



# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

Postal address:	PO Box 3056 Tannum Sands 4680
Phone:	(07) 4979 9111
Fax:	(07) 4979 9100
Email:	principal@tannsandss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	John Adie, Principal



# School Overview

The school's motto 'Sail to Success' encourages every child to reach his or her full potential while promoting self-esteem, achievements, initiative and lifelong learning. Tannum Sands SS was established in 1983 and caters for a diverse range of students, including those with special needs, through integrated classroom learning programs, gifted and talented programs, cultural and sporting programs. Classes consist of single-teaching, team-teaching and multi-age units. Specialist programs are provided in music, instrumental music, choirs, a gifted education program including robotics, and Health and Physical Education with our own pool on site. Tannum Sands embraces information technology through teachers with pedagogical licences, interactive whiteboard technology and data-projection facilities in classrooms as well as two networked computer laboratories. A school-wide positive behaviour support program including the 'You Can Do It' program underpins the behaviour management of the school. Students are encouraged to develop the whole person by participation in a wide variety of extra-curricular programs in addition to the regular curriculum.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

In 2017, the school continued its focus on Reading, Writing and Problem Solving as our key school improvement priorities. This focus is underpinned by a strong emphasis on quality teaching, positive behaviour for learning, high attendance with a clear focus on implementation of the Australian Curriculum

Our school's progress towards its goals in 2017 was on track. The school has been able to maintain its high levels of excellence in academic, sporting, musical and cultural pursuits. It is pleasing that this has been recognised by our parent, staff and student community who indicated an overwhelming level of satisfaction with the school.

Our school's results in the National Assessment Program – Literacy and Numeracy Tests (NAPLAN) continued to rate above like schools showing very strong performance in a most test areas. Equally of note was the continuing excellent performance of individual students in the University of New South Wales (UNSW) International Competitions and Assessments for Schools (ICAS) program.

Our school sets very high expectations for all areas of school life. We aim to be at or above the relevant like school, state or National benchmark (whichever is the highest). At Tannum Sands State School, we organise our work around four frames:

#### Curriculum and Pedagogy:

- Great NAPLAN results due to:
  - Intervention class success using Investing for Success funding (I4S)
  - P – 3 advancement in Literacy skills through programs gaining traction (I4S)
  - Great preparation from teachers
  - U2B extension focus through programs such as STEM Stars and Murder on the Reef
- Focus on skills revision (Warm Ups), daily writing, targeted teaching at all year levels through whole school approaches such as Tannum Five Fixes and daily number study
- Improved realistic and achievable student goals being set and monitored
- Great results in ICAS and national academic competitions
- Teachers continuing to build their understanding of and maintaining close alignment to the Australian Curriculum and strategically modify and adapt Unit plans with a focus on team work, calibration, planning, moderation and review of student work.

#### Organisational Structure:

We believe strongly in increasing leadership density within our school. We know that student learning will improve if we support and develop expert teaching teams across our site. We enhance our programs through highly effective collaborative teaching and learning pedagogies and this is closely aligned to our expenditure of finance. In 2017, we continued with Year Level Leaders who meet fortnightly and plan for and support their year level colleagues, a role introduced in 2014. Significant professional development is provided to enhance the leadership skills of these key staff.

### Personal and Professional Accountability:

- Year level teams working together, ably supported by Year Level Teacher Leaders
- Staff and student welfare focus through alignment with the Kids Matter and our Wellbeing curriculum by our Positive Behaviour for Learning Team
- A clear focus on school-wide consistency of Pedagogical practice, informed by learning walks and feedback
- Collegial coaching – opportunities for teacher collegial observation and feedback
- Quality professional learning including training around the effects of trauma, Inclusive practices, speech language development, a continuing focus on understanding autism, strengthening teacher understanding of the essential skills for classroom management and enhancing our understanding of Explicit Instruction
- Year Level release days support curriculum planning, moderation and differentiation
- Student learning goals form an integral part of our work involving students in their learning

### Community and Parent Partnerships:

During 2017, our school continued strengthening our links with our early childhood providers leading our local reference group in this work, focusing on our early year's transition to school. Other initiatives included:

- Significant work in enhancing our strong partnership with Tannum Sands State High School to ensure seamless transitions into Junior Secondary
- Celebrating the school's cultural diversity – Cultural Day celebrations annually
- School Choir performing at out of school events such as the annual Christmas Carols, McDonald's McHappy Day and for a visiting cruise ship!
- Partnership with sporting schools across a range of sports and with AFL Queensland

### Future Outlook

There is an unrelenting determination within Tannum Sands State School to maintain our motto of 'Sail to Success' in all aspects of our operation. Our key focus is the quality of teaching and learning and professional learning through shared practice that occurs in our school. We know that the most important determinant of the quality of the teaching and learning that occurs is the knowledge and skill of our teachers, and more importantly, opportunities for them to share and be coached in these practices.

Our Explicit Improvement Agenda for 2018 identified the following priorities:

Systematic curriculum delivery	
Actions	Resources
<p><b>Review current curriculum, assessment and reporting plan</b> and update to align with the P-12 Curriculum and Reporting Framework and version 8 of the Australian Curriculum</p> <p><b>CRW Curriculum Reading and Writing Working Party</b></p> <p>An expert teaching team focussed on identifying the literacy demands of the English curriculum focussing on differentiation and improvement in reading and writing.</p> <p><b>Reading</b></p> <p>A clear focus on the teaching of reading:</p> <ul style="list-style-type: none"><li>Small group intervention, Every Year 3 Student Succeeding in Reading</li><li>Deliver intensive reading programs for all identified learners in Years 1 and 2</li><li>SURF Reading Intervention program for students in Year 3 to Year 6, primarily for students with disabilities and Indigenous students with low literacy skills</li></ul> <p><b>Writing</b></p> <p><b>Improving writing through:</b></p> <ul style="list-style-type: none"><li>Daily Quick Writes - All students involved in daily writing across all curriculum areas.</li><li>Teachers review progress with students with targeted teaching of identified weaknesses</li><li>Increase understanding of marking criteria (Guide to Making Judgment) and foreground modelled responses and Know and Do charts in classrooms to improve the quality of students' writing.</li></ul> <p><b>Numeracy</b></p> <p>Review and support classroom numeracy programs, routines and differentiation:</p> <ul style="list-style-type: none"><li>Facilitate Boost Groups for all identified Year Three to Six learners predicted not to achieve a 'C' standard or above in an inclusive manner by regrouping all students</li><li>Implement targeted teaching focusing on identified weaknesses across the cohort</li></ul> <p><b>SCP STEM Curriculum and Problem Solving Working Party</b></p> <p>An expert teaching team enhancing our STEM curriculum focussing on the numeracy demands of the mathematics curriculum and supporting problem solving and robotics.</p>	<ul style="list-style-type: none"><li>- School Curriculum Plan</li><li>- Australian Curriculum V8</li><li>- C2C Resources</li> <li>- School reading and writing resources</li><li>- MiniLit and MacqLit</li><li>- Learning Place and Reading Hub Resources</li><li>- PM Benchmarks, PROBE 2, Words Their Way</li><li>- Student Quick Writes book</li><li>- Stimulus material</li><li>- Coaching Support</li><li>- Quality, daily and explicit</li><li>- Common Maths Assessment Tasks</li><li>- Mathematics Moderation with Boyne Island SS</li><li>- ClinBoyneTann Maths Alliance</li><li>- PEAC, ClinBoyneTann Alliance</li></ul>

## Effective pedagogical practices

Actions	Resources
<p><b>Collaboratively formulate an agreed pedagogical approach</b> where <b>Explicit Instruction</b> is the cornerstone to our pedagogical practices upon a foundation of <b>Age Appropriate Pedagogy</b>.</p> <p><b>XPE Explicit Pedagogy and Extension Working Party</b> Supporting our focus on Explicit Instruction including a focus on Upper 2 Band learners.</p> <p><b>Research effective explicit teaching strategies</b> including direct Instruction, Interactive Instruction, Indirect Instruction and Experiential learning.</p> <p>Collaboratively review and update our current research-validated, school-wide pedagogical framework.</p>	<ul style="list-style-type: none"> <li>- Age Appropriate Pedagogies resources, Michelle Cute, Regional Advisor</li> <li>- Working Party reviews and supports pedagogy improvement.</li> <li>- CQ Pedagogical resources</li> <li>- School developed pedagogy guide</li> <li>- EQ Pedagogical Framework</li> </ul>

## Positive Teaching

Actions	Resources
<p><b>Reflect on the</b> Learning and Wellbeing Framework and contextualise to our school ensuring that it reflects Positive Behaviour for Learning, Kids Matter and Essential Skills for Classroom Management (ESCM).</p> <p>Revise our <b>Responsible Behaviour Plan</b>.</p> <p>All teachers use a foundation in Positive Teaching in all aspects of the classroom and playground behaviour improvement.</p> <p>Engage teachers in professional learning around ESCM and provide opportunities for profiling with a clear focus on a positive teaching approach.</p> <p>The language of acknowledgement is central to our behaviour management with a balance in the use of the language of correction</p> <p><b>PTP Positive Teaching Pedagogy Working Party</b> Supporting our PBL, Kids Matter and ESCM focus areas including a review of our Responsible Behaviour Plan</p>	<ul style="list-style-type: none"> <li>- PBL resources</li> <li>- Kids Matter resources</li> <li>- ESCM trained profilers</li> <li>- Collaborative teacher action</li> </ul>

## Expert Teaching Teams

Actions	Resources
<p><b>Coaching and Feedback</b></p> <ul style="list-style-type: none"> <li>• Engage teachers in peer coaching and provide opportunities to assist them to improve their pedagogy around explicit instruction, high yield strategies and literacy and numeracy approaches.</li> <li>• Teachers collaborate with our Writing Coach to enhance their teaching of Reading and Writing</li> <li>• All teachers participate in Collegial Coaching at least once in 2018</li> </ul> <p><b>Working Parties</b></p> <ul style="list-style-type: none"> <li>• A representative of each Year Level Team participates in a working party to advance our explicit improvement agenda. Team members engage in two-way communication with Year Level Teams.             <ul style="list-style-type: none"> <li>- CRW Curriculum Reading and Writing Working Party</li> <li>- SCP STEM Curriculum and Problem Solving</li> <li>- XPE Explicit Pedagogy and Extension Working Party</li> <li>- PTP Positive Teaching Pedagogy Working Party</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Investing for Success (I4S) resources</li> </ul>



# 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	715	352	363	44	94%
<b>2016</b>	717	352	365	45	92%
<b>2017</b>	735	383	352	59	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Tannum Sands State School has an excellent reputation. Its focus on the development of the whole child and supporting students in their individual pursuits and strengths, whether it be in the academic, sporting, musical or cultural fields, is often indicated by parents who seek to enroll at our school both from in and from outside of our catchment area.

Although we have been enrolment managed since September, 2013, we attract a significant number of students from outside our catchment.

We enjoy, and benefit from, the richness of a full range of student abilities and backgrounds. Our population has been relatively stable with minimal movement throughout the year, however, 2017 saw a change aligned with changing work availability within our local area. There has been a return to 2015/16 enrolment levels during the year as some families leave to find work.

On the My School Index of Community Socio-educational Advantage (ICSEA) scale which ranges from 900 (low socio economic) to 1100 (high social-economic, Tannum Sands State School has a ranking of 1003. For further information on the ICSEA scale, please visit My School website. <http://www.myschool.edu.au/>

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	24
Year 4 – Year 6	27	26	26
Year 7 – Year 10			
Year 11 – Year 12			

# Curriculum Delivery

## Our Approach to Curriculum Delivery

It is expected that every student in every classroom at our school is engaged in their learning and challenged to do their best. By having a deep understanding of each student and planning explicit teaching and learning opportunities, we maximise the learning outcomes for individual students. Continuous monitoring, assessment and the provision of effective feedback, helps facilitate a culture of self-reflection. Tannum Sands State School has a comprehensive curriculum based on the eight key learning areas of the Australian Curriculum from Prep to Year 6.

Tannum Sands State School provides several opportunities for students in the STEM arena, with on line numeracy featuring in all year levels.

### Our distinctive curriculum offerings:

- Instrumental Music program including:
  - A Strings program available from Year 3 including Orchestra and Ensembles
  - Woodwind and percussion programs available from Year 4 including Band and Ensembles
- Choral Program including:
  - Tannum Timbres (Senior Choir – Years 3 – 6)
  - Sands Singers (Junior Choir – Prep – Year 2)
  - Show Choirs – Years 3 & 4 and Years 5 & 6
- Eisteddfod Competitions including music, instrumental music, choir and speech and drama
- ICAS competitions where our students were consistently successful. Students participated in Science, English, Writing, Mathematics, Spelling and Computer Studies. A high number of students take the opportunity to participate.
- Students also successfully competed in a range of competitions e.g. Japanese Art Competition, Australian Maths Olympiad, and University of New South Wales International Competition and Assessment Series.
- Student Leaders, Class Captains and Student Council
- Green Club – Kids in the Garden and caring for our environment
- Interschool Sport – an extensive interschool and intra school sports program was offered. The school fielded teams in most local competitions, providing opportunities for more than 70 students at age 10 years and above to play sport at the interschool level each season. This included Year 5/6 Football including soccer, rugby league, volleyball, netball, AFL, and golf.
- Intervention and extension programs are inclusive and include the on-line resources, Lexia, Core 5 and Mathletics.
- Reading, Mathletics and a State Schools' Cluster Extended Learning Program.

### Co-curricular Activities

- Verdi Strings – Piccolo and Puccini groups – an extension program for our String Instrumental Music students
- McDonald's McHappy Day – instrumental music students and choir perform annually at this community event
- Gifted Education opportunities with participation in external competitions and events
- Cluster Extended Learning Programs
- Fanfare
- Green Club
- Sport Clinics
- Swim Club
- Student Council
- Out of the Box Challenge – transition focus with our feeder secondary school
- CQ Sporty Schools Regional /State Project
- Queensland Symphony Orchestra – workshops and tours
- School Camps for Years 4 to 6 and excursions for Years Prep to Year 6



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

Our staff focus on maximising student learning using available information and communication technologies. They are supported to use a full range of tools, including iPads, computers, when and where appropriate, to engage and accelerate student learning and not detract from our strong focus on handwriting.

All our teaching areas from Prep to Year 6 are digitally rich (interactive whiteboards, data projectors, laptops or desktops for students and teachers, internet cabling, wireless access and access to Ipad and Active Inspire tools.)

Students from Years 3 – 6 receive specific instruction on the guided use of the internet and being cyber smart.

We have introduced Robotics learning groups from Year 3 to 6 who have competed in a range of local competitions with significant success. Prep students are introduced to robots using Bee Bots and this focus extends across all year levels having access to more sophisticated Robotic learning and coding tools.

## Social Climate

### Overview

Tannum Sands State School believes that students must be respected as individuals and that life-long learning is a driving force in our engagement with the wider community. Our school's vision and values reinforces our focus on the individual and caring for staff, students, and families as unique contributors in our partnership.

Our school is built on traditional values and promotes the keys to success as part of the *You Can Do It!* Program. A safe and disciplined learning environment is supported by a strong behaviour management plan which actively supports students to be responsible for their own behaviour. This is supported by a full school uniform policy setting high expectations for our students at all times. These expectations are supported by our school Responsible Behaviour Plan for Students.

Our Plan is underpinned by our *Tannum Wave (Four Expectations - Be Safe, Be Respectful, Be Friendly, Be Responsible and an Outcome - I am an Active Learner.)* Significant emphasis is placed on providing a learning environment where all students feel safe and supported. Most of our students feel safe at this school. Although our school has grown to a large population over the past few years, and as such the school become enrolment managed, we retain a very disciplined school environment.



We respect the uniqueness of the individual, and believe that everyone has the same rights and responsibilities, which need to be promoted and preserved. We believe that our school must foster an environment where teachers can teach and students can learn, free from disruptive behaviour causing unwanted interruptions to curriculum delivery. Our School Community is committed to an approach where the rights of all members are preserved, at the same time as an expectation of responsibility is met.

During 2017 highlights of our pastoral care programs included:

- Welcome Morning Tea for our new families
- Staff and Student Welfare support through KidsMatter, You Can Do It and the Tannum Wave
- Chaplaincy Support – since 2013 we have had this wonderful service available at our site for our community as it has become an integral part of our school's social capital
- Student Services Committee which oversees students with disabilities, wellbeing and learning support including remediation and extension
- Peep into Prep welcome events
- Parent programs
- Buddy programs

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	98%	98%	96%
this is a good school (S2035)	100%	98%	96%
their child likes being at this school* (S2001)	100%	97%	98%
their child feels safe at this school* (S2002)	98%	100%	98%
their child's learning needs are being met at this school* (S2003)	100%	97%	96%
their child is making good progress at this school* (S2004)	100%	97%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	91%
teachers at this school motivate their child to learn* (S2007)	100%	97%	95%
teachers at this school treat students fairly* (S2008)	98%	93%	88%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	93%
this school works with them to support their child's learning* (S2010)	98%	95%	96%
this school takes parents' opinions seriously* (S2011)	98%	95%	91%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	98%	95%	91%
this school looks for ways to improve* (S2013)	100%	100%	93%
this school is well maintained* (S2014)	96%	93%	95%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	100%	98%
they like being at their school* (S2036)	98%	97%	95%
they feel safe at their school* (S2037)	100%	97%	98%
their teachers motivate them to learn* (S2038)	100%	98%	98%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	98%
teachers treat students fairly at their school* (S2041)	96%	98%	88%
they can talk to their teachers about their concerns* (S2042)	95%	90%	92%
their school takes students' opinions seriously* (S2043)	98%	99%	97%
student behaviour is well managed at their school* (S2044)	95%	98%	92%
their school looks for ways to improve* (S2045)	99%	100%	100%
their school is well maintained* (S2046)	99%	100%	99%
their school gives them opportunities to do interesting things* (S2047)	99%	100%	98%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%
they receive useful feedback about their work at their school (S2071)	98%	96%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	94%	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)	98%	100%	92%
staff are well supported at their school (S2075)	95%	94%	86%
their school takes staff opinions seriously (S2076)	91%	96%	92%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	93%	88%	86%
their school gives them opportunities to do interesting things (S2079)	95%	98%	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

Parents play an integral role at Tannum Sands State School and have a wide range of opportunities to be involved in school life. A professional, supportive and highly committed group of parents make up our Parents and Citizens' Association, which meets every month. They support the school in numerous ways through funding and programs. The Tannum Sands State School Parents and Citizens' Association must be applauded for the tireless efforts of its members. The dedication of the members, and the financial contributions made to school projects have been ongoing. The Association also provides an excellent forum for parents and caregivers to share their views on a wide range of topics. They also provide valued strategic direction for the school community responding to systemic and school priorities. The Parents and Citizens' Association endorsed plans, programs and initiatives to enhance student learning outcomes. The Parents and Citizens' Association is responsible for endorsing the Annual Implementation Plan and the school budget.

At Tannum Sands State School we value the involvement of parents and caregivers and look forward to parental involvement in class and extra curricula activities. This is an area of continuing focus for our school as we improve levels of parental involvement.

We know that effective communication between all parties is the key attribute to ensuring positive educational outcomes for every student that attends Tannum Sands State School. Our teachers keep them informed through regular email communication and class newsletters. Our electronic newsletter, website, Skoolbag mobile phone application, Facebook page and excursion/activities notes are key tools for informing parents and the wider community of events and celebrations within and outside the school. Our School Facebook page is regularly updated with stories of student success and information about future possibilities for our students and community.

Formal Parent/Teacher interviews are held at various times throughout the year and these are attended by a significant population of parents. We seek to develop a positive partnership with all our parents. From this partnership we set high expectations for learning and behaviour; and develop a shared explicit language of schooling between home and our school through the 'Tannum Wave.'

Parents and carers are encouraged to contact teachers via emails, notes, phone calls or formal meetings at any time throughout the year. There are various events throughout the year which parents are encouraged to attend such as the student interviews, Celebration of Learning Parades or class presentations, performance nights including our choir and music students, transition events, year level specific performances, culminating curriculum activities, celebration evenings and weekly junior and senior parades.

We work closely with our families to assist our students with diverse needs to access and participate fully at school through:

- Case management meetings at least once a semester to discuss growth, goal setting and learning targets
- Flexible attendance arrangements to accommodate health and wellbeing matters
- Once a term parent morning tea for our parents of students with a disability and for our Indigenous learners.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. We use our weekly school parades to remind students about priority focus areas including addressing cyberbullying, anti-bullying messages and non-violent ways of solving problems as part of our strong focus on Positive Behaviour for Learning. Our focus has been on presenting these as positive messages about mindfulness, care of self and others and resilience.

Our Responsible Behaviour Plan clearly articulates the rules and responsibilities students have to maintain a safe, respectful and responsible school environment. Where incidents between students occur we work closely to apply consequences, counselling, restorative justice processes and to develop supportive ways of maintaining harmony into the future. We actively engage in activities to strengthen student understanding as these needs arise.

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	16	6	25
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The school has implemented several strategies to reduce its environmental footprint. These include:

**Electricity:** our green club monitors our school use of electricity and reports this back to classes.

**Water:** we harvest some of our storm water for irrigation; we are committed to timely repairs to minimise wastage.

**Paper:** we have been reducing our use of paper in our office and work to develop teaching innovations that significantly reduce our use of paper

**Waste:** Our environment club, The Green Club, recycles food waste (to our worm farm, and chickens and our edible gardens), paper, and cardboard. We are working to educate our student community so that they will reuse and recycle as adult members of our community. We:

- communicate through an electronic newsletter to reduce paper wastage
- focus our Green Club program across the school highlighting understandings of sustainability
- increase staff self-awareness with regards to electricity usage and duty of care in conserving electricity throughout the school

Our school is recognised as a Reef Guardian School and has a highly active student body, known as the Green Club, which monitors and implements initiatives to reduce the school's environmental footprint. Our Green Team conscientiously audits our school use of lights, computers, air conditioners and other electrical items when not required or when classes leave their rooms for extended periods of time.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	280,596	11,700
2015-2016	280,424	10,295
2016-2017	298,293	8,653

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	51	27	<5
Full-time Equivalents	45	18	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	6
Bachelor degree	39
Diploma	4
Certificate	0

\*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 2017 were \$10751.80

The major professional development initiatives are as follows:

- Code of Conduct and Student Protection
- Explicit Instruction including Higher Order Thinking (Differentiation)
- Literacy and Numeracy
- Year Level Leaders skill development
- Café Reading
- Get Reading Right
- Numeracy Alliance
- Essential Skills in Classroom Management
- Classroom Profiling
- Collegial Coaching
- Moderation and Planning days
- Anita Archer workshops in reading and writing.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.



## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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

From the end of the previous school year, 91% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	92%	90%

\*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 2017 for all Queensland Primary schools was 93%.

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
2015	93%	94%	93%	95%	93%	94%	93%						
2016	95%	94%	94%	94%	94%	94%	95%						
2017	93%	94%	94%	93%	94%	94%	93%						

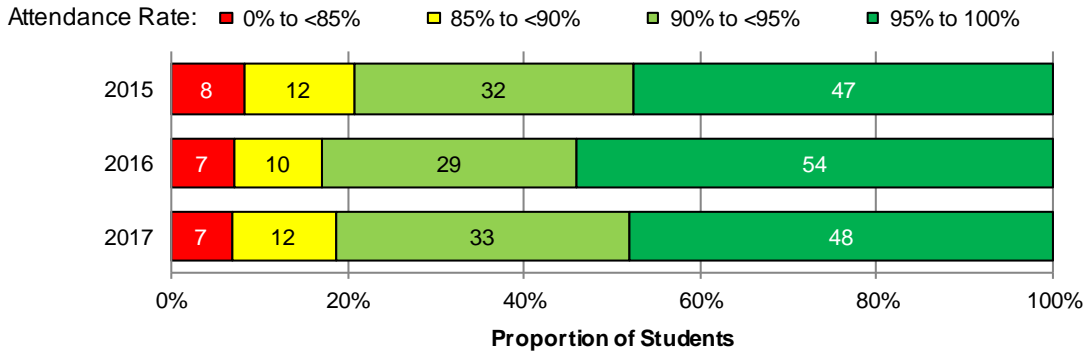
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

DW = Data withheld to ensure confidentiality.



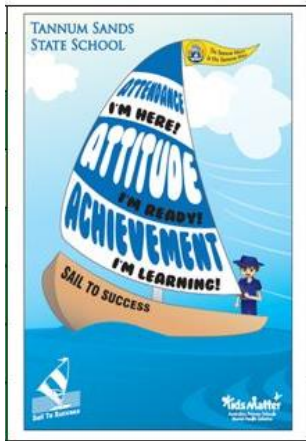
## Student Attendance Distribution

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 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.



Regular monitoring of student attendance occurs daily by class teachers and weekly by the executive leadership team. We have a strong focus on the 3As – attendance, attitude and achievement which is regularly promoted at our school parades, in the newsletter and on our school Facebook page.

Students with attendance concerns are put on alert systems. At five (5) week intervals, letters identifying unexplained absences are sent home and parents are requested to provide an explanation. Focus groups of students are carefully tracked to encourage quality learning and attendance.

Regular reminders regarding the importance of school attendance is provided to parents via the school newsletter, Skoolbag app, notes and the school's Facebook page.

The Skoolbag app enables parents to notify the school of absences and to update contacts/details etc. Parents are able to also email, write a note or phone the school office to advise of an absence.

Students who achieve 100% each term are recognized with a special school certificate to celebrate this outstanding achievement.

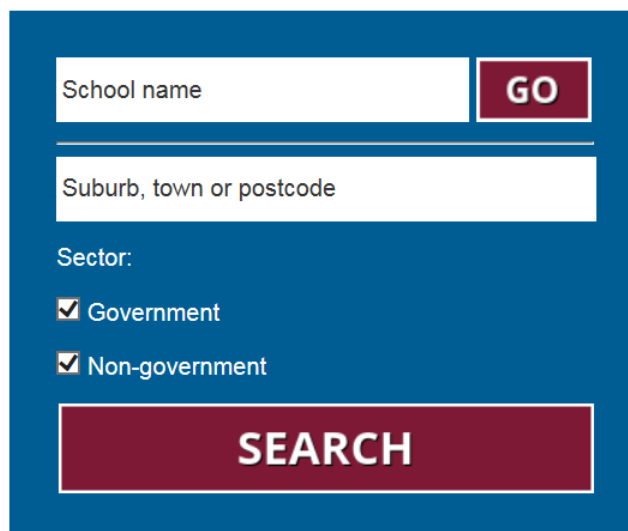


## NAPLAN

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



The image shows a search form titled 'Find a school' with a blue background. It contains the following elements:

- A text input field labeled 'School name' with a red 'GO' button to its right.
- A text input field labeled 'Suburb, town or postcode'.
- A 'Sector:' label with two checked radio buttons: 'Government' and 'Non-government'.
- A large red button labeled 'SEARCH' at the bottom.

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

Tannum Sands State School continues to be a school of choice in our local area and holds a strong and positive reputation in our local community for academic excellence, behaviour and providing a range of experiences that supports the development of the whole child through musical, cultural and sporting pursuits.

As a school community, we are extremely proud of students and staff efforts and achievements to establish and sustain a highly inclusive and supportive environment. A range of school teams are embedded and work in unison to realise our shared motto of 'Sail to Success.'

For further information regarding our school, please obtain the QSchools Application, visit our website, [www.tannsandss.eq.edu.au](http://www.tannsandss.eq.edu.au) or like us on Facebook.

