



Tieri 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

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School Overview

Tieri State School is a co-educational state school, catering for Prep to Year 6 students. The school is located 89km from Emerald in the Central Highlands of Queensland and mostly services families that work for the Oaky Creek Coal Mines. Tieri State School operates as the only school located within the purpose built town of Tieri but works closely with Tieri C&K Kindergarten to provide quality educational outcomes to all children who access our education sector within Tieri.

At Tieri State School, their caring and supportive teachers plan, teach, assess and report on the Australian Curriculum. The school achieves quality outcomes, offers an extensive range of curriculum subjects and extra curriculum experiences and strives to see every student meet with success. The school offers a caring and supportive environment for all students and does not shy away from their responsibility to look after and develop positive, active, thinking, young Australians.

Student outcomes regularly meet and exceed State and Regional averages and has a record of students achieving high academic success, with over 95% or above of students achieving C or above for Key Learning Areas such as English, Mathematics and Science. Many students have achieved awards and success in extra-curricular accomplishments. Tieri State School has received many accolades for its recent success and focus on improvement journey. The school provides all staff with the necessary support and commitment to professional growth through the use of Annual Performance and Development Plans and a detailed Coaching and Mentoring Model.

School Vision:

Every Student, Every Day, Striving for Success

Mission Statement:

Engaging young minds to meet the challenges of the future, by offering unique, high quality education programming and transitioning from the early years to high school and as lifelong learners.

A key driver that underpins our educational direction is the question:

"Is life getting better in the coalfields?"

Collaborative Empowerment

Collaborative Empowerment is a strategic partnership among Tieri C&K Kindergarten, Tieri State School, Clermont State School, Capella State School, and Capella State High School. This unique network works together to provide:

- principal and leadership team support to each other in local decision making processes;
- sharing of teaching and learning ideas to provide high yield strategies for all our learners;
- opportunities for collaborative planning and moderation of student achievements;
- sharing of financial and physical resources to provide sporting and extra-curricular activity opportunities to the communities in our areas;
- maintaining alignment and developing consistency of quality teaching and learning practices with input from regional resources; and
- unity and empowerment to our workforce within Central Queensland.

Through this unique alliance a seamless educational pathway is delivered from the early phase of learning to high school and then onto adult life within our communities. This collaborative empowerment partnerships works together to provide a range of learning opportunities to meet the individual needs and desires of all learners at all stages of their journey of learning discovery. Partners also work to ensure smooth transitions occur at the key junctures of schooling.

Principal's Foreword

Introduction

It is with great pleasure that I welcome you to our school! Tieri State School is an exceptional school and it is a privilege to be the Principal. The following School Report outlines achievements demonstrated by the students and staff of Tieri State School throughout the 2016 school year and our future direction and initiatives at Tieri State School. Throughout the school year, we as a school community, continued to celebrate and sustain academic achievements of our students as well as planned special events throughout the year. Tieri State School has much to celebrate from 2016 with some improved and maintained NAPLAN results for Years 3 and 5 and maintained results for A to E academic achievements for the assessment of the Australian Curriculum. This school annual report provides a concise picture of Tieri State School in terms of the school's direction, staff profile, school opinion survey data, curriculum offerings and social climate.

Students continued to be satisfied with the education being provided to them while parents and staff also indicated satisfaction with the school and its education programs. The school community did experience some significant changes with the downsizing of the local mines. This had an impact on current and future student enrolments, however Tieri State School was responsive to community needs and continued to be committed to continuous school improvement and worked collaboratively with the P & C and wider school community to achieve and maintain quality outcomes for every student. I hope that you find this report informative in determining the quality of educational outcomes at Tieri State school and persuasive in considering our school and school community in the future. We look forward to another busy year in 2017!



Sarah-Jane Clark

School Progress towards its goals in 2016

Throughout 2016, Tieri State School remained committed to a strong school improvement agenda – focusing on building consistency across our teaching and learning practices, improving engagement with our community and reinforcing the accountability for our leaders. As a school community, we delivered on many of the high expectations that we set out to achieve. The following summary provides only a snapshot of the many amazing outcomes produced:

Rating Scale			
Red	Amber	Green	
B – Beginning	C – Consolidating	E – Embedded	
Priority 1: Successful Learners – Student Attainment			
Strategy: <u>Know</u> and <u>Meet</u> our learners' needs by improving learning outcomes through consistent curriculum and analysis of student data to inform whole-of-school and individual improvement approaches.			
Evidenced by Achievement of Targets:			Results
Percentage of students achieving a C or above in Mathematics on Report Cards: 90% or above			
Percentage of students achieving a C or above in English on Report Cards: 90% or above			
Percentage of students achieving a C or above in Science on Report Cards: 90% or above			
The percentage of students in year 3 at or above the National Minimum Standard in NAPLAN area Reading: 95% or above			
The percentage of students in year 3 at or above the National Minimum Standard in NAPLAN area Writing: 95% or above			
The percentage of students in year 3 at or above the National Minimum Standard in NAPLAN area Spelling: 95% or above			
The percentage of students in year 3 at or above the National Minimum Standard in NAPLAN area G&P: 95% or above			
The percentage of students in year 3 at or above the National Minimum Standard in NAPLAN area Numeracy: 95% or above			
The percentage of students in year 5 at or above the National Minimum Standard in NAPLAN area Reading: 95% or above			
The percentage of students in year 5 at or above the National Minimum Standard in NAPLAN area Writing: 95% or above			
The percentage of students in year 5 at or above the National Minimum Standard in NAPLAN area Spelling: 95% or above			
The percentage of students in year 5 at or above the National Minimum Standard in NAPLAN area G&P: 95% or above			
The percentage of students in year 5 at or above the National Minimum Standard in NAPLAN area Numeracy: 95% or above			
The percentage of students in year 3 achieving in the Upper Two Bands for NAPLAN in Reading: YR3 - 40%			
The percentage of students in year 3 achieving in the Upper Two Bands for NAPLAN in Writing: YR3 - 40%			
The percentage of students in year 3 achieving in the Upper Two Bands for NAPLAN in Numeracy: YR3 - 30%			
The percentage of students in year 5 achieving in the Upper Two Bands for NAPLAN in Reading: YR5 - 30%			
The percentage of students in year 5 achieving in the Upper Two Bands for NAPLAN in Writing: YR5 - 25%			
The percentage of students in year 5 achieving in the Upper Two Bands for NAPLAN in Numeracy: YR5 - 20%			
Evidenced by Actions:			
Analyse Student Data			
Further develop teacher expertise in data analysis to inform effective teaching and learning.			
Analyse Student Data			
Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention.			
Analyse Student Data			
Embed the use of NAPLAN resits for gathering student data, establishing data walls and informing data driven processes for informing teacher planning and aligning intervention planning.			
Cater for Students' Needs			
Implement differentiation planning and interventions that are responsive to students' academic needs.			
Increase Upper 2 Bands			
Review and monitor high performing students and ensure a variety of processes are in place for the identification of possible U2B students.			
Increase Upper 2 Bands			
Implement programs and strategies into the curriculum which meets the needs of U2B students and caters for the ability levels and provides challenging optimal learning for potential U2B students.			
Overall Rating is Consolidating			

Priority 2: Teaching Quality - Building Capacity for Quality Teaching and Learning			
Strategy: School leadership support staff to <u>build their professional capacity</u> and to strengthen and support their <u>knowledge and practice of quality teaching and learning practices</u> to contribute to improved student outcomes.			
Evidenced by Achievement of Targets:			Results
Teaching and non-teaching staff having completed induction: 100% of new staff			
Percentage of students achieving a C or above in Mathematics on Report Cards: 90% or above			
Percentage of students achieving a C or above in English on Report Cards: 90% or above			
Percentage of students achieving a C or above in Science on Report Cards: 90% or above			
Teaching and non-teaching staff having completed literacy professional development: 100% completion			
Teaching and non-teaching staff having completed numeracy professional development: 100% completion			
Teaching and non-teaching staff having participated in the DPF process: 100% completion			
Evidenced by Actions:			
	B	C	E
Supporting New Staff Implement a Beginning Teacher Mentoring program for our beginning teachers and a formal induction process for all new staff.			
Embedding Australian Curriculum Continue to align and embed the Australian Curriculum within all settings with consistent standards of practice for planning, differentiation and assessment to ensure that all our students are engaged and exposed to the curriculum content.			
Literacy Knowledge and Practice Continue to embed a balanced reading program by driving shared understanding and pedagogical practice for reading and comprehension.			
Literacy Knowledge and Practice Continue to embed explicit teaching and inquiry-based learning for writing by driving shared understanding and pedagogical practice through Australian Curriculum, Seven Steps to Writing, Writing on Demand, Spelling Mastery, and extension learning for U2B students.			
Literacy Knowledge and Practice Continue professional development 'Seven Steps to Writing', Explicit Vocabulary and STRIVE for teachers, teacher aides, support staff and volunteers.			
Numeracy Knowledge and Practice Embed explicit teaching and inquiry-based learning for mathematics by driving shared understanding and pedagogical practice through Australian Curriculum, Back-To-Front Maths, Maths Mastery, Great Leaps, and extension learning for U2B students.			
Numeracy Knowledge and Practice Continue professional development 'Back-To-Front Maths' for teachers, teacher aides, support staff and volunteers.			
Instructional Leadership Embed the Developmental Performance Framework with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.			
Instructional Leadership Ensure all teaching staff have Performance Plans aligned with the AITSL: Australian Professional Standards for Teachers.			
Instructional Leadership Build staff capacity through the coaching and mentoring model by continuing to improve a culture and process for observation and feedback.			
Instructional Leadership Ensure consultation and feedback structures are in place and occur in a timely manner.			
Instructional Leadership Build the capacity of mentors, pedagogical coaches and learning communities to improve the quality of teaching and learning knowledge and practices.			
Instructional Leadership Ensure all staff have access to professional development opportunities which align with their goals for improvement.			
Overall Rating is Embedded			

Future Outlook

2017 is set to be another exciting year for Tieri State School. Building on the success of 2016, our school community will focus on achieving the following broad objectives:



2017 Annual Implementation Plan –Tieri State School

Mission Statement: *Engaging young minds to meet the challenges of the future, by offering unique, high quality education programming and transitioning from the early years to high school and as lifelong learners.*

Vision: *Every Student, Every Day, Striving for Success.*

<p>Our 2017 Explicit School Improvement Agenda is:</p> <ul style="list-style-type: none"> • Improve the Teaching and Learning of Spelling <p style="text-align: center;">PERFORMANCE MEASURES AS TARGETS</p> <ul style="list-style-type: none"> ✓ Maintain the percentage of students from Prep to Year 6 achieving a C or above in English: 90% or above ✓ Improve the Mean Scale Score Achievement for Spelling of students in Year 3 from 380.1 to 385 or above ✓ Improve the Mean Scale Score Achievement for Spelling of students in Year 5 from 471.6 to 480 or above ✓ Improve the percentage of students in Year 3 achieving Upper Two Bands in Spelling from 30% to 33% or above ✓ Improve the percentage of students in Year 5 achieving Upper Two Bands in Spelling from 15.8 % to 20% or above ✓ Improve the percentage of students current spelling age by 1 year or more: 70% or above ✓ Improve the percentage of students in Year 3 achieving at or above National Minimum Standard in Spelling from 96.7% to 97% or above ✓ Improve the percentage of students in Year 5 achieving at or above National Minimum Standard in Spelling from 94.7% to 95% or above <p>Documents attached include:</p> <ul style="list-style-type: none"> • The Budget Overview Report (Contact Tieri SS) <p>Certification This Annual Improvement Plan (and associated budget) were developed in consultation with the school community and states the key priorities and strategies that meet school needs and department requirements.</p> <div style="margin-top: 10px;">  Principal </div> <div style="margin-top: 10px;">  P and C/ School Council </div> <div style="margin-top: 10px;"> Assistant Regional Director </div>	<p>State Priorities</p> <p><u>Advancing Education: An action plan for education in QLD</u></p> <ul style="list-style-type: none"> • Early Childhood Collaboration and Transitions • Inspiring students to study STEM • Preparing students to become global citizens (LOTE) • Lifting literacy and numeracy outcomes for all • Learner-centred approaches and student wellbeing • Better targeting of resourcing • Engaging and collaborating with families, community and stakeholders • Improving teacher preparation and developing professional expertise • Improving school leadership <p><u>Department of Education and Training Strategic Plan 2016 – 2020</u></p> <ul style="list-style-type: none"> • Alignment – Recognising the role of each part of the system • Collaboration – Working together as a connected system • Empowerment – Being responsive through local decision making • Capability – Supporting and developing great people • Accountability – Seeking and acting on feedback <p><u>Every Student Succeeding State School’s Strategy 2014 – 2018</u></p> <ul style="list-style-type: none"> • Successful Learners • Teaching Quality • Principal Leadership and Performance • School Performance • Regional Support • Local Decision Making <p>Key Drivers for 2017</p> <ul style="list-style-type: none"> • Data collection and analysis to support effective teaching and learning • Building school leader’s instructional leadership within our school • Developing collaboration between individual schools and regions • Systematic delivery of curriculum, teaching and assessment
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SUCCESSFUL LEARNERS

School Strategies	Actions	Responsible Officer/s	Date	Resources/ Evidence	Budget
Analysis and Discussion of Data	Pre and post-test students regularly to monitor progress and inform explicit teaching of spelling and to support the identification of students’ at-risk and at-risk groups.	Teachers HOC Principal	Ongoing	Diagnostic Plan Social Justice Minutes	Learning Support
	Establish spelling related data walls, learning goals and feedback opportunities in each classroom to support discussions with students and families and the tracking of progress and individual improvement journeys.	Teachers	Every Term	Classroom Expectation Checklist	Lower & Upper School
Targeted Use of School Resources	Regularly review data and engage in discussions to inform the utilisation of targeted teaching with support staff and purchasing of specialist resources and time.	Teachers HOC Principal	Every 5 weeks	Line Management & Social Justice Minutes Support Timetables	Indigenous Education Program
Differentiated Teaching and Learning	Established the use of scales to track learning and provide feedback and targeted teaching.	HOC Principal	Term 2	Staff Meeting Agendas	Head of Curriculum
	Collaboratively plan 4 star questions, tasks and success criteria at staff meetings to ensure adequate stretch for students.	Teachers HOC Principal	Term 2	Staff Meeting Agendas	Head of Curriculum
	Establish processes that allow for staff to work with the Social Justice	Principal	Ongoing	Line Management	Investing for

	Committee with regards to addressing the academic, social and emotional needs of individual students.	Guidance Officer		& Social Justice Minutes	Success
School-Community Partnerships	Deliver information evenings and spelling workshops each term in line with feedback from families and community.	Master Teacher Principal	Every Term	Newsletter Feedback Data	Investing for Success
	Ensure Know and Do tables are provided to each family each term addressing the units of work and outline the spelling demands.	Teachers Principal	Every Term	Know and Do tables	Photocopying
	Continue to embed an Attendance Incentive System which is established in collaboration with the P&C in response to school data and promotes the high expectations for attendance, engagement and outcomes for students.	Principal	Ongoing	Attendance Policy Feedback Data	Marketing & Promotions
A Culture that Promotes Learning	Continue to embed the clear strategies and processes for promoting appropriate behaviours outlined in the Tieri SS Responsible Behaviour Plan and is endorsed by the P&C.	Principal Guidance Officer	Ongoing	Responsible Behaviour Plan ESCM data	GO Time Allocation Photocopying

TEACHING QUALITY

School Strategies	Actions	Responsible Officer/s	Date	Resources/Evidence	Budget
Analysis and Discussion of Data	Set up a meeting schedule that reflects time for instructional leaders and teachers to engage in curriculum meetings and individual line management meetings that are dedicated to the analysis of results and provides opportunities to work collaboratively to identify strategies to improve teaching and support students' needs and growth in spelling.	Principal	Ongoing	Meeting Schedule	Wages
Systematic Curriculum Delivery	Plan units of work and backward map assessment to address and meet the spelling demands and expectations of the Australian Curriculum ensuring ample opportunities for all students to embed and demonstrate their learning throughout key learning areas and assessment. Adapted from C2C.	Teachers HOC	Every Term	Meeting Schedule Teacher Planning	Beginning Teacher
	Map out the explicit teaching of spelling rules and phonics to ensure a whole-school plan for spelling.	HOC	Term 1	Whole-School Plan	Wages
	Embed planning and moderation processes, both internal and across schools, to support our knowledge and understanding of the P-12 Curriculum, Assessment and Reporting Framework, and quality assures our implementation of the Australian Curriculum.	HOC Principal	Every Term	Meeting Schedule	Photocopying
Targeted Use of School Resources	Ensure school budget supports professional development for areas identified for improvement in the teaching of spelling.	Principal	Ongoing	Budget Overview Report	Professional Development
Expert Teaching Team	Instructional leaders to schedule regular visits during the teaching of spelling demands to observe the impact of teaching and learning and provide ongoing feedback and coaching to build the capacity of others.	HOC Principal	Ongoing	Leaders Calendar Feedback Minutes	Investing for Success
	Instructional leaders meet regularly with teachers to identify goals to improve and support professional practice.	HOC Principal	Weekly/Fortnightly	Line Management Minutes	Investing for Success
	Master Teacher supports teachers in teaching spelling with modelled lessons, observation and feedback.	Master Teacher	Ongoing	Master Teacher Calendar Feedback Minutes	Master Teacher
	Australian Professional Standards for Teachers is used to guide capability development and identify leading practitioners across the school. Ensure all staff have a Performance Plan.	Principal	Every Term	Performance Plans	Professional Development
Effective Pedagogical Practices	Ensure explicit teaching of spelling is evident in all classrooms daily through leadership team walkthroughs and regular review of classroom timetables and planning.	HOC Principal	Ongoing	Walkthrough Notes Teacher Planning Classroom Timetables	Lower & Upper School
	Teachers to ensure that spelling and phonics are modelled, shared, guided and used independently in their classrooms daily.	HOC Principal	Ongoing	Walkthrough Notes Teacher Planning Classroom Timetables	Lower & Upper School
	Professional development and coaching for staff so that they can continually improve their explicit instruction in the area of spelling.	Master Teacher Principal	Ongoing	Feedback Schedule Feedback Minutes	Investing for Success
	Ensure professional development for staff is linked to specific areas identified through staff developmental plans and line management including analysing student spelling and providing feedback to students.	Principal	Ongoing	Performance Plans PD register	Professional Development

PRINCIPAL LEADERSHIP AND PERFORMANCE

School Strategies	Actions	Responsible Officer/s	Date	Resources/Evidence	Budget
Systematic Curriculum Delivery	Achieve high standards for set results by instructional leaders working with all staff to identify the spelling demands in units of work and establishing success criteria during collaborative planning meetings.	HOC Principal	Every Term	Teacher Planning Know and Do tables	Photocopying

SCHOOL PERFORMANCE

School Strategies	Actions	Responsible Officer/s	Date	Resources/Evidence	Budget
Analysis and Discussion of Data	Track and triangulate whole school data to analyse and identify possible trends for ongoing focus areas in spelling.	Teachers HOC Principal	Every Term	Data Walls Curriculum Meeting Agendas	Literacy & Numeracy
Effective Pedagogical	Master Teacher to research and find evidence to determine what works best for the teaching and learning of spelling.	Master Teacher	Ongoing	Master Teacher Project	Master Teacher

Practices					
A Culture that Promotes Learning	Continue to establish relationships with surrounding schools to support the partnerships and wellbeing between colleagues with an emphasis on growing the professional knowledge and expertise of all schools.	Principal	Ongoing	School Opinion Survey Meeting Schedule	
	Establish a school meeting schedule with regular opportunities to meet and work with school teams to embed moderation practices, share successful practice and work collaboratively within and across schools to improve performance.	HOC Principal	Every Term	School Opinion Survey Meeting Schedule	
REGIONAL SUPPORT					
School Strategies	Actions	Responsible Officer/s	Date	Resources/Evidence	Budget
Effective Pedagogical Practices	Professional development and support are given to ensure consistent practice across the school and to sustain school improvement.	Principal	Ongoing	Employment of HOC Master Teacher Project	Investing for Success
LOCAL DECISION MAKING					
School Strategies	Actions	Responsible Officer/s	Date	Resources/Evidence	Budget
School-Community Partnerships	Continue to establish strategic partnerships with local stakeholders that expand opportunities and contribute directly to greater student success.	All staff Principal	Ongoing	School Opinion Survey	
	Regularly highlight spelling in the School Newsletter.	Principal		Newsletter	
	Organise and hold a Spelling Bee Event.	All staff	Term 3	Feedback Data	Marketing & Promotions
A Culture that Promotes Learning	Provide wellbeing professional development to support ways for staff to work smarter not harder as the school goes through staffing and community changes.	Principal	Ongoing	SFD Plan	Professional Development

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	208	101	107	15	91%
2015*	187	88	99	10	90%
2016	176	85	91	13	90%

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

Tieri is a mining community located in the Central Queensland Highlands. It has a population of approximately 2,012 (2011 census). Established in 1983, the town exists to support the nearby mines of Oaky Creek, 14 km to the east. The families of Tieri State School are drawn from the town population that is largely employed at the local mines. Other families are from the self-employed business community and State Government employee population of the town. We have students with disabilities and specific needs including English as a Second Language integrated into our classrooms. Our school's student population is moderately transient due to the majority of families being employed in mining. Student transitions at the completion of year 6 are various with students either continuing to live in Tieri and attending Capella State School for senior, accessing schooling in Emerald, enrolling in various boarding schools around the State or families moving away from Tieri altogether.

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	18	23	24
Year 4 – Year 7	21	25	28
Year 8 – Year 10			
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

Teaching & Learning

Tieri State School is committed to achieving quality outcomes for students. We will not shy away from our responsibility to look after and develop positive, active, thinking, lifelong learning young Australians. At Tieri State School, our caring and supportive teachers plan, teach, assess and report on English, Mathematics, Science, Humanities and Social Sciences, Technology, Health and Physical Education and The Arts. Upper school students also access the Languages Other Than English (LOTE) program of Japanese. Tieri continues to implement the P-12 Australian Curriculum Framework in line with the Queensland implementation plan.

Explicit Teaching & Consolidation

Tieri State School's agreed teaching pedagogy is 'Explicit Teaching'. Explicit Teaching is the teaching of specific concepts or skills in a highly structured framework consisting of five distinct phases:

1. Opening of lesson (Warm Up and Activation of Prior Knowledge)
2. Clear Learning Goal and Success Criteria (WALT and WILF)
3. I Do (Explicit Teaching and Modelling of Concept/Skill)
4. We Do (Guided Practice)
5. You Do (Independent Practice)
6. Plough Back and Review
7. Closing of Lesson (Checking for Understanding and Feedback)

All teachers will have the opportunity to be observed and be provided with feedback to assist with professional growth around Explicit Teaching and Consolidation throughout the year. These visits are conducted by members of the School Leadership Team.

The school deploys members of staff for the priority Teaching and Learning areas of Explicit Teaching, Problem-Based Pedagogy, Classroom Management and Differentiation. Coaches and Mentors are available to support teaching and non-teaching staff and can be used as part of Annual Performance Development. It is expected that staff will engage with at least one coach per year.

Curriculum Organisation & Delivery

The curriculum at Tieri State School is designed to cater for the distinct needs of our students. As such, it is divided into two main phases:

Lower School – Prep, Year 1 & Year 2

Upper School – Year 3, Year 4, Year 5 & Year 6

Co-curricular Activities

Extra Curricula Activities

Extra curricula activities include:

- ✓ Instrumental Music Program
- ✓ Band and School Choir
- ✓ Interschool Sporting Programs
- ✓ Student Council and leadership development programs
- ✓ Central Highlands, Peak Downs and Capricornia Representative sport
- ✓ Central Highlands Eisteddfod
- ✓ Wakakirri Australian National Story Sharing Festival
- ✓ Environmental Club/Sustainable Schools Program
- ✓ School Camps and Excursions
- ✓ School End of Year Concert
- ✓ Active Before and After School Sports
- ✓ Culture Days
- ✓ Science Week
- ✓ Discos

How Information and Communication Technologies are used to Assist Learning

At Tieri State School, all units of work integrate an ICT component where appropriate. Interactive Whiteboards, using computers and data projectors to enhance learning, are provided in every learning environment. All classrooms and the resource centre are cabled to provide internet access. There are several computers in each classroom and the school also has a computer lab available for whole class use. iPads and iPods have been purchased as an additional teaching resource as well as basic robotics kits and coding software.

The school's integration of the ICT checklist for students and the technology Australian Curriculum provides students with opportunities to develop skills in:

- Using computers and software including coding
- Cyber safety awareness and effective use of the internet
- Digital photography
- Participate in professional learning programs and events, live and on demand through Education QLD One Channel, The Learning Place and Smart Classrooms
- Participate in Web Conferencing using iConnect
- Collaborate, create, share, innovate and publish in a digitally rich learning environment
- Write blogs, create web pages and QR scanner coding, and make interactive games
- Use robotics kits
- Use Microsoft Office Tools and other technology across all learning areas.

Social Climate

Overview

At Tieri State School, we ensure a positive and supportive school climate where strong citizenship and quality learning are key priorities for students, teachers, parents and carers. We believe that in order for students to learn effectively they need to:

- ✚ **Be Safe**
- ✚ **Be Respectful**
- ✚ **Be Responsible**
- ✚ **Be a Learner**

We complement the work done by parents at home by actively teaching these expectations in our classrooms through a structured Social Skills Program which is implemented with all students on a weekly basis. We also implement an effective Health, Safety and Wellbeing Plan which ensures the optimum welfare of all in our school.

Our school community benefits from our whole school inclusive philosophy and supportive culture. This is developed through our Responsible Behaviour Plan which combines an effective positive behaviour program and explicit school rules which clearly articulate our expectations for our students and rewards them for demonstrating this behaviour.

In conjunction with the Responsible Behaviour Plan, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it. The "High Five" strategy is explicitly taught to students to prevent bullying. Specific incidents of bullying are not tolerated and are investigated and consequences and supportive strategies are put in place. Incidents are tracked on our electronic database and any continuing patterns of behaviour are addressed with higher levels of consequences and supportive strategies.

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)	100%	80%	73%
this is a good school (S2035)	100%	80%	80%
their child likes being at this school* (S2001)	95%	93%	91%
their child feels safe at this school* (S2002)	95%	93%	91%
their child's learning needs are being met at this school* (S2003)	100%	73%	82%
their child is making good progress at this school* (S2004)	100%	80%	82%
teachers at this school expect their child to do his or her best* (S2005)	100%	87%	82%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	80%	82%
teachers at this school motivate their child to learn* (S2007)	100%	80%	82%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	95%	87%	82%
they can talk to their child's teachers about their concerns* (S2009)	95%	80%	91%
this school works with them to support their child's learning* (S2010)	100%	79%	82%
this school takes parents' opinions seriously* (S2011)	100%	79%	73%
student behaviour is well managed at this school* (S2012)	95%	87%	73%
this school looks for ways to improve* (S2013)	100%	87%	73%
this school is well maintained* (S2014)	100%	87%	82%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	98%	94%
they like being at their school* (S2036)	95%	98%	83%
they feel safe at their school* (S2037)	100%	98%	92%
their teachers motivate them to learn* (S2038)	98%	100%	92%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	97%
teachers treat students fairly at their school* (S2041)	100%	100%	94%
they can talk to their teachers about their concerns* (S2042)	94%	86%	86%
their school takes students' opinions seriously* (S2043)	93%	95%	89%
student behaviour is well managed at their school* (S2044)	93%	98%	83%
their school looks for ways to improve* (S2045)	100%	98%	94%
their school is well maintained* (S2046)	100%	100%	94%
their school gives them opportunities to do interesting things* (S2047)	96%	98%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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)	100%	100%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	85%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	82%	77%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	100%	82%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	91%	92%
their school gives them opportunities to do interesting things (S2079)	94%	100%	92%

* 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

At Tieri State School, we strongly value the partnership that we have with our parents and broader school community. Parents and caregivers at Tieri State School expect a well-disciplined, well organised and caring learning environment that caters for the needs of their children. Our school has implemented a range of strategies to ensure that our parents are well informed and involved in our school. These include:

- Reporting to our Parents and Citizens Association monthly
- Regular collaborative engagement through Parent/Carers Focus Groups with the Principal and staff
- Classroom open days at the beginning of the year to welcome parents into their new year level, find out about the curriculum, expectations and routines of their child's new class
- Parent Teacher Evenings and Conferences both formal and informal
- Parent Handbook
- Weekly Newsletters
- Weekly parades
- School website
- Display of current units of work and expectations

Parents are also encouraged to be partners in their child's education through:

- Termly Know and Do sheets sent home
- Active membership in our Parents and Citizens Association
- Participation in collaborative engagement focus groups
- As classroom volunteers
- As student mentors
- By attending curriculum culmination activities
- By attending educational workshops held every term
- Providing voluntary support and supervision on class excursions
- Supporting students with Special Needs

Respectful Relationships Programs

The respectful relationships education program has been developed for Prep to Year 12 students. The Prep to Year 10 programs are already aligned to the Australian Curriculum: Health and Physical Education. The school has developed and implemented student learning opportunities that focus on appropriate, respectful and healthy relationships. At Tieri State School, this is delivered through our Health and Physical Education learning areas and is also embedded within our teaching of our school values and responsible behaviour plan.

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	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
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

The school has been striving to reduce its energy and water consumption through education with our students, staff and parents. Our school is fitted with a 4Kw solar electric system which produces on average 21Kw a day. We are looking into increasing our solar electric system. We have converted urinals to non-flush toilets and have installed dual flush toilets in every bathroom. An Environmental Club operates at the school, involving students in projects that help care for the environment. Students are also involved in environmental activities embedded in our curriculum. We continue to recycle paper and where possible use technology to reduce our carbon footprint. We use email and social media to send home school newsletters and to communicate important notices. We have had an increase in water usage, unfortunately, due to the age of the system and increased water pressure on the pipes. This has resulted in damage throughout our school water pipe system that is being replaced as problems are located and arise.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	174,782	316
2014-2015	143,529	1,416
2015-2016	140,795	

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 agreed 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	12	10	0
Full-time Equivalent	11	7	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	1
Bachelor degree	8
Diploma	
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 was \$12 027.52 plus a proportion of teacher allocation going towards building staff capability through the employment of a Head of Curriculum for 5 days p/f. The major professional development initiatives are as follows:

- Back to Front Mathematics and Problem-Based Pedagogy
- Robotics
- QCAA Early Years Mathematics
- Students with Vulnerabilities: Autism Awareness, Differentiation and Inclusion
- CQ Principal's, Beginner Teacher's, Early Childhood Teachers and Master Teacher Conference
- QParents
- Moderation with cluster schools
- Additional NCT provided to allow opportunity for professional learning communities

Tieri State School's greatest asset is the dynamic and committed staff who work together to create a very professional team of educators that are focused on providing the very best education for students at our school. Professional development is integral to our belief that we are all lifelong learners and that we model this to our students.

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.	98%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 69% of staff was retained by the school for the entire 2016 school year.

Performance of Our Students

Key Student Outcomes

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).	92%	93%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	89%

*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 Primary schools was 93%.

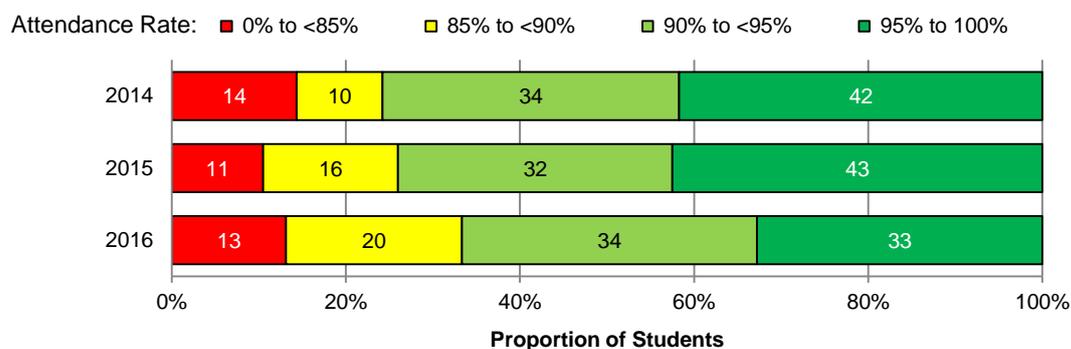
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	93%	93%	93%	91%	93%	91%	95%					
2015	93%	94%	93%	93%	93%	89%	94%						
2016	92%	91%	92%	91%	93%	87%	93%						

*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 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.

At Tieri State School, attendance is considered to be of great importance. We regularly circulate the message that, if children are not at school, we can't teach them. The research behind attendance and achievement is discussed and shared with parents and we encourage parents to ensure their children are at school every day of the school year. We also monitor lateness and early leavers as these account for large numbers of interruptions to learning every day.

The class roll is marked shortly after the second bell in the mornings. If parents arrive after this bell, they must sign their children in at the office and collect a late slip to present to the class teacher. The roll is marked again after second lunch and all absences are recorded centrally. A text message is sent to parents of students with an unexplained absence between 9:00am and 10:00am. Parents are encouraged to ring the school in the morning of an absence or reply to the school text message. Absences of three days or more without an explanation are investigated. Absence is recorded on students'

reports at the end of each semester and the school has an attendance reward system that recognises those students and family that maintain an outstanding attendance above 96%.

It is critical that students attend every day at Tieri State School so that they get the full benefit of our outstanding school. We both encourage and follow up on attendance:

- Weekly attendance figures are shared on school parades and with our school community
- 100% attendance awards and celebrations ensure students are very excited when their class has the best attendance
- Individual Attendance Plans to support students and families
- Attendance alerts and case management Social Justice Committee members
- Social Justice Committee members track student absences, follows up with parents and provide the information to school leadership for enforcement if required
- Class rolls are marked twice per day before 9:00am and again at 2:00pm
- Families are sent on-the-day text messaging to notify them of unexplained absence
- Students receive notes to ask parents for explanations as to their absences which are followed up with a phone call by a member of the school's administration team, within three days. We have very few unexplained absences
- If the absence is prolonged, however, an interview with the parents/ caregivers is requested. Letters are sent home according to departmental policy where attempts at communication have been unsuccessful.
- Attendance enforcement as per DET policy

In addition to the management of absences, a term report is sent to parents to indicate the percentage of attendance for each student with benchmarks set at:

- 95% or above = Outstanding
- 92% to 94.9% = High
- 90% to 91.9% = Satisfactory
- 89.9% or below = Warning

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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 agreed 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.