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Principal's foreword

Introduction

The continuing excellent efforts by our staff in developing Literacy and Numeracy skills in our students can be seen in the results of our state-wide tests which indicate our students were performing well above state and like schools. Although the overall results of the boys data an improvement the girls are still achieving at a higher level.

Highlights

The completion of our new eight classroom block has enabled teachers to develop productive pedagogies relevant to the new teaching environment.

Achieving a trial Preparatory class for 2006 to enable our early years teachers to develop the new Early Year curriculum

Our instrumental Music students and choirs were again very successful in the Gladstone Eisteddfod and in public performances.

Grant received for an Artist-in Residence has seen a beach environment develop outside GL5 highlighting students artwork and murals.



Key outcomes and goals achieved

The increase in the number of students not requiring support from the Year 2 net
The successful implementation of integrated units including assessment criteria
An increase in the use of ICT successfully into the classroom.

Introduction of the school-based multi-lit program has seen an improvement in the outcomes of Literacy particularly for boys. This program will continue into 2006. The school has successfully completed writing its whole school THRASS program which is now being implemented throughout the school. New teachers to the school are continuing to be trained in THRASS.

Future outlook

The anticipated improvements expected during 2006 include an increase in the number of students achieving above the benchmark in the state-wide tests and an improvement in the results of boys and indigenous students

Our school at a glance

School Profile

Tannum sands state school is a co-educational learning environment catering for Preschool to year 7. Our students enrolments in 2005 reached a maximum of 689. These figures comprised 59 Preschool students, 198 students in Yr1 to yr 3 and 432 in Yr 4 to yr7.

Curriculum offerings

The curriculum offerings at our school cover the 8 KLAs with a focus on Literacy, Numeracy and integrated units catering for the outcomes in SOSE, Science, Technology and the Arts.

Specialist teachers provide classroom music, instrumental music, physical education and drama.

The use of computers through out all areas has enabled students to present their projects using power point after obtaining relevant information using the internet.

The 2 computer labs have enable students to improve their skills

School-based Multi-Lit program for students finding difficulties in Literacy in yr4 and Yr6

PASS program has allowed students to improve their fitness under supervision of High school students.

Environmental Education program for year 5-7 students accessing outdoor camps.

Cultural program involving year 3-7 students in instrumental music programs involving strings, brass, woodwind and percussion as well as junior and senior choirs.

Gifted and talented programs including Extended learning Programs, Natural Maths, Tournament of the Minds, University of NSW tests and McDonald Maths competition.

Social climate

The school has a caring environment where the students feel safe and supported.

The school survey indicated that both parents and students strongly agree that the school has a safe and happy learning environment.



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Parents and the community

The school survey of parents strongly emphasise that the staff at the school are approachable to talk about their children and that the school offers many opportunities to participate in the life of the school through:

Parent teacher evenings

Welcoming morning teas

Community playouts by the Orchestra, band and choir

Supporting teachers in classrooms.

Support-a-reader programs involving parent tutors.

PPP Programs to assist with children and parents with behavior issues.

Multicultural day to embrace the local indigenous culture

Celebrations of student learning with community presentations and open day/evenings

Unit culminating evenings for students to demonstrate their learning experiences

95% of parents indicated that their child is getting a good education

Key outcomes in the early and middle years

Results in the Year 2 Diagnostic Net

(Recommended)

Performance measures: percentage of students not requiring additional support	
Strands	Result (%) 2005
Reading	85.5%
Writing	85.5%
Number	91.3%

Our reading, writing and numeracy results for the Queensland Year 3, 5 and 7 Literacy and Numeracy Tests.

Strands	Measures	Results for 2005		
		Year 3	Year 5	Year 7
Reading	School average on Queensland Test	573	626	696
	Queensland average	548	614	689
	Percentage of students at school above national benchmark	89.0%	84.4%	90.0%
Writing	School average on Queensland Test	529	634	771
	Queensland average	509	606	746
	Percentage of students at school above national benchmark	82.2%	90.8%	97.5%
Numeracy	School average on Queensland Test	558	629	704
	Queensland average	534	605	663
	Percentage of students at school above national benchmark	89.2%	91.7%	89.3%



Key outcomes in the senior years

Apparent retention rates Year 8 to Year 12 (The 2005 data for your school is available in the CDW in the row titled "Years 08 to 12", from the table "School Apparent Progression Rates relative to State Overall, February to February for All Students")	2005
Year 12 student enrolment as a percentage of their Year 8 enrolment cohort.	Result

Outcomes for our Year 12 Cohort of 2005 (The data is available to schools from the QSA secure website using your existing security code)	
Total Number of Senior Certificates awarded in 2005	Number
Percentage of OP-eligible students with OP 1-15	Result (%)
Percentage of students awarded Senior Certificates and awarded a VET qualification	Result (%)
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	Result (%)
Percentage of QTAC Applicants receiving an offer	Result (%)

At the time of publishing this Annual Report, the results of the 2005 Year 12 post-schools destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be on our website as soon as it is received.



Professional engagement in 2005

The staff development priorities were:

Development of integrated units and Assessment and Reporting from Yr1 to Yr7.

Introducing the Early Years Curriculum into the school

THRASS development

Investigating Speech and Drama strategies for the classroom



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