



Tivoli State School

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



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School Overview

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 are delivering a face-to-face Chinese program.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

1. Focus on narrowing and sharpening the school's attention on core learning priorities.	Achieved
2. Effective use of the collaborative learning loop to monitor the effectiveness of the strategies. Teacher pedagogically changes to achieve individual student and school goals / targets	Continuing in 2018
3. Access professional development on explicit teaching, peer mentoring and coaching skills.	Continuing in 2018
4. Develop and facilitate staff conversations and language so they reflect an understanding of data concepts (e.g. value-added; growth; improvement; statistical significance).	Continuing in 2018

Future Outlook

Improvement Agenda 2018: Reading; Writing through Supportive Learning Environments focussed on Equity and Engagement.

<p>The leadership will develop a researched based document, outlining the approaches to the teaching of writing to support the TSS. Writing placemat will be present and documented on the Staff Ed Studio.</p>	<p>Collect and analyse One School data Literacy continua</p> <p>Leadership team will conduct whole school case management on reading and writing</p>
<p>Provide PD and instructional leadership in developing the pedagogy of teaching of writing:</p> <ul style="list-style-type: none"> - Model Writing - Guided Writing - Shared Writing - Independent writing - Organising Writing Groups - Effective use of 'Bump It Up Walls' - Analysing a writing sample 	<p>Conduct a Critical Review of the teaching of writing. Walkthroughs will be conducted looking for evidence from the students that the plan and support has been enacted in the classroom and discuss with the teacher the projected or occurring positive data movement.</p>
<p>Writing data is collected on Literacy continua once a semester.</p> <p>'Bump It Up Wall' to be current with units being taught; and visible by week 2 each term.</p>	<p>Case management meetings</p> <p>Walk throughs</p>
<p>HOC will work with teachers during scheduled planning sessions on the use of the P-10 Literacy Continuum and Data to inform planning (Differentiation)</p>	<p>Case management meetings</p> <p>Walk throughs</p>
<p>Implement Australian Curriculum in Digital Technology and Chinese</p>	<p>Whole school enrolled in both DT and Chinese</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	134	71	63	12	88%
2016	133	68	65	15	86%
2017	131	66	65	20	76%

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

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 14 % of our population.

The playground allows for vertical peer group interactions. The older students adopting a mentor role for younger students. All year 6 students are able to adopt a leadership role within the school.

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	19	22	24
Year 4 – Year 6	24	28	24
Year 7 – Year 10			
Year 11 – Year 12			

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. Geography, History, Science, Technology are presented as units of work. Literacy and Numeracy are core learning areas and are taught separately but are also integrated where appropriate. Specialist lessons in Physical Education, Visual Arts and Library are offered to all students from Prep to Year Six. Chinese is taught in the upper 2 classes; in 2017 this was delivered by a staff member. Students with disabilities are fully integrated into their year level classes, including specialist lessons.

Co-curricular Activities

Soccer

Readers Cup

Instrumental music programme for Years 4 to 6 – visiting instrumental teacher one day per week.

How Information and Communication Technologies are used to Assist Learning

Each classroom has an interactive whiteboard, digital cameras, a combination of desk top and laptop computers in a ratio of 1 computer per 5 students. The resource Centre has an LED interactive whiteboard. 5 I pads per class add to the range of technology available to students. Speech to Text software is used to assist students' complete tasks.

Social Climate

Overview

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. They are constantly looking to improve their pedagogy. They are totally committed to the school community and this is reflected in the Opinion Survey results.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	78%	94%	83%
this is a good school (S2035)	78%	87%	83%
their child likes being at this school* (S2001)	89%	94%	92%
their child feels safe at this school* (S2002)	89%	93%	83%
their child's learning needs are being met at this school* (S2003)	78%	94%	83%
their child is making good progress at this school* (S2004)	78%	94%	92%
teachers at this school expect their child to do his or her best* (S2005)	89%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	88%	83%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
teachers at this school motivate their child to learn* (S2007)	78%	94%	92%
teachers at this school treat students fairly* (S2008)	78%	88%	75%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	92%
this school works with them to support their child's learning* (S2010)	89%	88%	91%
this school takes parents' opinions seriously* (S2011)	88%	93%	83%
student behaviour is well managed at this school* (S2012)	71%	93%	55%
this school looks for ways to improve* (S2013)	75%	93%	83%
this school is well maintained* (S2014)	100%	94%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	96%	83%
they like being at their school* (S2036)	95%	96%	95%
they feel safe at their school* (S2037)	95%	93%	88%
their teachers motivate them to learn* (S2038)	92%	100%	87%
their teachers expect them to do their best* (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	100%	93%	87%
teachers treat students fairly at their school* (S2041)	89%	85%	77%
they can talk to their teachers about their concerns* (S2042)	94%	81%	86%
their school takes students' opinions seriously* (S2043)	89%	89%	78%
student behaviour is well managed at their school* (S2044)	64%	73%	72%
their school looks for ways to improve* (S2045)	100%	100%	97%
their school is well maintained* (S2046)	87%	100%	92%
their school gives them opportunities to do interesting things* (S2047)	97%	100%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	94%	86%
they feel that their school is a safe place in which to work (S2070)	93%	94%	64%
they receive useful feedback about their work at their school (S2071)	93%	88%	79%
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%	93%
students are treated fairly at their school (S2073)	100%	100%	64%
student behaviour is well managed at their school (S2074)	86%	81%	57%
staff are well supported at their school (S2075)	93%	94%	64%

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
their school takes staff opinions seriously (S2076)	93%	94%	71%
their school looks for ways to improve (S2077)	100%	100%	86%
their school is well maintained (S2078)	87%	100%	93%
their school gives them opportunities to do interesting things (S2079)	100%	94%	86%

* 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.

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.

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.

We maintain the school website. 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.

During term 4 each year we run an extensive transition to school program for our new prep students and parents.

Respectful relationships programs

The school has developed and implemented a program/or 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	4	22	20
Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the 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 offsetting the electricity consumption consumed by the classroom air conditioners.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	65,188	426
2015-2016	79,208	226
2016-2017	46,224	181

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	16	11	0
Full-time Equivalent	14	6	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	9
Diploma	1
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 \$17 701.48

The major professional development initiatives are as follows:

- Heggarty Phonemic Awareness
- Phonemic Awareness - Alisa Van Hekken PD
- Sheena Cameron - Writing, Publishing, Reading
- Developing an Effective Writing Programme
- 28 Days Prep Reading & Writing
- Reading in Early Years
- Teacher Aide Literacy Workshop
- Working with Children & Families with Complex Social Emotional Needs
- Kids & Trauma
- Mental Health for Children
- Non-violent Crisis Intervention Training
- Cleaners Training

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.	94%	94%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% 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).	90%	89%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	87%	80%

*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%.

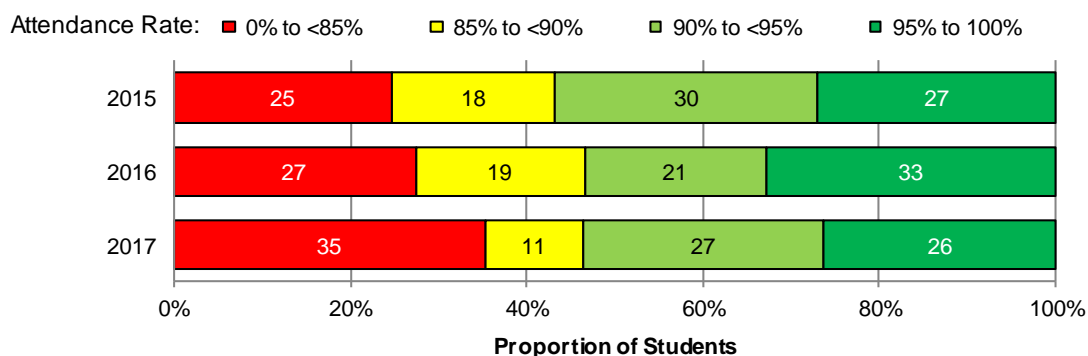
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	89%	91%	88%	90%	91%	89%						
2016	90%	89%	89%	88%	89%	86%	88%						
2017	86%	89%	91%	86%	86%	86%	87%						

*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.

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.

Rolls are marked twice each day at 9.00 and 2.00 pm. We contact parents by SMS if a student is absent unexplained. Being a small school our attendance rate for most students is high and communication between school and family flows well.

Awards are given fortnightly for 100% attendance and high attendance is also recognized at our annual awards ceremony.

We have installed a designated absent line so parents can ring at any time and leave a message.

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 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**.

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Non-government

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