Tullawong State School
Queensland State School Reporting
2013 School Annual Report

Postal address	60-94 Smiths Road Caboolture 4510
Phone	(07) 5431 4666
Fax	(07) 5431 4600
Email	the.principal@tullawongss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person	Mr J. Geise, Principal

Principal's foreword

Introduction

The Tullawong State School Annual Report for 2013 reflects student, staff and community achievements and goals and also outlines future priorities and directions for Tullawong for 2014. All decision- making at Tullawong revolves around what is best for all students and our curriculum remains student centred and focused on achieving the best possible outcomes for all students.

Tullawong State School is a large primary P-7 school with over 1150 students. It offers all students a quality education program aimed at maximising student potential and achieving the best educational outcomes for all students. In 2013 our school Indigenous population was approximately 15% of the total school population. There has also been an increase in the enrolments of students supported in the Special Education Program.

During 2013 some Student and School Achievements were:

- Ongoing improvement with NAPLAN results in Years 3, 5 & 7 particularly in Reading and Numeracy where the relative gain in some Year levels exceeded the National gains.
- A large number of Tullawong students represented at District and Regional levels in various Sports Competitions.
- All Year 6 & 7 students were given the opportunity to participate in exciting and challenging School Camp.
- Due to increasing enrolment, the on-going implementation of the Enrolment Management Plan.
- The implementation of a School Environmental Management Program with a focus on extending our permaculture garden.
- The establishment of a School Extension program provided additional support for our children.

School progress towards its goals in 2013

2013 Priorities	Achievements
Implementation of ACARA: Maths, English and Science, History	The school staff successfully implemented the Australian Curriculum in Mathematics, English History and Science.
Quality Teaching and Learning	• The Set For Success initiative to support teachers to improve their literacy and numeracy pedagogy to improve school data including NAPLAN was extremely successful. • Literacy and Numeracy coaches were used to support the growth of teacher and teacher aide skills, knowledge and classroom pedagogy. • Class data was used by teachers to inform teaching goals for students. • Teacher Aides were provided with professional development to support the teaching of reading in the classrooms.
NAPLAN – improved literacy and numeracy results	• NAPLAN - whilst results are not at National average they are showing growth across most areas.
Effective strategies to support Closing the Gap	• Indigenous students' literacy and numeracy results were tracked and additional support was provided. • Implemented Indigenous perspectives in ACARA/C2C's English, Maths, History and Science units. • Student attendance was also closely monitored.
Developing Performance Framework Action Plan with a focus on continuous improvement of all staff	• The Developing Performance process was implemented to support staff to identify areas for improvement. • Coaches and other support personnel supported staff to achieve their improvement goals.
The purposeful use of data to drive differentiated classroom practice	• The school implemented a rigorous process that supported teachers to analyse data and use this information to shape teaching program.

Future outlook

- Continue the link between school priorities and performance development plans for all staff
- SWPBS – continue implementation in 2014/15
- Develop and enact a pedagogical framework based on ASOT
- Getting Ready For Secondary School – Preparing our Year 6 and Year 7 students for High School
- Parent and Community Engagement Framework particularly improving school –kindergartens links

- Continue to address the Teaching & Learning Audit recommendations
- Implement the 2014 Discipline Audit recommendations
- Implement the 2014 Internal Finance Audit recommendations
- Opinion Survey priorities

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1156	580	576	90%
2012	1103	553	550	88%
2013	1129	574	555	91%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

The Tullawong student population has been steady over the last twelve months. Approximately 125 of our total student population are students with a disability, with all students integrated into mainstream classes. 15% of all students are Aboriginal or Torres Strait Islander descent. Approximately 90% of year 7 students at Tullawong State School attended State High Schools within the local district. The school has re-introduced an Enrolment Management Plan with a defined local catchment area to best cater for increased enrolments.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	24	24
Year 4 – Year 7 Primary	29	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	354	236	342
Long Suspensions - 6 to 20 days	62	35	40
Exclusions	1	1	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Tullawong State School offers a significant array of extension programs to support the more able learners. These include a number of programs that occur outside school time. The school currently has 250 students participating in these out of school hours programs to support Literacy and Numeracy.

Extra curricula activities

Tullawong State School offers a range of extra-curricular activities which provides students with the opportunity to pursue their individual interests and or further develop their own skills and abilities by their participation in a variety of exciting and interesting activities. In these activities students can contribute to their school, engage in extension activities and enjoy the variety of curriculum offerings.

- School Choirs – Senior & Junior
- Student Council
- Student Leadership Groups
- School Concert Band
- School Strings Ensemble
- Inter & Intra School Sport (Years 5-7)
- Talent Quests
- Music Workshops (Beginners and Advanced)
- Parade Presentations
- School Camps/Excursions
- Special community events such as Anzac Day March/Ceremonies
- Student Participation in a Games Activities Centre at both breaks in the School Hall
- Opportunities for student leadership through Library Monitors
- Gifted & Talented Student Groups
- High School Transition Program
- Under 8 Activity Day with High School Students assisting
- Mid-Year and End of Year Nights of Music
- Rock Eisteddfod

How Information and Communication Technologies are used to assist learning

Our vision is to achieve the best possible outcomes for every student at Tullawong State School by enabling teachers to integrate digital ways of working and teaching into the school's curriculum. This allows students in turn to develop the digital skills they need in a connected world. Teachers use a variety of digital hardware, software and virtual sites on a daily basis in order to implement the Australian Curriculum. C2C resources are an integral component of this teaching practice. Tullawong has made the provision of suitable technologies a priority in order to facilitate C2C delivery.

- All classrooms contain a data projector and full sound system

- Digital scanners are located in every teaching block

- All teachers have access to updated CFT laptops

- Redundant/out of warranty work stations have been culled from the school fleet and all classrooms currently contain two new work stations

- Two computer labs are used for whole class internet research, accessing the Learning Place and for creating digital content (MS Word, Power-point, Moviemaker, Photostory), Google sketchup

Social climate

Staff at Tullawong State School work hard to develop positive relationships with students, parents/carers and members of the school community. The school has high expectations of student behaviour and implements the School Responsible Behaviour Plan to support all students.

Some strategies used to develop a Positive School climate and a Safe Supportive Learning Environment at Tullawong State School include:

- The implementation of School Wide Positive Behaviour Support program to develop consistency of practice.
- The school employs a fulltime Student Support Teacher and Teacher Aide to assist with Behaviour Management.
- A whole school approach to social and emotional development of students through the implementation of the Buckets program.
- Social Skills program implemented for identified students.
- Supportive Play Rooms used at Break times.

The School Playground Duty Roster ensures students are supervised before school, at break times and after school.

Parent, student and staff satisfaction with the school

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	93%	82%
this is a good school (S2035)	94%	93%
their child likes being at this school* (S2001)	90%	93%
their child feels safe at this school* (S2002)	90%	93%
their child's learning needs are being met at this school* (S2003)	87%	89%
their child is making good progress at this school* (S2004)	93%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	85%
teachers at this school motivate their child to learn* (S2007)	93%	89%
teachers at this school treat students fairly* (S2008)	86%	81%
they can talk to their child's teachers about their concerns* (S2009)	87%	100%
this school works with them to support their child's learning* (S2010)	86%	89%
this school takes parents' opinions seriously* (S2011)	86%	84%
student behaviour is well managed at this school* (S2012)	73%	82%
this school looks for ways to improve* (S2013)	97%	85%
this school is well maintained* (S2014)	97%	89%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	86%	90%
they like being at their school* (S2036)	84%	80%
they feel safe at their school* (S2037)	92%	84%
their teachers motivate them to learn* (S2038)	87%	94%
their teachers expect them to do their best* (S2039)	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	87%	90%
teachers treat students fairly at their school* (S2041)	76%	77%
they can talk to their teachers about their concerns* (S2042)	73%	85%
their school takes students' opinions seriously* (S2043)	80%	77%
student behaviour is well managed at their school* (S2044)	76%	73%
their school looks for ways to improve* (S2045)	90%	91%

their school is well maintained* (S2046)	88%	90%
their school gives them opportunities to do interesting things* (S2047)	92%	95%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	87%
they receive useful feedback about their work at their school (S2071)	83%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	83%
student behaviour is well managed at their school (S2074)	74%
staff are well supported at their school (S2075)	87%
their school takes staff opinions seriously (S2076)	84%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	93%
their school gives them opportunities to do interesting things (S2079)	80%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Tullawong State School parents are very proud of the school although there are not large numbers of parents involved in working with students in the classroom. Some parents mainly from the Junior school provide classroom support on a regular basis assisting students and teachers. The Tullawong community is very supportive of the P&C and whole school fundraising activities.

Parents, carers and grandparents are involved in:

- Providing support at P&C Meetings
- Travel Smart Program
- in the Junior School (on special days), and help with Reading and Art
- Canteen helping in the Hall/volunteering
- Classroom helping/ Tuckshop/Uniform Shop volunteering
- Attendance at Parades
- Special events e.g. Under 8's week
- School Discos
- Supporting students at Sporting Events
- Establishment of an Indigenous Playgroup
- The Special Education Unit also has a wide variety of books that form a parent resource library that can be accessed as needed. The Head of Special Education organises guest speakers to provide parents with information relevant to their child's needs.

Reducing the school's environmental footprint

In 2012- 2013 the school has again reduced its use of electricity and water. We also introduced a comprehensive SEMP Plan.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	265,671	5,310
2011-2012	238,424	3,029
2012-2013	236,870	3,481

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
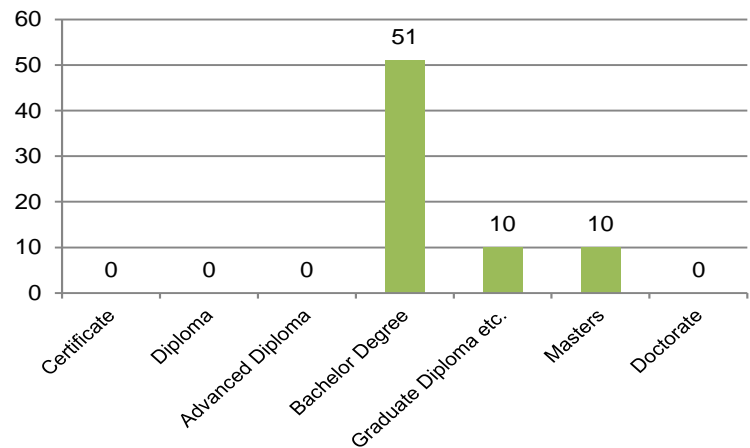
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	80	44	<5
Full-time equivalents	71	28	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	51
Graduate Diploma etc.	10
Masters	10
Doctorate	0
Total	**71**

* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $ 39 432

The major professional development initiatives are as follows:

- Release for Year level Key Teachers to enhance Unit planning
- Release to participate in Data discussions and formulate implementation plans
- Release to participate in the Coaching programs designed to improve teaching skills

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income 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.**

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	92%	89%

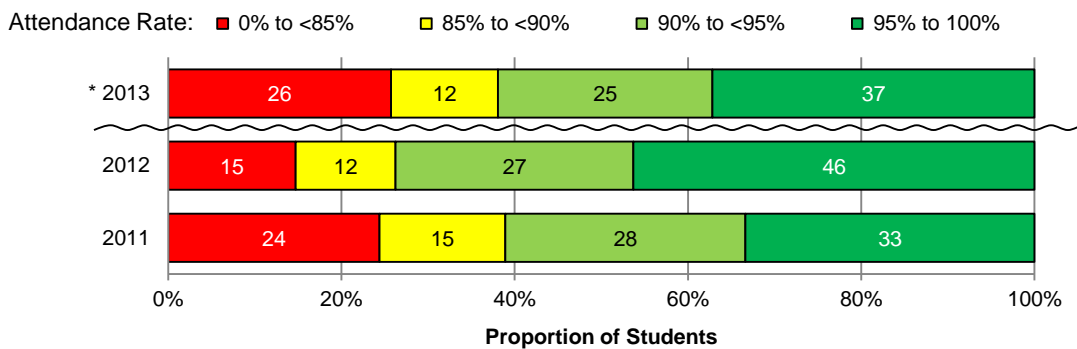The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	87%	87%	90%	89%	89%	89%	91%					
2012	91%	92%	92%	94%	94%	92%	91%					
2013	88%	91%	90%	90%	88%	89%	88%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

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

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.
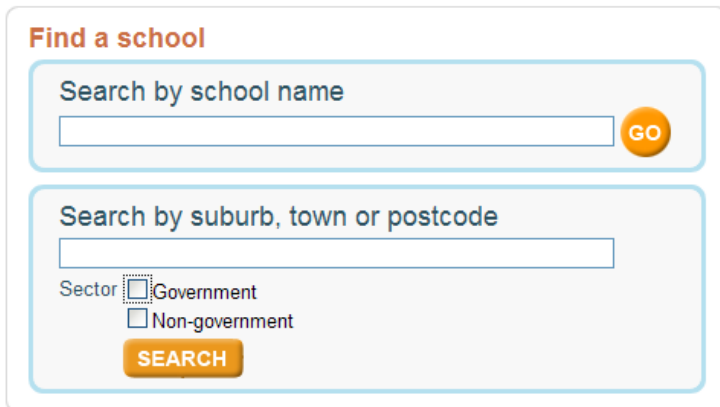
Performance of our students

Description of how non-attendance is managed by the school

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.

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.

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.**

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Tullawong indigenous students continue to improve in their NAPLAN performance. The 2013 Year 3, Year 5 and Year 7 scores in all five tested strands for Reading, Writing, Spelling, Grammar and Punctuation and Numeracy scores were at the National average for Indigenous students. The gap for our students to the actual school average has generally continued to close.

Overall Indigenous student attendance was 89% and measures have been put in place to encourage greater participation.