

Tullawong State School (1994)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

The Tullawong State School Annual Report for 2012 reflects student, staff and community achievements and goals and also outlines future priorities and directions for Tullawong in 2013. 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 1170 students. It offers all students a quality education program aimed at maximising student potential and achieving the best educational outcomes for all students. In 2012 our school indigenous population was approximately 11% of the total school population. There has also been an increase in the enrolments of students supported in the Special Education Program.

During 2012 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 Camps.
- Due to increasing enrolment the implementation of the Enrolment Management Plan became necessary
- The implementation of a School Environmental Management Program
- The establishment of a School Gifted and Talented Program provided additional support for our children

School progress towards its goals in 2012

2012 Priorities	Achievements
Implementation of ACARA: Maths, English and Science	The school staff successfully implemented the Australian Curriculum in Mathematics, English and Science. The 2012 Teaching and learning Audit confirmed that the majority of staff had undertaken this important work in a professional manner.

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Quality Teaching and Learning	<ul style="list-style-type: none"> • 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, Numeracy and Science coaches were used to support the growth of teacher skills, knowledge and classroom pedagogy • Jolly Phonics –full implementation of a common approach to teaching phonics in P – 1 and students at risk in year 2 • Class data was used by teachers to inform teaching goals for students • Developed and implemented Higher Order Thinking Skills through enrichment programs • Increased parent knowledge and awareness of literacy and numeracy initiatives through the offering of parent workshops in reading • Implementation of our school literacy and numeracy action plan • Teacher Aides were provided with professional development to support the teaching of reading in the classrooms
NAPLAN – improved literacy and numeracy results	<ul style="list-style-type: none"> • NAPLAN - whilst results are not at National average they are showing growth across most areas.
Effective strategies to support Closing the Gap	<ul style="list-style-type: none"> • Indigenous students' literacy and numeracy results were tracked and additional support was provided. • Implemented indigenous perspectives in ACARA/C2Cs English, Maths and Science units • Student attendance was also closely monitored
Developing Performance Framework Action Plan with a focus on continuous improvement of all staff	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The school implemented a rigorous process that supported teachers to analysed

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Future outlook

2013 PRIORITIES

- IMPLEMENTATION OF ACARA: HISTORY, MATHEMATICS, ENGLISH AND SCIENCE
- IMPROVE LITERACY AND NUMERACY NAPLAN RESULTS
- EFFECTIVE PROGRAMS AND STRATEGIES FOR CLOSING THE GAP
- THE PURPOSEFUL USE OF DATA TO DRIVE DIFFERENTIATED CLASSROOM PRACTICE
- IMPROVE STUDENT ATTENDANCE RATES AND REDUCE UNEXPLAINED ABSENCES
- DEVELOP AND IMPLEMENT THE PEDAGOGICAL FRAMEWORK BASED ON THE ART AND SCIENCE OF TEACHING FOR WHOLE SCHOOL IMPROVEMENT OF QUALITY TEACHING AND LEARNING
- DEVELOP AN ACTION PLAN WITH TULLAWONG STATE HIGH SCHOOL FOR YEAR 7 TRANSITION TO HIGH SCHOOL IN 2015
- CONDUCT THE QUADRENNIAL SCHOOL REVIEW
- PROVIDE OPPORTUNITIES FOR MORE PARENT INVOLVEMENT IN SCHOOL AND CLASSROOM ACTIVITIES
- IMPROVE STUDENT BEHAVIOUR AND STAFF MANAGEMENT OF STUDENT BEHAVIOUR AS THE TULLAWONG WAY

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1114	565	549	88%
2011	1156	580	576	90%
2012	1103	553	550	88%

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 115 of our total student population are students with a disability, with all students integrated into mainstream classes. 11% of all students are Aboriginal or Torres Straight Islander descent. Approximately 91% of year 7 students at Tullawong State School attended State High Schools within the local district. The school has introduced an Enrolment Management Plan with a defined local catchment area to best cater for increased enrolments.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	25	24	24
Year 4 – Year 10	27	29	25
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	390	354	236
Long Suspensions - 6 to 20 days	36	62	35
Exclusions	0	1	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

In 2012, all teachers taught the Australian Curriculum in English, Mathematics and Science through Curriculum to Classroom (C2C) resources.

The school program in SOSE was used by all teachers. Teachers will implement the Australian Curriculum in History in 2013.

All other curriculum areas were taught through school based programs.

Teachers collaboratively planned with the Head of Curriculum supported by the Literacy and Numeracy Coaches, Special Education Teachers and Learning Support Teachers, resulting in the achievement of quality learning outcomes for all students.

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.

Extra- Curricular Activities 2012:

- School Choirs – Senior & Junior
- Student Council
- Student Leadership Group(s)
- School Concert Band
- School Strings Ensemble
- Inter & Intra School Sport (Yr 5-7)
- Talent Quests
- Music Workshops (Beginners and Advanced)
- Playground Pals
- Parade Presentations
- School Camps/Excursions
- Special communit events such as Anzac Day March/Ceremonies
- Student Participation in a Games Activities Centre at both breaks in the School Hall

Our school at a glance

- Opportunities for student leadership through Library Monitors
- Gifted & Talented Student Groups
- High School Transition Program
- Under 8 Activity Day with High School Students assisting
- School Leaders Conference
- 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 cameras are provided one per two classes
- 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/carer 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 school employs a fulltime Student Support Teacher to assist with Behaviour Management
- A whole school approach to social and emotional development of students through the implementation of the, 'You Can Do It' program
- Social Skills program implemented
- A large percentage of children attend the Life Education Program
- Supportive Play Rooms used at Break times
- Playground Pals (students), used in playground to support P-3 students

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

Our school at a glance

Parent, student and staff satisfaction with the school

Satisfaction data of parents, students and staff have shown significant improvement since 2011.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	93.3%
this is a good school	93.5%
their child likes being at this school*	90.3%
their child feels safe at this school*	90.3%
their child's learning needs are being met at this school*	87.1%
their child is making good progress at this school*	93.1%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	80.0%
teachers at this school motivate their child to learn*	93.1%
teachers at this school treat students fairly*	86.2%
they can talk to their child's teachers about their concerns*	87.1%
this school works with them to support their child's learning*	85.7%
this school takes parents' opinions seriously*	85.7%
student behaviour is well managed at this school*	73.3%
this school looks for ways to improve*	96.7%
this school is well maintained*	96.8%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	85.7%
they like being at their school*	83.9%
they feel safe at their school*	91.7%
their teachers motivate them to learn*	87.3%
their teachers expect them to do their best*	95.0%
their teachers provide them with useful feedback about their school work*	87.4%
teachers treat students fairly at their school*	76.5%

Our school at a glance

they can talk to their teachers about their concerns*	72.6%
their school takes students' opinions seriously*	79.8%
student behaviour is well managed at their school*	76.5%
their school looks for ways to improve*	89.9%
their school is well maintained*	88.0%
their school gives them opportunities to do interesting things*	92.4%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	84.7%
with the individual staff morale items	92.1%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for 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:

- Grandma help with Cooking Program
- More involvement and support at P&C Meetings
- Involvement in Travel Smart Program
- Parents are involved more in the Junior School (on special days), and help with Reading and Art
- Canteen helping in the Hall/volunteering
- P&C Association
- A very successful Fete
- Classroom helping/ Tuckshop/Uniform Shop volunteering
- Attendance at Parades
- Special events e.g. under 8's week (etc)
- School Discos
- Support for students at Sporting Events has increased
- Through the support of the Early Childhood Developmental Program (ECDP) for students with disabilities the school is able to run a weekly parent group where parents and carers are able to share their concerns, fears, joys and successes with others that are going through the grief of discovering their child has a disability. 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2011- 2012 the school has reduced its use of electricity and water. We also introduced a comprehensive SEMP Plan.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	221,432	2,623
2010-2011	265,671	5,310
2011-2012	238,424	3,029

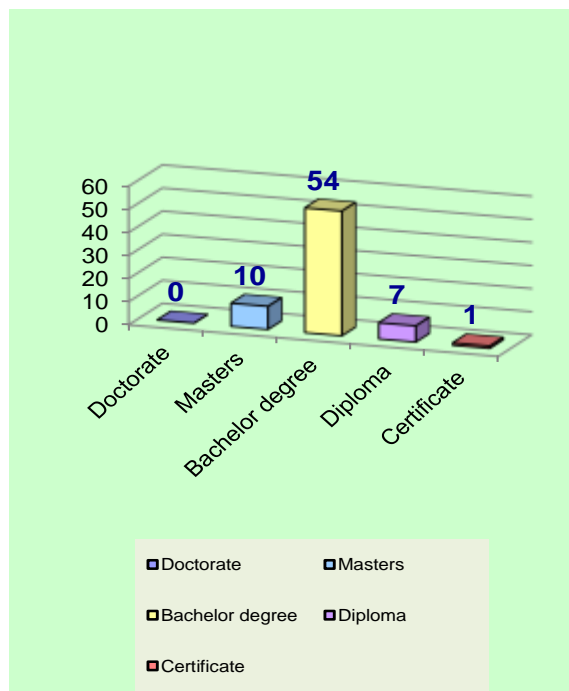
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	80	39	<5
Full-time equivalents	71.2	24.1	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Bachelor degree	54
Diploma	7
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$20 525.

The major professional development initiatives are as follows:

1. Reading Comprehension
2. First Steps Mathematics and C2C alignment
3. Behaviour Restorative Practices
4. Differentiation and Special Needs

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.5%	95.3%	95.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87.9% of staff was retained by the school for the entire 2012 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

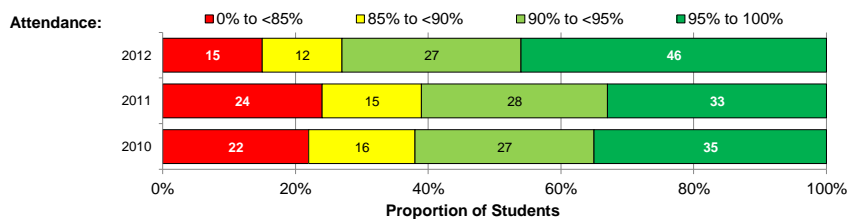
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	88%	90%	91%	91%	90%	91%	91%					
2011	87%	87%	90%	89%	89%	89%	91%					
2012	91%	92%	92%	94%	94%	92%	91%					

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 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.

Performance of our students

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/>.

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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

Year 3 Indigenous students performed exceptionally well in 2012 and their mean scores were all within six points or better of the State average difference.

Year 5 scores were generally below State performance and Year 7 were generally better than the State performance.