

Taabinga State School 2008 School Annual Report

	PO address	Rae Street Kingaroy
	Phone	41649111
	Fax	41649100
	Email	www.taabingass.eq.edu.au
	Website or Contact Person	www.taabingass.eq.edu.au/wcmss

Principal's foreword

Introduction

At Taabinga State School we offer a New Basics Curriculum to all students. New Basics focuses on improving student outcomes through increasing the intellectual rigour of their work. New Basics is a futures oriented curriculum which engages students in a wide range of intellectual activities including:

Reading efficiently and accurately

Using both written and spoke English clearly, economically and with grace

Using technology with an emphasis on developing technological skills for communicating and utilising computer software proficiently

Organisation and time management

Inquiry and expression

Reflection and thoughtfulness

Persistence

Effective communication

Applying knowledge well beyond the confines of the school

Teachers work in planning teams ensuring continuity of learning across year levels and the whole school.

Future outlook

In 2008 the New Basics curriculum was no longer meeting the requirements of current Queensland Curriculum Assessment and Reporting agenda. Staff undertook a whole school curriculum audit of New Basics units and school programs thus identifying the need for modifications to units of work, revision of school based programs and curriculum areas requiring further support and development.

Following the analysis of data from previous National and systemic testing, key professional development areas were identified including the need for professional learning and improvements in teaching and learning specifically in numeracy and the teaching of mathematics.

Our school at a glance

School Profile

Total student enrolments for this school	561
Year levels offered	Prep to Year 7
Coeducational or single sex	Coeducational

Curriculum offerings

Our distinctive curriculum offerings

- New Basics Rich Tasks and Blueprints are enacted in Years 3-7
- Early Years Curriculum offered in Prep to Year 2
- Year 6 and 7 students participate in LOTE(German)
- Specialist PE and Music for all students Prep to Year 7
- Instrumental Music program offered for students in Year 5-7

Extra curricula activities

- National Young Leaders Forum for school leaders
- Opti-Minds
- Junior and Senior Choir
- Instrumental Music and School concert band
- Eisteddfod participation
- Cluster and District sporting activities
- Active After School program
- Chess Club
- Academic Competitions
- Arts Council

How computers are used to assist learning

Computers are available in each classroom. The school has a ration of 1:5 computers per student. All students have access to the school network, provided with appropriate software and internet and email access. A network technician services the school and a classroom teacher supports technical support one day per week and enable efficient and effective computer network functioning for students and staff.

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.

Our school at a glance

This is reflected in the 2008 School Opinion Survey as students indicated that they are happy to go to this school, that they are safe and that they are treated fairly at the school. In each of these three areas the school data was flagged as above the state mean. Students also indicated that the behaviour of students at the school was comparable with state mean. This area was lower than the three previous areas and is an area for improvement.

All students are encouraged 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 and reflected in the 2008 School Opinion Survey data.

Pastoral Care Programs exist within the school and are supported by the Guidance Officer, Behaviour Support teacher and Supportive School Environment committee (SSE). Lunch time activities were developed by the SSE to support students in the playground and provide activities to reduce behaviour incidents during break times.

Rock and Water was implemented in 2008 to support groups of boys in managing their behaviours. The program was run in conjunction with CTC and involved students identified as requiring support by the Behaviour Support teacher.

Newly formed Chaplaincy program will support students in 2009 following employment of a school Chaplain in term four 2008. The chaplaincy program is a pastoral care program to support all students at Taabinga State School from Prep to Year 7.

Involving parents in their child's education.

Parents are actively encouraged to participate in school activities through information provided in the school newsletter each fortnight and What's On each subsequent week.

Parents are provided with the ability to participate in class information sessions at the commencement of each school year.

Information is provided to parents in Prep to Year 3 through a PST (Parent/Student/Teacher) books, ensuring communication on a daily basis between home and school.

At the end of each unit of work parents are invited to culminating activity days to showcase students work.

Parent helpers are encouraged in all classrooms.

The school tuck-shop also offers an opportunity for parents to volunteer on Monday and Friday.

Meetings with new students and their parents are conducted following a student's enrolment.

Three way reporting is conducted twice yearly with parents, students and teachers.

The school P & C meets monthly supported by an active Music Support Group and Parents Auxiliary managing the tuck-shop.

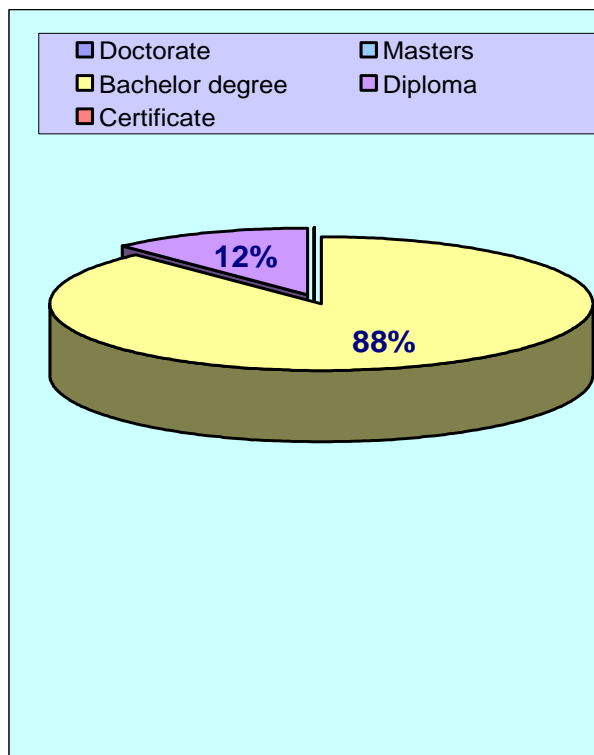
Parent information sessions are provided in early literacy and numeracy.

Active engagement of parent participation in student's education and welfare by staff.

Our staff profile

Qualifications of all teachers. (Double click anywhere in the first two columns below. A spreadsheet appears. Enter the percentages for your school then click outside the spreadsheet to return to the word template.)

Highest level of attainment	Number 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 2008 was \$15860.00 .

The major professional development initiatives are as follows:

- Teacher aide Literacy training
- Prep Teacher Literacy training
- Year 1-3 Teacher Literacy training
- Primary Science Connections
- First Steps Number for teachers in Years 4-7
- Year 2 Net Moderation
- Responsible Thinking Process
- Level 1 Auslan Training

The involvement of the teaching staff in professional development activities during 2008 was 94 %.

Our staff profile

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 91 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 93 %.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	348	453	507
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	89 %	82 %
Writing	Average score for the school	388	448	494
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	96 %	86 %
Spelling	Average score for the school	345	462	528
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	88 %	85 %
Grammar and Punctuation	Average score for the school	361	460	496
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	96 %	87 %
Numeracy	Average score for the school	345	452	530
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	89 %	93 %

Performance of our students

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	73%
Writing	92%
Number	88%

Value added

A significant improvement in 2008 saw Taabinga State School develop a deaf culture within the school supporting an inclusive environment for all students. This involved intensive professional development for nine staff members, introduction of signing on parade for whole school, the engagement of Auslan Model, purchase of resources and liaison with Regional Auslan support officer.

In 2008 the school worked towards enhancing the teaching of numeracy through focused professional development of teachers in First Steps Number. Teachers in Years 4-7 were trained during 2008. The engagement of teachers in the teaching of mental computation was supported by classroom visits from the Principal, and the introduction of Mental Computation textbooks in the upper school.

Parent, student and teacher satisfaction with the school

School Opinion Survey data for 2008 indicated that student's satisfaction that *'this school is a good school'* was above state mean. Student's satisfaction in all areas was at or above state mean.

In all areas of the survey staff indicated that their satisfaction with all items was at or above state mean. Staff morale in particular was the highest level of satisfaction with all five areas – *team spirit, staff are enthusiastic about their work, the school is a good place to work, happy working at the school and staff put in a lot of energy*; above the state mean.

Parent's satisfaction that *'this is a good school'* was above state mean. The levels of satisfaction with resources available at the school were items in which parents indicated they were satisfied with.

In all items on the survey parents, students and staff indicated that the satisfaction was at or above state level.