



Tullawong State School

# ANNUAL REPORT 2018

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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## School Overview

Tullawong State School is a large co-educational Primary School (Prep to Year 6) with approximately 615 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. Tullawong offers students many extra-curricular activities including school band, choir, string ensemble, school camps, student leadership groups, peer mediators and 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 are:

- 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 2018 reflects student, staff and community achievements and goals and outlines future priorities and directions for the school in 2019.

### School Progress towards its goals in 2018

Strategies:

**Successful Learners** - *Strong foundations for lifelong learning and global citizenship. Creative thinkers shaped by inspiring and challenging learning experiences*

- Alignment of school units to ACARA and C2C is explicit
- Redesign Intervention program with a focus on Social-emotional Learning
- Continue implementation of the new TSS Reading program, 'READING THE KEY TO EVERYONE'S FUTURE'
- Indigenous focus through YUMI Deadly Maths, IEALD and Indigenous playgroup
- Early Start
- Success plan with learning goals for all students developed to set, monitor and review progress embedded with resourcing to support implementation.
- Process for recording and monitoring differentiated programs for students
- Whole school data plan
- Embed lesson learning goals and success criteria (WALT and WILF) as standard practice
- Engage staff in review of school behaviour management strategies and implement revised PBL action plan following Priority School Review by SIU.

**Great People** - *Skilled and committed teachers focused on each students' learning and achievement*

- Develop role and responsibility statements for each staff member
- Create expert teaching teams with increased autonomy to access resources and implement targeted strategies.
- ASOT lesson design unpacked and implemented through Gradual Release of Responsibility (GRR)
- Develop and implement a distributed leadership model to enable more input into decision-making and collegial collaboration
- Implement performance development plans (PDP) for all staff that facilitates observation, assessment and feedback using Australian Professional Standards for Teachers and aligned to the Explicit Improvement Agenda.
- Embed coaching and mentoring practices
- Provision of quality feedback
- Continue with Senior Leadership team (SLT) visiting classrooms working with teachers and providing quality feedback
- Continue focus on teachers working with teachers and members of the leadership team to improve performance
- Annual process for systematically allocating time for collegial visits, planning and review processes.
- Develop and implement a staff recognition and reward system

**High Standards** - *Performance information and evidence focused on improving services Quality standards and regulation. Safe and inclusive learning and working environments*

- Implement PBL Action plan to support consistency of strategies and expectations across the school
- Ensure rigorous tracking and follow up of student attendance data
- Continue to Close the Gap for Indigenous students utilising whole of school intervention practices
- Work collaboratively within and across schools using inquiry cycles to improve student outcome.
- Use data walls to track and reward high performance
- Create a whole school data plan that enables regular and systematic interrogation of performance data and maintains a focus on accountability
- Review the impact on student outcomes using evidence
- Scale up and share successful practice.

**Engaged Partners** - *Parents and carers involved in their child's learning and development Students, parents and the community involved in school decision making*

- Work collaboratively with Tullawong State high to develop local learning community
- Continually review communication strategies to ensure all stakeholders have timely access to relevant information
- Work collaboratively with Tullawong SHS to support transition to high school
- Develop Agreements with feeder kindergartens focussing on mutual benefits through the Kindy Links program
- Continue driving Every Day Counts with school community
- Continue Indigenous playgroup and explore possibility of introducing one for mainstream
- Promote school achievements to school community utilising a range of strategies including new technologies such as QSchools and Facebook
- Use interagency resources to support student needs
- Explore the possibility of becoming an Independent Public School

## Future Outlook

FOCUS AREA	KEY STRATEGIES	OUTCOMES
<p><b>Successful Learners</b> Strong foundations for lifelong learning and global citizenship Creative thinkers shaped by inspiring and challenging learning experiences Improved outcomes for all students Successful transitions to further learning and work</p>	<ul style="list-style-type: none"> <li>Alignment of school units to ACARA and C2C is explicit</li> <li>Redesign Intervention program with a focus on Social-emotional Learning</li> <li>Continue implementation of the new TSS Reading program, 'READING THE KEY TO EVERYONE'S FUTURE'</li> <li>Indigenous focus through YUMI Deadly Maths, IEALD and Indigenous playgroup</li> <li>Early Start</li> <li>Success plan with learning goals for all students developed to set, monitor and review progress embedded with resourcing to support implementation.</li> <li>Process for recording and monitoring differentiated programs for students</li> <li>Whole school data plan</li> <li>Embed lesson learning goals and success criteria (WALT and WILF) as standard practice</li> <li>Engage staff in review of school behaviour management strategies and implement revised PBL action plan following Priority School Review by SIU.</li> </ul>	<ul style="list-style-type: none"> <li>Semester 1, ENG, Maths, HAS implementation and trial Science in Yrs 4 &amp; 5</li> <li>Semester 2, Science Implementation</li> <li>New intervention model introduced</li> <li>Staff engaged in YUMI maths PD and are able to demonstrate implementation in classes</li> <li>Teachers using Early Start</li> <li>Whole school data plan developed, understood and aligned for regular data cycle for review and planning</li> <li>Staff accessing centralised student data to support detailed analysis for forward planning</li> <li>All staff engaged in ICT PD for ICT</li> <li>Improve percentage of students above NMS for reading</li> <li>Increase the percentage of students above the NMS for Numeracy</li> <li>Or have an evidence-based learning plan in place to address their specific learning needs</li> <li>Increase the percentage of students on Year 3 achieving the Upper 2 Bands for Reading and Numeracy</li> <li>Increase the percentage of students in Year 5 achieving the Upper 2 Bands in Reading and Numeracy</li> <li>100% of 'red-zone' students supported through appropriate programs including IBSP, ICP, ESFP</li> </ul>
<p><b>Great People</b> Skilled and committed teachers focused on each students' learning and achievement</p>	<ul style="list-style-type: none"> <li>Develop role and responsibility statements for each staff member</li> <li>Create expert teaching teams with increased autonomy to access resources and implement targeted strategies.</li> <li>ASOT lesson design unpacked and implemented through Gradual Release of Responsibility (GRR)</li> <li>Develop and implement a distributed leadership model to enable more input into decision-making and collegial collaboration</li> <li>Implement performance development plans (PDP) for all staff that facilitates observation, assessment and feedback using Australian Professional Standards for Teachers and aligned to the Explicit Improvement Agenda.</li> <li>Embed coaching and mentoring practices</li> <li>Provision of quality feedback</li> <li>Continue with Senior Leadership team (SLT) visiting classrooms working with teachers and providing quality feedback</li> <li>Continue focus on teachers working with teachers and members of the leadership team to improve performance</li> <li>Annual process for systematically allocating time for collegial visits, planning and review processes.</li> <li>Develop and implement a staff recognition and reward system</li> </ul>	<ul style="list-style-type: none"> <li>Roles and responsibilities published for all staff</li> <li>Four staff trained as Advanced Classroom Profilers</li> <li>Classroom profiling embedded as part of the school annual planning and review cycle.</li> <li>Team Leader model implemented and reviewed</li> <li>ASOT embedded as part of lesson observation and feedback process</li> <li>LCC agreement in place for lesson observation and feedback process</li> <li>Evidence of impact from observation and feedback shown through data reports</li> <li>Timetable of class visits published</li> <li>List of success stories published</li> </ul>
<p><b>High Standards</b> Performance information and evidence focused on improving services Quality standards and safe and inclusive learning and working environments</p>	<ul style="list-style-type: none"> <li>Implement PBL Action plan to support consistency of strategies and expectations across the school</li> <li>Ensure rigorous tracking and follow up of student attendance data</li> <li>Continue to Close the Gap for Indigenous students utilising whole of school intervention practices</li> <li>Work collaboratively within and across schools using inquiry cycles to improve student outcome.</li> <li>Use data walls to track and reward high performance</li> <li>Create a whole school data plan that enables regular and systematic interrogation of performance data and maintains a focus on accountability</li> <li>Review the impact on student outcomes using evidence.</li> <li>Scale up and share successful practice.</li> </ul>	<ul style="list-style-type: none"> <li>Revised PBL artefacts and school organisational model embedded across the school</li> <li>New model to replace Gold Pass operationalised</li> <li>Class teachers using data reports to analyse class and year level BM data</li> <li>Staff trained to deliver ESCM to others within the school</li> <li>10% reduction in Major incidents and SDAs</li> <li>15% reduction in minor referrals</li> <li>20% increase in documented positive communication with families</li> <li>Attendance above 90%</li> </ul>
<p><b>Engaged Partners</b> Parents and carers involved in their child's learning and development Students, parents and the community involved in school decision making</p>	<ul style="list-style-type: none"> <li>Work collaboratively with Tullawong State high to develop local learning community</li> <li>Continually review communication strategies to ensure all stakeholders have timely access to relevant information</li> <li>Work collaboratively with Tullawong SHS to support transition to high school</li> <li>Develop Agreements with feeder kindergartens focussing on mutual benefits through the Kindy Links program</li> <li>Continue driving Every Day Counts with school community</li> <li>Continue Indigenous playgroup and explore possibility of introducing one for mainstream</li> <li>Promote school achievements to school community utilising a range of strategies including new technologies such as QSchools and Facebook</li> <li>Use interagency resources to support student needs</li> <li>Explore the possibility of becoming an Independent Public School</li> </ul>	<ul style="list-style-type: none"> <li>SOS indicates a satisfaction at or above like schools.</li> <li>Increased number of documented programs with Tullawong SHS</li> <li>Increase traffic on Facebook page</li> <li>Increased participation in playgroups</li> <li>Increased engagement of parents and community in school events and activities</li> <li>Proposal to become an IPS tabled and discussed.</li> </ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2018:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2016</b>	826	433	393	118	88%
<b>2017</b>	756	381	375	138	90%
<b>2018</b>	699	346	353	133	96%

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

In 2018, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

The Tullawong State School student population has been in decline during the period 2017 – 2018 because of new schools opening in the area. Approximately 60 students have diagnosed disabilities and are integrated into mainstream classes across the school. 19% of the student population identify as Aboriginal or Torres Strait Islander descent. A high proportion of Year 6 Tullawong State School students in 2018 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	2016	2017	2018
Prep – Year 3	23	22	23
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Teaching and learning at Tullawong State School in 2018 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
- Specialist lessons taught by specialist staff in Music, LOTE (Chinese) and Physical Education.
- High expectations of students as promoted through the whole school implementation of Positive Behaviour for Learning
- 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 through all year levels.

A fully networked campus that utilises 100% wireless computing access for students and staff is operational.

## **Social Climate**

### **Overview**

Tullawong 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 continuing implementation and success of this framework is a major agenda for our school in 2019. 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 patronised 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, fresh fruit and vegetables). In 2018, the school also offered on-site psychologist service to families.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2016	2017	2018
My child likes being at this school.	78.3	86.7	94.4
My child feels safe at this school.	78.3	86.7	86.1
My child's learning needs are being met at this school.	82.6	96.7	88.9
My child is making good progress at this school.	78.3	93.3	86.1
Teachers at this school expect my child to do his or her best.	100.0	100.0	97.2
Teachers at this school provide my child with useful feedback about his or her school work.	91.3	86.2	91.7
Teachers at this school motivate my child to learn.	95.7	90.0	86.1
Teachers at this school treat students fairly.	86.4	79.3	72.2
I can talk to my child's teachers about my concerns.	90.9	90.0	83.3
This school works with me to support my child's learning.	87.0	89.7	80.6
This school takes parents' opinions seriously.	77.3	85.7	67.6
Student behaviour is well managed at this school.	54.5	56.7	58.3
This school looks for ways to improve.	90.9	85.7	77.1
This school is well maintained.	69.6	90.0	86.1
This school gives my child opportunities to do interesting things.	78.3	82.8	77.8
My child is getting a good education at this school.	82.6	90.0	88.9
My child's English skills are being developed at this school.	87.0	93.3	83.3
My child's Mathematics skills are being developed at this school.	81.8	93.1	88.9
I understand how my child is assessed at this school.	78.3	86.2	83.3
I understand how computers and other technologies are used at this school to enhance my child's learning.	73.9	89.7	86.1
Teachers at this school are interested in my child's wellbeing.	87.0	86.2	77.8
Staff at this school are approachable.	91.3	86.2	80.6
Staff at this school are responsive to my enquiries.	81.0	92.9	75.0
This school asks for my input.	81.8	66.7	61.1
This school keeps me well informed.	78.3	66.7	75.0
This school encourages me to take an active role in my child's education.	82.6	73.3	77.8
This school encourages me to participate in school activities.	69.6	73.3	80.6
This school provides me with useful feedback about my child's progress.	82.6	63.3	80.6
This school provides useful information online.	77.3	64.3	75.0
This school is environmentally friendly.	77.3	78.6	80.0
This school is well organised.	63.6	60.0	69.4
This school has a strong sense of community.	77.3	73.3	83.3
This school celebrates student achievements.	77.3	96.7	80.6
I would recommend this school to others.	78.3	76.7	80.0
This is a good school.	73.9	86.7	80.0

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2016	2017	2018
I like being at my school.	89.0	89.8	91.5
I feel safe at my school.	81.7	88.2	83.6
My teachers motivate me to learn.	95.3	93.3	91.5
My teachers expect me to do my best.	99.2	99.1	95.7
My teachers provide me with useful feedback about my school work.	90.3	94.0	92.2
Teachers at my school treat students fairly.	81.5	85.7	79.5
I can talk to my teachers about my concerns.	81.0	82.2	82.1
My school takes students' opinions seriously.	78.4	78.2	70.1
Student behaviour is well managed at my school.	52.0	52.1	68.4
My school looks for ways to improve.	92.9	94.0	90.4
My school is well maintained.	75.2	82.4	84.2
My school gives me opportunities to do interesting things.	87.5	86.3	90.5
I am getting a good education at my school.	93.8	88.3	93.1
My English skills are being developed at my school.	92.9	89.9	85.6
My Maths skills are being developed at my school.	93.7	90.0	82.9
I understand how I am assessed at my school.	91.7	89.1	86.8
I can access computers and other technologies at my school for learning.	89.1	93.3	94.0
I am encouraged to use computers and other technologies at my school for learning.	79.5	78.0	83.6
I use computers and other technologies at my school for learning.	88.5	89.1	89.7
I enjoy using computers and other technologies at my school for learning.	92.2	95.0	92.2
I feel accepted by other students at my school.	69.9	77.6	70.9
My schoolwork challenges me to think.	96.1	91.5	93.2
My teachers challenge me to think.	93.8	92.2	97.5
My teachers encourage me to do my best.	98.4	95.8	94.0
My teachers clearly explain what is required in my school work.	93.8	94.2	92.4
My teachers help me with my school work when I need it.	95.3	88.9	89.8
My teachers use a variety of resources to help me learn.	93.0	92.4	92.3
My teachers care about me.	92.1	88.8	86.0
My school encourages me to participate in school activities.	92.1	96.6	91.5
My school encourages me to be a good community member.	92.2	93.3	92.1
My school celebrates student achievements.	93.0	91.5	90.6
I would recommend my school to others.	80.0	85.5	84.6
This is a good school.	79.2	81.4	85.1



## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2016	2017	2018
I enjoy working at this school.	83.0	88.5	97.8
I feel this school is a safe place in which to work.	63.8	72.1	80.0
I receive useful feedback about my work at this school.	63.8	82.0	84.8
Students are encouraged to do their best at this school.	91.5	96.7	97.8
Students are treated fairly at this school.	80.9	78.7	82.6
Student behaviour is well managed at this school.	46.8	44.3	56.5
Staff are well supported at this school.	70.2	73.3	80.4
This school takes staff opinions seriously.	81.8	81.7	81.8
This school looks for ways to improve.	95.7	95.1	93.3
This school is well maintained.	80.9	85.2	97.8
This school gives me opportunities to do interesting things.	78.7	88.3	87.0
Students with a disability are well supported at my school.	91.5	93.1	97.8
My school has an inclusive culture where diversity is valued and respected.	NA	98.3	88.9
People are treated fairly and consistently at my school.	NA	72.1	77.8
My school is well managed.	NA	82.0	80.0
I am confident that poor performance will be appropriately addressed in my school.	NA	75.4	75.6
I have choice in deciding how to do my job.	NA	90.0	93.3
I have the authority necessary to do my job effectively.	NA	95.1	91.1
My school inspires me to do the best in my job.	NA	90.2	91.1
My school encourages me to take responsibility for my work.	100.0	98.4	97.8
My school encourages me to undertake leadership roles.	75.6	87.5	81.4
My school encourages coaching and mentoring activities.	68.9	83.9	93.0
I am satisfied with the opportunities available for career development.	NA	87.7	88.6
I have access to quality professional development.	78.7	85.0	86.7
Staff at my school are actively involved in Developing Performance discussions.	NA	83.1	83.3
I can access necessary information and communication technologies to do my job at my school.	78.7	90.2	93.3
Information and communication equipment is well maintained at my school.	70.2	73.8	90.9
My school provides useful information online.	85.1	94.9	95.5
My school keeps me well informed about things that are important to my work.	74.5	88.1	88.6
There is good communication between all staff at my school.	61.7	65.6	68.2
Staff at my school work as a team to deliver improved outcomes.	NA	85.0	88.6
I feel that staff morale is positive at my school.	53.2	60.7	68.2
Staff at my school are interested in my wellbeing.	93.5	95.0	90.9
The wellbeing of employees is a priority for my school.	NA	78.3	79.5
I can cope with the pressures of my workload.	NA	90.0	90.9
I am aware of occupational health and safety procedures at my school.	91.5	100.0	90.9
I am proud to tell others I work for my school.	NA	83.3	86.4
My work has a direct positive impact on the community.	NA	90.9	90.7
I feel a strong personal connection to my school.	NA	89.8	90.9
I am satisfied with my job at my school.	NA	88.3	93.2
I would recommend my school as a good place to work.	66.0	76.7	75.0
This is a good school.	70.2	80.0	77.3
My school has taken action as a result of last year's School Opinion Survey.	NA	84.8	89.2
The last week of a school term is generally as productive as the rest of the term.	NA	80.3	70.5

## 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 that 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. There is also a community Coffee Shop called 'Swoop Café' that serves the school community.

## Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The programs focus on personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. We strive to build a culture that seeks to prevent gender-based violence, through the building of respectful 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	2016	2017	2018
Short Suspensions – 1 to 10 days	426	363	279
Long Suspensions – 11 to 20 days	4	5	5
Exclusions	3	1	1
Cancellations of Enrolment	0	0	0

## 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 because 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
2015-2016	243,991	14,446
2016-2017	252,699	8,666
2013-2018	227,627	2,562

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 agree 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	52	38	4
Full-time Equivalents	50.7	27.1	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	4

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	38
Diploma	4
Certificate	0

\*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 2018 were \$65 568.

The major professional development initiatives are as follows:

- Reading programs
- Social and Emotional programs
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2018.

## Performance of Our Students

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2016	2017	2018
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	85%	85%

\*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 2018 for all Queensland Primary schools was 93%.

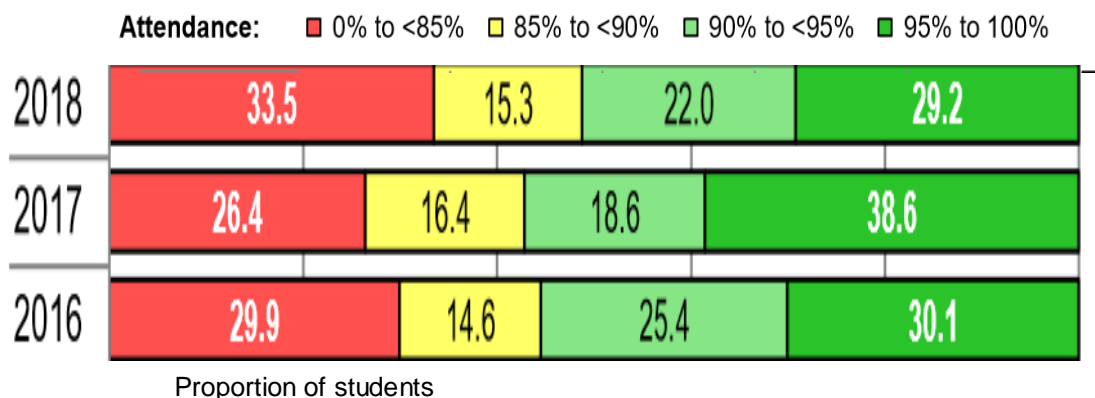
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2016	89%	90%	87%	88%	85%	89%	89%						
2017	91%	88%	91%	90%	87%	85%	90%						
2018	86%	86%	87%	89%	90%	86%	87%						

\*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 Department of Education 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.

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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.

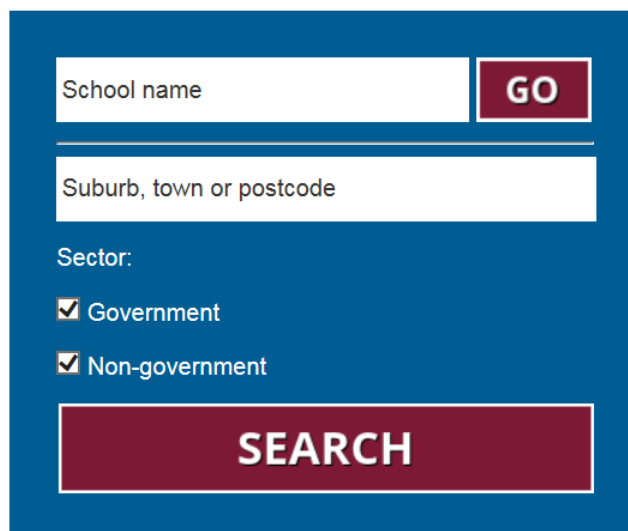
Regular attendance is encouraged and acknowledged through promotion in the school newsletter, on assemblies and in classrooms.

## 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.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.