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Principal's foreword

Introduction

It is with great pleasure that we present this document, our School Annual Report for 2008. It outlines broadly our actions during the past 12 months and the outcomes we have proudly been able to deliver for our students on behalf of our school community.

Future outlook

In 2009 we plan to enhance our school curriculum by completing our Whole School Curriculum Plan. This plan will articulate the full range of curriculum offerings available at our school and will include an enhanced section on Social Emotional Learning, differentiated learning, and our updated priorities regarding literacy and numeracy development in our school. We will continue to strive to decrease our numbers of students requiring support in literacy and numeracy and to increase the numbers of students achieving at or above the National Minimum Standards as informed by the National assessment Program literacy and Numeracy.

School Profile

Tinana State School is a co-educational primary school with a 2008 enrolment of 534 students catering for students from Prep to Year 7.

The school population comes from the surrounding suburbs and the rural community through the use of local transport. The development of real-estate in the area has seen a significant increase in enrolments over the past five years. Last year, with the full implementation of the Prep year the school increased in size from 19 to 21 classes. In 2008, 5% of our student population were of Aboriginal or Torres Strait Islander background.

The school has a Special Education Class that, in 2008, catered for approximately 21 students with disabilities who, for the most part, were integrated into the regular classroom learning program.

The school is a stable school as far as student mobility is concerned with only a small percentage of students who are transient. Attendance was generally very high with few unexplained absences.

At Tinana State School we strive to meet the needs of all students in pursuing high levels of educational attainment by:

- Creating a safe, tolerant and disciplined environment for students
- Preparing students to be active and reflective Australian citizens
- Supporting students to become active in community, economic and political life
- Developing the skills and desire for lifelong learning in students
- Building students' confidence in their relationships with other cultures in their community, state, country and abroad.

In doing this our goal is to assist our students to become lifelong learners who are:

- Complex thinkers
- Creative people
- Active investigators
- Effective communicators
- Active participants
- Reflective and self-directed learners
- Knowledgeable people with deep understanding

Curriculum offerings

Our distinctive curriculum offerings

Tinana offers a distinctive curriculum where teaching practices and core learning experiences are supported by our Whole School Curriculum - Tinana Thinker's Framework. Core literacy and numeracy skills as well as core learning outcomes from the Key Learning Areas are incorporated into our Integrated Units of Work for each year level. Each Integrated Unit is cooperatively planned by the teachers in their year level planning teams. This framework, which is based on the work of Blooms, Gardiner and DeBono, focuses on various models of mind mapping enabling a thinking and learning culture to be established for all members of our school community. During 2008 further work was carried out on the Qld Curriculum, Assessment and Reporting Framework QCAR with our teachers working towards aligning the new Essentials and Standards with our school curriculum.

Extra curricula activities

During 2008 the school offered a range of extra-curricular activities for our students. These included the following:

- Instrumental Music – String Ensemble Yr 3-7 and Concert Band Yrs 4-7
- Music Choir – Prep – Yr 3 and Yr 4-7

Our school at a glance

Chess Club – Yr 4-7

Art Club – Prep – Yr 7

Friendship Club – Prep – Yr 7

Lego Club – Yr 2-3 and Yr 4-5

Recreational Sports - Yrs 5-7 – Archery, Lawn Bowls, Dance, Orienteering and Tennis.

How computers are used to assist learning

Students have access to Information and computer technologies (ICTs) in their classroom and through our computer lab. Class units of work include tasks where ICTs are used to inform the learning (use of on-line sources), to enhance the learning (such as the use of online resources and tools) and to communicate the learning (use of ICTs to represent and deliver presentations). Four interactive whiteboards are currently deployed in classrooms throughout the school where teachers are trialing their usage in curriculum delivery.

Social climate

At Tinana we strive to meet the needs of all students in pursuing high levels of academic and social attainment.

2008 saw our Responsible Behaviour Plan for students, staff and school community embedded in school practices. This was supported by our Tinana Behaviour Benchmarks and our School Code of Behaviour

which are both underpinned by our four key values which are:

(A) Safety

(B) Effort

(C) Respect

(D) Self-responsibility

Through our Responsible Behaviour Plan we strive to create socially responsible and worthy community members by working in partnership with students, parents and the wider community.

We believe this will be achieved by:

- * providing a Supportive School Environment for all
- * focussing on meaningful, relevant and engaging curriculum aspects
- * promoting positive relationships between all members of the school community
- * developing clear expectations of standards of behaviour through classroom and school rules and their consequences
- * encouraging students to be responsible for their own behaviour
- * approaching student discipline in non confrontational ways
- * supporting students, teachers, parents/care givers to assist in working it out if they are unable to modify inappropriate behaviour

In conjunction with our Responsible Behaviour Plan Tinana students also participate in a Specific Social Skills Program from P-7.

To celebrate student success Tinana also operates a Behaviour Reward Program based upon the Tinana Behaviour Benchmarks. This reward program incorporates four levels of achievement – Platinum, Gold,

Silver and Bronze. All students commence each term on Gold and depending on their choices are awarded a level at the end of the term. The first three levels (Platinum, Gold, Silver) involve positive recognition and some sort of special celebration while the fourth level (Bronze) involves students participating in a special Social Skills lesson where they are required to reflect on their choices for the term.

Our school at a glance

TERM	GOLD	SILVER	BRONZE
TERM ONE	476	46	10
TERM TWO	475	45	12
TERM THREE	469	52	11
TERM FOUR	473	50	9

Involving parents in their child's education.

At Tinana we acknowledge parents as the first teachers and we strive to work in partnership with our parents in providing the best opportunities possible for our students.

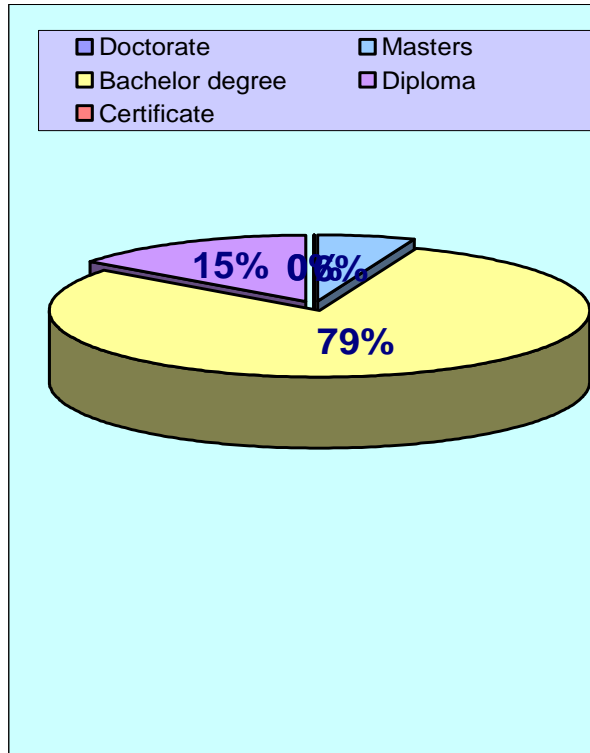
Parental involvement in our classrooms as helpers is fostered and encouraged. We also encourage and welcome parental involvement in the school's P&C Association, Leadership Team, Tuckshop Committee, and Safety House Committee.

In 2008 classes throughout the school celebrated their successes regularly and parents and carers were invited to participate in these celebrations whenever possible. The school actively participated in the community by staging visual, musical and theatrical performances, supporting community events and by making available school resources for use by community organisations.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	27
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$22513 .
- The major professional development initiatives were as follows:
 - Literacy Training Early Years
 - Crossing Cultures Training
 - Early Years Curriculum
 - Intel program for Information and Computer Technologies
 - Queensland Curriculum Assessment and Reporting Framework (QCAR Essential Learnings and Standards, Queensland Comparable Assessment Tasks)
 - First Steps in Mathematics
 - You Can Do It - Social Emotional Program
- The involvement of the teaching staff in professional development activities during 2008 was 93 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 87 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 93 %.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	351	453	514
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	85 %	85 %
Writing	Average score for the school	368	463	537
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	86 %	89 %
Spelling	Average score for the school	353	470	516
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	86 %	90 %
Grammar and Punctuation	Average score for the school	369	478	518
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	93 %	95 %
Numeracy	Average score for the school	340	448	536
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	95 %	92 %

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	67%
Writing	84%
Number	72%

Performance of our students

Value added

Areas of our school not previously mentioned as having a positive impact on student learning outcomes include:-

Our Intervention program for students experiencing learning difficulties where literacy and numeracy skills are targeted in a direct and explicit way

Our focus on teaching explicit reading strategies to cater for all levels of readers

The realignment of our Special Education processes and support for students with identified disabilities

Parent, student and teacher satisfaction with the school

Parent, student and teacher satisfaction with the school for the 2008 year is as follows:

Parent opinion survey results for 2008 indicate that 97% of parents were satisfied that this is a good school.

Student opinion survey results for 2008 indicate that 83% of students were satisfied that this is a good school. A further 15% of students were undecided.

Staff opinion survey results for 2008 indicate that 84% of staff were satisfied that this is a good place in which to work and 94% of staff indicated that they were happy working in this school.

School Disciplinary Absences

July 2009

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

The Principal must be reasonably satisfied that grounds exist under the [Education \(General Provisions\) Act 2006](#) outlined in sections 284, 289 and 316 prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student.

For further information on suspensions, exclusions and cancellations of enrolment, refer to the policy [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#).

The data are provided in terms of aggregate counts of incidents recorded by the school. The data do not represent the outcomes of any related appeal decisions.

Student Counts	2006	2007	2008	2009
Full-time Enrolment*	461	518	531	531

Disciplinary Absences	Reporting Period			
	2006 Full Year	2007 Full Year	2008 Full Year	2009 Semester 1
Short Suspensions - 1 to 5 days	5	12	11	<5
Long Suspensions - 6 to 20 days	0	0	<5	0
Exclusions	0	0	0	0
Cancellations of Enrolment	0	0	0	0