

Tullawong State School

Queensland State School Reporting

2014 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 Steven Vincent – Principal

Principal's foreword

Introduction

The Tullawong State School Annual Report for 2014 reflects student, staff and community achievements and goals and also outlines future priorities and directions for the school in 2015. 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 is a large primary school catering for students from Prep to Year 6. During 2014, we had a student enrolment of 1131. We offer all students a quality education program aimed at maximizing student potential and achieving the best educational outcomes for all students. During 2014, an Indigenous enrolment of approximately 17% of the entire student population attended our school. A similar percentage of students supported by the Special Education Program - was attained in 2014.

School progress towards its goals in 2014

2014 Priorities	Achievements
<ul style="list-style-type: none"> Implement the Australian Curriculum Key literacy and numeracy improvement strategies Differentiation strategies including ILP's for identified students 	<p>English, Mathematics, Science and History were embedded in our curriculum.</p> <p>Geography was implemented in Semester Two, 2014.</p> <p><u>Literacy Priority</u></p> <p><i>A balanced reading program</i></p> <ul style="list-style-type: none"> Developed a shared understanding and pedagogical practice of reading procedures i.e. <i>Modelled Reading, Shared Reading and Guided Reading</i> Aligned reading framework to <i>Gradual Release of Responsibility Model</i> Embedded aspects of reading ie: <i>Broad and Deep Vocabulary (STRIVE), Active comprehension Strategies</i> Continued the use of a variety of teaching processes and resources that supported the development of the literacy skill of <i>inference</i> Embedded active comprehension strategies into the reading procedures and tracked student progress through pre and post testing

	<ul style="list-style-type: none"> Utilised the reading procedures as a focus for Instructional Leadership that built teacher capacity through observation and feedback <p><i>A balanced writing program</i></p> <ul style="list-style-type: none"> Conducted inservice to all staff on Writing process Provided opportunities for staff to share best practice examples with colleagues Aligned writing pedagogy to Gradual Release of Responsibility Model <p><u>Numeracy Priority</u></p> <ul style="list-style-type: none"> Ongoing development of <i>Numeracy Rich Routines</i> that addressed key aspects of number as identified through NAPLAN and internal data sources including PAT M. Introduced a range and balance of assessment tools (formative and summative) to support quality teaching and reporting. <p><u>Upper 2 Bands Priority</u></p> <ul style="list-style-type: none"> Implementation of Great Results Plan that included strategies and extension opportunities for more capable students Implemented strategies and programs that catered for the ability levels and optimal learning for these students (differentiated teaching, Upper 2 Band Maths Project, Tullawong Young Achievers Program) <p><u>Moderation</u></p> <ul style="list-style-type: none"> Developed opportunity for internal moderation processes ensuring sound assessment practice <p><u>Professional Learning Community (PLC) Priority</u></p> <ul style="list-style-type: none"> Engaged in quality professional development and professional sharing via TLCs. <p><u>NAPLAN Strategy</u></p> <ul style="list-style-type: none"> Completed a thorough interrogation of NAPLAN data - 2012 / 2013 in preparation for 2014 NAPLAN Implemented NAPLAN Set 4 Success strategy with a focus on improving Reading and Numeracy
<ul style="list-style-type: none"> Implement performance reviews for all staff (eg. DPF) Learning and Wellbeing Framework 	<p><u>Developing Performance Framework</u></p> <p>Developed the DPF with all staff (teaching and non-teaching) ensuring an alignment to school improvement priorities and individual needs.</p> <p>Teaching staff Performance Plans aligned with AITSL: National Professional Standards for Teachers</p>
<ul style="list-style-type: none"> Develop and enact a pedagogical framework based on ASOT or other approved framework 	<p><u>ASOT</u></p> <ul style="list-style-type: none"> Further developed, refined and implemented an overarching Curriculum Framework based on ASOT Established Tullawong Learning Communities (TLC) to embed key learnings
<ul style="list-style-type: none"> Getting Ready For Secondary School Parent and Community Engagement Framework 	<p><u>Flying Start initiative</u></p> <ul style="list-style-type: none"> Liaised with feeder Secondary Schools Developed a communication strategy with community regarding relevant changes

	<ul style="list-style-type: none"> Continued the development of strategies concerning staffing and resource allocations for primary and secondary settings <p><u>Parent and Community Engagement Strategy</u></p> <ul style="list-style-type: none"> Utilised multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and letter Provided programs and opportunities for parents to build their capacity to support their child's learning Implemented the Action Plan focusing on supporting relationships and development of staff and parents from feeder Kindergartens
<ul style="list-style-type: none"> T&L Audit priorities Discipline Audit priorities Opinion Survey priorities 	<p><u>Curriculum Teaching and Learning/ Discipline Audit</u></p> <ul style="list-style-type: none"> Implemented recommendations from audit with a focus on building staff capacity <p><u>Opinion Survey Priorities</u></p> <ul style="list-style-type: none"> Focused on staff well-being Further development of supportive School environment through SWPBS

Future outlook

- Priority 1. Reading**
 Strategy: Intervention programs delivered in all Prep to Year 6 classrooms. Additional support provided through the Hub and Teacher Aide support at Reading Groups. Embedded Tullawong Reading Program.
- Priority 2. Writing**
 Strategy: Intervention programs delivered in all Prep to Year 6 classrooms. Additional support provided through the Hub and Teacher Aide support. Extension groups and before school groups run for identified students.
- Priority 3. Vocabulary**
 Strategy: Introduce the Vocabulary Strategy STRIVE.
- Priority 4. Numeracy**
 Strategy: Introduce Maths Warm-Ups to support the development of student skills.
- Priority 5. Science**
 Strategy: Based on ACARA, implement units of work, utilising C2C resources to support student learning.
- Priority 6. Attainment**
 Strategy: Continue to develop and implement extension programs for students from Prep to Year 5.
- Priority 7. Attendance**
 Strategy: Close tracking of classroom rolls.
 Early parent notification of unexplained absences.
 Tie in attendance to house point rewards programs.
- Priority 8. Pedagogy – ASOT Framework**
 Strategy: Design Question 1 - Embed
 Design Question 6 - Embed
 Design Question 2 – Introduce
- Priority 9. Engaged Partners**
 Strategy: Promote Parent and Community Engagement through a variety of strategies.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1103	553	550	88%
2013	1129	574	555	91%
2014	1131	570	561	88%

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

Characteristics of the student body:

The Tullawong State School student population has been steady during the period 2013 – 2014. Approximately 120 students have diagnosed disabilities and are integrated into mainstream classes across the school. 17% of the student population identify as Aboriginal or Torres Strait Islander descent. A high proportion of Year 7 Tullawong State School students in 2014 – approximately 90% - enrolled at local State High Schools within the district. The school continues to apply its Enrolment Management Plan with a defined catchment area to effectively respond to increased enrolment demands.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	24	24
Year 4 – Year 7 Primary	25	24	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	236	342	437
Long Suspensions - 6 to 20 days	35	40	13
Exclusions [#]	1	1	3
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Tullawong State School offers a selection of extension programs to support capable learners in a variety of learning areas. These programs are typically held before or after the usual school day and involve approximately 200 students.

Extra curricula 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 Choirs – Senior and Junior
- Student Council
- Student Leadership groups
- School Concert Band
- School Strings ensemble
- Inter and Intra School sport for Year 5-7 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 programs
- Under 8s Day
- 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

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 School Wide Positive Behaviour Support Program is a central focus in developing consistency of practice across all year levels and across all settings in the school community.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	93%	82%	82%
this is a good school (S2035)	94%	93%	82%
their child likes being at this school* (S2001)	90%	93%	97%
their child feels safe at this school* (S2002)	90%	93%	87%
their child's learning needs are being met at this school* (S2003)	87%	89%	87%
their child is making good progress at this school* (S2004)	93%	85%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	85%	79%
teachers at this school motivate their child to learn* (S2007)	93%	89%	79%
teachers at this school treat students fairly* (S2008)	86%	81%	74%
they can talk to their child's teachers about their concerns* (S2009)	87%	100%	89%
this school works with them to support their child's learning* (S2010)	86%	89%	90%
this school takes parents' opinions seriously* (S2011)	86%	84%	71%
student behaviour is well managed at this school* (S2012)	73%	82%	59%
this school looks for ways to improve* (S2013)	97%	85%	85%
this school is well maintained* (S2014)	97%	89%	87%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	86%	90%	90%
they like being at their school* (S2036)	84%	80%	89%
they feel safe at their school* (S2037)	92%	84%	74%
their teachers motivate them to learn* (S2038)	87%	94%	92%
their teachers expect them to do their best* (S2039)	95%	97%	96%
their teachers provide them with useful feedback about their school work* (S2040)	87%	90%	86%
teachers treat students fairly at their school* (S2041)	76%	77%	70%
they can talk to their teachers about their concerns* (S2042)	73%	85%	83%
their school takes students' opinions seriously* (S2043)	80%	77%	65%
student behaviour is well managed at their school* (S2044)	76%	73%	49%
their school looks for ways to improve* (S2045)	90%	91%	84%
their school is well maintained* (S2046)	88%	90%	66%
their school gives them opportunities to do interesting things* (S2047)	92%	95%	81%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	89%
they feel that their school is a safe place in which to work (S2070)		87%	81%
they receive useful feedback about their work at their school (S2071)		83%	78%
students are encouraged to do their best at their school (S2072)		98%	95%
students are treated fairly at their school (S2073)		83%	84%
student behaviour is well managed at their school (S2074)		74%	50%
staff are well supported at their school (S2075)		87%	66%
their school takes staff opinions seriously (S2076)		84%	69%
their school looks for ways to improve (S2077)		100%	94%
their school is well maintained (S2078)		93%	89%
their school gives them opportunities to do interesting things (S2079)		80%	81%

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

'Agree' represents the 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 offers many opportunities to parents who wish to be involved in their child's education. Some parents work mainly in the Early Years classrooms to assist students and teachers. The Tullawong community is very supportive of the P and C and whole school fundraising activities.

Parents, grandparents and carers support the school by:

- Attending P and C meetings
- Assisting on special days and events eg, Early Years Celebration, sport, and school discos
- Volunteering for Tuckshop/uniform shop rostered shifts
- Coming along to assemblies and special events such as ANZAC Day
- Meeting at the Indigenous Playgroup
- Attending information sessions organized by the Special Education Program
- Attending open afternoons in classrooms across the campus.

Reducing the school's environmental footprint

Tullawong State School has reduced its consumption of both electricity and water over the last financial year. Reductions are evident as a result of energy saving practices and awareness for staff and students across the school. The school community is conscious of the environment and has adopted recycling programs with local charity organisations.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	238,424	3,029
2012-2013	236,870	207,242
2013-2014	145,014	17,003

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.

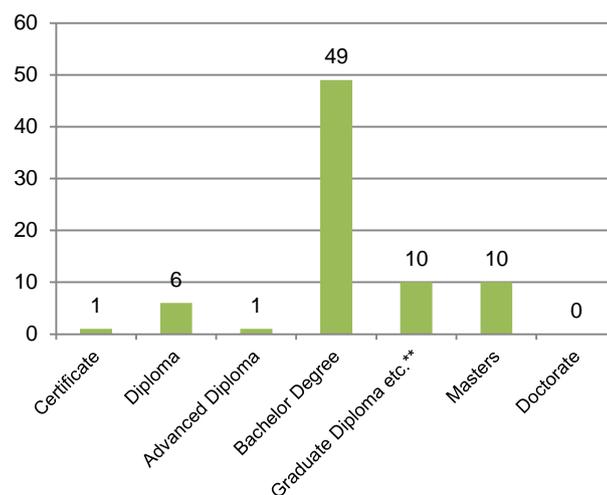
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	77	50	<5
Full-time equivalents	72	31	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	6
Advanced Diploma	1
Bachelor Degree	49
Graduate Diploma etc.**	10
Masters	10
Doctorate	0
Total	77



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$114 972

Teachers are instrumental in improving student achievement. Helping our teachers to maintain quality classroom practice is critical; therefore, we work with and support the professional development of our teachers. We are committed to creating opportunities for teachers to mentor and learn from others and to access professional information.

The proportion of the teaching staff involved in professional development activities during 2014 was 93%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

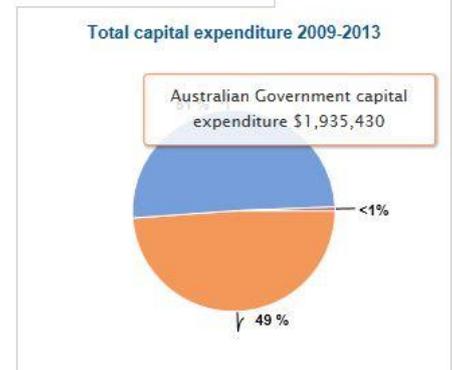
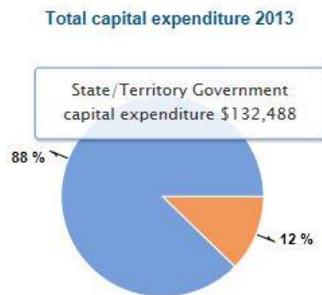
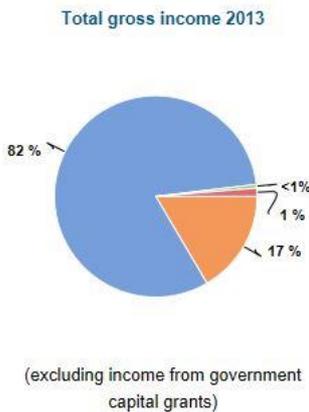
From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 school year.

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/>.

Net recurrent income 2013	\$ Total	\$ Per student
Australian Government recurrent funding	1,876,793	1,661
State/territory government recurrent funding	9,230,395	8,171
Fees, charges and parent contributions	67,085	59
Other private sources	150,429	133
Total gross income (excluding income from government capital grants)	11,324,702	10,025
Less <u>deductions</u>	0	0
Total net recurrent income	11,324,702	10,025

Capital expenditure 2013	\$ Total	\$ Total 2009-2013
Australian Government capital expenditure	18,594	1,935,430
State/territory government capital expenditure	132,488	2,000,921
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	25,000
Total capital expenditure	151,082	3,961,350



Percentages are rounded and may not add to 100%.

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	89%	89%

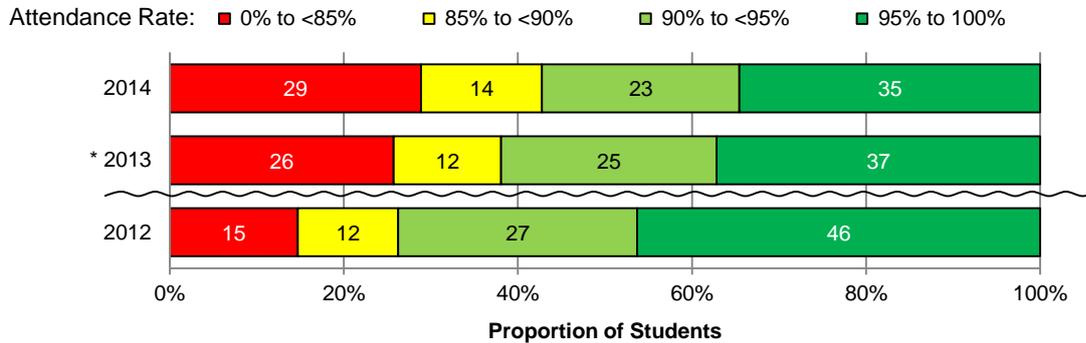
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	91%	92%	92%	94%	94%	92%	91%					
2013	88%	91%	90%	90%	88%	89%	88%					
2014	88%	88%	90%	89%	90%	87%	87%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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 2015, an attendance officer was employed to follow up on unexplained absences. The officer 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.

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.

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 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

Our Year 7 indigenous students reduced the gap between non-indigenous students in Numeracy and Writing when compared to their performance in NAPLAN the previous year. This trend has continued in Numeracy since 2012. In Reading, this cohort outperformed non-indigenous students.

Year 3 and 5 indigenous students are performing below their cohort in NAPLAN

Attendance patterns for indigenous students fall slightly below non-indigenous students.

A Liaison officer works within the school and keeps in touch with families as a means of support and assistance in the education of their children. An indigenous playgroup has been well supported since its inception.