



Tingoora State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Established in 1908, Tingoora State School is a multi-age, co-educational state school situated about 25kms from Kingaroy and about 10kms from Wondai on the Bunya Highway. Our Early Education Classroom has students in grades one, two and prep, while the middle to upper classroom has students who are in grades three, four, five and six. Our school aims to develop life-long learners who are confident and proficient readers. We follow the Australian Curriculum, for all learning areas.

Our staff and community work collaboratively to provide many extra-curricular activities, which are motivating, engaging and enriches the learning experiences of each child. Our community prides itself on recycling and learning how to reuse products. We run a STEM program, which incorporates, the Stephanie Alexander program, Science and both the digital and design technologies.

It is our firm belief that children learn through experiences and therefore, Tingoora State School continues to provide students with as many real world experiences as possible. Attending regular and frequent excursions to places like - the Kingaroy Observatory, Museum at Wondai, the Nanango Energy Centre, provides students with a greater and deeper understanding of concepts taught through the curriculum.

Children regularly participate in cluster activities with neighbouring schools, participating in leadership camps, sporting carnivals, robotics, spelling bees' and other similar activities.

Our distinctive school culture is built on knowing and understanding each student, by developing optimal techniques, which challenge and extend all students in a caring, supportive classroom environment. Individualised curriculum, behavioural and learning plans, helps to individualise learning for every child.

School progress towards its goals in 2018

In 2018 the schools priorities were as follows –

- Continued to link the school operational documents to the school's improvement agenda, further developing a greater consistency of practice:-
 - Linked the Annual Implementation Plan, Annual Budget, Whole School Curriculum Plans, School Improvement Agenda, Professional Development Plans, Professional Development, Staff Minutes, P & C Principal Reports, Job Roles, Newsletters, Pedagogical Framework, Wellbeing Framework, Reading and Spelling programs, Individual Education Plans, Data Profiles and Curriculum Policies, to create a clear line of sight.
- Used a range of resources to drive improvement in reading
 - All staff attended professional development in and around the teaching and learning of reading
 - Created student data walls that directly linked to individual reading goals
 - Maximised the use of resources, by centralising the teaching of HPE, Music, behaviour management and the collection, collation and analysis of data.
- Created and implemented a new whole school reading program:-
 - Introduced Spelling Mastery.
 - Aligned sight words with reading levels and home readers
 - Identified and set students goals to match individual needs, as per the literacy continuum
 - Targeted learning through whole school Individualised reading rotations
 - Created small groups of children, with similar learning needs, for targeted intervention one hour per day
 - Had all fulltime teachers attend Deslea Konza's Big 6 in reading, for capacity building.
- Continued to focus on improving the attendance of all students :-
 - Monitored individual attendance
 - Regularly promoted the effects of poor attendance
 - Celebrated improved attendance in the newsletter
 - Contacted parents each morning students are absent from school

- Transformed our behaviour program into a program that was more about developing lifelong skills and students wellbeing:-
 - Focused more on positive behaviour with a peg chart for all students moving the pegs up and down as necessary.
 - Provided students with Tinny Cash for being one of the following: - persistent, confident, organised, getting along, resilient.
 - Provided explicit lessons on how to be persistent, confident, organised etc...
 - Created motivational charts for some children, who needed additional support

Communicated frequently with families who had students with additional

Future outlook

In 2019, the Tingoora reading and literacy program will be modified to suit the learning needs of students, for maximum personal growth. The reading program will continue to use the support of parents in the morning and when listening to their child read at night. Parents will have opportunities to attend literacy workshops, which explains and enhances our whole school literacy program.

Continuing to use Deslea Konza's 'Big 6', as the framework to build reading capabilities and improve student outcomes, will strengthen the student successes, reached in 2018. The literacy block and reading program continues to have links to the Queensland Literacy Continuum. Sight words, letter sounds, base words, prefixes and suffixes will be explicitly taught through the Spelling Mastery program.

Staff will continue to strengthen own knowledge around reading through professional development throughout the year. In addition to this staff will attend the Lyn Sharratt Reading workshop, 'putting the faces on data.'

In 2019, our school will continue to develop and modify the STEM program to enhance the learning of students. This program will provide students with opportunities to learn about sustainable living, robotics and develop the necessary skills to be global citizens.

The pre-prep program, 'Tiny Tinny's', will continue to run, although the program will be modified to suit the needs of our community.

In 2019, the 'Positive Behaviour for Learning,' program will have an overhaul to better meet the needs of the students and the wider school community.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	30	29	33
Girls	9	9	10
Boys	21	20	23
Indigenous	5	4	2
Enrolment continuity (Feb. – Nov.)	75%	93%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Tingoora has a range of students from different backgrounds, including farming families, urban community members, transient families and rural, township community members. The schools population is made up of a mix of indigenous and non-indigenous families, with more than two third of our students, being males.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	15	16
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The school classroom organisation and curriculum delivery barely altered. In 2018, the school was organised into two multi-age classes, Prep - Year 2 and Years 3 – 6 students, offering quality curriculum programs across all subject areas. In 2018, different teachers taught subject specific for all ages, which are as follows:- Mrs Smith taught English and digital technologies, Mrs Bishop taught Science, Design technology, through STEM, HPE and Music, while Ms Matherson taught Mathematics. Mrs Matherson and Mrs Smith taught Hass to their own class and the wellbeing program to all students. In years, 5 and 6 students studied Japanese, through the Brisbane school of Distance Education. Mrs Alexander (teacher's aide), worked to support mostly the lower primary class and Mrs Handford (teacher's aide), worked to support mostly the upper/ older class. Mr Wyeth was employed to support our reading program in the mornings.

Co-curricular activities

In 2018, there were many opportunities created for students to gain rich and engaging learning experiences, through extra-curricular activities. Some of these activities were specifically aimed at older students, other activities targeted school leaders, while our younger students had activities planned just for them. Similar to

last year, additional opportunities and extra-curricular activities, were provided for gifted and talented students. A list of extra-curricular, activities our students were involved in, were as follows:-

- Leadership Camp
- ANZAC Day march and commemorations
- Easter and Christmas performances, for the elderly at the Southern Cross Care facility (Castra)
- Easter Bonnet Parade/ Enrichment day
- Eisteddfod
- Visited the art gallery at Wondai and historical museum
- Participated in the Under 8's day
- Small Schools athletic carnival
- Small Schools swimming carnival
- Twice per year, weekly swimming lessons
- STEM program
- Flag Tag (KDSSA)
- School Concert
- Fundraisers –movie nights, disco's, raffles
- Small schools Cross Country
- Inter-School Winter Carnival (Year 4 – 6)
- Inter-School Summer Carnival
- Combined School camp with students from Durong South to Tallebudgera Leisure Centre
- Annual Awards and Presentation evening
- Year 6 Graduation
- Christmas Carols
- International Volunteers recognition assembly
- National Bullying No Way day
- Cluster Robotics days

How information and communication technologies are used to assist learning

In 2018, Information and Communications Technologies (ICTs) were integrated across all Key Learning Areas. Equipment included 16 classroom computers, 2 printers and 3 smart-boards. Students accessed the Internet regularly, participating in specific ICT and technological lessons that improved their skills and knowledge. Computers were used for interactive learning tasks, online forums, and research tasks. All students have access to computer technology, in our school. Students in years 3 – 6 participated in a STEM program that was all encompassing of Science, Design and Digital technology and Sustainable eco-systems.

Social climate

Overview

In 2018, the Tingoora State School ethos continued to be built around creating an environment that was supportive, safe, disciplined, yet engaging and rewarding. There continued to be a pastoral care program where the majority of students participate. The pastoral program supported the wellbeing of students, as did the explicit teaching of social skills and resilience. Tingoora continued to create an atmosphere of support, safety and success. Each year parents, staff and students participate in online surveys to provide some insight into the school community's opinions of school performance.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	86%	89%
• their child likes being at this school* (S2001)	100%	88%	78%
• their child feels safe at this school* (S2002)	100%	88%	89%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	100%	88%	89%
• their child is making good progress at this school* (S2004)	100%	88%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	88%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	78%
• teachers at this school motivate their child to learn* (S2007)	100%	88%	100%
• teachers at this school treat students fairly* (S2008)	100%	75%	78%
• they can talk to their child's teachers about their concerns* (S2009)	100%	88%	89%
• this school works with them to support their child's learning* (S2010)	100%	63%	89%
• this school takes parents' opinions seriously* (S2011)	100%	88%	78%
• student behaviour is well managed at this school* (S2012)	100%	63%	56%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	88%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	92%
• they like being at their school* (S2036)	100%	100%	83%
• they feel safe at their school* (S2037)	88%	100%	92%
• their teachers motivate them to learn* (S2038)	100%	100%	92%
• their teachers expect them to do their best* (S2039)	100%	100%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	83%
• teachers treat students fairly at their school* (S2041)	100%	100%	92%
• they can talk to their teachers about their concerns* (S2042)	63%	100%	75%
• their school takes students' opinions seriously* (S2043)	100%	100%	83%
• student behaviour is well managed at their school* (S2044)	100%	88%	67%
• their school looks for ways to improve* (S2045)	100%	100%	92%
• their school is well maintained* (S2046)	100%	100%	92%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	83%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	88%	67%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The parent and community engagement has been well established with respectful communications and valued interactions between the school and wider community. The Tingoora Parents and Citizens (P & C) were a driving force in organising fundraising events and contacting parents to be more engaged and part of the school community. Parents actively supported the schools improvement agenda by helping with our early morning reading program.

Weekly newsletters invited parents to be actively involved in their child/ children's education and in the school through offers to engage in information evenings, parent workshops, parent-teacher interviews, prep information afternoons and open and honest communications.

Parents were engaged in school activities through the STEM program, working bees and school camps.

Monthly stalls at the Wondai Markets, helped to provide support for families to attend excursions, camps and to buy additional resources.

Respectful relationships education programs

The school has implemented programs, which focus on appropriate, respectful and healthy relationships. The implementation of the wellbeing program and the explicit teaching of social skills and weekly reminders on assembly, helped to reinforce the life-long skills being taught. Skills about how to get along, be resilient, persistent, confident, organised are important skills needed in life and in school. Each year our school participates in the 'National Day of Action,' against bullying. Our school enforces the importance of being respectful and having respectful relationships. The Daniel Morcombe program also ran in term 4.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	1	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Tingoora State School actively works towards reducing the school carbon footprint. In 2018, run off rain from the rook, supplied our tanks with much needed water. The rainwater is used by the staff, students and parents as drinking water, throughout the school.

Using solar panels on the roof helped to save electricity. Environmental awareness continued with the sustainable lifestyle programs, (Stephanie Alexander - grow, cook and eat), within the school and community. All compostable food scraps are used in our numerous compost bins and are recycled into the garden. The table below displays a significant upwards shift in electricity usage from 2015-2018. This is attributed to the significant increase in cost of electricity.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	18,087	18,713	17,412
Water (kL)	337	472	552

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	7	0
Full-time equivalents	3	3	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	2
Diploma	1
Certificate	2

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 5901

The major professional development (PD) initiatives were:

- Curriculum training in reading and spelling
- Corporate/ Administration training
- QASSP State conference
- Principal Business Meetings
- Business Services Management State Conference
- Finance training
- Annual compliance PD
- Behavioural training
- Cluster PD
- Cleaners workshop
- Essential Skills in Behaviour Management
- Behaviour and Wellbeing staff training
- Autism and Inclusivity training
- Age Appropriate Pedagogies
- Updated - First Aid

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	100%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	95%	94%
Attendance rate for Indigenous** students at this school	94%	97%	94%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	90%	94%
Year 1	92%	94%	91%
Year 2	93%	95%	95%
Year 3	96%	99%	95%
Year 4	90%	98%	97%
Year 5	93%	95%	96%
Year 6	92%	97%	94%

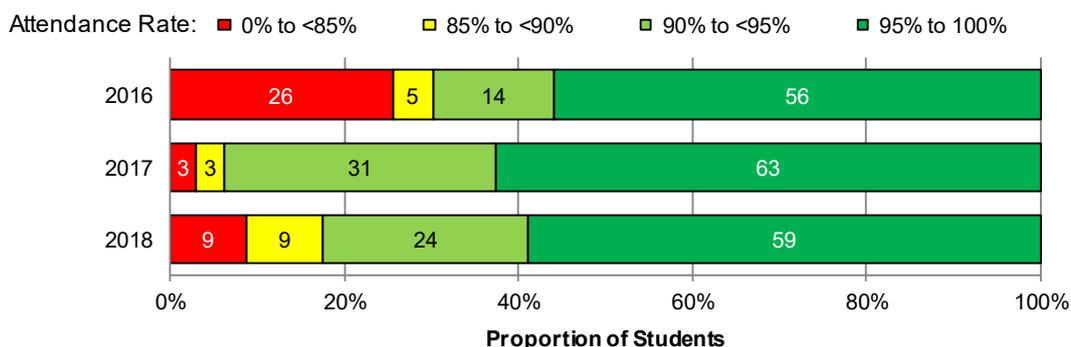
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

At Tingoorra State School, we use a student absence reporting process to manage student absences. In line with our school policy, after roll marking each morning, the school makes contact with families when students are marked as absent. Rolls are marked again in the afternoon.

Key strategies to encourage attendance:

- Celebrate successes through the school's newsletter and in P & C meetings
- Promote the benefits of good attendance
- Promote good attendance results using the school sign and during the end of year presentation
- Very explicit and clear expectations are outlined during initial enrolment interview

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.