

# Tin Can Bay State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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## School Overview

Our Vision, 'A Positive Future', encapsulates our school community's hopes for our students. To achieve this vision, our students need the knowledge, attitudes and skills necessary to be lifelong learners, to be able to achieve their personal potential, to be active and constructive community participants and to be confident members of a wide range of networks. We support this through a collaborative and generative learning culture focused on improvement. Our year levels cover Prep to Year 10. Our key objectives are:

- All students successfully engaging in learning.
- Young people meet basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.
- Promotion of social inclusion and reducing the education disadvantage of children, especially indigenous children.
- To excel by international standards.
- For our students to make a successful transition from school to work and further study.
- Increase community confidence in the capability of our school.

We deliver integrated services to meet a broad spectrum of student needs through committed and skilled staff. We undertake alliances and partnerships with appropriate organisations within the community.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

In 2016, the school community worked towards the creation of a culture 'for' and 'of' learning. The Explicit Improvement Agenda focused on:

- 1. Attendance Strategy**  
Implementation of the School attendance strategy including positive recognition, remedial responses, intervention procedures and parent engagement and communication.
- 2. Improved Student Behaviour**  
Developing Teacher Capacity – in 2016 training continued in Essential Skills for Classroom Management. Skills development was supported by classroom profiling. Staff were supported with skills implementation through the Professional Growth Framework of observation and feedback.
- 3. Social and Emotional Learning**  
Social and Emotional Learning Program implemented to support students to gain skills for success through the adoption of the 'Five Keys':
  - Organisation
  - Confidence
  - Resilience
  - Persistence
  - Getting Along
- 4. Suite of Programs** developed in 2015 were refined in 2016 to support students at risk of disengagement through attendance or behavior including 'Rock and Water',

#### Future Outlook

In 2017, Tin Can Bay P-10 State School has continued the refinement of Social and Emotional Learning programs through the implementation of **Reboot** education, involving a whole brain approach to emotional self-regulation. A Key focus for 2017 is the skilling of all teachers in planning, delivery and assessment of the Australian Curriculum, utilising the support of Regional Curriculum Advisors.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 10

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	433	212	221	43	87%
<b>2015*</b>	385	192	193	42	86%
<b>2016</b>	360	161	199	56	82%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

The student body is drawn from the Tin Can Bay and surrounding Cooloola area. The overall school population has remained relatively stable from 2013, however there has been a decline in enrolments in the secondary school. In 2016, ten percent of the student population consisted of indigenous students. 37 Students at the school had diagnosed disabilities which were catered for under the Educational Adjustment Program.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	19	21
Year 4 – Year 7	25	21	21
Year 8 – Year 10	17	16	17
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The curriculum at Tin Can Bay P-10 State School has been established across three learning areas in 2016:

- The Prep Year – Year 3

- Years 4 – Year 6
- Years 7 – 10

Learning programs are based on the QCAA, Queensland Curriculum – Years 1-10 Syllabuses and the Australian Curriculum. They are developed to allow students to meet year level appropriate outcomes in each of the Key Learning areas of Mathematics, English, Science, Humanities and Social Sciences, Health and Physical Education, The Arts, Languages and Technologies.

Staff in the Primary School Sector are relentless in their focus on Numeracy. Staff have also completed Literacy training and ensure that the specific literacy skills are evident across all Key Learning Areas. Teachers P-3 have had extensive training in SSP reading and spelling strategy, and in 2016 a school wide comprehension program based on Sheena Cameron's strategies was implemented.

A subject-based learning program is provided across Years 8-10, and includes a broad range of elective subjects aligned to future academic or trade-based educational pursuits. Year 9-10 elective subjects include Home Economics, Marine Studies, Industrial Technology and Design, Information Communication Technologies and Visual Arts.

### **Co-curricular Activities**

#### **Extra curricula activities**

- **Instrumental Music** – brass, woodwind and percussion is offered to students from Years 5 – 10
- **Junior School Choir** – provides students with the opportunity to perform at various functions throughout the year, including the annual Gympie Eisteddfod.
- **Sports Excellence in Volleyball** is offered to students from Year 5. Junior and intermediate teams participate in State and National Competitions, and were the Australian Schools Volleyball Cup champions in 2015.
- **Sport** – A range of school sports are offered including cross country, rugby league, softball, basketball, athletics and volleyball. School teams compete at cluster, zone and district levels.

### **How Information and Communication Technologies are used to Assist Learning**

A student to computer ratio of 4:1 allows for easy access to computers that are located throughout the school in labs and individual classrooms. The school has interactive whiteboards in every teaching block that are used daily.

A lab of thirty laptops exists in the Resource Centre, along with an interactive whiteboard.

Students in Years 8 – 10 use laptops in every subject with a one to one program.

There are 25 iPads for use by students in the school.

The whole school has access to wireless technology in and out of the classroom.

## **Social Climate**

### **Overview**

Tin Can Bay P-10 State School upholds a supportive, disciplined school environment where positive relationships are valued and viewed as the basis for a sense of belonging and wellbeing and the basis of effective teaching and learning.

This is evidenced by

- School Improvement Agenda prioritizing Essential Skills in Classroom Management
  - Developing Action Plan for ESCM using systems thinking approach
  - Providing training for all staff (including Teacher Aides) in ESCM's,
  - ESCM's are linked to the Social and Emotional Learning focus of the week
  - Reminders in weekly staff newsletters and weekly teacher and teacher aide meetings
  - Developing Coaching and Feedback model
  - Data base for non-identifying analysis of classroom profiles conducted

- Bullying Policy and Procedures
  - Policy and procedures developed with staff and parent/carer input
  - Resources being developed for explicitly teaching, common language, signage
  - Identified staff access relevant PD
  - Buddy Bench installed in junior school area
  - Utilisation of Restorative Practice
- Culture For Learning group meets fortnightly.
  - Teaching and non-teaching staff representation and student voice input
  - Fortnightly newsletter for all staff with tips and trends
  - Used to celebrate successes and improvement, provide consistent focus on attendance, behavior and Social and Emotional Learning
  - Age appropriate Self Help boards developed and placed in high access area for each sector of the school.
- Continuum of Support
  - Referral processes clear, communicated and accessed by staff and parent/carers
  - Case management model
- Organisational structure enables clarity of support for students
  - Student Support Services Faculty established comprising of Head of Special Education Services, Head of Department Student Support Services, Student Support Officer, Chaplain (5 days per fortnight) School Based Youth Health Nurse (3 days per fortnight), Attendance Officer (15 hours per fortnight), and Aboriginal Liaison Officer (3 hours per day)
  - Weekly Student Support Service team meetings to coordinate activities and support
- Programs to support students and parent/carers
  - Chaplain trained as PPP facilitator
  - Social and Emotional skill development with individual students as per support plan developed or in small groups
- Responsible Behaviour Plan for Students reviewed inclusive of
  - Acknowledgement systems for attendance, behavior, effort, academic achievement.
- Explicit teaching of TCB Social and Emotional Curriculum (SEL) 30 minutes each week plus teachable moments
  - Mapping of TCB SEL curriculum to ACARA Personal and Social Capabilities benchmarks
  - Each term has focus from ACARA with weekly focus using the 3 school agreements of being SAFE, RESPECTFUL and a LEARNER and the schools values of CONFIDENCE, PERSISTENCE, RESILIENCE, ORGANISATION and GETTING ALONG.
  - Weekly whole school parade segment on the weekly focus and media presentation, staff supplied with outline of resources, explicit teaching requirements, common language

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	70%	100%	73%
this is a good school (S2035)	90%	86%	73%
their child likes being at this school* (S2001)	100%	86%	86%
their child feels safe at this school* (S2002)	90%	86%	79%
their child's learning needs are being met at this school* (S2003)	60%	100%	67%
their child is making good progress at this school* (S2004)	80%	93%	73%
teachers at this school expect their child to do his or her best* (S2005)	80%	100%	87%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	93%	80%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	70%	100%	80%
teachers at this school treat students fairly* (S2008)	78%	93%	73%
they can talk to their child's teachers about their concerns* (S2009)	80%	100%	87%
this school works with them to support their child's learning* (S2010)	80%	100%	80%
this school takes parents' opinions seriously* (S2011)	63%	86%	80%
student behaviour is well managed at this school* (S2012)	56%	71%	47%
this school looks for ways to improve* (S2013)	78%	93%	64%
this school is well maintained* (S2014)	80%	93%	67%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	82%	81%	90%
they like being at their school* (S2036)	86%	77%	85%
they feel safe at their school* (S2037)	81%	82%	82%
their teachers motivate them to learn* (S2038)	91%	86%	91%
their teachers expect them to do their best* (S2039)	91%	93%	97%
their teachers provide them with useful feedback about their school work* (S2040)	88%	81%	92%
teachers treat students fairly at their school* (S2041)	80%	78%	85%
they can talk to their teachers about their concerns* (S2042)	76%	73%	77%
their school takes students' opinions seriously* (S2043)	78%	73%	80%
student behaviour is well managed at their school* (S2044)	68%	65%	70%
their school looks for ways to improve* (S2045)	85%	80%	84%
their school is well maintained* (S2046)	79%	83%	87%
their school gives them opportunities to do interesting things* (S2047)	85%	73%	85%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	88%	96%	98%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	79%	76%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	83%	77%
students are encouraged to do their best at their school (S2072)	96%	98%	98%
students are treated fairly at their school (S2073)	92%	98%	94%
student behaviour is well managed at their school (S2074)	83%	92%	81%
staff are well supported at their school (S2075)	83%	90%	89%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	74%	94%	87%
their school looks for ways to improve (S2077)	88%	100%	100%
their school is well maintained (S2078)	100%	100%	91%
their school gives them opportunities to do interesting things (S2079)	88%	94%	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.

### Parent and community engagement

Tin Can Bay P-10 State School engages parents through the fortnightly newsletter, text messaging, Facebook and an electronic message board. The P&C meet regularly and provide input into school decision making and policy development. Each term, a community barbecue is held to showcase student work, and provide parents with the opportunity for involvement in school programs. The school has a strong volunteer program which utilises support from over 30 parent and community volunteers in reading programs, school canteen and classroom help. A volunteer support group runs a breakfast club 3 days per week. Parents and caregivers are consulted on a case by case basis to develop support programs for students with diverse needs.

### Respectful relationships programs

The school's Social and Emotional Learning Program focusses on appropriate, respectful and healthy relationships, and provides students with an understanding of their personal safety rights, understanding how to get help, and knowing their personal warning signs. Topics also cover bullying, personal accountability and stress and anxiety.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	108	141	161
Long Suspensions – 6 to 20 days	5	7	10
Exclusions	1	3	3
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Since 2013 the school has continued to work on to reducing its environmental footprint. It has done this by:

- taking opportunities to explore solar panels as a source of electricity
- including a scrap paper tray and recycling bin in all classrooms and offices
- putting in place staff photocopy and printing limits
- utilising a toner cartridge recycling system
- removing exotic plants from around the school grounds and replacing them with natives
- continuing the Landcare initiative of replanting on the school oval bank to reduce erosion and re-introduce native species to protect the wetlands.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	108,523	2,447
2014-2015	108,887	4,232
2015-2016	112,578	

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.

## 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 <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

Sector:
 

- Government
- Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	32	23	<5
Full-time Equivalent	32	15	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	28
Diploma	4
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$ 33249.69

The major professional development initiatives are as follows:

Culture for Learning:

- Essential Skills for Classroom Management
- Behaviour Support
- Peer Observation and Feedback
- Reading
- Social and Emotional Learning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	94%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	87%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	86%	82%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

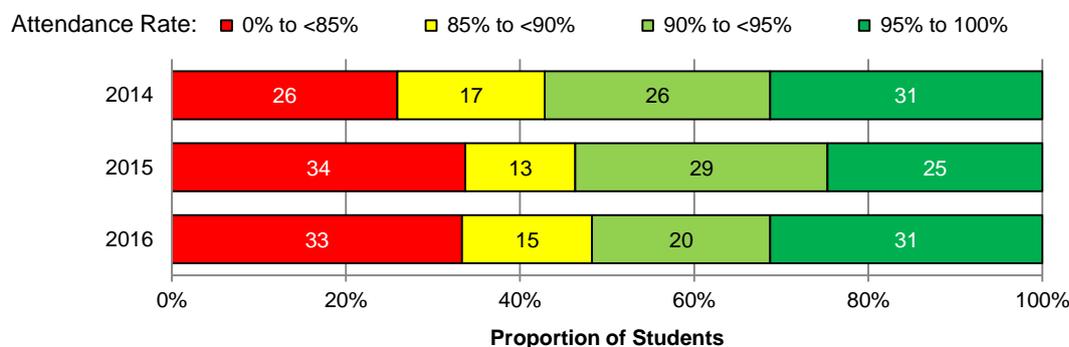
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	91%	90%	92%	90%	90%	90%	88%	87%	83%	82%		
2015	92%	89%	91%	86%	93%	89%	86%	82%	83%	83%	78%		
2016	87%	85%	90%	90%	87%	92%	86%	83%	78%	78%	77%		

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Tin Can Bay P-10 State School employs a variety of strategies to promote regular attendance and to improve participation rates of students. Reward and incentive systems are in place to acknowledge students who have displayed good attendance, and intervention strategies are in place. Electronic roll marking occurs twice daily for the Primary sector, and for each teaching session in Secondary. Parents are notified daily via text message if a student is absent without explanation.

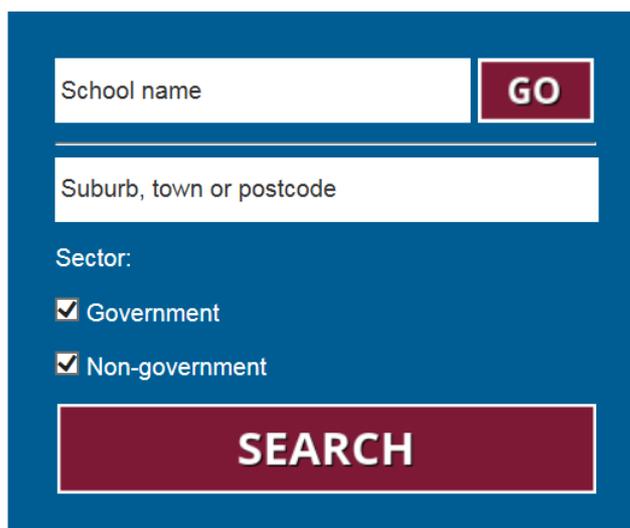
The school has employed an Attendance Officer who monitors daily attendance and contacts parents where students are absent, unexplained. Where a student's attendance falls below 85%, the attendance officer refers to the appropriate year level Deputy for intervention and case management. Phone calls, meetings and home visits where necessary form part of the process to provide support to parents and non-attending students.

## NAPLAN

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.

### Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Conclusion



