Tivoli State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

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From the Principal

My School Profile

Tivoli State School is small school committed to providing a quality education, focusing on the values of a life long learner and encouraging each student to achieve the best possible educational outcome. We aim to provide a safe, tolerant and disciplined environment in which to work and play. Tivoli State School offers students an engaging curriculum which is educationally relevant and which encourages students to think, create, communicate, participate, reflect and understand the world in which they live. We provide every student with a learning environment that is challenging, structured and supportive. Our curriculum is built around a framework of core essentials, base standards of literacy and numeracy and promotes positive relationships with all stakeholders. We offer small classes with individualised instruction and support. All Key Learning Areas are taught. We deliver a face-to-face Chinese program from Prep to Year 6.

School progress towards its goals in 2018

School Priorities	
Quality Teaching of Writing	
Further develop a consistent approach to the teaching of writing instruction by:	
- developing a researched based document, outlining the approaches to the teaching of writing at Tivoli State School. This document will complement the Tivoli State School Writing placemat	Achieved

- providing professional development and instructional leadership in developing the pedagogy of teaching of writing including the topics of:
 	
   - stages of the Gradual Release Model: Modelled Writing, Guided / Shared Writing, Independent Writing
   - organising Writing Groups
   - effective use of 'Bump It Up Walls'
   - analysing a writing sample
	Ongoing in 2019

- tracking Writing data on the Literacy continua once a semester	Achieved
- providing instructional leadership for teachers during scheduled planning sessions on the use of the P-10 Literacy Continuum and writing data to inform planning and differentiation	Achieved
Implementation of the Australian Curriculum	
Implement Australian Curriculum in Digital Technology	Achieved
Implement Australian Curriculum in Chinese	Achieved

Future outlook

School Priorities

Quality Teaching of Writing
Continue to develop a consistent approach to the teaching of writing by:
- further developing teacher's data literacy through the use of short-term data cycles in order to analyse, interpret and utilise this data to inform adjustments to teaching, monitor learning growth and reflect on the effectiveness of their teaching
- developing teachers' capacity to use formative assessment to provide quality student feedback in order to enhance student ownership of their learning and to assist them to develop student learning goals
- developing and instilling a set of protocols for moderation, case management and data meetings that support open and frank discussion centred on improving student outcomes
- utilising short term data cycles to inform the creation of student centred differentiation planners whcih include individualised benchmarks and goals
- continuing to provide professional development for staff in the teaching of writing
- continuing to provide professional development and instructional leadership to ensure that school created units effectively reflect a deep knowledge of the English curriculum and include WRITING A UNIT PLAN
- continuing to partner with the schools in the Writing Professional Learning Community Alliance in order to share and view best practice and collaboratively moderate student work for consistency in A -E ratings

Quality Teaching of Reading
Continue to develop a consistent approach to the teaching of reading instruction by:
- reviewing and updating the school reading program and placemat
- continuing to provide professional development for staff in the teaching of reading including: • Reading within the Australian Curriculum   • the Simple View of Reading Framework   • the use of a running record to write student goals and to inform reading planning,   • the application of the Explicit Instruction and the Gradual Release Model to the teaching of reading
- building teacher understanding of the reciprocal nature of reading and writing (receptive and productive modes) to support an alignment between reading and writing assessment tasks
- reviewing and embedding school data plan with scheduled data analysis at regular intervals
- continuing internal process of regular data collection, review and analysis (inclusive of reaching NMS, U2B aligned with performance targets) to inform teaching with emphasis on group and individual case management meetings
- further developing instructional coaching and peer to peer observations by developing a systematic formal coaching and collegial engagement framework for all teachers and leaders

Implementation of the Australian Curriculum
- Implement Australian Curriculum in Humanities and Social Sciences

Maintaining a culture that promotes learning
- Refine the school processes used to monitor student attendance
- Continue to communicate attendance data to the community using an attendance banner in newsletter to show attendance percentage, goal for year and current percentage for previous fortnight
- Further develop a variety of positive reinforcers for high attendance rates and improvement in attendance
- Implement strategies to decrease absentee rates of students with less than 85 per cent attendance
- Continue the implementation of Positive Behaviour for Learning (PBL) by developing a PBL 2019 -2020 strategic plan

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	133	131	133
Girls	68	66	64
Boys	65	65	69
Indigenous	15	20	24
Enrolment continuity (Feb. – Nov.)	86%	76%	90%

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

Our student body is homogenous in makeup, with many of our students being offspring of past students. The majority of our students are kinaesthetic learners but all learning styles are catered for. Our classes are below target size, enabling teachers to offer a more individualized programme. We offer a multi-age philosophy with classes having even numbers of boys and girls. Aboriginal perspectives are integrated into the curriculum accommodating our indigenous students who account for 18% of our population.
The playground allows for vertical peer group interactions with the older students adopting a mentor role for younger students. All year six students are able to adopt a leadership role within the school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	24	21
Year 4 – Year 6	28	24	23
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 academic year is organised on a semester system consisting of two academic blocks of approximately twenty weeks duration. English, Maths, Geography, History, Science, Health and Technology are presented as units of

work. The general capabilities of Literacy and Numeracy are taught separately but are a focus in all learning areas. Specialist lessons in Physical Education, Visual Arts and Library are offered to all students from Prep to Year Six. Chinese is taught to all classes; in 2018 this was delivered by a staff member.

Students with disabilities are fully integrated into their year level classes, including specialist lessons.

During Term Four of 2018 we ran an extensive transition to school program for our new prep students and parents.

Co-curricular activities

Tivoli State School offers an instrumental music program for students in Years Four to Six led by an instrumental teacher who comes one day per week.

Inter-school sports (Soccer) is offered to students in Years 4 – 6 one term a year.

Students in Years 4 – 6 are eligible to compete in the annual Readers Cup competition.

Students in Year 6 are eligible to join the Student Council – these students have an opportunity to develop, drive and deliver a range of exciting student focussed initiatives.

The annual ANZAC Day ceremony is a key event in the school calendar and has strong community support.

How information and communication technologies are used to assist learning

Each classroom has an interactive whiteboard, digital cameras, a combination of desktop and laptop computers in a ratio of 1 computer per 5 students. The Resource Centre has an LED interactive whiteboard. Five (5) i-pads per class add to the range of technology available to students. Speech to Text software is used to assist students' to complete tasks.

Social climate

Overview

The school believes that a safe and supportive environment is developed through a consistent and collaborative approach to behaviour and learning attitudes within the school and values the partnerships with the community to support this. The school engages with the P&C and the Breakfast Club to support students to engage in a supportive learning environment. Overall the entire school community are satisfied with the school. Parents believe that their children are getting a good education in a good learning environment, that the school provides a safe and disciplined environment and that all members of the school community are welcomed and have the opportunity to participate in school life. The staff is a highly motivated professional team, constantly looking to improve their pedagogical practices to support students and maximise student outcomes. They are totally committed to the school community and this is reflected in the Opinion Survey results.

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)	94%	83%	92%
• this is a good school (S2035)	87%	83%	83%
• their child likes being at this school* (S2001)	94%	92%	75%
• their child feels safe at this school* (S2002)	93%	83%	75%
• their child's learning needs are being met at this school* (S2003)	94%	83%	83%
• their child is making good progress at this school* (S2004)	94%	92%	83%
• teachers at this school expect their child to do his or her best* (S2005)	100%	92%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	83%	67%
• teachers at this school motivate their child to learn* (S2007)	94%	92%	83%
• teachers at this school treat students fairly* (S2008)	88%	75%	67%
• they can talk to their child's teachers about their concerns* (S2009)	94%	92%	92%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	88%	91%	75%
• this school takes parents' opinions seriously* (S2011)	93%	83%	67%
• student behaviour is well managed at this school* (S2012)	93%	55%	67%
• this school looks for ways to improve* (S2013)	93%	83%	67%
• this school is well maintained* (S2014)	94%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	83%	82%
• they like being at their school* (S2036)	96%	95%	82%
• they feel safe at their school* (S2037)	93%	88%	84%
• their teachers motivate them to learn* (S2038)	100%	87%	89%
• their teachers expect them to do their best* (S2039)	100%	95%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	87%	81%
• teachers treat students fairly at their school* (S2041)	85%	77%	60%
• they can talk to their teachers about their concerns* (S2042)	81%	86%	76%
• their school takes students' opinions seriously* (S2043)	89%	78%	71%
• student behaviour is well managed at their school* (S2044)	73%	72%	54%
• their school looks for ways to improve* (S2045)	100%	97%	91%
• their school is well maintained* (S2046)	100%	92%	74%
• their school gives them opportunities to do interesting things* (S2047)	100%	92%	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)	94%	86%	96%
• they feel that their school is a safe place in which to work (S2070)	94%	64%	96%
• they receive useful feedback about their work at their school (S2071)	88%	79%	96%
• 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%	93%	100%
• students are treated fairly at their school (S2073)	100%	64%	87%
• student behaviour is well managed at their school (S2074)	81%	57%	74%
• staff are well supported at their school (S2075)	94%	64%	87%
• their school takes staff opinions seriously (S2076)	94%	71%	95%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	100%	86%	96%
• their school is well maintained (S2078)	100%	93%	96%
• their school gives them opportunities to do interesting things (S2079)	94%	86%	96%

* 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

Our parent body and school community play a vital role in supporting the learning of our students. We boast a small but active P&C Association who meet monthly. Parents are invited to information sessions on a wide range of topics including curriculum, ICT's and facilities.

A fortnightly newsletter, keeping parents informed of current events and issues, is sent home with students and can be e-mailed directly to parents. Fortnightly parades where student achievements are celebrated also form the basis of the school's open communication with all parents.

Teachers report to parents about their learning twice a year and parents are encouraged to attend a face-to-face interview at this time to discuss their child's progress. Parents are encouraged to work in classrooms on a volunteer basis and to contact their child's teacher regularly to be kept up to date.

The school website is maintained to ensure parents can access further information. All important information and newsletters are uploaded fortnightly. An electronic sign in the car park is used to inform parents of important matters in a timely manner. SMS is also used to inform parents of important matters.

Respectful relationships education programs

The school has developed and implemented a program programs that focus on appropriate, respectful, equitable and healthy relationships. The ROARS values (Respect, Organisation, Attitude, Resilience and Persistence, Safe and Strong) are utilised to teach students to be respectful of themselves and others.

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	22	20	22
Long suspensions – 11 to 20 days	0	1	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

We have made inroads into our water and electricity consumption. The water tanks installed in December 2011 are used for toilet and irrigation purposes. The solar panels are off setting the electricity consumption consumed by the classroom air conditioners.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	79,208	46,224	40,551
Water (kL)	226	181	495

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	13	11	0
Full-time equivalents	11	6	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	0
Graduate Diploma etc.*	1
Bachelor degree	10
Diploma	2
Certificate	0

*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 $8320.42

The major professional development initiatives are as follows:

- Purchasing Training
- National Visual Art Education Conference
- Metro Region BM & AO Symposium
- CPR Training
- Principal Symposium
- Band 5-7 Principal Meeting
- Read/Write Prep
- Pillar Day Prep -Year 2
- Beginning Teacher's Workshop
- 2018 Annual Conference Effective Pedagogy Workshop
- Identifying & Supporting Students with a Specific Learning Disorder in Reading First Aid/EAM/Anaphylaxis - all staff
- Coaching in the teaching of Writing

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.	94%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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	89%	87%	89%
Attendance rate for Indigenous** students at this school	87%	80%	83%

* 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	90%	86%	93%
Year 1	89%	89%	91%
Year 2	89%	91%	87%
Year 3	88%	86%	91%
Year 4	89%	86%	85%
Year 5	86%	86%	89%
Year 6	88%	87%	85%

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

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	27	19	21	33
2017	35	11	27	26
2018	26	16	28	30

Proportion of Students (0% – 100%)
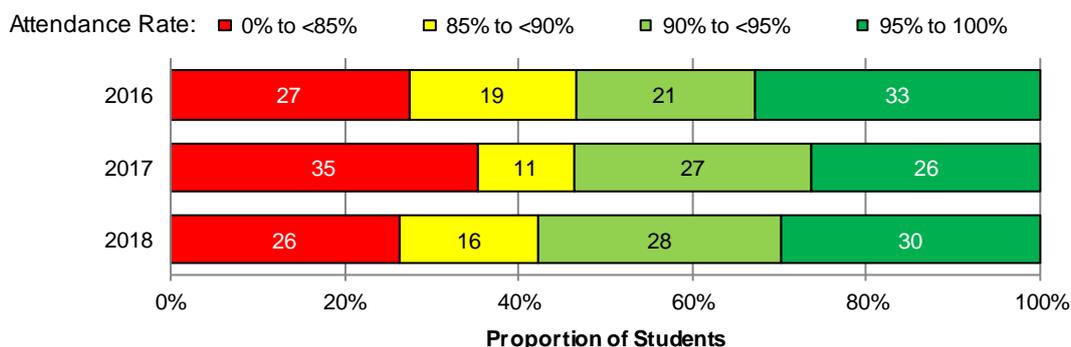
Description of how this school manages non-attendance

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.

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.

Parents are able to contact the school to report absences using a designated absent line.

Teachers mark attendance rolls each morning and afternoon according to the school attendance policy. The Business Manager ensures that rolls are marked daily and follows up with teachers to ensure that this mandatory requirement is maintained.

Student attendance is monitored by class teachers and the leadership team. SMS messages are sent daily for unexplained absences. Relevant letters and phone calls are made to ensure student participation and engagement is monitored. The leadership team monitors attendance date and the school celebrates attendance success in the school newsletter. High levels of attendance are celebrated at the end of year graduation ceremony. Regular support and meetings with parents to develop strategies for success in attendance is provided.

There is also a YMCA sponsored breakfast club running 3 mornings a week.

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.