Tullawong 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

Tullawong State School is a large co-educational Primary School (Prep to Year 6) with approximately 750 students, situated on the northern outskirts of Brisbane approximately 5 minutes from Caboolture. There is a significant commitment from the school to ensure that our students achieve to their potential. Many programs are in place to support and extend our students. All decision-making at Tullawong State School 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 offers students many extra-curricular activities including school band, choir, string ensemble, school camps, student leadership groups, peer mediators and Year 5 and 6 interschool sport. The school curriculum is very child-centred, future-orientated and focuses on providing rich, engaging experiences for all our students at Tullawong.

Our Core Values

We all respect each other

We care about and support each other

We are consistent with our expectations and consequences

We engage students with a curriculum that meets students' needs

Principal's Foreword

Introduction

The Tullawong State School Annual Report for 2016 reflects student, staff and community achievements and goals and also outlines future priorities and directions for the school in 2017.

School Progress towards its goals in 2016

During 2016, we were focussed on:

An engaging curriculum *based on the Australian Curriculum, providing for all students a contextual, challenging and engaging curriculum that provides opportunities for ALL students to learn and experience success.*

TARGETS:

- Improve Year 3 student achievement in NMS in Reading

- Increase the percentage of students above the NMS for Numeracy

- Develop, publish and monitor an individual reading goal for every student

- Increase the percentage of students on Year 3 achieving the Upper 2 Bands for Reading and Numeracy

- Increase the percentage of students in Year 5 achieving the Upper 2 Bands in Reading and Numeracy

PROGRESS MADE:

- Year 3 achievement was similar to the National Minimum Standard in Reading and Numeracy and slight gains were made in the percentage of Year 3 and Year 5 students in the Upper 2 Bands for Reading and Numeracy.

A supportive school environment *utilising the SWPBS (School Wide Positive Behaviour Support) framework to promote positive school-wide behaviours and a learning environment that assists all students to learn.*

TARGETS:

- Reduce suspensions by 20%

- Establish an Indigenous Education Reference Group

- Facilitate at least four Parent forums

- Hold two school/community activities per term

PROGRESS MADE:

- We continue to improve and enhance our Supportive School Environment to promote a school wide culture that assists all students to learn. An Indigenous Education Reference Group was established in 2016 and it met during the year to discuss penitent issues. School/Community activities during 2016 included school discos, Arts performances, parent information sessions and parent forums. All were well supported and appreciated by the school community.

An accessible education through collaborating with school staff and community organisations, provide support and intervention for students and families that foster access to a quality education for ALL students.

TARGETS:

- All identified students supported through appropriate programs including individual curriculum and behaviour plans

- Improve the percentage of Indigenous students in the upper two bands of NAPLAN

- Raise Indigenous student attendance to above 90%

PROGRESS MADE:

- Individual curriculum and behaviour plans were developed for all identified students. These plans were discussed with parents and carers at case meetings.

- We continue to strengthen partnerships with our indigenous families to raise the student attendance to above 90% and their performances in NAPLAN

An organised workplace through adopting systems and practices to uphold consistency, shared agreement and communication strategies that ensure ALL stakeholders are supported to fulfil their roles and responsibilities.

TARGETS:

- Teacher aides trained to support students in the development of literacy and numeracy.

- Increase student attendance to above 90%

- Develop and monitor an individual PDP with a line-manager for all staff

PROGRESS MADE:

- Teacher aides at Tullawong State School were involved in various PD opportunities during the year that addressed targeted needs of our learners. Focus areas included reading and comprehension strategies and numeracy skills.

- Although strategies were put in place to monitor attendance of students we continue to work at improvement in this area. Our official attendance rate in 2016 was 88.0%.

- PDPs were developed with staff as a means of aligning our daily work with our Vision Statement. We continue to refine the process so that it is a meaningful and constructive process for all staff.

Future Outlook

As a result of a School Review early in the year, we have formulated a sharp and narrow focus in two key performance areas of our school. The strategies have been supported by timelines and resources to maximise the effectiveness of the very explicit outcomes we want to achieve as a result of implementing these strategies. Significant milestones will be observed and celebrated as we implement these strategies.

Improvement strategy 1: Build the capacity of staff members to further support the implementation of the school's Responsible Behaviour Plan for Students (RBPS) to ensure whole-school behaviour management processes are consistently implemented across the school.

Improvement strategy 2: Ensure curriculum programs and assessment tasks implemented in classrooms are quality assured to maintain strong alignment to the Australian Curriculum and student achievement standards.

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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	1131	570	561	171	88%
2015*	978	516	462	126	89%
2016	826	433	393	118	88%

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

The Tullawong State School student population has been in decline during the period 2015 – 2016 as a result of new schools opening in the area. Approximately 70 students have diagnosed disabilities and are integrated into mainstream classes across the school. 15% of the student population identify as Aboriginal or Torres Strait Islander descent. A high proportion of Year 6 Tullawong State School students in 2016 enrolled at local State High Schools within the district.

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	24	24	23
Year 4 – Year 7	27	27	26
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 and learning at Tullwong State School in 2016 incorporated:

- English, mathematics, science, geography and history delivered as discrete learning areas, following the Australian Curriculum and school- based programs

- Related tasks incorporating The Arts and Technology

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- Specialist lessons taught by specialist staff in Music, LOTE (Chinese) and Physical Education.

- High expectations of students

- Differentiated pedagogy to suit the level of the students including Individual Curriculum Plans in English and Mathematics for identified students

- Constructive feedback provided to students to help improve learning

Tullawong State School offers a selection of extension programs to support capable and motivated learners in a variety of learning areas.

Co-curricular Activities
A number of programs are offered to students that present the opportunities for them to pursue their individual interests and further develop their own skills and abilities by participating in challenging and interesting activities.

- School Choir

- Student Council

- Student Leadership groups

- School Concert Band

- School Strings ensemble

- Inter and Intra School sport for Year 4-6 students

- Music Workshops – Beginner and Advanced levels

- Parade presentations and contributions

- School Camps and excursions

- Representation at community based events eg, ANZAC Day ceremony

- Student participation in planned and supervised playground activities

- High School transition and University programs

- Early Years Celebrations

- Mid-year and end of year recital evenings

How Information and Communication Technologies are used to Assist Learning
Digital Pedagogy is defined as the convergence of technical skills, pedagogical practices and understanding of curriculum design appropriate for digital learners. Digital Pedagogy used effectively supports, enhances, enables and transforms teaching and learning to provide rich, diverse and flexible learning opportunities for a digital generation.
It provides the basis for engaging students in actively constructing and applying rich learning in purposeful and meaningful ways. Digital Pedagogy enhances opportunities for authentic, contextualised assessment that supports learning in a digital context. The Digital Pedagogy program incorporates contemporary teaching and learning strategies. It features personalised approaches, intellectual rigour and engagement, connectedness to global contexts, supportive and collaborative classroom environments and a clear alignment of curriculum, assessment and reporting to improve outcomes for students.
- All classrooms contain a data projector and sound system
- All teaching staff have access to laptop computers to enhance contemporary teaching methods
- Continued mobile device acquisition program that has seen the increased use of iPads across the campus
A fully networked campus that utilises 100% wireless computing access for students and staff

Social Climate

Overview
Tulllawong State School has high expectations of student behaviour and implements a Responsible Behaviour Plan for Students that supports all students. The school is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong well-being. The implementation of the Positive Behaviour for Learning framework is a central focus in developing consistency of practice across all year levels and across all settings in the school community. As noted earlier in this Report, the implementation and success of this framework is a major agenda for our school in 2017. The school community is supported by a Chaplain who works across the school and its community three days a week. We have close

links with our Adopt-A-Cop, PCYC and local charities and businesses. We provide access for all students to a Brekkie Club every day before school that is well patronized each morning. Local food businesses provide excess stock to us and it is distributed to needy children and their families throughout the day (eg, bakery items, fruit and vegetables).
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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)	82%	86%	83%
this is a good school (S2035)	82%	93%	74%
their child likes being at this school* (S2001)	97%	93%	78%
their child feels safe at this school* (S2002)	87%	93%	78%
their child's learning needs are being met at this school* (S2003)	87%	88%	83%
their child is making good progress at this school* (S2004)	85%	86%	78%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	83%	91%
teachers at this school motivate their child to learn* (S2007)	79%	83%	96%
teachers at this school treat students fairly* (S2008)	74%	85%	86%
they can talk to their child's teachers about their concerns* (S2009)	89%	90%	91%
this school works with them to support their child's learning* (S2010)	90%	87%	87%
this school takes parents' opinions seriously* (S2011)	71%	82%	77%
student behaviour is well managed at this school* (S2012)	59%	66%	55%
this school looks for ways to improve* (S2013)	85%	85%	91%
this school is well maintained* (S2014)	87%	95%	70%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	90%	98%	94%
they like being at their school* (S2036)	89%	97%	89%
they feel safe at their school* (S2037)	74%	97%	82%
their teachers motivate them to learn* (S2038)	92%	100%	95%
their teachers expect them to do their best* (S2039)	96%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	86%	95%	90%
teachers treat students fairly at their school* (S2041)	70%	94%	82%
they can talk to their teachers about their concerns* (S2042)	83%	95%	81%
their school takes students' opinions seriously* (S2043)	65%	93%	78%
student behaviour is well managed at their school* (S2044)	49%	75%	52%
their school looks for ways to improve* (S2045)	84%	97%	93%
their school is well maintained* (S2046)	66%	92%	75%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things* (S2047)	81%	96%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	91%	83%
they feel that their school is a safe place in which to work (S2070)	81%	78%	64%
they receive useful feedback about their work at their school (S2071)	78%	84%	64%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	97%	84%
students are encouraged to do their best at their school (S2072)	95%	96%	91%
students are treated fairly at their school (S2073)	84%	84%	81%
student behaviour is well managed at their school (S2074)	50%	67%	47%
staff are well supported at their school (S2075)	66%	72%	70%
their school takes staff opinions seriously (S2076)	69%	80%	82%
their school looks for ways to improve (S2077)	94%	98%	96%
their school is well maintained (S2078)	89%	91%	81%
their school gives them opportunities to do interesting things (S2079)	81%	82%	79%

* 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

Parents, carers, families and the broader community play a vital role in supporting successful learning outcomes for students at Tullawong State School. At Tullawong we value community partnerships and deliberately and purposefully incorporate a number of strategies and activities which promote community engagement. Parents are viewed as partners and we promote these links through regular and open communication through newsletters, our school website which contains news articles and a calendar of events as well as important school information, and monthly Parent and Citizens' Association meetings. Parents are also regularly invited to attend special events such as our ANZAC day ceremony and town march, our awards assemblies, regular assemblies and our school fundraising events.

We value community collaboration and encourage the presence of our Indigenous elders and adopted Aunts and Uncles at our school events. Parents are also invited to information sessions about curriculum and our improvement agenda and we regularly update our school newsletter with learning tips for parents. We value and acknowledge the work of parents and volunteers as well as giving parents regular opportunities to be informed about and to share in their child's learning and the life of the school through newsletters, assemblies and learning celebrations. Our supportive P&C actively fundraises to build school facilities and enhance school resourcing.

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. This involves a fortnightly focus that is framed around social and emotional learning skills and personal and social capability.
The Friendly Schools classroom resources takes on a strength based approach, designed to improve social and emotional development in areas such as social knowledge and social skills and promoting positive peer relationships and teacher-child 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	437	427	426
Long Suspensions – 6 to 20 days	13	8	4

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Exclusions	3	4	3
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 maybe upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Tullawong State School has increased its consumption of electricity over the last financial year. Increases are evident as a result of air conditioning being installed across the campus during this time. Guidelines around the efficient use of the air conditioning (eg, not used in the cooler months of the year, and units being turned off at the end of the school day) are strategies that have been introduced to manage the increase in electricity consumption . We believe the inconsistencies with the water usage may be due to irregularities with the data recording of water consumed on the school site. The school community is conscious of the environment and has adopted recycling programs with local charity organisations and the Moreton Bay Regional Council.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	145,014	17,003
2014-2015	207,911	8,945
2015-2016	243,991	14,446

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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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.

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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	60	56	6
Full-time Equivalents	58	31	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	9
Graduate Diploma etc.**	4
Bachelor degree	39
Diploma	7
Certificate	1

*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 were $38 266

The major professional development initiatives are as follows:

- School visioning
- YuMi Deadly Maths
- Reading Strategies
- Subscription to Positive Behaviour Management online tool and resource bank.

The proportion of the teaching staff involved in professional development activities during 2016 was 89%.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
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, 86% of staff was retained by the school for the entire 2016.

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 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	86%	83%

*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.

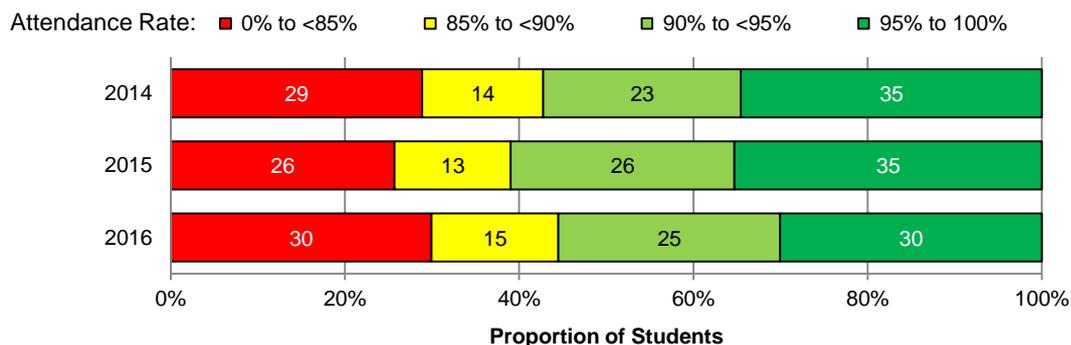The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	88%	88%	88%	90%	89%	90%	87%	87%					
2015	91%	88%	88%	87%	91%	89%	88%						
2016	89%	90%	87%	88%	85%	89%	89%						

*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:

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	29	14	23	35
2015	26	13	26	35
2016	30	15	25	30

Proportion of Students

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.

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.

Students' attendance is tracked by rolls that are marked twice a day – at 8:30am and again at 1:40pm. Students leaving school before the official end of the day or arriving late to school are required to register at the office and rolls are amended to reflect an early departure or a late arrival.

In 2016, an attendance management strategy was introduced that involves the sending of text messages to parents or carers when their child or children are absent from school without explanation. Follow up on unexplained absences is undertaken and a member of the administration team phones parents and carers to discuss an unexplained absence and offers support or strategies to assist the family work with the school to improve attendance. Early data collation demonstrates that this strategy is meeting with some success in improving student attendance across the school.
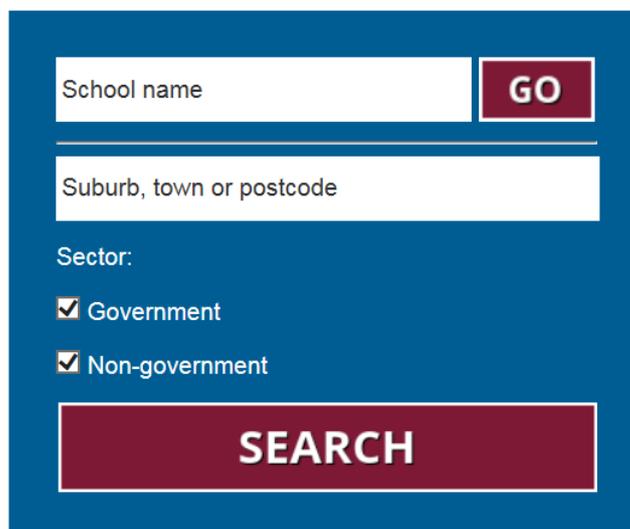
Regular attendance is encouraged and acknowledged through promotion in the school newsletter, on assemblies and in classrooms.

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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.**

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 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.

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