaction. The school has processes in place enabling parents, students and staff the opportunity to provide constructive feedback, positive reinforcement and concerns.

During the 2007 school year parent, student and teacher satisfaction was again at a high level, with many responses in the school opinion survey being well above the state mean.

Client	Question	State Mean
Parents	S109 - Is your child getting a good education?	ABOVE
Students	S110 - I am getting a good education at this school	ABOVE
Staff	S012 - This school is a well organized place in which to work	ABOVE
Parents	S124 - about the usefulness of what your child is learning at school	ABOVE
Students	S121 - with what you are learning at this school	ABOVE
Staff	S010 - Staff and Students are treated with respect	ABOVE
Other Above State Mean Responses Include		
Parents	S153, S158	

## Performance of our students

<i>Students</i>	<i>S101, S105, S166, S118, S119, S121, S126, S129, S135, S142, S151, S147, S158, S159, S100</i>
<i>Staff</i>	<i>S003, S006, S009, S011, S012, S013, S014, S015, S016, S017, S018, S019, S020, S022, S025, S036, S037, S030, S031, S032, S035</i>