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Principal's foreword

Introduction

Situated on the northern outskirts of the Brisbane Metropolitan area, our school provides a co-educational campus for students from Prep to Year 7. We presently cater for 374 students as well as a further 20 in our ECDP (Early Childhood Development Programme).

Our curriculum for years 1 to 7 has a central focus upon literacy and numeracy with the levels of the remaining syllabuses delivered as discrete or integrated units. Other distinctive features within this design are:-

Effective Learning and Teaching Strategies built around the Community of Inquiry method of Philosophical investigation

Units of work and student projects based around our Indigenous Learnscape and Reconciliation

A Profiled students working in our SEC (Special Education Class) on Individual Education Plans, negotiated between students, parents and teachers

We are part of a growing area and we are positioning ourselves to be an integral and relevant part of our community by providing a quality educational service to all the various groups in our school. We are rapidly moving towards high levels of ICT integration and are attempting to tailor our curriculum offerings to best advantage our students as they strive for high levels of employment and living standards into the 21st century.

Future outlook

We are continuing to address the difficulties that many of our students have with numeracy and literacy. Specifically, we are targeting reading across the school. Four days per week, all students in Years 2-7 are involved in 45 minute cross class/ year level reading groups that are ability based. We have tailored our reading instruction to meet the needs of students at all levels to improve their comprehension, word attack and decoding skills and their oral fluency.

We are also implementing a new maths programme based on the new syllabus. This is an investigation based process that is more engaging, interesting and authentic than the work we have done previously. We have a continuing focus on the use of ICTs in the education of students at Taigum State School. We will integrate computer programmes, learning objects and online learning activities on a broad scale and begin the process of engaging our parents more through communication technologies. We also are embarking on a programme of digitising as much material as possible so it can be made available across the internet and through email, for example newsletters, report cards, school forms and school syllabus documents. We are a trial school for the 'One School' Programme and the 'One Portal' Programme and we expect these to revolutionise much of our school activities occur Each year, as more and more of our students will have experienced the full year of Prep as their introduction to school, we will be modifying our approaches in the early and middle years to cater for these changes. Within the year we will have a new library and assembly hall as part of the federal 'Education Revolution'.

Our school at a glance

School Profile

Total student enrolments for this school - 374
Year levels offered - Prep to Year 7
- Coeducational

Curriculum offerings

Our distinctive curriculum offerings

- Early Childhood Intervention Programme – ASD, II, HI, SLI
- Philosophy
- Special Education Class
- ESL
- AUSLAN

Extra curricula activities .

- Choir
- Indigenous Garden Guides - Tour guides for local, interstate and international visitors to our Indigenous
- Interschool sport (80% participation rate)
- Instrumental music programme (yrs 5-7)

How computers are used to assist learning

Our students use ICT for research, presentation and investigations. Teachers attempt to integrate the use of ICTs into all facets of education. All our classroom teachers participated in the Intel Master Teaching Programme in 2007 to improve their ICT skills and to experience several new tools available to use with students on computers. All teachers have their own laptops and a range of peripheral devices to aid learning – microphones, digital cameras, digital large screen TVs. We have two computer labs, with a third being built and all classes are timetabled on a weekly basis. We are piloting the use of Interactive whiteboards at present with two such devices and 5 more will come on line in the next semester.

Social climate

The Taigum State School student community is a rich diversity of cultural groups. At present we have 31 different cultural groups. We have a high proportion of students either born overseas or from other cultural backgrounds (approximately 35%). We also have nearly 40 students (12%) from non-English speaking backgrounds who work with our ESL teacher. Our Aboriginal and Torres Strait Islander population makes up about 7% of our population. The students are a highly resilient group who are characterised by a high degree of harmony and tolerance. We have very few behavioural concerns with School Disciplinary Absences during 2007 totalling three. For the last 18 months, we have had a part time chaplain who has actively worked to improve the social and emotional climate of the school.

Involving parents in their child's education.

As a school we have attempted to fill a role as a supporter of community. The Taigum area has little community infrastructure and thus we try to provide facilities, support and connections for our parent body, local employers and residents. We work closely with community support organisations such as Jabiru, Project Circuit Breaker, Qld Health, etc to connect them to our students and parents. The Noonga Indigenous Reconciliation Group has worked closely with the school to design and build our Learnscape and build bridges with our local indigenous community. We have very close links with our local Salvation Army Church and adult volunteers from there assist in a mentoring programme for our high needs students. We have had a sustained policy to more closely engage parents in their children's education through a variety of initiatives as follows:

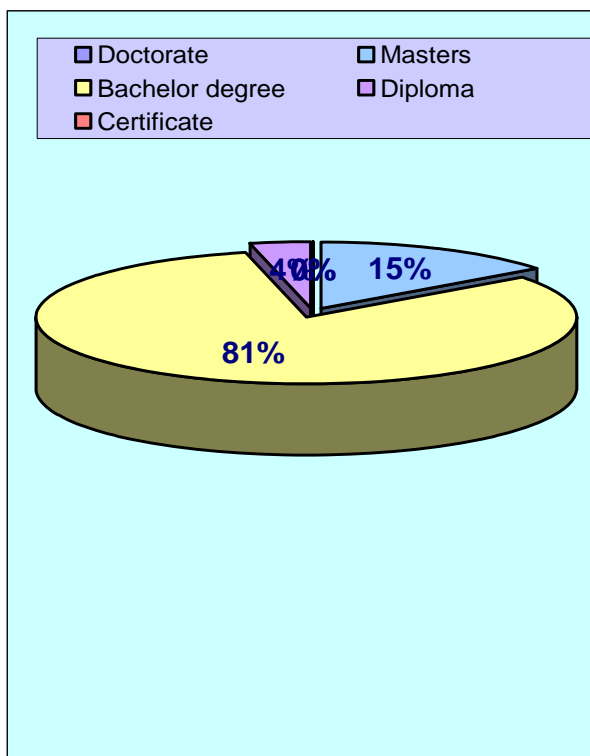
School assemblies, Open Days, Bi-Annual Parent teacher interviews, Volunteer Classroom helpers, and the Supporter-A- Reader Programme.

Our P&C has become more active in this area and invites parents regularly to be part of school activities like investiture ceremonies, ANZAC celebrations and sporting carnivals.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	22
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$19 779 .
- The major professional development initiatives are as follows:
 - Intel Master Training –ICT
 - Lap top Training
 - Philosophy
 - General Pedagogical training
- The involvement of the teaching staff in professional development activities during 2008 was 81 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 86 % 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 92 %.

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	337	416	475
	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 88 %	73 %	81 %
Writing	Average score for the school	384	428	488
	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 86 %	80 %	81 %
Spelling	Average score for the school	341	435	503
	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 86 %	68 %	79 %
Grammar and Punctuation	Average score for the school	334	416	470
	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 80 %	71 %	79 %
Numeracy	Average score for the school	331	428	487
	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 78 %	86 %	79 %

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	55
Writing	84
Number	75

Value added

Students at Taigum State School benefit in many ways from the educational programmes we have in place. The Philosophy Programme has helped to produce caring, thinking and tolerant students. Our SEC programme has enabled students with disabilities to learn important life skills and realise their potential in other than academic fields. Our leadership in ICT integration means many of our students have had great introductions to and experience with tools and programmes that that will find very useful in their secondary schooling. Across all year levels we are producing students who are proud members of our community and who are optimistic about the future..

Parent, student and teacher satisfaction with the school

- Percentage of Parents satisfied that their children are getting a good education from school 93%
- Percentage of Parents satisfied that this is a good school 83%
- Percentage of students satisfied that they are getting a good education from school 75%
- Percentage of staff members satisfied with morale at school 99%