

## Our school at a glance

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## Principal's foreword

### Introduction

This is the School Annual Report for 2010. We are happy with our academic progress this year, though it has not been as dramatic as the improvements in 2009. We continue to focus on the subject areas of literacy and numeracy, as well as the integration across the curriculum of ICT. What follows are the specifics of our focus, our programmes and our results.

### School progress towards its goals in 2010

We continued the solid progress made in 2009, once again in 2010 although the improvement was not as marked. All year levels involved in the NAPLAN testing regime showed improvement across all tested areas. Our relentless focus on reading is slowly paying dividends with increases shown through internal testing in each year level. Reading comprehension has also been targeted and teachers have done professional development particularly in this area. Maths has been highlighted as a 2010 priority with the appointment of a school maths coach who works with every classroom teacher. Our Maths PD focus has been the strand of number, with all teachers completing the 'First Steps' Number Programme to improve their classroom practice.

### 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.

### School Profile

## Our school at a glance

Coeducational or single sex: Coeducational

Year levels offered: Prep to year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
361	158	203	78%

Characteristics of the student body:

Taigum State School lies on the northern outskirts of the Brisbane metropolitan area. We presently have 360 students who come from 30 different ethnic or cultural backgrounds, chiefly Australian and New Zealander with smaller percentages of Samoan, South African, Tongan, and South-East Asian groups. Many of our students come from homes with English as a second language. Ten percent of our students are indigenous, whilst five percent are from a refugee background.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	63%	38%	0%
Year 4 – Year 10	26	86%	86%	0%	14%
Year 11 – Year 12					
All Classes	24	93%	73%	20%	7%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	13
Long Suspensions - 6 to 20 days	3
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

Early Childhood Intervention Programmes provided through our EDCP including ASD, II, HI and SLI  
 SEP Intervention Programme  
 ESL  
 Philosophy (Community of Inquiry Model)  
 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)

## Our school at a glance

### How Information and Communication Technologies 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 three computer labs and all classes are timetabled on a weekly basis. Interactive Whiteboards are used in several classes across the school.

### Social climate

The Taigum State School student community is a rich diversity of 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 10% 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 relatively low and of short duration. . For the last three years, we have had a part time chaplain who has actively worked to improve the social and emotional climate of the school.

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

In general most of our parents are broadly satisfied with operations across the school. The school's size – about 400 students- allows for a close community feel to the site, which helps to provide a very supportive learning climate.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	74%
Percentage of students satisfied that they are getting a good education at school	65%
Percentage of parents/caregivers satisfied with their child's school	89%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	71%
Percentage of staff members satisfied with morale in the school	93%

### 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 attempt to involve parents directly through investiture ceremonies, ANZAC celebrations and sporting carnivals, school assemblies, Open Days, bi-annual parent teacher interviews, Volunteer Classroom helpers

### Reducing the school's environmental footprint

## Our school at a glance

Across the board, we have reduced the amounts of electricity, water and sewerage we use, though due to price increases, this may not be indicated by the dollar amounts. All teachers focus on waste reduction, recycling and sustainability. We also run an 'Active Travel' Programme designed to curb the number of motor vehicles entering the school each day.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$48,136	\$25,999	\$8,417	\$1,887	\$7,531	\$0	\$4,302	122,061	3,144	0
2009	\$38,901	\$20,687	\$0	\$0	\$12,469	\$0	\$5,745	130,099	3,833	0
% change 2009 - 2010	24%	26%	N/A	N/A	-40%	N/A	-25%	-6%	-18%	N/A

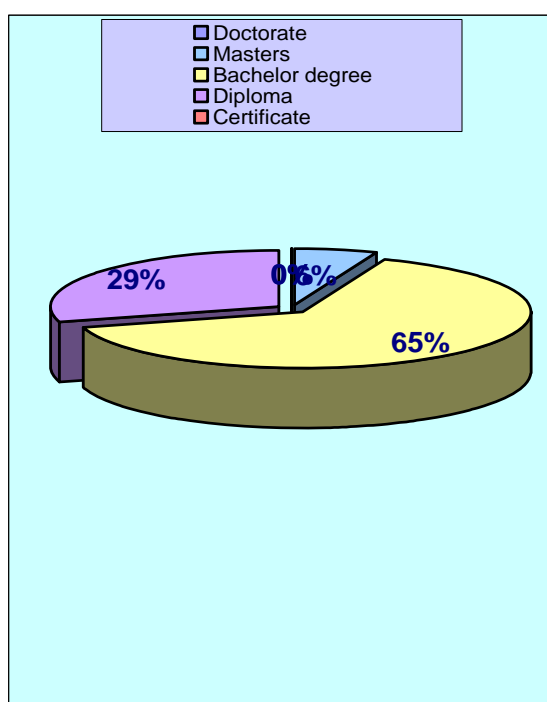
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	34	21	<5
Full-time equivalents	29	13	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	22
Diploma	10
Certificate	0



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

The total funds expended on teacher professional development in 2010 was \$23000 .

The major professional development initiatives are as follows:

- 20 Hours First Steps Number Programme
- All Staff recertified in First Aid / Resuscitation
- Comprehension
- IWB Training

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

#### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

## Our staff profile

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
88%	89%	91%	94%	92%	93%	92%					

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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. When a child has been absent without a satisfactory reason, the absence is followed up in the first instance by the classroom teacher. If the absence remains unexplained the absence details are recorded on an Unexplained Absences form for administration follow-up.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.



The image shows a 'Find a school' search interface. It has a title 'Find a school' in orange. Below the title are two search sections. The first section is titled 'Search by school name' and contains a text input field and a yellow 'GO' button. The second section is titled 'Search by suburb, town or postcode' and contains a text input field, two radio button options for 'Sector' (Government and Non-government), and a yellow 'SEARCH' button.

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.

## Performance of our students

### Achievement – Closing the Gap

In 2009, we had several year levels where indigenous achievement levels were equal to or above those of their non-indigenous peers. In 2010, this has achievement has eroded slightly but the gap is not huge. Indigenous attendance is still 3% lower than the non-indigenous students but retention rates are similar. Our total enrolments for indigenous students has slowly increased over the last 5 years from 6% of the total student population to over 10% in 2010.