Principal’s foreword

Introduction

Taabinga State School is one of two large primary schools in Kingaroy. The two schools along with smaller schools work closely in the Kingaroy Education Group to improve our performance within and across schools. This report details Taabinga State School’s progress in 2014 and future outlook for 2015. Our school profile, curriculum offerings and programs for students is included along with key student outcomes in attendance. This report details parent, student and staff overall satisfaction with the school. Our reading, writing, spelling, grammar and punctuation, and numeracy results are available on the My School website at http://www.myschool.edu.au. To access our school NAPLAN results search for our school by name.

School progress towards its goals in 2014

We Implemented the Australian Curriculum in English, Mathematics, Science, History and Geography in 2014. We promoted consistent expectations and high quality practices through implementation of the DDSW Regional Charter of Expectations 2014. Improved the consistency and quality of instruction and use of Regional
Benchmarks and focused on high expectations for all student through the ‘three pillars’ – explicit instruction, coaching and feedback and purposeful use of data.

We worked to deliver recommendations from our previous Advisory Teaching and Learning Audit by:

- Developing teachers skills to use data to understand student skill gaps and understandings
- Investigating feedback to students and developed goal setting to assist students further learning progress
- Closely monitoring curriculum delivery in all years of schooling to identify changes to vertically align curriculum and ensure gaps in learning are identified

Our Reading strategy in 2014 included:

- Provision of Levelled Literacy Intervention and Reading Instruction for students through teacher aide support and refinement of teaching practices
- Use of Interactive Read-Aloud in all classrooms and during Literature sessions with Teacher Librarian to explicitly teach reading for all students
- Purchase of resources to support Levelled Literacy Intervention, reading instruction and literature extension by Teacher Librarian

Great Results Guarantee (see Great Results Guarantee agreement on school website) has provided additional funding and our strategy lead to:

- Improve teaching practices through co-teaching using our leadership team as instructional coaches – STLan, Inclusion teachers, HOC and Pedagogical Coach
- A case management approach through weekly meetings with year level teams to review student learning, set targets and inform explicit instructional practices to adjust learning for students at risk throughout the year in reading and spelling.
- The use of early intervention using data from daily teaching to differentiate for students using the explicit teaching structure and alignment of targeted school resources

Our attendance strategy in 2014 included a review of our Attendance Policy and endorsement by the P & C. These included:

- Continuing actions to improve attendance of students – every day counts, every child in every classroom learning by reinforcing high levels of student attendance and participation, student attendance notices weekly and absence procedures advertised in newsletter regularly
- Use of absence procedures and follow up by teachers and administration to ensure attendance is recorded and non-attendance identified in a timely manner to support students
- The use of electronic roll marking by classroom teachers in term 4

School Wide Positive Behaviour Support – underpinned by the SWPBS action plan for 2014 included the following actions:

- Implementation of a schedule of teaching routines as well as resources to support explicit teaching of expected behaviours
- Expected student behaviour is acknowledged regularly through a positive set of expectations and reinforced in the classroom and the playground – tokens and whole school recognition of behaviour
- Aligning classroom acknowledgement of behaviour across the school through the use of the Learning Matrix and end of term awards for students – Captain, First Mate and Cadet
- A Discipline Audit was conducted in August and this report and subsequent actions can be found on our website.

Additional priorities for 2014 included:

- Providing explicit instruction in spelling following professional development and support from pedagogical coach to meet instructional needs of students three times weekly
Backward mapping of English and Mathematics unit in consultation with teachers to assist in development of Individual Curriculum Plans and evidence based plans

Raising standards of classroom assessment and improving student achievement by developing teachers use of formative assessment to adapt what happens in classrooms to meet learners needs

Continuation of school and cluster moderation to ensure consistency of achievement standards in assessment

**Future outlook**

Our priorities in 2015 are to further develop our key priorities prior to a full school review.

**Reading**

- Implement Explicit Instruction in reading with the focus on differentiating reading instruction using targeted resourcing
- Use Levelled Literacy Intervention in conjunction with classroom reading to address the needs of students not meeting targets
- Providing additional support such as Booster programs and before school interventions to assist students
- Formalise our whole school reading plan

**Attendance**

- Full implementation of electronic roll marking
- Reinforcement of absence procedures and follow-up unexplained absences using attendance policy
- Support parents to explain absences and develop action plans if absentee issues are identified

**PBL – Positive Behaviour for Learning – previously SWPBS**

- Continue to develop the Learning Matrix and non-negotiable classroom behaviours
- Refine classroom consistency in use of positive reinforcement for behaviour
- Further develop school consistency of behavior management and practices to manage major and minor behaviours
- Investigate a school wide social skilling program and proactive strategies for bullying
- Formation of Behaviour Support Team to develop individual plans to support student learning

**GRG**

- Build teacher capability in the use and interpretation of data
- Develop strategies for the systematic delivery of curriculum
- Provide training for leadership team in coaching to assist teacher’s professional learning and provide high quality coaching and feedback
- Further develop understanding of descriptive feedback to ensure student success
- Commence use of Reading 2 Learn strategy in the teaching of English

**Additional priorities**

- Use the Master Teacher to develop consistency of practice in P -2 through the use of data, effective teaching practices and differentiation
- Develop partnership with Australian Catholic University to provide high quality teaching of mathematics across the school over a three year partnership to align with regional priorities
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>575</td>
<td>282</td>
<td>293</td>
<td>91%</td>
</tr>
<tr>
<td>2013</td>
<td>509</td>
<td>263</td>
<td>246</td>
<td>88%</td>
</tr>
<tr>
<td>2014</td>
<td>468</td>
<td>255</td>
<td>213</td>
<td>91%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

The school has a small indigenous student population with less than 5% of students identifying. Our school has a transient population with an average turnover of 15 – 20% annually which is increasing. Students also move between schools in the Kingaroy area due to the availability of a range of educational settings and contexts. We have a small multi-cultural population. Our student population now embraces a growing population of students who require adjustments to their learning. Our Inclusion program supports students within classrooms to engage with learning alongside their peers. The family settings for our students are varied. 70% of students entering Prep are attending Kindergarten programs or are in day care settings, while the remaining percentage of students do not attend any formal settings until they enrol at school. Our school population is reducing to expected enrolment projections following unprecedented enrolment during 2012 – 2013.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>24</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>24</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>117</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>14</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>2</td>
</tr>
</tbody>
</table>
Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

**Our distinctive curriculum offerings**

Enrichment and Extension programs continue to provide opportunities for students within and outside the school. ICAS testing occurs each year and in 2014 the school saw the largest number of students participating in spelling, English, mathematics, science and writing testing. Students received Participation certificates while several students received certificates of merit and distinction. Students also participated in an annual Mathematics competition. Students are offered opportunities to participate in Readers Cup, Premiers Reading Challenge and attend Voices on the Coast an annual event for students to meet with authors, along with Kingaroy State School.

In 2014 students in Year 4 and 5 were selected to participate in a DDSW initiative Project 600 to improve the number of students reaching the Upper 2 Bands in Reading. The program supported by a regional project officer engaged students in a 10 week program through iConnect with a tutor. Each student logged on weekly and engaged in two lessons of one hour per week to develop reading comprehension skills. This program was supported by the Support Teacher Literacy and Numeracy. While at Project 600 reading instruction was delivered for students in the classroom and with the support of teacher aides through the Levelled Literacy Intervention program for students below expected reading levels.

In 2014 the school participated in UniFy – a program supported by Queensland University of Technology to engage students in 10 week projects to develop higher order thinking skills as an extension of the school program. Students were selected for the program based on academic performance. Up to 14 students participated in the three programs delivered at the school by the Teacher Librarian.

In term four students in Year 5 were offered the opportunity to participate in a six week program, **Making Sense of Maths and Science**. This program was brokered through Community Partnership with local business and government agencies. The students experienced being a scientist and growing mould at the DPI, visited the local Veterinary surgery, built pulleys, engaged in physical challenges with Layla Gordon while learning about future career paths in mathematics and science.

Our Inclusion program integrates students with disabilities into the classroom with support from inclusion teachers and teacher aides. All students with disabilities work within classroom settings with their peers.

Interschool sport opportunities through Cluster Winter and Summer Carnivals, sporting trials, Athletics, Cross Country and Swimming Carnivals. We broaden student’s awareness of a range of physical pursuits through our school PE program through the use of NRL Development Officer, AusKick program, Cricket and other sporting organisations to encourage student’s participation. Guest speakers are also a part of the PE program and each year provide students with insights into bullying, literacy and the benefits of participation in a sporting activity.

The school offers camps and excursions for students focused on year level curriculum. This includes a Leadership challenge day to select future school leaders.

Each year Jally Productions provide our Prep to Year 3 students a live theatre experience. This has now become an annual event and the school has a strong relationship with this company.
Extra curricula activities

School Recorder Ensemble and Instrumental Music Program for beginner and continuing music students
junior and senior choirs preparing for Eisteddfod
active after schools program runs every term for students in year 2-7
little athletics, AFL AusKick, Cricket Australia visit annually and students participate in the program after school
participation in impact leadership for year 7 students
student council
Clean Up Australia Day and Planet Ark
Gardening Club

How Information and Communication Technologies are used to assist learning

All teachers use their Classroom for Teachers laptops to access the curriculum, learning objects and additional
materials to support teaching in all subject areas. Class and individual data is stored on OneSchool and is
accessible to teachers using their laptops. Support Provisions are planned and entered onto OneSchool to
enable teachers to plan for all student needs in their classroom.

Sets of iPads are available for borrowing from the Resource Centre. A teacher aide configures the iPads for use
in C2C units or with applications which match the learning plans of students requiring adjustments in
classrooms.

Interactive whiteboards are available in C block and the Resource Centre. While all other classrooms have data
projectors.

Students engage in iConnect sessions for Project 600 and Impact.

Classroom computers are available for access for all students.

Robotics equipment in the Science and Technology centre supports mathematics and technology curriculum.

Wireless technology is now complete in 8 classrooms with plans to deliver wireless access in two further
teaching areas

Laptop use in Year 6/7 and Year 4/5 classrooms allows flexible use of technology in these teaching blocks.
Students are made aware of the need to use these materials respectfully and safely.

Use of hardware to support curriculum implementation including iPads, FLIP cameras, video cameras and still
cameras to film oral presentations and performances.

Teacher Librarian supports staff to deliver English units which have embedded ICT components

Social Climate

Chaplaincy
Our school chaplain – Chappy supports all students, staff and parents within the school. The chaplaincy program
focuses on student welfare and parents sign consent forms to participate in the chaplaincy program.

The Local Chaplaincy Committee supports the school chaplain. The chaplain works two days per week funded by
the Federal Government and Scripture Union. The LCC undertake activities throughout the year and participate
in Christmas wrapping to raise necessary funds. The contribution of local churches and Ministers Fraternal also
support the work of the chaplain.

Our Chappy provides a range of activities within the school including:
- Brekky club is held each Tuesday and is supported by volunteers from the local community.
- Students sponsored by Chaplaincy and with the support of Minsters Fraternal to attend Scripture Union camps during school holidays.
- Implementation of a range of programs to support students and teachers – Friends for Life, Shine Girl, Tree of Life.
- Chill-out with Chappy occurs weekly with an opportunity for students to meet in small groups with Chappy to develop social interaction.
- Chaplaincy breakfast for staff to celebrate World Teachers Day.
- Performances and special guests throughout the year support the social and spiritual needs of students.
- Christmas in a Shoe Box charity sending gifts to children in underprivileged communities.
- Red Shield appeal and annual tin donation.
- Support for parents.

Chappy is also assisted by two Student Welfare Leaders. These leaders assist in delivery of Brekky Club along with other students on a roster in Year 6 and 7. The Student Welfare leaders advertise events on parade and work with Chappy on the days that she is at school. Each year Chappy holds an Easter and Christmas event for the school supported by students and the committee. The school chaplain is supported by the P & C and provides a report to the meeting monthly.

**Year 7 Program**
Rock and Water and Shine Girl were delivered in collaboration between the school chaplain and Year 7 teachers. All Year 7 classes participated in the program. The Shine Girl program for the girls was supported by a range of community people and ran for 8 weeks. All students had participated in the program prior to attendance at Tallebudgera School camp in August. This program also serves as a transition between primary and high school.

**Better Buddies Program**
In 2014 we continued our association with the Better Buddies program. This program is an initiative of National Australia Bank and the Alannah and Madeline Foundation to show the importance of friendship and raise awareness of the issue of bullying amongst primary school aged students. We are proudly supported by our local National Australia Bank. Students in Year 6 are trained to be BIG buddies and are paired up with Prep students – Little Buddies, at the commencement of the school year. Throughout the year students participate in Buddy Days and annually participate in National Buddy Day celebrations. The program fosters kids helping kids to learn positive behaviours, ultimately helping to reduce instances of bullying. A Better Buddy Student Representative was elected in 2014 to work with Prep teachers and Year 6 teachers to liaise in the organisation of activities. Events in 2014 commenced with a celebration and sharing of Buddy Bears between the BIG buddies and their Little Buddies. Throughout the year students participated together in school events, read together, made classroom visits and celebrated National Buddy Day together.

**National Bullying Day**
Each year our school participates in National Bullying Day. Information is provided to parents through school newsletters and students discuss bullying in the lead up to the day. Students wear orange on the day to support the stand against bullying.

**SWPBS**
We continued implementation of SWPBS in 2014, with representatives from our school community. Our key focus in 2014 was to continue our work in managing playground behaviour and commence implementation of classroom reinforcement programs. Using the school behaviour matrix a learning matrix was developed and the introduction of term by term parades with awards commenced. Students received Captain, First Mate and Cadet Awards. At the end of the year students were rewarded with a Day of activities for consistent behaviour throughout the year.
Student Leadership
Our student leadership program supports newly elected student leaders, student council and house captains. In 2014 Year 6 and 7 students transitioned to high school requiring Year 6 and 7 captains to be chosen. Year 5 students attended Stanley River Camp and then nominated for leadership in 2015. These students attended a day at Barrambah Environmental Centre to select school leaders for 2015. In 2014 our school leaders participated in Anzac Day and Remembrance Day ceremonies and a range of school events. Our student council is representative of students in Year 4-7. The student council activities include:

- School socials and free dress days
- Sponsorship of a child through World Vision
- Raising funds for charity
- Providing equipment for student use
- Mother’s and Father’s Day Stalls

In preparation for the Year 7 transition to high school in 2015, Year 5 and 6 students applied to attend a Leadership camp at Stanley River. Students engaged in a range of activities to determine their ability to work in teams and a leadership matrix was developed to focus their leadership skills. Leaders for 2014 were selected from this camp as a changed structure was required in 2014.

Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>90%</td>
<td>94%</td>
<td>84%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>84%</td>
<td>82%</td>
<td>87%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>85%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>80%</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>85%</td>
<td>94%</td>
<td>87%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>85%</td>
<td>94%</td>
<td>87%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>100%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>85%</td>
<td>88%</td>
<td>80%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>75%</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>85%</td>
<td>88%</td>
<td>84%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>95%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>85%</td>
<td>100%</td>
<td>97%</td>
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<tr>
<td>this school takes parents' opinions seriously* (S2010)</td>
<td>75%</td>
<td>82%</td>
<td>86%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>70%</td>
<td>81%</td>
<td>77%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>90%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>100%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>Performance measure</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
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<td>------</td>
</tr>
<tr>
<td><strong>Performance measure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percentage of students who agree</strong> that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>91%</td>
<td>95%</td>
<td>90%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>80%</td>
<td>97%</td>
<td>86%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>81%</td>
<td>83%</td>
<td>89%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>97%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>99%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>96%</td>
<td>97%</td>
<td>89%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>85%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>80%</td>
<td>95%</td>
<td>90%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously* (S2043)</td>
<td>79%</td>
<td>88%</td>
<td>87%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>53%</td>
<td>83%</td>
<td>78%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>89%</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>85%</td>
<td>90%</td>
<td>89%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>78%</td>
<td>97%</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Performance measure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percentage of school staff who agree</strong> that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>90%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>95%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>93%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>97%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>90%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>69%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>83%</td>
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<td>their school takes staff opinions seriously (S2076)</td>
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<td>their school looks for ways to improve (S2077)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>95%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>90%</td>
<td>91%</td>
<td></td>
</tr>
</tbody>
</table>

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

# ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

**DW** = Data withheld to ensure confidentiality.
Involving parents in their child’s education

Parents participate in a number of areas within the school:

- Active participation and membership in the P & C Association
- Participation in Levelled Literacy Intervention programs for Years 1 and 2
- Volunteering in the tuckshop
- Volunteering in the Playroom – knitting and crocheting lessons
- Participation in classroom reading and intervention programs
- Visiting the school for special events and activities
- Parent involvement in Cross Country, Swimming Carnivals, Athletics events and other sporting activities
- Music Support Group
- School Banking Volunteers
- Supporting Enrichment and Extension activities
- Participation in school camps and excursions
- Year 6/7 Graduation and Fundraising
- Fortnightly Newsletter and What’s On
- Volunteering to participate in fundraising activities
- School surveys
- Participation in development of school policy through surveys and consultation

Reducing the school’s environmental footprint

Continued focus on reducing electricity costs occurred in 2014. Further inspection to current electricity usage revealed that the use of bar heaters in classrooms during winter contribute to higher electricity kWh during the year.

Teachers were asked to focus on energy use in classrooms and use Energy Monitors to turn off equipment at the end of each day.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
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</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>153,119</td>
<td>3,845</td>
</tr>
<tr>
<td>2012-2013</td>
<td>143,578</td>
<td>3,784</td>
</tr>
<tr>
<td>2013-2014</td>
<td>127,753</td>
<td>0</td>
</tr>
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</table>

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

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>33</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>29</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>21</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>2</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $45280

The major professional development initiatives are as follows:

- SWPBS training and development
- First Aid
- Inclusion and special needs
- Reading to Learn training for Year 4 -5 teachers
- ICT
- Principal Professional Development
- Anita Archer Explicit Instruction
- Training for Cleaners
- Spelling PD
- Coaching for School Leaders
- One School Training
- Library

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.
Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance</td>
<td>96%</td>
<td>96%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2014 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

Go

Search by suburb, town or postcode

Sector

Government

Non-government

Search

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 webpage.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry webpage. 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

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage).

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.
Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7
2012 | 95% | 94% | 93% | 93% | 92% | 91% | 93%
2013 | 92% | 94% | 94% | 95% | 93% | 91% | 91%
2014 | 95% | 94% | 94% | 95% | 93% | 93% | 94%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>10</td>
<td>8</td>
<td>31</td>
<td>48</td>
</tr>
<tr>
<td>2013</td>
<td>13</td>
<td>10</td>
<td>23</td>
<td>54</td>
</tr>
<tr>
<td>2014</td>
<td>10</td>
<td>11</td>
<td>27</td>
<td>54</td>
</tr>
</tbody>
</table>

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Attendance procedures at Taabinga State School were reviewed in 2014. A single page format for reporting absences was produced. Parents are reminded each week in the newsletter and What’s On about absence reporting processes. Attendance is detailed in the newsletter regularly and parents provided with information relating to the percentage of students absent. Percentage of attendance per year level was reported in the newsletter regularly.

Rolls are marked twice daily and in 2014 teachers stopped returning rolls twice daily and went to a once daily marking to enable them to better monitor late arrivals and provide greater accuracy in roll marking. Parents are provided with a slip for absences that is placed in the absence mail box in the foyer of the administration office. Parents can also use the absence line to ensure absences are recorded correctly. Parents in 2014 demonstrated a higher level of interaction in following up unexplained absences.

Absence data has been celebrated on school signs regularly with the aim of ensuring all classes have attendance of 92% or above. This goal was achieved in 2014 with average attendance at 93%.

Electronic roll marking commenced in term 4 2014.

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/.

To access our NAPLAN results, 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.
Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

In 2014 our indigenous student attendance was 92.9 in comparison to the non-indigenous attendance of 93.6. 10.7% of indigenous student’s attendance was below 85%.

The small number of indigenous students in Year 3, Year 5 and Year 7 who completed NAPLAN in 2014 highlight indigenous students performing at or above the same level of non-indigenous students with the greatest gap identified in Year 5 Numeracy.

In all areas of NAPLAN identified – Reading, Writing and Number our students are performing above Qld State Schools and DDSW region schools.